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**WILLIAM WOODS  
UNIVERSITY**

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**EQA Program Review**

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# Program Review 2018-19

## Equestrian Administration

### Program Profile

#### History

*Start with the history of the program at WWU. Discuss relevant trends and issues dealing with the program and the institution. If a program has one or more concentrations, each concentration should be discussed separately. (300 words or less)*

The William Woods University (WWU) Equestrian Science (EQS) program is a professions-based, equine industry-aligned baccalaureate degree program built on an innovative blend of classroom-based instruction and practical, hands-on learning using one of the country's largest university-owned non-breeding herd of horses comprising four major riding disciplines: Dressage, Hunter-Jumper, Saddle Seat and Western. WWU's first riding program began in the 1920s, and expanded to a four-year undergraduate Equestrian Science degree in the 1970s. An Equine Administration degree (EQA) was added in 1992, and an Equine General Studies (EQGS cross-degree) degree was added in 2011. The equine programs at WWU draw students from across the United States. While a practicing professional in the field does not require academic credentialing, it provides a distinct advantage in the breadth and scope of jobs that a student may be qualified to pursue. The equestrian programs at WWU are both academic in nature and an art form requiring thousands of hours of practice. Teaching in a way that pushes experienced equestrian students while providing a solid foundation for new equestrians is challenging. This has informed our curricular changes and has required extensive scaffolding across the courses. We continue to look to improve in this area.

The Equine Administration major is designed to prepare the student to manage an equine or equestrian related facility. Equine managers are frequently tasked with a variety of duties. Our approach has been to pair a strong horse management curriculum with a core of business and communications related courses. Many Equine Administration majors ultimately decide to double major in Business as well. As the expectations of a facility manager change, we have changed the coursework. A modern barn manager or tack store owner will need to be social media savvy and has many new tools for advertising, inventory and general business management. We continue to adjust our program as the job requirements evolve.

#### Program Mission

*Provide the mission of the program and describe how the program supports the university mission. Discuss the philosophy or purpose of your program, how the program relates to the mission, vision and goals of the University.*

The Equestrian Studies division is committed to the welfare of the horse, the diversity of the industry, and assisting our students in finding their voice in the equestrian community. The equestrian programs are professions oriented by design and in practice. Active and engaged students are fully prepared to enter a dynamic and fast paced professional work environment after fulfilling the requirements of the major. The equestrian program at William Woods is truly a microcosm of the horse industry giving students exposure to many facets of the equine business world, competition in many disciplines, and the support services of field. This broad-based curriculum gives students many different areas of the industry to find employment. While we are clearly professions oriented, the equestrian faculty are focused on developing students who can communicate clearly and effectively. Students who are able to manage people and maintain relationships in the industry have a much stronger chance of finding success.

## Student Demographics

|                   | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|-------------------|-----------|-----------|-----------|-----------|-----------|
| Incoming Freshmen | 6         | 7         | 2         | 5         | 7         |
| Transfer          | 2         |           | 3         | 1         | 7         |
| Total Enrollment  | 30        | 29        | 27        | 30        | 21        |

### Concentrations

*Create a chart that provides the student enrollment in program concentrations. Make a column for each year and a row for each concentration for the identified academic years.*

No Concentrations

### Concentrations Attachment

*If it is easier to attach a current program document detailing the enrollment in each program concentration for the time frame requested, please attach it here. Just note in the Text Box above that the document is uploaded.*

### Program Demographic Data

*Upload the program page from the Institutional Research office program data for this program.*

EQA\_ENROLLMENT\_\_2018.xlsx

### Reflection on Program Enrollment Data

*Clearly describe the approach of the program maintain or improve student retention and graduation rates. Does the program have an active plan on retention of current students? If so, specify the details of the plan.*

The program saw immediate growth when it became the second option for Equestrian Science students. Eventually more and more students began to select EQA as their intended major at the start of their program. This strengthened the major and provided some continuity in the cohorts. Many students selected EQA as a minor because of the overlap advantage if they were already pursuing an EQS major. The introduction of the EQGS major in 2011 marked a gradual decline in EQA numbers. While the equestrian faculty were aware of the perceived advantage of choosing EQGS over EQA, the coursework is intended to prepare students for very different career paths. The school has worked hard in the last two years to inform incoming students of the careers associated with the three majors. This has included the addition of a 100 level Equestrian First Year Seminar course that introduces new students to each program and the associated careers. We hope that clearer language and carefully articulated program objectives (revised December 2018) will help students to select and stay in the major that fits their career goals.

### Advising

*Please describe the advising load, including the average number of advisees for each faculty member within the program. What strategies do program faculty use to achieve successful degree completion and graduation success? How is advising managed by the program faculty?*

|                  |                                     |
|------------------|-------------------------------------|
| Sarah Track      | 15                                  |
| Michele Smith    | 20                                  |
| Paul Schiltz     | 14                                  |
| Jean Kraus       | 20                                  |
| Liz Haben        | 22                                  |
| Jennie Petterson | 20                                  |
| Laura Ward       |                                     |
| Karen Pautz      | 0 (advisees graduate students only) |
| Bonnie Carr      | (no contractual advising load)      |

While advising loads are consistent with campus standards, it is important to note that equestrian faculty are frequently listed as second advisors, or serve as "informal" advisors for many students. Advising meetings consist of career exploration, course selection, summer job preparation and extra curricular support. The program faculty have integrated freshman and first year advising workshops into the EQU 101 Equestrian First Year Seminar course that moves students through constructing a four-year plan. In addition, an advising workshop is conducted annually during student performance days to alert students to curricular changes, requisite changes and course substitutions.

### Internship & Placement

|             | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|-------------|-----------|-----------|-----------|-----------|-----------|
| Internships | 2         | 4         | 2         | 4         | 5         |

### Internship Placements

*What placements outside of the university are used for internship/practicum/student teaching/clinical experience?*

Internship experiences reflected in the numbers above occurred at a variety of businesses and frequently overlap and connect content from the equestrian majors. The numbers reflect all academic internships (EQA,

EQS Internship I-III). Many students choose to pursue internships for career development rather than academic credit which are not reflected in the student numbers above. Examples include:

Lendon Gray's Winter International Internship Program

Kingdom Feed (other feed and tack stores as well)

Various Equine Assisted Therapy facilities

Various Training facilities

Equestrian venues

Veterinary practices

### **Graduated Students within the Program for the identified years**

|           | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|-----------|-----------|-----------|-----------|-----------|-----------|
| Graduated | 5         | 5         | 5         | 8         | 5         |

### **Graduate Placement Data**

#### **Employment in Field**

*What types of positions are considered relevant to the "Field" of study with this program? Please define what it means for students to be employed 'within the field' of the professional discipline*

These numbers have been extremely difficult to gather, other than relying on faculty anecdote. The lack of sufficient data indicates a need for development of a system to properly track student employment after graduation.

Positions in the field of Equestrian Science, Equestrian Administration, and Equestrian General Studies are varied. As well as securing jobs in the industry as riders, trainers, teachers and stable managers, WWU students have gone on to various careers including the following:

- Equestrian publishing
- Working for a breed/discipline associations (USEF, AQHA, FEI, UPHA, ASHA, etc.)
- Veterinarians and vet assistants
- Tack/equipment/clothing store owners
- Working at a feed/supply store
- Equine photography (portrait or horse show) and videography
- Horse show management
- Horse show judge/steward/course designer
- Social media managers
- Equine graphic designer
- Olympic groom

|                           | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---------------------------|-----------|-----------|-----------|-----------|-----------|
| Employed within of Field  | 15        | 16        | 15        | 9         | 10        |
| Employed outside of Field | 16        | 10        | 11        | 6         | 8         |
| Graduate School           |           |           | 3         | 1         |           |
| Unknown                   | 5         | 17        | 11        | 5         | 5         |

## Program Curriculum

### Curriculum: Rotation

*Review enrollment trends by course. Are there particular courses that are not meeting enrollment goals?*

Enrollment figures for the past five years have declined except in those classes taught every other semester which have held close to the projected enrollment. Obviously, classes that have changed to every semester would have a decline because of more availability to students, who could then pick which semester they would take a particular class. Case in point, EQU320, Event Management although the change to every semester was made to accommodate those students who needed the class and could not fit it in.

Classes such as Tack construction and for the most part riding classes have held steady due in part to the hands-on component of these classes. In the riding classes the projected enrollment of 8 students in Western, Hunt and Saddle seat, in some instances is too high, depending on the level of the student, where 6 might fill as a lot of the students are not accustomed to riding in large groups and although they are required these classes, may drop the major or change and go off campus to ride. Dressage with a projected enrollment of 6 per class has held fairly steady with a loss of 2 to 3 students.

In the lecture classes, the estimated enrollment for classes has not been met in the last 5 years, leading to the assumption that projected enrollment is too high, given the drop in Enrollment University wide.

Horse Management I & II were steady in 2013 and 2014 but then started to decrease in meeting the estimated enrollment, again because of requirements within the majors and low enrollment campus wide. Questionable.

### Curriculum: Delivery Mode

*Does online enrollment impact campus enrollment? Is there a notable difference in enrollment between online and campus classes, where one is regularly fuller than the other?*

NA

### **Curriculum: Revision**

*Explain any curricular revisions made since the 1st Program Review. What prompted the changes to curriculum? Were the changes prompted by student learning and assessment data or personnel changes? Did the curriculum changes produce the desired outcomes?*

Many changes have been instituted in the EQA curriculum in the last 5 years. The division feels that these changes have had a significant impact on the course work where the changes were instituted as well as strengthened the overall majors. One such change has been the digital portfolio which demonstrates the connection between program objectives and student coursework. The students can more easily see and draw on these connections. Practical examinations that were created for the EQU 201/391 classes give the students the opportunity to demonstrate their abilities to perform in areas that are essential for their success in their future careers in the horse industry.

EQU 113 Equine Health and First Aid was changed to EQU 117 Theory of Performance Horse Health Management I and EQU 118 Theory of Performance Horse Health Management II. This change was essential to continue to meet the needs of the students. With the evident lack of knowledge and understanding of fundamental horse behaviors and conditions that incoming students were demonstrating, it was felt that more time was needed to cover this basic content material. Basic content was moved from Horse Management Practicum I and II to EQU 117/118 in order to be more thorough in the introduction of this content but to also allow the students to gain a better understanding and mastery of the content at a more advanced level by Horse Mgt. Practicum courses.

EQU 415 Senior Portfolio was created in 2016-2017. This course's capstone project is a digital portfolio which demonstrates the connection between the program objectives and student coursework. This course helps the students to better understand the connection and to create a portfolio.

EQU 101 First Year Seminar class was added in the school year 2017-2018. As the incoming level of knowledge and understanding of horse behavior, teaching, training, riding theory and basic horse management has diminished over the years, it became evident that the EQS curriculum needed to establish this basic knowledge before the students moved forward into their regular EQS coursework. This basic survey course gives the student a better ideal of the depth and breadth of the William Woods Equestrian program and how to successfully navigate the different coursework and majors.

EQS 376 Equine Anatomy and Physiology was added in the school year 2016-2017. As the pre-vet program begun to develop more students, it was apparent that the current class EQS 306, although a strong course applied more to the EQ student interested in anatomy and conditioning as it relates more to exercise science and not as much to the just plain anatomy discussion which is more applicable to the biology/pre-vet student.

EQS 311 Conflicts and Controversies in the Equine Industry was added in the school year 2014-2015. This course was added as another elective offering for the EQ students. Courses in this area better prepare the graduating EQ student to understand the diversity and depth of the equine industry.

- EQU 113 split into two classes listed below (EQU 117/118) took effect 2016-2017
  - EQU 117 Theory of Performance Horse Health Management I (2016-2017)
  - EQU 118 Theory of Performance Horse Health Management II (2016-2017)
- Reintroduction of EQU 405 Business Practices (2014-2015)
- Addition of EQU 415 EQ Seminar (2016-2017)
- Addition of EQU 101 Equestrian First Year Seminar
- Added Elective EQU 311 Conflicts and Controversies in the Equine Industry (2015-2016)

### **Curriculum: Shared Curriculum**

*List program courses that are required by other academic programs or that are cross-listed with other*

academic programs. How do these courses impact the program (ie: increased class size/need for faculty overloads to teach additional sections, ect? How often is the shared course offered? Has the rotation changed for shared classes?

NA

### Curriculum Enrollment

Attach the Curriculum enrollment for all program courses.

EQA\_Course\_Enrollment\_2014\_2018.xlsx

### Program Checklist

Attach the Program checklist from the most recent Academic Catalog

EQA\_Checklist\_2018\_2019.pdf

EQA\_Checklist\_2013.pdf

### Course Description

Upload program course descriptions from the most current Academic Catalog.

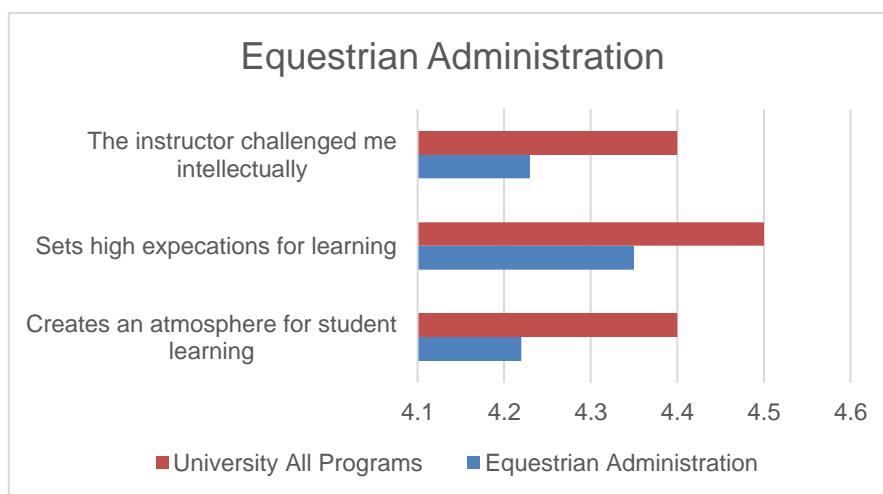
Equine\_Administration\_course\_descriptions.pdf

### Summary of Teaching Effectiveness

This data is compiled by the Office of Institutional Research and is comprised of End of Course evaluation responses of students. The data is comprised of the responses from Q8 "creates an atmosphere for student learning", Q16 "sets high expectations for learning, and Q22 "instructor challenges me intellectually".

EQA\_Course\_Evaluation\_DAta.xlsx

Equestrian\_Administration\_Survey\_of\_Teaching\_Effectiveness.pdf



Sample:

EQU N=48                    63% response rate  
 EQS N=137                    60% response rate  
 EQA N=21                    70% response rate

### **Faculty Response to Teaching Effectiveness**

*How does this information impact faculty perceptions of classroom management and academic rigor? Will any changes be made resulting from this data? Are there other data available from Student Performance Review or alternative measures pertaining to academic success that can be used to discuss teaching effectiveness?*

The Equine Administration major has suffered from a lack of full-time faculty attention. Many courses had been moved from the equestrian department in the early years of the major to the business and communications departments when enrollment in the equestrian program was at an all time high. The equestrian faculty simply didn't have the room in their teaching schedule to accommodate the lecture courses as well as maximize applied riding courses. While the use of communications and business courses brought an increased variety of faculty and viewpoints into the major, it also began to separate them from the stables. As student demographics have changed over the past five years, the connection between the non-equestrian coursework and the program objectives has been lost. While faculty in all academic disciplines can see the parallels in the coursework, the increasingly inexperienced students were not. Compounding the issue further was a change from the two primary EQA practicum courses from full time faculty instruction to adjunct leadership.

The EQA students have continued to find the mostly adjunct taught EQA courses lacking in their student evaluations. The addition of EQA and EQGS proficiency testing has helped the faculty to determine whether or not it was a student perception issue or a gap in learning. The EQA and EQGS students underperformed the EQS students during the first year of testing, but have shown significant improvement. Lack of substantial EQA assignments shown in EQA portfolios and the extensive help that the EQA seniors have required to understand and defend their mastery of the program objectives has prompted significant curricular changes for the 19-20 catalog. Substantial changes to EQU 201 and EQU 391 Horse Management Practicum I and II have fundamentally changed how the courses are assessed and perceived by students. Prior to 2013 it would be difficult to argue that significant portions of the course points were based on work hours, peer review and self reporting. Assessments were added that although time consuming for faculty and students, have guiding the courses in moving into a modern practicum design with a solid foundation in formative and summative assessment. Peer review and self-reporting have taken a more informal role in the course, and student perception of "fairness" has increased. The two practicum courses in the EQA major are in the process of the same redesign. It will represent a pivot in the coursework that we believe will address both the disconnect with the major and the student reported dissatisfaction with the current courses.

## **Faculty & Resources**

### **Physical Facilities**

#### **Physical Space/Resources**

*Describe the physical facilities that are unique to your program, including specialized buildings, classroom space, labs, and built in equipment and how they impact student learning. (If none, put N/A)*

### **Physical Facilities**

- Two heated indoor arenas
- All-weather-fothing outdoor arena with lights and sound system
- Four heated barns
- Seven tack rooms and six wash stalls with hot and cold water
- Tack construction workspace/tools
- Four turnout pens

- Sand round pen
- Climate controlled lounge with student computer lab
- Industrial laundry facilities
- Annex facility (8 turnout pens and 7 stall barn)
- CEM classroom with teaching technology

### **Upgrades to Physical Space/Resources**

*Changes/Upgrades that have been completed within the past 5 years, specifically for your program or are required because of your program along with any impacts to student learning.*

- Addition of four networked student computers in arena lounge
- Smartboard installation in the small classroom
- New roof on western barn
- Repair/reconstruct upper barn wash rack
- New Wi Fi Set Up
- Vet Equipment
- 2 new horse trailers
- Replace existing water line/auto waterers in western and dressage
- Added new water lines and auto waterers to back of western and dressage
- Upgraded LED lighting in UPHA, lower saddle seat, front of western, grooming/vet work areas in upper and dressage
- AC installed in HJ, W, D & SS tack rooms
- Fans installed in RARA and UPHA
- Fencing at annex replaced in front lot
- Temporary fencing installed at the Center for Equine Medicine and cross-country course
- Front of western and dressage painted
- All barn PA system completely overhauled and much of it replaced
- Security cameras installed at the end of the lower barn and corner of UPHA arena
- Show tack rooms constructed in HJ and Western
- Construction of classroom at The Center for Equine Medicine (CEM)
- Addition of teaching technology at CEM classroom
- Construction of Clinical Laboratory space at The center for Equine Medicine
- Digital radiography equipment
- Digital ultrasound equipment
- Dental equipment including power float
- Endoscopy equipment including upper airway and 3-meter gastro scope
- Serum Amyloid A analyzer
- Microchip reader

### **Recommendations to Improve Resources**

*Describe any desired changes/upgrades to facilities/resources and how the proposed changes would impact student learning.*

1. New tables/desks in small classroom
2. Newer truck to replace the 1985 Chevy 1 ton--this truck is no longer reliable for out of state hauling of fully loaded trailers. The faculty demand for the three University owned trailers is high during our competition season with constant negotiated for use of the 2011 Dodge 1 ton. When faculty are unable to offer "in house" hauling, the students pay much higher professional hauling rate as the only choice is

to contract with a professional hauler to get horses to the horse show. Unfortunately, the expense of showing off campus limits which students are able to take advantage of this program opportunity. While a professional hauler is much easier for faculty members, it provides another financial obstacle for many students.

### **Technology Resources**

*List current technology specific for the program. What technology is used on a regular basis? Are there any technology needs for the program, issues with technology that impact the classroom? Is there technology that would benefit the teaching in the classroom that the program would like to investigate?*

Currently utilized:

Smartboards in classrooms

Student computer lab in lounge

Computer and large screen display in CEM classroom

Improvements needed:

Technology in the large classroom is aging

Computers in lounge are outdated

smartboard in small classroom on the other wall for greater student visibility

Database for Equestrian program (currently using Horsetrak and testing other application based/phone friendly systems

### **Library Resources:**

*Insert the narrative from library staff pertaining to changes and recommendations to program specific library holdings.*

Equestrian administration as a discipline taught at the undergraduate level requires both retrospective and up-to-date library materials. A continued effort is made to comprehensively acquire materials in both electronic and printed formats. All books, journal articles and non-print materials are available through Woods OneSearch. The Library subscribes to a comprehensive database, Academic Search Complete, which is available to all students, both traditional and online, although equestrian resources are not comprehensively included. There is no database available that deals exclusively with horses or equestrian topics. Business topics are covered in Business Source Premier, the industry's most used business research database, providing full text for more than 2,300 journals, including full text for more than 1,100 peer-reviewed titles. This database provides full text back to 1886, and searchable cited references back to 1998. Business Source Premier contains full text coverage in all disciplines of business, including marketing, management, MIS, POM, accounting, finance and economics.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time

**Library Resources:**

*Faculty response to the adequacy of library resources provided to the program?*

The library resources for the School of Equestrian Studies are extensive and impressive. WWU houses a collection of equestrian texts and video that features both classical works from the great horseman to modern materials in each riding discipline. The library maintains an equally impressive selection of equestrian industry periodicals providing students with access to nearly every major industry publication. We are completely satisfied with the responsiveness from the library when requesting new materials, and find that they often acquire new texts before the faculty know that they are available. The resources made available at the library continue to put WWU's equestrian collection in the top tier of equestrian schools.

**Library Report**

*Attach the complete library report that is provided from the director of the Library that details the available resources to students in the program of study.*

[Equestrian\\_Administration\\_Library\\_Report.pdf](#)

**Faculty and Staff Resources****Faculty**

*1-list all full-time faculty in the program with highest degree, degree granting institution, years of full-time teaching experience WWU, and contractual course load. 2-List adjuncts who have taught within the last 3 years with the same qualifying information and which courses they have taught.*

| Faculty       | Degree | Institution                                 | Years Teaching             | Contracted Load     |
|---------------|--------|---|----------------------------|---------------------|
| Liz Haben     | MEd    | William Woods                               | 4                          | 12 hrs per semester |
| Michele Smith | MBA    | William Woods                               | 5 (most current full time) | 12 hrs per semester |
| Jean Kraus    | MA, MS | University of Missouri, Syracuse University | 45                         | 12 hrs per semester |
| Laura Ward    | MS     | University of Wisconsin River Falls         | 27                         | 9 hrs per semester  |
| Sarah Track   | MEd    | William Woods University                    | 8                          | 12 hrs per semester |
| Paul Schiltz  | DVM    | University of Illinois                      | 4                          | 6 hrs per semester  |
| Karen Pautz   | MEd    | William Woods University                    |                            |                     |

|                  |     |                            |    |   |
|------------------|-----|----------------------------|----|---|
| Jennie Petterson | MEd | William Woods University   | 14 | 6 hrs per semester  |
| Hunter Ortiz     | DVM | Louisiana State University |    | Adjunct 3 credit hours annually (Veterinary Medicine and Reproduction)    |
| Tara Rattray     | BS  | William Woods University   |    | Adjunct 4 credit hours per semester (Facility Management and EQA Seminar) |
| Gayle Lampe      | MEd | William Woods University   |    | Adjunct—as needed (Horse Show Judging, Saddle Seat Training Methods)      |
|                  |     |                            |    |   |

### **Faculty Curriculum Vitae**

*Attach current Vitae for all full time Faculty*

Gayle\_Lampe.pdf

Elizabeth\_Kuda\_Haben.pdf

Sarah\_Track.pdf

Karen\_Pautz.pdf

Jennifer\_Petterson.pdf

Michelle\_Smith.pdf

Paul\_Schiltz.pdf

Laura\_Ward.pdf

### **Adjunct Faculty Curriculum Vitae**

*Attach current Vitae for all adjunct faculty in the program.*

David\_Forster.pdf

Stephen\_Forsha.pdf

Linda\_Davis.pdf

Melissa\_Alpers\_Springer.pdf

Hunter\_Ortis.pdf

Bailey\_McCallum.pdf

Tara\_Rattray.pdf

Joshua\_Jackson.pdf

Jimmy\_Flores.pdf

Julie\_Morris.pdf

Lee\_Bailey.pdf

Stacey\_Bates.pdf

Keith\_Speer.pdf

Charles\_Lockwood.pdf

### **How many staff are designated to support the program?**

2

## Staff

*Do you feel the program is adequately staffed in order to meet the goals of the program?*

Yes

No (selected)

## Staff

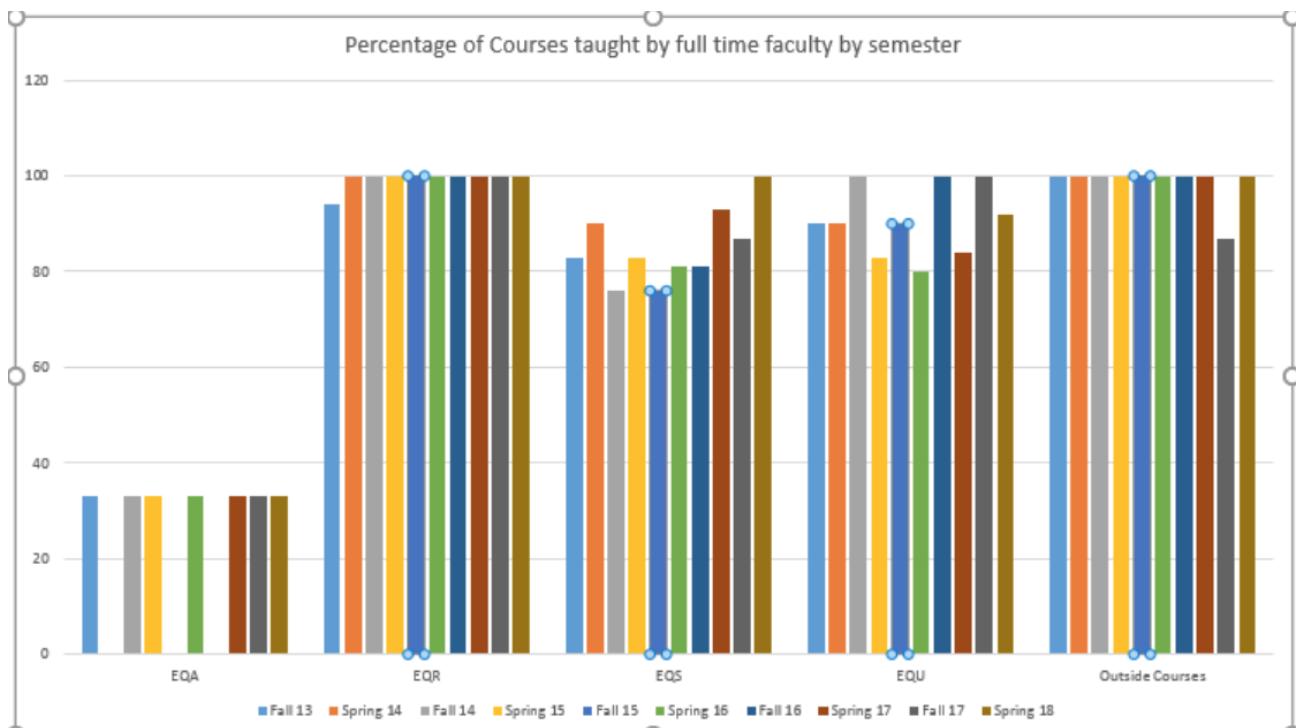
## *Are issues with staffing impacting student learning?*

Yes (selected)

No

## Faculty Percentage of Courses Taught by Full-time vs. Part-time

Please include a chart of the number of classes taught within the program that are taught by full time and part time faculty. Please include academic years Fall 2013 through Spring 2018



## EQA Courses

| Course  | Title                       | Fall 13         | Spring 14       | Fall 14         | Spring 15         | Fall 15           | Spring 16         | Fall 16           | Spring 17         | Fall 17           | Spring 18         |
|---------|-----------------------------|-----------------|-----------------|-----------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| EQA 305 | Techniques of Facility Mgmt | Adj (Northcutt) | Adj (Northcutt) | Adj (Northcutt) | Adj (Borgermeier) |
| EQA 320 | Equine Event Mgmt           | FT Smith        | NO              | FT Smith        | FT Smith          | Adj (McCallum)    | FT Smith          | Adj (Kyger)       | FT Smith          | FT Smith          | FT Smith          |
| EQA 420 | Facility Mgmt Practicum     | Adj (Northcutt) | Adj (Northcutt) | Adj (Northcutt) | Adj (Borgermeier) |

## EQR Courses

| Course    | Course Title          | Fall 13  | Spring 14 | Fall 14      | Spring 15 | Fall 15  | Spring 16 | Fall 16  | Spring 17 | Fall 17  | Spring 18 |
|-----------|-----------------------|----------|-----------|--------------|-----------|----------|-----------|----------|-----------|----------|-----------|
| EQR 10101 | Intro to Horsemanship | NO       | NO        | NO           | NO        | NO       | NO        | FT Haben | NO        | FT Haben | NO        |
| EQR 10102 | Intro to Horsemanship | NO       | NO        | NO           | NO        | NO       | NO        | NO       | NO        | NO       | NO        |
| EQR 11101 | Intro to Forward Seat | NO       | NO        | FT Onderkirk | NO        | NO       | NO        | NO       | NO        | FT Smith | FT Smith  |
| EQR 11201 | Intro to Saddle Seat  | FT Track | FT Track  | FT Track     | NO        | NO       | NO        | FT Track | FT Track  | FT Track | NO        |
| EQR 11202 | Intro to Saddle Seat  | NO       | NO        | FT Track     | NO        | NO       | NO        | NO       | NO        | NO       | NO        |
| EQR       | Fundamentals          | FT Pautz | FT Pautz  | FT Pautz     | FT Pautz  | FT Pautz | FT Pautz  | FT Pautz | FT Smith  | NO       | FT Pautz  |



|           |                          |              |              |              |              |              |              |              |              |              |              |
|-----------|--------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 22501     | Western                  | Haben        |
| EQR 22502 | Intermediat Western      | FT Haben     |
| EQR 22503 | Intermeidate Western     | FT Haben     |
| EQR 22504 | Intermediat Western      | FT Petterson | NO           | NO           | NO           | FT Haben     | FT Haben     | FT Haben     | FT Haben     | NO           | FT Haben     |
| EQR 32001 | Int/Advanced Dressage    | FT Pautz     |
| EQR 32002 | Int/Advanced Dressage    | FT Pautz     |
| EQR 32101 | Int/Advanced Hunt        | FT Smith     | FT Smith     | FT Ouderkirk | FT Smith     |
| EQR 32201 | Int/Advanced Saddle Seat | FT Track     |
| EQR 32202 | Int/Advanced Saddle Seat | NO           | FT Track     | NO           | NO           | NO           |
| EQR 32501 | Int/Advanced Western     | FT Haben     |
| EQR 32502 | Int/Advanced Western     | FT Haben     |
| EQR 32701 | Intermediate Jumper      | FT Smith     | FT Smith     | FT Ouderkirk | FT Smith     | NO           | NO           |
| EQR 42001 | Advanced Dressage        | FT Pautz     |
| EQR 42121 | Advanced Hunt            | FT Smith     | FT Smith     | FT Ouderkirk | FT Smith     |
| EQR 42201 | Advanced Saddle Seat     | FT Track     |
| EQR 42202 | Advanced Saddle Seat     | FT Track     | FT Track     | NO           |
| EQR 42501 | Advanced Western         | FT Petterson |
| EQR 42701 | Advanced Jumper          | NO           | FT Smith     | FT Ouderkirk | FT Smith     | FT Smith     | FT Smith     | NO           | NO           | FT Smith     | FT Smith     |

## EQS Courses

| Course    | Course Name                            | Fall 13  | Spring 14    | Fall 14       | Spring 15     | Fall 15    | Spring 16     | Fall 16    | Spring 17     | Fall 17    | Spring 18     |
|-----------|--|----------|--------------|---------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| EQS 20001 | Saddle Seat Judging                    | NO       | NO           | NO            | NO            | NO         | PE Lampe      | NO         | NO            | NO         | NO            |
| EQS 20002 | Dressage Lunging                       | NO       | NO           | NO            | NO            | NO         | FT Pautz      | NO         | FT Pautz      | NO         | NO            |
| EQS 205   | Saddle Seat Training Methods           | PE Lampe | NO           | PE Lampe      | NO            | PE Lampe   | NO            | PE Lampe   | NO            | PE Lampe   | NO            |
| EQS 20801 | Survey of Groundwork                   | NO       | NO           | NO            | NO            | Adj Carr   | Adj Carr      | Adj Carr   | Adj Carr      | FT Haben   | NO            |
| EQS 20802 | Survey of Groundwork                   | NO       | NO           | NO            | NO            | Adj Carr   | Adj Carr      | NO         | NO            | NO         | NO            |
| EQS 212   | Theory of Teching Riding               | FT Kraus | FT Kraus     | FT Kraus      | FT Track      | FT Track   | FT Track      | FT Track   | FT Track      | FT Track   | FT Track      |
| EQS 304   | Theory of Equine Behavior and Training | NO       | NO           | NO            | NO            | FT Pautz   | NO            | FT Pautz   | NO            | FT Pautz   | NO            |
| EQS 306   | Applied Anatomy and Conditioning       | FT Ward  | FT Ward      | Adj Carr      | Adj Carr      | FT Schiltz | FT Schiltz    | FT Schiltz | NO            | FT Schiltz | NO            |
| EQS 311   | Tack Construction and Repair           | FT Kraus | NO           | FT Kraus      | FT Kraus      | FT Kraus   | FT Kraus      | FT Kraus   | FT Kraus      | FT Kraus   | FT Kraus      |
| EQS 320   | Origins of Modern Riding               | FT Kraus | NO           | FT Kraus      | NO            | FT Kraus   | NO            | FT Kraus   | NO            | FT Kraus   | NO            |
| EQS 328   | Equine Evaluation                      | NO       | FT Petterson | NO            | FT Petterso n | NO         | FT Petterso n | NO         | FT Petterso n | NO         | FT Petterso n |
| EQS 330   | Dressage Issues                        | NO       | FT Pautz     | NO            | FT Pautz      | NO         | NO            | NO         | FT Pautz      | NO         | FT Pautz      |
| EQS 331   | Hunter Jumper Issues                   | NO       | NO           | FT Ouderkir k | NO            | FT Smith   | NO            | FT Smith   | NO            | FT Smith   | NO            |
| EQS       | Saddle Seat                            | NO       | PE           | NO            | PE            | NO         | FT Track      | NO         | FT Track      | NO         | FT Track      |

## EQU Courses

| Course | Course Title | Fall 13 | Spring 14 | Fall 14 | Spring 15 | Fall 15 | Spring 16 | Fall 16 | Spring 17 | Fall 17 | Spring 18 |
|--------|--------------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|
|--------|--------------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|

|           |                                     |           |           |           |           |           |           |           |               |           |
|-----------|-------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------------|-----------|
| EQU 10101 | Equestrian First Year Expereince    | NO        | FT Pettersson | NO        |
| EQU 10102 | Equestrian First Year Expereince    | NO        | FT Ward       | NO        |
| EQU 11101 | Intro to the Horse Industry         | FT Ward       | FT Ward   |
| EQU 11102 | Intro to the Horse Industry         | FT Ward       | FT Ward   |
| EQU 11103 | Intro to the Horse Industry         | FT Ward   | NO        | FT Ward   | NO        | FT Ward   | NO        | FT Ward   | FT Ward       | NO        |
| EQU 11301 | Equine Health and First Aid         | FT Kraus  | FT Kraus  | FT Kraus  | NO        | NO        | NO        | NO        | NO            | NO        |
| EQU 11302 | Equine Health and First Aid         | FT Kraus  | FT Kraus  | FT Kraus  | NO        | NO        | NO        | NO        | NO            | NO        |
| EQU 11701 | Perf Horse Health Mgmt I            | NO        | NO        | NO        | NO        | FT Kraus  | FT Kraus  | FT Kraus  | FT Kraus      | FT Kraus  |
| EQU 11702 | Perf Horse Health Mgmt I            | NO        | NO        | NO        | NO        | NO        | FT Kraus  | NO        | FT Kraus      | FT Kraus  |
| EQU 11801 | Perf Horse Health Mgmt II           | NO        | NO        | NO        | NO        | NO        | NO        | FT Kraus  | FT Kraus      | FT Kraus  |
| EQU 11802 | Perf Horse Health Mgmt II           | NO        | FT Kraus      | NO        |
| EQU 201   | Horse Mgmt Practicum I              | Full time     | Full time |
| EQU 211   | Survey of Equine Assisted Therapies | NO        | Adj Kyger     | Adj Kyger |
| EQU 221   | Stable Management                   | FT Ward   | FT Ward   | FT Smith  | FT Smith  | FT Haben  | FT Haben  | FT Haben  | FT Haben      | FT Haben  |
| EQU 327   | Conflicts and Controversies         | Adj Carr  | NO        | NO        | Adj Carr  | Adj Carr  | Adj Carr  | NO        | Adj Carr      | NO        |
| EQU 391   | Horse Mgmt Practicum II             | Full time     | Full time |

|         |                           |          |              |              |              |              |          |              |              |              |              |
|---------|---------------------------|----------|--------------|--------------|--------------|--------------|----------|--------------|--------------|--------------|--------------|
| EQU 401 | Advanced Horse Mgmt       | FT Kraus | FT Kraus     | FT Kraus     | FT Kraus     | NO           | NO       | FT Kraus     | FT Kraus     | FT Kraus     | FT Kraus     |
| EQU 400 | Equestrian Leadership     | NO       | NO           | NO           | NO           | NO           | NO       | NO           | NO           | NO           | FT Ward      |
| EQU 403 | Equestrian Senior Seminar | NO       | FT Petterson | FT Petterson | FT Petterson | FT Petterson | NO       | FT Petterson | NO           | FT Petterson | NO           |
| EQU 405 | Equine Business Practices | FT Smith | FT Smith     | FT Smith     | FT Smith     | FT Smith     | FT Smith | FT Smith     | FT Smith     | FT Smith     | FT Smith     |
| EQU 415 | Equestrian Portfolio      | NO       | NO           | NO           | NO           | NO           | NO       | FT Petterson | FT Petterson | FT Petterson | FT Petterson |

Outside of the School of Equestrian Studies

| Course  | Title                        | Fall 13                 | Spring 14          | Fall 14                 | Spring 15          | Fall 15                 | Spring 16          | Fall 16                 | Spring 17          | Fall 17                 | Spring 18          |
|---------|------------------------------|-------------------------|--------------------|-------------------------|--------------------|-------------------------|--------------------|-------------------------|--------------------|-------------------------|--------------------|
| ACC 240 | Principles of Accounting I   | FT (School of Bus)      | NO                 | Adj (school of BUS)     | NO                 |
| BUS 206 | Entrepreneurship             | FT (School of Bus)      | FT (School of Bus) | FT (School of Bus)      | FT (School of Bus) | FT (School of Bus)      | FT (School of Bus) | FT (School of Bus)      | FT (School of Bus) | FT (School of Bus)      | FT (School of Bus) |
| BUS 332 | Business Communications      | FT (School of Bus)      | FT (School of Bus) | FT (School of Bus)      | FT (School of Bus) | FT (School of Bus)      | FT (School of Bus) | FT (School of Bus)      | FT (School of Bus) | FT (School of Bus)      | FT (School of Bus) |
| BUS 351 | Principles of Management     | FT (School of Bus)      | FT (School of Bus) | FT (School of Bus)      | FT (School of Bus) | FT (School of Bus)      | FT (School of Bus) | FT (School of Bus)      | FT (School of Bus) | FT (School of Bus)      | FT (School of Bus) |
| BUS 421 | Human Relations              | FT (School of Bus)      | NO                 |
| COM 316 | Small Group Leadership       | FT (School of Soci Sci) | NO                 |
| COM 203 | Interpersonal Communications | NO                      | FT (School)        |

|            |                              |                                  | of Soci<br>Sci)                  |
|------------|------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| COM<br>224 | Equine (Video)<br>Production | FT<br>(School<br>of Soci<br>Sci) |
| COM<br>330 | Communications<br>Law        | FT<br>(School<br>of Soci<br>Sci) | NO                               |

**Faculty Reflection on Teaching Load Distribution**

*Please discuss the distribution of courses between full time and part time faculty. What impact if any does this have on students and/or the curriculum?*

The distribution of courses within the equestrian program does have an impact on the students and curriculum. The applied riding courses in which five instructors currently teach take first priority when scheduling as the applied riding lab fees support the facility and horse care. The courses load as just one credit hour for students and faculty though the classes meet twice a week for one hour each. Faculty assign written coursework and score multiple assignments in each applied riding course. They are responsible for everything tied to the applied riding courses (budget, tack, equipment, supplies, horses) and during full enrollment semesters, this means that they have 8 credit hours of applied courses with 16 hours standing in the classroom. When horse management practicum and teaching tech sequences tied to the riding disciplines are added, this leaves the average instructor with a load of 13 hours before any lecture classes are added. Often teaching days mean 6-9 teaching hours in the classroom. This often creates situation where students are unhappy with faculty availability or dissatisfaction with adjunct instructors. Finding qualified adjuncts is extremely difficult and while we have had recent adjuncts teaching EQA courses who were highly qualified, the students are unhappy with their office hour availability and lack of full integration within the department. Lower applied riding enrollment has allowed us to change the course distribution to put faculty in more areas and we see positive changes as a result. Additional recruiting and donor management responsibilities that are contractual expectations of equestrian faculty can leave faculty feeling like there are never enough hours to complete daily tasks.

**Recommendation on Personnel**

*What recommendations to personnel (Faculty/Staff) do the program faculty recommend? What is the rationale for the recommendation?*

The equestrian complex is a large livestock facility, a public equine venue, an equine clinic for the WWU horses, and home to the largest academic program on campus. It is surrounded by the city of Fulton with almost no buffer between the buildings and fencelines and the community. The complex has one full time administrative assistant and one full time barn manager. The complex is supported by graduate assistants who generally offer 60 hours of work per week combined. A small group of staff (generally 4-5) work from 4:00 am until noon providing general arena maintenance, feeding horses in the morning, repairing the barn and fences, mowing and unloading hay. They assist with stall cleaning primarily during the summer months. Work study students staff an afternoon feed crew and a variety of other critical jobs. It has become increasingly challenging to recruit work study students for the jobs in the stables, as they are hot, cold, wet and require consistent physical labor. A larger regular staff crew would allow for a "split" that would move feeding morning and night into a regular duty rather than work study. Attracting employees to the stables is a yearly challenge. The barn manager has a great deal of experience and history with the program, and plans need to be made to find an assistant to learn the ropes before the current manager decides to retire. He is responsible for supervising, procuring supplies and bids, managing large equipment and dealing with hay, feed and bedding suppliers. He continues to find a way to provide excellent quality feed and bedding at extremely competitive prices. Without a planned transition, many of the relationships that allow us to provide the high level of quality products at a price point that we can afford may be lost. The program recommends adding an assistant barn manager position.

## Financial Analysis of the Program

### Cost Per Major

*This number is from the Academic Dean Report on Program Prioritization.*

\$4,384.00

### Financial Analysis by Program

*Discuss issues and implications of the program budget. – need more description here to allow for a review of the financial cost of the program. I would like to add a prompt for programs to also report on their program cost per credit hour provided, in many cases this will look totally different to the cost per major, but still provides an alternate route to view the financial cost of a program.*

Course fees support a healthy percentage of the yearly expenses. WWU has been very supportive of providing the type of care of the herd that our stakeholders expect and that continues to support our equestrian mission. The budget is reasonable as long as equestrian program administrators and staff continue to grow healthy relationships with vendors and commit the time to find creative ways to cut expenses. Changes in commodity prices and other agricultural products can have a substantial impact on the equestrian budget, but the administration is responsive to this. Maintenance of an aging facility built by adding sections at a time over many decades with many different materials is a constant challenge. We have a number of buildings a major facility components that are "aging out" and need to be replaced.

While our course fees are some of the highest on campus, they are competitive when looking at other institutions. However, changing enrollment has had a significant impact on applied riding numbers and as a result the fees collected. Applied courses used as credit toward the EQA major were limited to 3 to allow students to be bumped to accommodate incoming EQS freshman. This was necessary years ago when we did not have enough riding spots to offer our incoming students. This has not been an issue of space for the last four or five years, and recent changes to the 19-20 catalog will allow up to five credit hours to be used toward the major.

### Instructional Expenses

*Discussion of expenses related to instruction. i.e. Internship, clinical, practicums...*

The School of Equestrian Studies has a variety of expenses that fall into both instructional and non-instructional. In order for ownership of donated horses to occur, the University and often an individual associated with WWU must hold current memberships. Applied riding instructors must also hold professional memberships in order to coach and compete on behalf of WWU. Some memberships are paid by WWU and others are paid by individual faculty members. Practicum experiences that are integrated into the on-campus experience are substantial as they relate to the equestrian program. A complete professional equestrian facility is maintained for instruction purposes.

### Non-Instructional Expenses

*Expenses that are included in the budget but not part of the instructional aspect of the program, not all programs have this.*

The equestrian budget expenses include purchase of large and small equipment, maintenance of heating systems, building repairs, grounds maintenance (mowers, trimmers and the like), maintenance of vehicles, safety supplies for employees, other utilities etc. This makes budget management overall a very extensive process notes easily compared with other academic areas on campus.

## Assessment Planning

### University Objectives

*Use the Attached copy of the University Student Learning Outcomes and discuss the alignment of your program to these objectives. How do the courses in your program support and contribute to expanding students' knowledge?*

### Institutional Learning Outcomes:

**Major Field Competence:** Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.

Field competencies provide a foundation for intellectual curiosity related to the discipline. Equestrian students are actively competing in a rated or breed show environment and earning employment with well established equestrian industry leaders and organizations. They are routinely evaluated by professionals not affiliated with the School of Equestrian Studies, which provides for rigorous and unbiased assessment of professional competencies.

**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.

Equestrian students are actively engaged in peer teaching and mentoring as well as participating in equestrian related partnerships with a variety of community organizations. Additionally, students are challenged to think critically and intellectually about issues of ethics as they relate to sport, competition, adjudication and animal husbandry.

**Self-Liberation:** Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.

Equestrian students are working through curriculum that builds toward independent and confident decision making. This begins with a carefully developed network of faculty support and mentoring at the start of their academic career and then pushes students steadily toward finding their own voice in our WWU equestrian community and finally the equestrian community as a whole.

**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.

The equestrian faculty model the mindset of lifelong learning and this is a cornerstone of our program. One never "masters" riding or finishes learning about horses. Students are actively researching, exploring and evaluating industry techniques and standards and revising them for their own purposes. The equine industry is constantly changing and equestrian students practice adapting and evolving through the curriculum.

Institutional\_Learning\_Outcomes.docx

### Program Outcomes

| Identifier | Description  |
|------------|--|
| WWU2016.1  | Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery. |

### Additional Standards/Outcomes

| Identifier   | Description  |
|--------------|--|
| <b>EQA.1</b> | Understand the dynamics of the equine industry.  |
| <b>EQA.2</b> | Understand the theories and demonstrate practical skills in equine management.                   |
| <b>EQA.3</b> | Recognize signs of illness in order to administer proper treatment for equine health management. |
| <b>EQA.4</b> | Develop communication and managerial strategies in an organizational setting.                    |
| <b>EQA.5</b> | Demonstrated abilities in leadership, persuasive communication and teambuilding.                 |
| <b>EQA.6</b> | Assess complex issues in relation to business ethics and legal issues.                           |
| <b>EQA.7</b> | Apply persuasive communication skills and conflict and conflict resolution techniques.           |

### Program Assessment Matrix

*Please insert a chart that shows the matrix for your program assessment plan/report.*

### Curriculum Map

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

#### Equestrian Administration(Imported)

|   | EQA 200 | EQA 300 | EQA 305 | ACC 240 | EQA 320 | EQA 420 | EQU 111 | EQU 117 | EQU 118 | EQU 201 | EQU 221 | EQU 391 |
|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| <b>EQA.1</b><br>Understand the dynamics of the equine industry.   | I       |         | R       |         | R       | M       | I       |         |         | R       | I       | R       |
| <b>EQA.2</b><br>Understand the theories and demonstrate practical skills in equine management.                |         |         | R       |         | R       | M       |         | I       | I       | R, A    | R       | M, A    |
| <b>EQA.3</b> Recognize signs of illness in order to administer proper treatment for equine health management. |         |         |         |         |         | M       |         | I       | I       | R       |         | R, A    |

|   |  |      |   |      |      |   |  |  |   |   |
|---|--|------|---|------|------|---|--|--|---|---|
| <b>EQA.4</b> Develop communication and managerial strategies in an organizational setting.          |  | R    | I | M, A | M, A | I |  |  | R | R |
| <b>EQA.5</b> Demonstrated abilities in leadership, persuasive communication and teambuilding.       |  | R    | I | R    | M    |   |  |  | R |   |
| <b>EQA.6</b> Assess complex issues in relation to business ethics and legal issues.                 |  | R    | I |      | M    | I |  |  | R |   |
| <b>EQA.7</b> Apply persuasive communication skills and conflict and conflict resolution techniques. |  | R, A |   | R    | M    |   |  |  | R |   |

|   |   |   |   |   |   |   |   |   |  |  |      |
|---|---|---|---|---|---|---|---|---|--|--|------|
| <b>EQA.4</b> Develop communication and managerial strategies in an organizational setting.          | M | A | I | R | R | R | I |   |  |  |      |
| <b>EQA.5</b> Demonstrated abilities in leadership, persuasive communication and teambuilding.       |   | A | R | R | R | M | R | I |  |  | A, R |
| <b>EQA.6</b> Assess complex issues in relation to business ethics and legal issues.                 | M | A | R | R | R | M | R | I |  |  |      |
| <b>EQA.7</b> Apply persuasive communication skills and conflict and conflict resolution techniques. |   | A |   |   |   |   |   |   |  |  |      |

### **Assessment Matrix**

*If your program already has a working document for the program matrix, please upload it here. No need to reproduce it in the text box.*

## **Assessment Data**

### **Annual Assessment Report 2017-2018**

[Equestrian\\_Administration\\_\\_Annual\\_Assessment\\_2017\\_2018.pdf](#)

### **Annual Assessment Report 2016-2017**

[EQA\\_Annual\\_Assessment\\_2016\\_2017.pdf](#)

### **Annual Assessment Report 2015-2016**

[Equestrian\\_Adminsitration\\_Annual\\_Assessment\\_Report\\_2015\\_2016.pdf](#)

### **Annual Assessment Report 2014-2015**

[Equestrian\\_Administration\\_Annual\\_Assessment\\_2014\\_2015.pdf](#)

### **Annual Assessment Report 2013-2014**

## Equestrian\_Administration\_Annual\_Assessment\_2013\_2014.pdf

### Snapshot on Assessment ( 5-year)

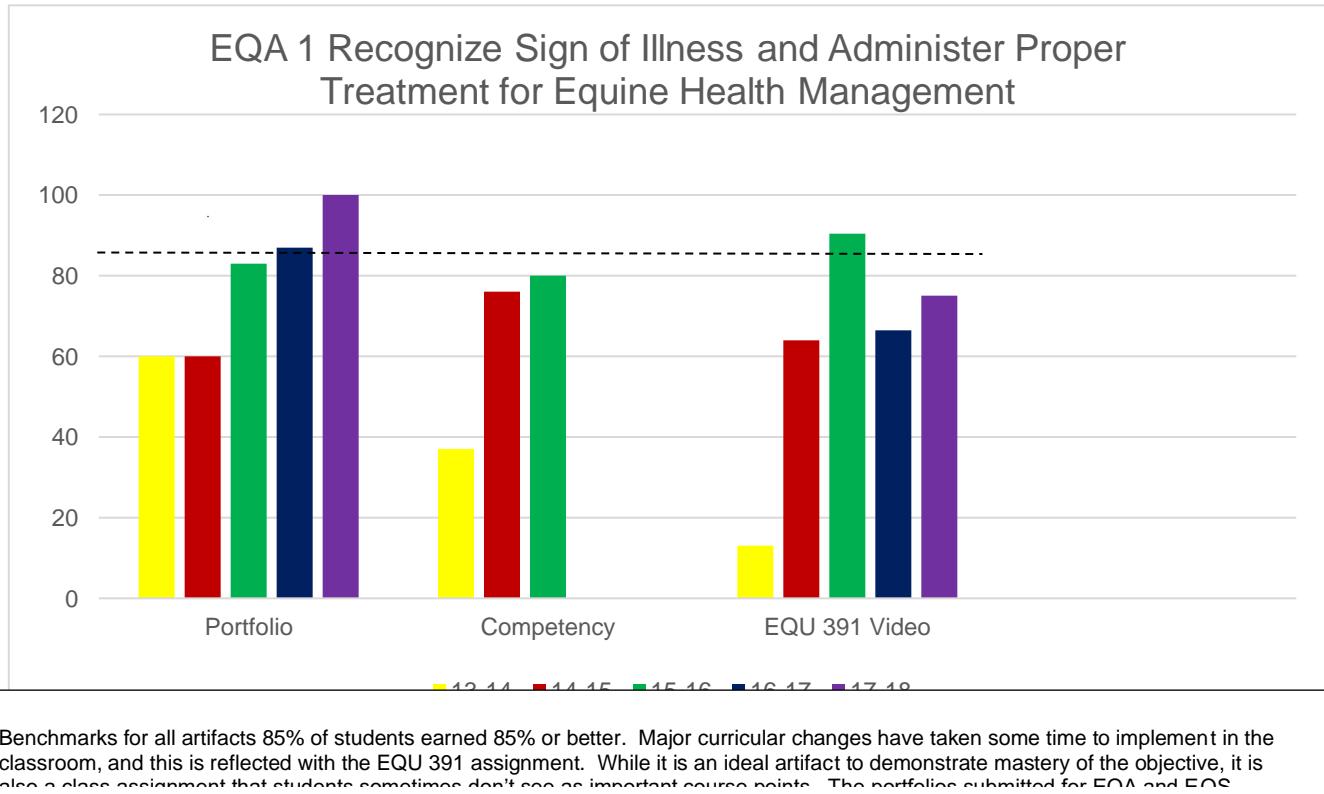
*Please refer back to the program Annual Assessment report and create a graph showing a 5-year trend on assessment data for your program objectives. This should show a quick view of how programs are meeting or not meeting set benchmarks from student assessment. Each objective should have its own graph in order to keep it organized and easy to track. Each graph should have a short narrative explaining what is happening with the data and what implications that has on the program and student learning.*

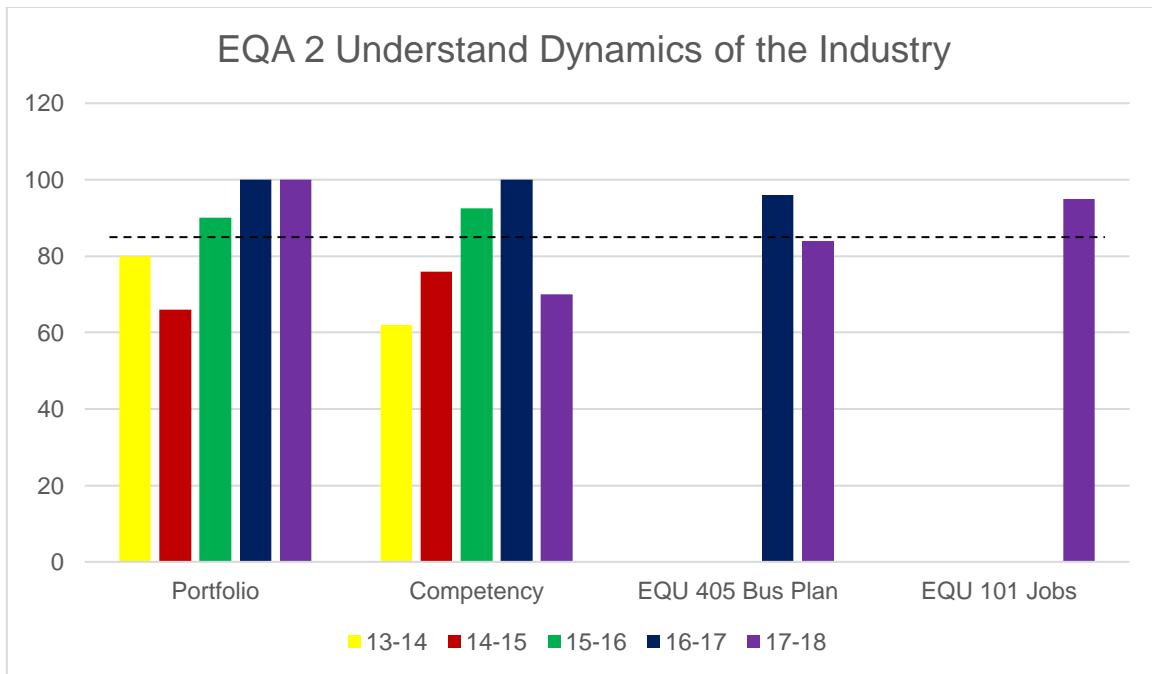
Charts attached with summaries embedded.

### Snapshot on Assessment

*If the program already has a document with the charts created, then that document can be uploaded here for the purposes of this report.*

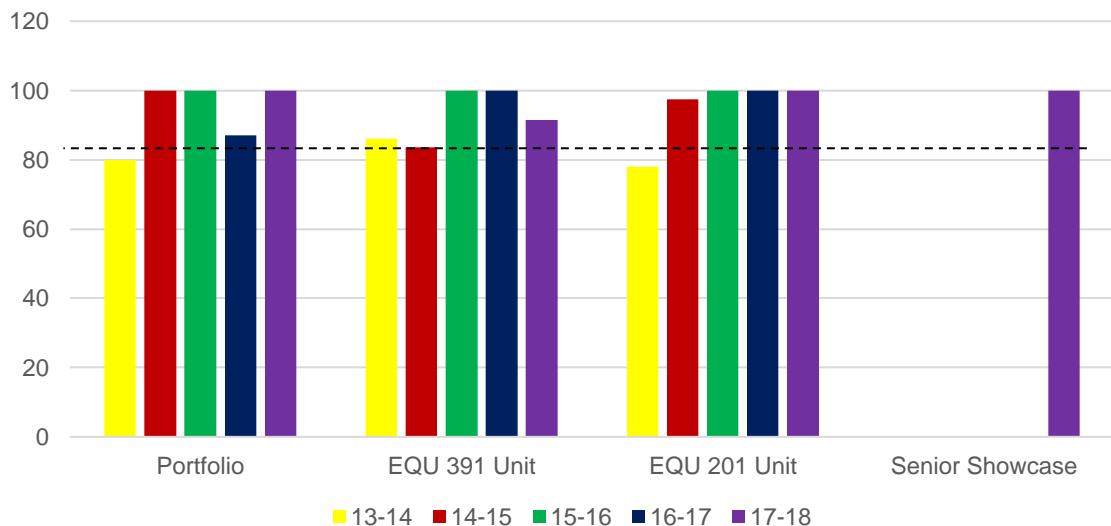
EQA\_Assessment\_charts.docx





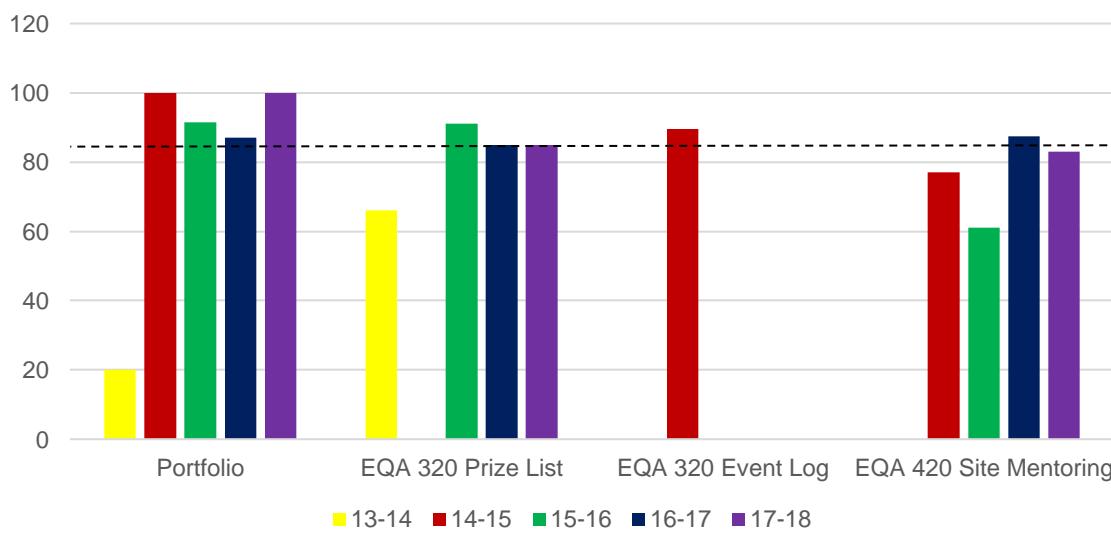
Benchmarks for all artifacts 85% of students earned 85% or better. Adding the business plan and freshman artifact for this objective will give us a better idea of where students are struggling. We have also continued to modify the competency test for EQA students. Smaller numbers of students made a few very low scores pull the competency averages down for 17-18.

### EQA 3 Understand Theories and Demonstrate Practical Management in Equine Care



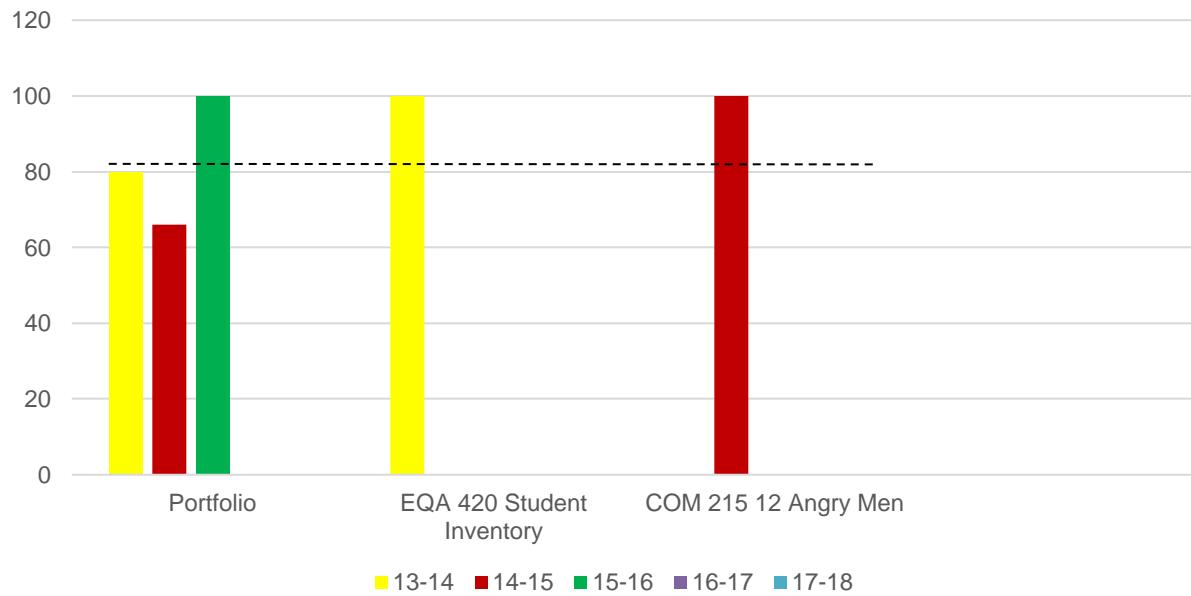
Benchmarks for all artifacts 85% of students earned 85% or better. Practical management and overall horse care benchmarks have been improved with modified curriculum. The school made purposeful scaffolding of the material a high priority starting in 14-15 and we continue to see this objective as one of the most marketable skills our students have.

### EQA 4 Develop Communication and Managerial Strategies in an Organizational Setting



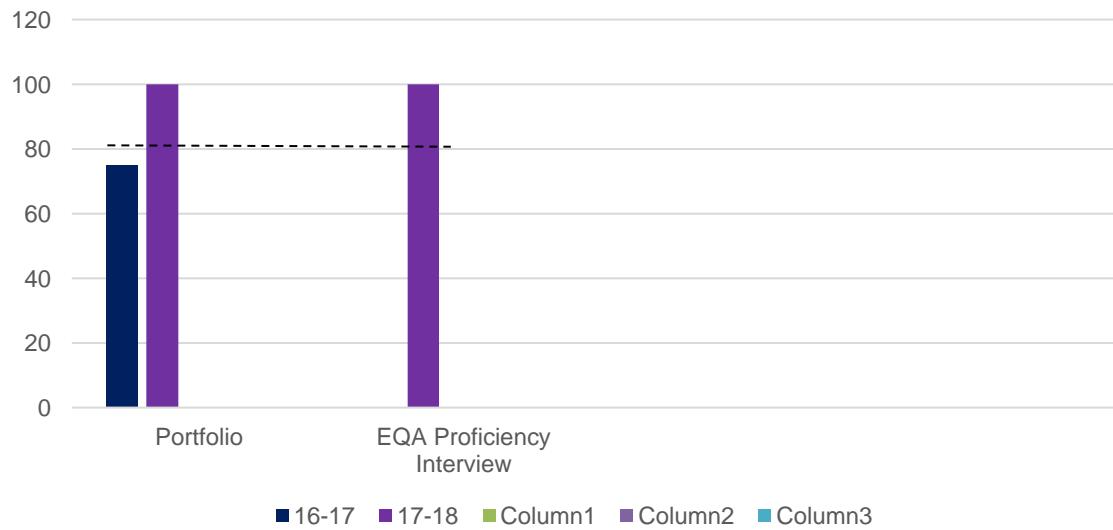
Benchmarks for all artifacts 85% of students earned 85% or better. Our challenge for finding appropriate assessment measures for this objective has been the inconsistency of the courses. Some classes are small with just a handful of students. Outside of the portfolio, the assessment artifacts represent a collection of many different adjuncts over the course of the program review. We see

### EQA 5 13-16 Communicate Clearly in Reports and Proposals--Demonstrated Abilities in Leadership, Persuasive Communication and Teambuilding



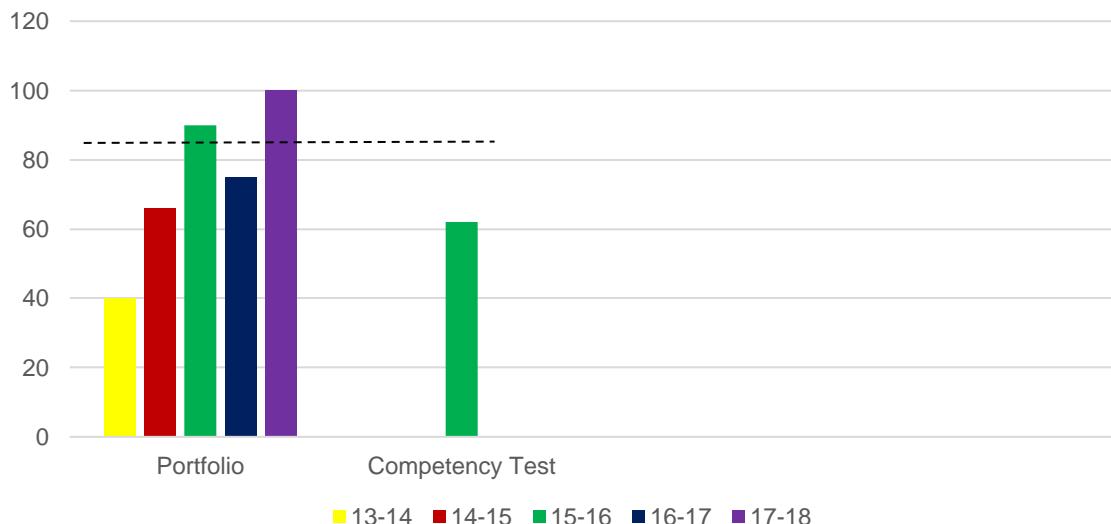
Benchmarks for all artifacts 85% of students earned 85% or better. We have struggled to find suitable artifacts and helping students make a connection between the courses they are taking outside of the program (business and communications courses) and their EQA major. This has spurred major curriculum changes to the EQA major for the 18-19 catalog. Objective 5 was revised for 16-17

### EQA 5 (16-18) Demonstrated Abilities in Leadership, Persuasive Communication and Teambuilding



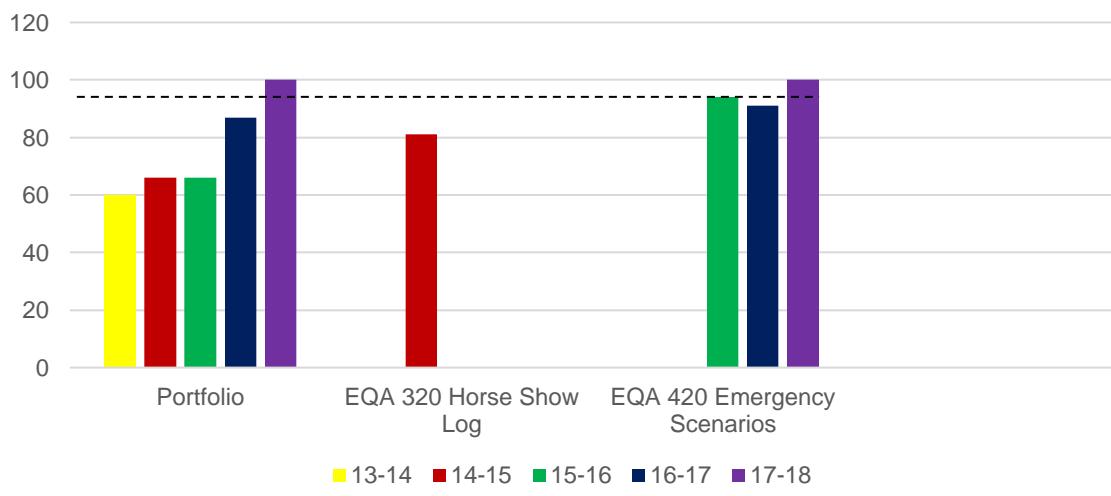
Benchmarks for all artifacts 85% of students earned 85% or better. The addition of the EQA proficiency sequence is reflected in the table above. The portfolio continues to show improvement from EQA students.

## EQA 6 Assess Complex Issues in Relation to Business Ethics and Legal Issues



Benchmarks for all artifacts 85% of students earned 85% or better. We have challenges in targeting our EQA students because so much of their work has been taking place outside of the EQ courses. The students are struggling to connect the courses outside of the major to the objectives. The competency test was reformatted and contained no applicable questions for 16-17 and 18-19.

## EQA 7 Develop Conflict Resolution Techniques and Demonstrate Skills in Teamwork and Group Productivity



Benchmarks for all artifacts 85% of students earned 85% or better. The portfolio continues to improve. The horse show log was discontinued as an assessment artifact as students often just declined submission. EQA 420 has been taught by adjuncts for many years and while the courses have struggled, student performance on the emergency scenarios assignment has been strong.

### **Analysis on Assessment**

*What is the assessment process for the program overall? What general activities are used to collect assessment information? Are all faculty involved in the assessment process?*

Faculty are very involved in the assessment process. Assignments are targeted that are designed to indicate proficiency related to a program objective. This is done in a group workshop setting so that all faculty are aware of which assignments and courses are used in the annual assessment report. In addition, student performance days are critical to our assessment plan. We offer EQA, EQS and EQGS proficiency testing in the fall and spring, with most students choosing to test the first year that they are eligible (after completion of approximately 45 credit hours). This requires passing a written test and an interview as well as a riding proficiency exam for EQS majors. We use outside assessors for the riding exam and multiple faculty for all of the interview sessions. All portions of the test have established benchmarks from 40+ years of proficiency testing. We now align all scores to a published rubric so that the scoring is completely transparent for students. Faculty are engaged in informal discussions of courses that are meant to build on each other, and more formally when curriculum changes require a complete analysis of our scaffolded coursework. Assessment of the portfolio, coursework and proficiency testing all has a valuable role in decision making as it relates to the major.

## **External Review**

### **External Review for Program Evaluation**

**Your role as an outside reviewer is to verify the information provided by the on-campus program review team. Your evaluation helps identify the program's strengths and recommend ways to address areas of concern. The following guide is intended to facilitate your work as a reviewer. The questions provide a quality rating of Exemplary, Adequate, Needs Improvement, Not Evidenced. Please provide a justification for your rating in the section below the question. Use as much space as necessary for your response.**

**At the conclusion of the evaluation, please provide a summary that addresses overall aspects of the program.**

**1.1 History of the program is succinct, but detailed. (-300 words)**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 3

Concisely written with enough detail to understand changes made and general reasons for them.

**1.2 Program's purpose/mission is clear, including relationship to the university's mission statement.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.*

Score: 2

"The Equestrian Studies division is committed to the welfare of the horse, the diversity of the industry, and assisting our students in finding their voice in the equestrian community. The equestrian programs are professions oriented by design and in practice. Active and engaged students are fully prepared to enter a dynamic and fast paced professional work environment after fulfilling the requirements of the major. The equestrian program at William Woods is truly a microcosm of the horse industry giving students exposure to

many facets of the equine business world, competition in many disciplines, and the support services of field. This broad-based curriculum gives students many different areas of the industry to find employment. While we are clearly professions oriented, the equestrian faculty are focused on developing students who can communicate clearly and effectively. Students who are able to manage people and maintain relationships in the industry have a much stronger chance of finding success."

Mission should encompass what is done, how it's done, who it's for, and include the value. The current statement is really wordy. I would recommend that the unit have a SWOT (strengths, weaknesses, opportunities, threats) meeting and revise. This could help frame some of the program's needs more clearly for administration.

**1.3 Clearly describes the approach to maintain or improve student retention and graduation rates.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.*

Score: 3

Through review of materials and visiting with faculty and students, faculty are committed to retaining students within the program and the University. The faculty work diligently to help students make consistent progress toward graduation.

**1.4 Program has clearly defined strategies for retention and graduation rates of students.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.*

Score: 3

Revisions to courses and overall curriculum seem very in line with these objectives (retention and graduation).

**1.5 Program advising loads are appropriately delegated throughout the program.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.*

Score: 3

This did not come up as a significant faculty burden during discussions, but it does not seem that advising loads are abnormally high in report(s) reviewed.

**1.6 Program has clearly articulated advising processes followed by all faculty within the program.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.*

Score: 3

This is written up in report(s). It is assumed faculty followed the process.

**1.7 Comprehensive accounting of graduates in internship placements.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 2

Uncertain what this is asking for - students who have graduated and gotten a job through an internship done while a student? If so, then internships were listed but it wasn't clear how many students actually received job offers (or accepted them) from said internship from the data provided.

**1.8 Provides detailed description of possible employment positions for graduated students.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 3

Various potential jobs/careers listed clearly and were fairly comprehensive.

**1.9 Post-Graduation data is complete and provides a picture of where students go after graduation.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 2

No program, to my knowledge, provides post-graduation data on every student who graduates. However, data were provided on generally where students have ended up after graduation. There were not specifics from year-to-year.

**2.1 Course Rotation is followed in the way courses are offered with minimal tutorial/independent study courses.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 3

This did not come up in discussions with faculty or students, but did I see it referenced directly in the report(s). It seems adequate.

**2.2 Reflection on course offerings and enrollment of courses, rotation, and demand is complete.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 3

Reports did a good job of covering this material. It did leave me to question why there are 3 majors rather than 1 major with multiple concentrations, but I believe that will be addressed in another section of the report.

**2.3 Course offerings appear appropriate for the needs of the program.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 3

Absolutely. Cross-listing courses from other programs prevents reinvention of the wheel, so to speak. However, it would be good/better if non-equine faculty would be more willing to work with equine students with regards to paper topics and methods of application of course material to the equine focus of these students. This statement is based on commentary from student/reviewer meeting.

**2.4 Issues involving curriculum are clearly explained.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 3

Issues that I came up with as I reviewed material were either well noted within reports or were already known to faculty, which became clear during faculty discussions.

**2.5 Discussion on curriculum changes based on assessment are detailed and complete.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 3

Again, this was clear either in the reports or became clear during faculty discussions. This process appears to be on target.

**2.6 Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 3

Generally, faculty seem aware of the successes and deficiencies, and are working to improve the latter.

**2.7 Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions (100-400 level)**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and*

*then justify your rating in the below section.*

Score: 3

While I'm not sure about the level of rigor identified by the Curriculum Committee, course descriptions seemed appropriate.

**3.1 Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 3

This was addressed very clearly.

**3.2 Summarizes the physical space available to the program.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 3

This was addressed very clearly, particularly with reference to difficulties in turning out horses (allowing them space for free exercise) and hay storage (hay is kept in multiple locations, include many "corners" or other odd spaces). Need of another/new vehicle big enough to haul horses is also justified based on program mission and needs. Another area of concern relative to the physical facilities is the lack of ability to truly isolate/quarantine ill or new horses (biosecurity concerns).

**3.3 Summarizes the technology equipment needs and supplies noting any deficiencies and the impact on student learning.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 3

This was addressed very clearly, including some limitations in classrooms (presentation technology). Students noted that LMS (learning management system) was complex and not user friendly, and they felt there were regular issues with notifications from classes not arriving in a timely manner.

**3.4 Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 3

This did not come up during the visit, but references within reports suggest this isn't a problem.

**3.5 Faculty qualifications and specific competencies are fully and accurately described.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score:3

Faculty, both regular and adjuncts, seem qualified for positions held.

**3.6 Provides a sound rationale for current staffing and/or future recommendations related to student learning.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 3

Let me be clear. The score is 3 for the statement, but I'm in agreement with the faculty - there are staffing concerns currently and more looming on the horizon.

Faculty load is high; high enough to be of concern. One area of concern is riding classes. I'm not sure the administration understands the time demands of riding classes. As I understand it, full time faculty are required to carry 12 credit hours a semester. Riding classes are only valued at 1 credit hour, but they can easily take as much time as a face-to-face course when you add in time to get horses ready, actually teach the riding component, and then cool out and return horses to stalls. Additionally, as occurs at my institution, riding classes also have a written component. This again increases the amount of time a faculty member spends on a course. Appropriate assignment of credit hours is needed.

While the addition of a veterinarian to the program did ultimately reduce the cost of overall health care, and it is a move that appears supported by both faculty and students, the fact that the veterinarian has no consistent assistant is cause for concern. Use of pre-vet students can help, but the veterinarian then has to continuously train "technicians" to assist with various procedures.

The administrative assistant has taken on duties related to assisting the veterinarian, which has taken her away from faculty support. While faculty have stepped up to manage more on their own, this has simply shifted the burden of work to faculty members who are already overloaded.

Another concern is related to the barn manager. While this individual appears very well qualified, many of the people in his network are willing to negotiate with him but may not be willing to negotiate with a new barn manager in the future. An assistant barn manager should be hired so that connections can be developed and methods/management practices learned in order to ensure a smooth transition when the current barn manager retires.

**3.7 Provides rationale and recommendations to improve resources that would address such deficiencies and link to student learning.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 3

Rationale offered seems appropriate to situation and is connected with improving student learning/experience.

**3.8 Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 3

Reports clearly address this, and it was obvious after speaking with faculty that efforts are continuously being made to reduce cost where ever possible.

**4.1 Includes university learning outcomes and assessment measures, which are clearly articulated.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 3

This was clearly outlined.

**4.2 Includes program learning outcomes and assessment, which are clearly explained.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 2

I'm not sure how valuable some of the assessments are when only 2 or 3 students are involved in the assessment.

**4.3 Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 2

In some areas, the plans for improvement were not clearly stated.

**4.4 The student learning objectives are appropriate for the specific discipline.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 3

This was clearly stated.

**4.5 Includes a longitudinal view of assessment for each program learning outcome.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 3

This was clearly stated.

**4.6 Discussion on the assessment process over the 5-year span.**

*Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.*

Score: 3

Faculty seemed very aware of assessment results and were working to improve areas that were deficient.

**External Reviewer Summary Statements**

**• What do you see as strengths for the program's?**

Faculty are very invested in the program. Faculty are also very collegial and appear to work well together.

Faculty are student-centered and can see the issues in and around the program.

The breadth of experience and knowledge of the faculty is excellent.

The number of horses available for students and the facilities, despite shortcomings, are excellent.

**• Does the program have components that distinguish it from other programs?**

Something to perhaps clarify - calling this Equestrian Science is a little misleading. The use of the word "Science" made students I surveyed (outside WWU) think the focus would be in things like nutrition, reproduction, or exercise physiology. While riding and training fall somewhat under exercise physiology, the focus of this major isn't in that area. Consider a change of title.

That being said, there are a few institutions that offer a similar type program, but not all have the same breadth of coverage of disciplines.

**• What areas need to be addressed and are the steps outlined in the program review adequately to address any areas of concern?**

Staffing is the number one issue I saw - faculty teaching overload, particularly when horses are involved, is very high. Horses are not a Monday - Friday, 8-5 pm job. Faculty are often there late into the night or on weekends, resulting in 50-60 hours a week "on the job". This is what I call the "creep effect", whereby a faculty member picks up a little more here, a little more there, just to cover things, but those additional duties are never reallocated. Use of GA's can be helpful, but not all GA's will be good for what is needed, giving GA's time off during holidays and summer adds to faculty burden during that time, and consistent turnover requires additional faculty and staff oversight while training new GA's. This should be evaluated and steps taken to reduce faculty load before faculty begin leaving. Additional faculty and staff (barn manager assistant, veterinary assistant) are vital.

Adjunct availability to students outside of class should also be evaluated. This came up as an issue during conversations with students and was noted in reports.

Though I'm not sure how you do it given the constraints of the campus and surrounding area, having access to more turnout for horses would be valuable not only for the program but for equine welfare as well.

Students noted a communication issue between faculty, GA's, and Keepers (students assigned to various strings of horses to be managed). Changes in horse management, care, turnout locations, etc., were not well communicated up/down the chain and could use improvement. Currently, the use of a Facebook page is not seen as adequate from student perspective.

- Should the program be expanded, maintained at its current size, reduced, or eliminated?**

The program should be maintained, if revised somewhat. Changes to curriculum are going in the right direction. I'm not sure why there are 3 majors. It appears there is a lot of overlap between all 3. Why not consolidate to 1 major, perhaps "Equestrian Science" with 3 concentrations - "Equine Exercise and Training", "Equine Facility Management", and "Equine Industry Options", or something similar?

- Any additional thoughts, comments, or recommendations pertaining to the program?**

This is a very good program that does an excellent job supporting the equine industry as a whole.

I did not see the Animal Use Protocol, but assume it is sufficient to protect students, faculty, staff, and the institution relative to equine welfare.

## Conclusions and Recommendations

### Program Response to the External Review Report

#### Response

*Please respond to all scores of a "Needs Improvement" or "Not Evidenced" made by the reviewer. Please note in the text which question you are discussing and then proceed with the response. Be thorough in your response.*

The external reviewer while marking strong number, made comments that suggest weaknesses. Reviewer prompt 1.2 addresses the mission statement and recommends a SWOT analysis to better define what the role of the equestrian program is at WWU. The School of Equestrian Studies was intentional in developing a succinct and general mission statement. Our one sentence mission statement is further explained in the paragraph provided by the external reviewer. We agree that a SWOT analysis would be a useful tool in program evaluation.

Dr. Porr also noted a general discussion of internships and post-graduation placements (1.7 and 1.9), but found specific information lacking. While our academic internships are easily documented (we follow a standard OwlNet course set up for internships), we have struggled to keep records of non-academic credit earning internships. Many equestrian students are engaged in summer internships that are not run through WWU in an official manner. We acknowledge that this leaves our report lacking in this area.

Both in the campus visit and in the external review, Dr. Porr questioned why we were managing three equestrian majors when it seems that we have a common core and concentrations (2.2). The faculty have discussed this at length over the past few years as the competency of our incoming class has continued to decline. To provide the foundation necessary for students to have a chance to make it through the equestrian program and find gainful employment after graduation, we have established a common core. While this is showing indications of success, it does highlight the overlapping coursework in the three equestrian majors. Our proposal to fold EQA and EQS into a common core and concentrations was not viewed favorably by WWU personnel outside of the equestrian department when proposed during fall 2018.

Our major curriculum changes occurred during the 18-19 year. Concerns expressed by the external reviewer on behalf of equestrian students regarding required courses taken outside of the major (2.3) and addressing performance gaps in low enrollment concentrations/classes have been areas of focus after the submission of the completed report. Courses that were moved outside of the School of Equestrian Studies in previous decades were moved back and are now being taught by equestrian faculty with a clear equestrian focus.

### Program Identified Strengths

*Discuss strengths of the program as they impact student learning.*

Dr. Porr recognized a number of strengths. She found graduation rates and retention to be strong particularly for an equestrian program (1.3, 1.4).

Her report and discussion with faculty identified program assessment as a significant strength with clear evidence of curricular changes happening as a result of analysis of assessment data and teaching effectiveness (2.4, 2.5, 2.6).

Faculty qualifications and expertise in the field were discussed as a strength (3.5). The equestrian faculty agree that as a team we present expertise in a wide variety of fields within the industry. Both our faculty and

horses give students ample opportunity to explore many areas of potential employment in their time at WWU.

Our report and our discussions with Dr. Porr regarding fiscal management of the program were also an area of strength (3.8, 4.1). She was impressed with the care and management we are able to provide both the horses and facility and stay within our budget. We are pleased that this was identified as a strength but also note that it is a daily struggle to balance fiscal responsibility with student and stakeholder expectations.

The external review notes advising loads and the expectation of advisors as a strength. We disagree with this conclusion, but also recognize that the report didn't adequately explain the shortcomings. Half of the equestrian faculty are responsible for both applied riding classes and the horses associated with those courses. This means standing in their classrooms for often 6-8 hours a day. If they serve on a standing committee or ad hoc committee this is also a part of their schedule. Their calculated credit load is not indicative of their availability. When advising week approaches, the appointments are stacked and wedged into every possible gap. The students feel rushed, and many of us conduct advising appointments over the weekend or late at night. It is a very difficult time that creates frustration for equestrian students and equestrian faculty.

### **Program Identified Challenges**

*Discuss any challenges of the program as they impact student learning. What is the program doing to combat these challenges?*

Discussions and questions from Dr. Porr indicate that her institution (Murray State) has some of the same challenges that we encounter.

Incoming students have much less experience and knowledge about horses and this requires one on one time with students and horses mentoring them carefully to ensure a safe experience. Building a solid foundation is critical to the success of a professional horseman, and eight semesters is hardly adequate even when they arrive with years of professional instruction. This is a challenge that many equestrian programs across the country are facing.

Heavy reliance on faculty to fill in all of the missing pieces with consistent overloads, 1/2 credit applied riding courses with 8 credit hour expectations from students, industry professionals and WWU stakeholders is dangerous to sustainability. Dr. Porr identified staffing concerns as clearly explained (prompt 3.6 with a score of 3) but makes a strong statement about serious repercussions from continuing this approach. She was shocked at the way the courses are loaded for faculty and the "classroom" time that is the norm. She inquired about weekend expectations and after-hours workloads as well as work done off contract. This method of operating has become so normal to the equestrian faculty that it was almost alarming to read and hear her serious concerns.

She agrees that we need more support staff for Dr. Schiltz and the administrative assistant. She met with our stable manager and outlined the potential consequences of not having an assistant "learning the ropes" and making contacts with current vendors.

All of this impact's student learning. When faculty and staff are overloaded, learning opportunities are diminished. The quality and preparation for courses and appointments suffer as a result of "never catching up." Students are unable to find faculty to have meaningful one on one conversations when they are in their classrooms all day long. If we cannot operate the facility or maintain the horses in a financially efficient manner, then student opportunities will decrease. Much of what we are able to do now is directly related to specific people with specific contacts, skills and abilities. Losing faculty or staff (even if those positions were immediately replaced) would fundamentally change what the equestrian program can do for students.

### **Action Plan**

*What is the plan for the program moving forward. What anticipated changes will be implemented as a result of this report?*

The external review was delayed because of a biologic hazard concern. We proceeded with many significant curricular changes (full implementation of EQU 101 First Year Equestrian Seminar, consolidation of all senior seminar courses into EQU 403, establishment or reviving of courses Equestrian Communications, Foundations of Equestrian Teaching and Learning, Introduction to Equine Entrepreneurship) during the 18-19 academic year. It was encouraging to hear an outside evaluator suggesting some of the changes that we have already made.

In addition to curricular changes, we have requested an additional graduate assistant position to serve as a dedicated assistant to Dr. Schiltz and our administrative assistant. This position could be filled by a graduate student with animal science or equestrian skill sets. The administrative role for this position would be limited to patient record keeping. While this would not eliminate the need to retrain a GA every 18-24 months, it would provide some consistency in job duties.

We will continue to advocate for an assistant stable manager.

The external reviewed mentioned the lack of turnout space (and we identified it as a weakness) for stabled horses. While this has been a weakness since the start of the program, it is not an easy problem to solve. As prospective students and even prospective employees/faculty continue to be vocal about the management issues this may cause, it becomes increasingly challenging to "explain." We have addressed complaints from prospective families and students, concerns from job applicants, student complaints, employer concerns and industry professionals all related to keeping horses in stalls 23 hours a day. As professional horseman we are doing everything we possibly can to provide a healthy and rich environment for the WWU herd while under physical space constraints. We will continue to explore create options like covered automatic walkers and additional turnout spaces.

## Academic Council Review

### Recommendation of Academic Council

*After thorough review of the provided program report and external review, it is the recommendation of the Academic Council:*

Accept Report as submitted, no further action.

Accept Report with recommended changes

Revisions requested and resubmit the report

Program did not meet minimum standards and is placed on an improvement plan.

### Program Strengths

- The report clearly articulated the alignment between the University outcomes and the program objectives.
- The program provided a concise and easy to follow map of the assessment with an explanation of curriculum changes. The report was well written with detail and clear explanation so that even someone not involved within the content area could understand the issues and challenges. The lack of consistency in course assessment was noted with a clear articulation of changes to improve curriculum and assessment.

- The program Chair and faculty are very inventive and willing to problem solve to find effective answers to problems that the program has encountered.
- It goes without saying that the faculty within the program are an asset to the program. Their commitment to the university, program and students is a definite strength and selling point.

### **Program Weaknesses**

- One of the most obvious challenges of the program is that several of the concentration areas are too small to account for reliable data. There was some inconsistency within the data as well due to revolving classes between different faculty and assessment assignments not being covered.
- Additionally, a challenge of the program is the way in which faculty load is calculated for a in seat riding course. The faculty are only given one credit of load for classes that should count for 2 credits of load. This leads to faculty teaching 7-8 classes before they "make load". While this system has worked for the university it is a concern for burn out as well as attracting new faculty to open positions. There have been several candidates withdraw their names from positions due to the load our faculty carry.
- The advising issue is also a challenge for the faculty within the program. The number of classes being taught by each faculty member as well as managing their string of horses creates issues for setting up advising sessions. The faculty have managed the situation as best they can, but some students are frustrated with advisors who are outside of the field of study. The university has several advisors who manage mostly an equestrian advising load even though they do not teach in that field to help with advising issues.
- Staffing is traditionally an issue and there is a need for an Assistant Barn Manager. The current Barn Manager has been there a long time and could retire in the foreseeable future; the knowledge needed to keep the barn running effectively for the number of horses that the university carries is excessive. Hiring someone to work with the current barn manager with the intent to eventually take on the role would help with continuity and assist in sharing the current work load.

### **Recommendations**

- No recommendations at this time as the program is already implementing curriculum modifications based off of the assessment data and that work needs to continue.

## Academic Council Evaluation for Program Review

3=Exemplary

2=Adequate

1=Needs Improvement 0= Not Evidenced

| Program Profile  |   |   |
|--|---|---|
| 1.1  | History of the program is succinct, but detailed. (-300 words)                                    | 2 |
| Comments:  |   |   |
| 1.2  | Program's purpose/mission is clear, including relationship to the university's mission statement. | 3 |
| Comments: Very detailed and links to both WWU and their own expectations.  |   |   |
| 1.3  | Clearly describes the approach to maintain or improve student retention and graduation rates.     | 2 |
| Comments:  |   |   |
| 1.4  | Program has clearly defined strategies for retention and graduation rates of students.            | 2 |
| Comments: Plan discusses creating additional opportunities to differentiate instruction based on the idea of less skilled riders. Recruitment of the right type of "rider" seems to be an issue. You can't have a top tier sports program made up of all 2-star athletes.  |   |   |
| 1.5  | Program advising loads are appropriately delegated throughout the program                         | 2 |
| Comments:  |   |   |
| 1.6  | Program has clearly articulated advising processes followed by all faculty within the program.    | 2 |
| Comments:  |   |   |
| 1.7  | Comprehensive accounting of graduates in internship placements                                    | 2 |
| Comments:  |   |   |
| 1.8  | Provides detailed description of possible employment positions for graduated students.            | 2 |
| Comments: This is a weakness across the campus and something that needs to be reviewed as a whole. Several programs looked at creating FB groups or looking at Linked in as a way to check in with graduates. This could also be something that the Alumni office assisted on our ability to follow up with graduates. |   |   |

|   |   |   |
|---|---|---|
| 1.9   | Post-graduation data is complete and provides a picture of where students go after graduation.  | 2 |
| Comments:   |   |   |
| Curriculum  |   |   |
| 2.1   | Course rotation is followed in the way courses are offered with minimal tutorial/independent study courses.   | 2 |
| Comments:   |   |   |
| 2.2   | Reflection on course offerings and enrollment of courses, rotation, and demand.   | 2 |
| Comments:   |   |   |
| 2.3   | Course offerings appear appropriate for the needs of the program.   | 2 |
| Comments:   |   |   |
| 2.4   | Discussion on curriculum changes based on assessment are clearly explained and complete   | 3 |
| Comments: Done on a course by course basis and the narrative is clear and easy to follow. |   |   |
| 2.5   | Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.                    | 2 |
| Comments:   |   |   |
| 2.6   | Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions. (100-400 level) | 2 |
| Comments:   |   |   |
| Physical, Human, and Financial Resources  |   |   |
| 3.1   | Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.  | 2 |
| Comments:   |   |   |
| 3.2   | Summarizes the physical space available to the program  | 2 |

|   |   |   |
|---|---|---|
| Comments:   |   |   |
| 3.3   | Summarizes the Technology equipment needs and supplies noting any deficiencies and the impact on student learning.                | 2 |
| Comments:   |   |   |
| 3.4   | Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning              | 2 |
| Comments:   |   |   |
| 3.5   | Faculty qualifications and specific competencies are fully and accurately described   | 3 |
| Comments: Narrative was detailed.   |   |   |
| 3.6   | Provides a sound rationale for current staffing and/or future recommendations related to student learning.                        | 3 |
| Comments: Narrative was detailed.   |   |   |
| 3.7   | Provides rationale and recommendations to improve resources that would address such deficiencies and link student learning.       | 3 |
| Comments: Narrative was detailed and the issues with student satisfaction were articulated with a plan for improvement implemented. |   |   |
| 3.8   | Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program. | 3 |
| Comments: Narrative was detailed.   |   |   |
| Assessment  |   |   |
| 4.1   | Includes University learning outcomes and assessment measures, which are clearly explained.                                       | 3 |
| Comments: the report explained a strong alignment to the University learning outcomes   |   |   |
| 4.2   | Includes Program learning outcomes and assessment, which are clearly explained.   | 3 |
| Comments: this was detailed   |   |   |
| 4.3   | Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.        | 3 |

|  |   |   |
|--|---|---|
| Comments: The data and gaps in student learning were explained and identified with action plans on how to fix the issues within the curriculum.  |   |   |
| 4.4  | The student learning objectives are appropriate for the specific discipline.  | 2 |
| Comments:  |   |   |
| 4.5  | Includes a longitudinal view of assessment for each program learning outcome  | 3 |
| Comments: While this gets messy, the program did a nice job of laying out the objectives and data from assessment. This provided a clear picture for program faculty and others to see the bigger picture to assessment and where changes need to be made in order to "clean up" some assessment in order to obtain stronger data. |   |   |
| 4.6  | Discussion on the assessment process over the 5-year span.  | 3 |
| Comments: The program did a nice job of detailing the assessment over the course of the 5 years and articulated the changes made effectively.  |   |   |
| External Review  |   |   |
| 5.1  | Program response to all criteria marked as a 2 or lower on the External Review report is complete with specific strategies for improvement. | 2 |
| Comments:  |   |   |
| 5.2  | Response to the external review is complete and detailed  | 2 |
| Comments:  |   |   |
| Conclusion   |   |   |
| 6.1  | Strengths of the program are discussed  | 2 |
| Comments:  |   |   |
| 6.2  | Challenges of the program are discussed.  | 2 |
| Comments:  |   |   |
| 6.3  | Action plan for the program is visionary, showing evidence that the program is aiming for a higher level of student learning.               | 2 |
| Comments:  |   |   |

