



WILLIAM WOODS
UNIVERSITY

EQGS Program Review

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Program Review 2018-19

Equine General Studies

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 was added in 1992, and an Equine General Studies (cross-degree) degree was added in 2011. The equine programs at WWU draw students from across the United States.

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	4	5	6	5
Transfer	7	0	4	2	3
Total Enrollment	47	39	45	48	46

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.

See attached.

EQGS Concentrations 5-year Program Review Student Enrollment

	13/14	14/15	15/16	16/17	17/18
Leadership	3	3	6	6	3
Art	6	2	1	4	6
EAT	22	16	14	14	11
Media	3	0	0	1	3
EQ Studies	17	17	22	24	20

Program Demographic Data

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

Equine_General_Studies_Enrollment____2018.pdf

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, specific the details of the plan.

The equestrian program has experienced periods of growth and decline in the past five academic years. We have worked quickly and aggressively to change instructional approaches to meet challenges of small incoming classes of inexperienced equestrian students. This has meant adding developmental riding courses for students who do not have sufficient riding experience to enroll in a regular group riding course. It has also required faculty to provide hands on instruction outside of regular class time to teach safety, horse handling and basic grooming procedures. While faculty are pleased with what the program offers in "value added" education, even exemplary progress doesn't always result in a student that will be employable as a professional trainer upon graduation. Students that begin their academic career firmly committed to pursuing an EQGS concentration are often stand out scholars and future equine professionals. Students who move to the EQGS major in order to avoid more rigorous coursework that requires extensive time in the stables or expedite their time in the program, are frequently dissatisfied in their preparation to be professional instructors and trainers. This is not the objective of the major, and is a source of frustration for faculty.

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 (advises 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 extracurricular 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	13	13	15	12	15

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. Classes that have changed to every semester reflect a decline because of increased 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 or 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 last 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 EQS 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 (i.e.: increased class size/need for faculty overloads to teach additional sections, etc.? 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.

Program Checklist

Attach the Program checklist from the most recent Academic Catalog

EQGS_AssistedTherapies_Checklist_2018.pdf

EQGS_Art_Checklist_2018.pdf

EQGS_EquineMedia_Checklist_2018.pdf

EQGS_EquineStudies_Checklist_2018.pdf

Equine_General_Studies_2013.pdf

Course Description

Upload program course descriptions from the most current Academic Catalog.

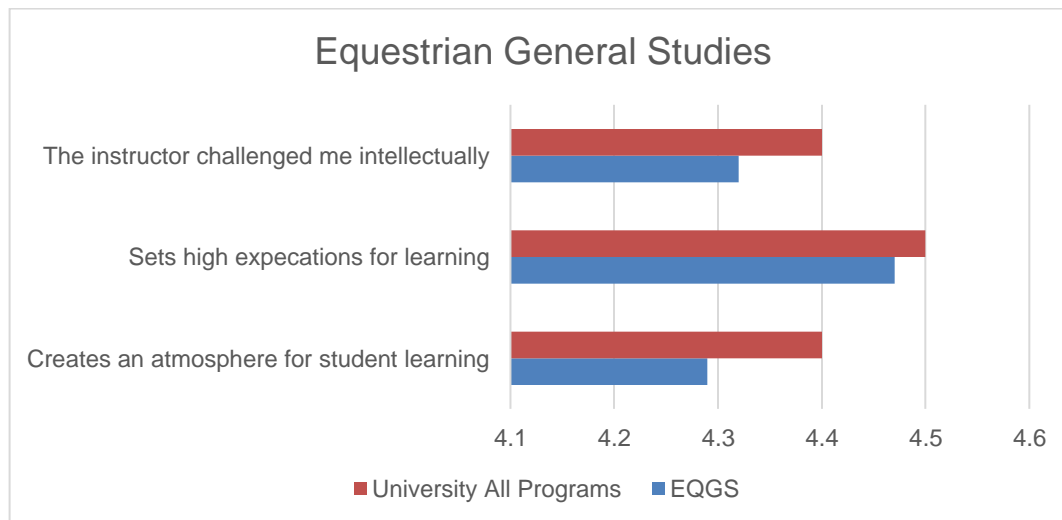
Equine_General_Studies___B.S..docx

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".

Equestrian_General_Studies_Survey_of_Teaching_Effectiveness.pdf

EQGS_Course_evalatuion_data.xlsx



EQU N=248	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 EQGS results shown in the survey of teaching effectiveness are disappointing but not a surprise. During the five years analyzed in this review students in this major were often students who switched to EQGS from EQS or EQA because they were not satisfied with their academic program. In turn, much of their required coursework was outside of our area (business and communications primarily). The summary reflects a snapshot of the required EQ courses from a major with a high percentage of students who are often negative about the coursework. Robust curricular changes and a shift from students moving to EQGS to students starting their program as EQGS will hopefully result in improvement in this area. The detailed course information includes all of the possible courses an EQGS student might take as elective hours. This pulls in all of our adjunct faculty taught courses as well as some that would almost never have an EQGS student taking.

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-footing 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 wester, 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 Horse Trak 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 general studies 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. Art topics are covered in Art & Architecture Source which covers a broad range of related subjects, including fine and commercial art. Providing over 600 full-text journals, more than 220 full-text books, and a collection of over 63,0000 images, it is designed for use by a diverse audience, including art scholars, artists, designers, students and general researchers.

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 resource 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_General_Studies_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

Melissa_Alpers_Springer.pdf

Linda_Davis.pdf

Terry_Martin.pdf

Nicole_Petrescu.pdf

Bob_Elliott.pdf

Steve_Middleton.pdf

Cindy_Robb.pdf
 Tim_Hanrahan.pdf
 Anthony_Weed.pdf
 Anthony_Cavaiani.pdf
 Hunter_Ortis.pdf
 Bailey_McCallum.pdf
 Tara_Rattray.pdf
 Stacey_Bates.pdf
 Charles_Lockwood.pdf
 Keith_Speer.pdf
 Ashley_Nehls.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

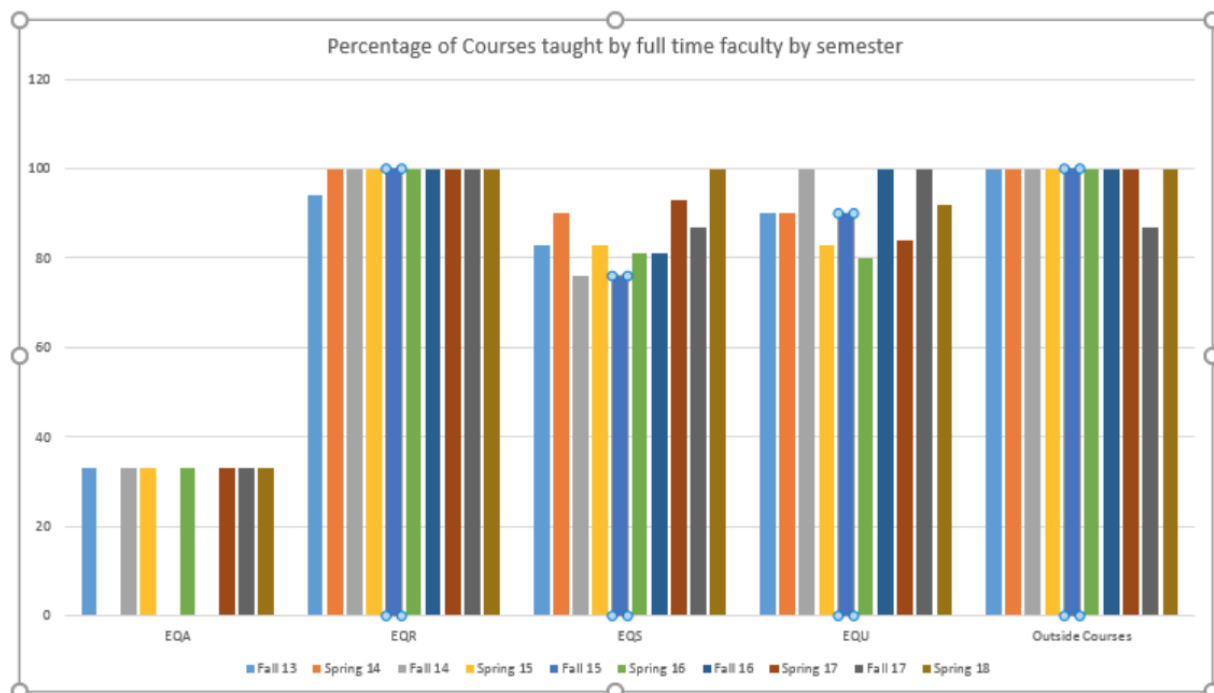
Are issues with staffing impacting student learning?

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



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	FT (School of Bus)	NO	FT (School of Bus)	NO	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	FT (School of Bus)	NO	FT (School of Bus)	NO	FT (School of Bus)	NO	FT (School of Bus)	NO
COM 316	Small Group Leadership	FT (School of Social Sci)	NO	FT (School of Social Sci)	NO	FT (School of Social Sci)	NO	FT (School of Social Sci)	NO	FT (School of Social Sci)	NO

EQU 11 103	Intro to the Horse Industry	FT Ward	NO	FT Ward	NO	FT Ward	NO	FT Ward	NO	FT Ward	NO
EQU 11301	Equine Health and First Aid	FT Kraus	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	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	FT Kraus
EQU 11702	Perf Horse Health Mgmt. I	NO	NO	NO	NO	NO	FT Kraus	NO	FT Kraus	NO	FT Kraus
EQU 11801	Perf Horse Health Mgmt. II	NO	NO	NO	NO	NO	NO	NO	FT Kraus	FT Kraus	FT Kraus
EQU 11802	Perf Horse Health Mgmt. II	NO	NO	NO	NO	NO	NO	NO	NO	FT Kraus	NO
EQU 201	Horse Mgmt. Practicum I	Full time	Full time	Full time	Full time	Full Time	Full Time	Full time	Full time	Full time	Full time
EQU 211	Survey of Equine Assisted Therapies	NO	Adj Kyger	NO	Adj Kyger	NO	Adj Kyger	NO	Adj Kyger	NO	Adj Kyger

EQU 221	Stable Management	FT Ward	FT Ward	FT Smith	FT Smith	FT Haben	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	NO
EQU 391	Horse Mgmt. Practicum II	Full time	Full time	Full time	Full time	Full time	Full Time	Full Time	Full Time	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

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 Petterson	NO	FT Petterson	NO	FT Petterson	NO	FT Petterson
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 Ouderkirk	NO	FT Smith	NO	FT Smith	NO	FT Smith	NO
EQS 332	Saddle Seat Issues	NO	PE Lampe	NO	PE Lampe	NO	FT Track	NO	FT Track	NO	FT Track
EQS 333	History Breeds/Bloodlines	NO	NO	NO	NO	NO	FT Ward	NO	FT Ward	NO	NO
EQS 335	Western Issues	FT Petterson	NO	FT Petterson	NO	FT Petterson	NO	FT Petterson	NO	FT Petterson	NO
EQS 376	Equine Anatomy and Physiology	NO	NO	NO	NO	NO	NO	NO	FT Schiltz	NO	FT Schiltz
EQS 380	Bits and Bridles	NO	NO	NO	NO	NO	NO	NO	NO	NO	Carr
EQS 404	Vet Med and Repro	Ortiz	NO	Ortiz	NO	Ortiz	NO	Ortiz	NO	Ortiz	NO

EQS 411	Teaching Tech Seminar	FT Petterson	FT Petterson	FT Petterson	FT Petterson	FT Petterson	FT Petterson	FT Petterson	FT Petterson	FT Petterson	FT Petterson
EQS 412	Advanced Teaching Tech	FT Petterson	NO	NO	FT Pautz	NO	NO	NO	FT Track	NO	NO
EQS 416	Veterinary Techniques	NO	NO	NO	NO	FT Schiltz	FT Schiltz	FT Schiltz	FT Schiltz	FT Schiltz	FT Schiltz
EQS Dress	Dressage Tech II-IV	FT Pautz	FT Pautz	FT Pautz	FT Pautz	FT Pautz	FT Pautz	FT Pautz	FT Pautz	FT Pautz	FT Pautz
EQS HJ	Hunter Jumper Tech II-IV	FT Smith	FT Smith	FT Ouderkirk	FT Smith	FT Smith	FT Smith	FT Smith	FT Smith	FT Smith	FT Smith
EQS SS	Saddle Seat Tech II-IV	FT Track	FT Track	FT Track	FT Track	FT Track	FT Track	FT Track	FT Track	FT Track	FT Track
EQS West	Western Tech II-IV	FT Haben	FT Haben	FT Haben	FT Haben	FT Haben	FT Haben	FT Haben	FT Haben	FT Haben	FT Haben

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 12502	Fundamentals of Western	FT Haben	FT Haben	FT Haben	FT Haben	FT Haben	FT Haben	FT Haben	FT Haben	FT Haben	FT Haben
EQR 214	Long Lining and Driving	FT Track	FT Track	FT Track	FT Track	FT Track	FT Track	FT Track	FT Track	FT Track	FT Track
EQR 22001	Intermediate Dressage	FT Pautz	FT Pautz	FT Pautz	FT Pautz	FT Pautz	FT Pautz	FT Pautz	FT Pautz	FT Pautz	FT Pautz
EQR 22002	Intermediate Dressage	FT Pautz	FT Pautz	FT Pautz	FT Pautz	FT Pautz	FT Pautz	FT Pautz	NO	FT Pautz	NO
EQR 22003	Intermediate Dressage	FT Pautz	FT Pautz	FT Pautz	FT Pautz	NO	FT Pautz	FT Pautz	FT Pautz	FT Pautz	FT Pautz
EQR 22004	Intermediate Dressage	FT Pautz	NO	FT Pautz	NO	FT Pautz	NO	NO	NO	NO	NO
EQR 22101	Intermediate Hunt	Adj (Pani)	FT Smith	FT Ouderkirk	FT Smith	FT Smith	FT Smith	FT Smith	FT Smith	FT Smith	FT Smith
EQR 22102	Intermediate Hunt	FT Smith	FT Smith	FT Ouderkirk	FT Smith	FT Smith	FT Smith	FT Smith	FT Smith	NO	NO
EQR 22103	Intermediate Hunt	FT Smith	FT Smith	NO	NO	NO	NO	NO	NO	NO	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 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 fence lines 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.
4384.00

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
EQGS 2016.1	Understand dynamics of the equine industry.
EQGS 2016.2	Understand the theories and processes for proper treatment of equine illnesses and general management.
EQGS 2016.3	Utilize communication techniques in multiple facets of the equine industry.
EQGS 2016.4	Explain legal, ethical and industry issues in the specific riding disciplines.

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

EQGS

	BUS 206	BUS 332	EQU 111	EQU 117	EQU 118	EQU 221	EQU 403	EQU 415	MIS 125	EQS 330	EQS 331	EQS 332	EQS 335	EQA 305	EQS 205
EQGS 2016.1 Understand dynamics of the equine industry.			I	I	I	R	M	M, A		R	R	R	R		
EQGS 2016.2 Understand the theories and processes for proper treatment of equine illnesses and general management.				I	I	R, A	M	M, A		R	R	R	R	R	I
EQGS 2016.3 Utilize communication techniques in multiple facets of the equine industry.	I	R	I			R	M, A	M, A	I	R	R	R	R	R	R
EQGS 2016.4 Explain legal, ethical and industry issues in the specific riding disciplines.			I	I	I	R	M	M, A		M, A	M, A	M, A	M, A	R	R

	EQS 212	EQS 304	EQS 306	EQS 311	EQS 327	EQS 328	EQS 404	EQS 320	EQU 201	EQU 391	EQU 405	SPR	EQS 200	SS
EQGS 2016.1 Understand dynamics of the equine industry.						R	M		R	M		R	A, I	A, M
EQGS 2016.2 Understand the theories and processes for proper treatment of equine illnesses and general management.	I	R	R			R	M		R	M				
EQGS 2016.3 Utilize communication techniques in multiple facets of the equine industry.	R	R		I	I	R	R	I	R	R	M	R, A		A, M
EQGS 2016.4 Explain legal, ethical and industry issues in the specific riding disciplines.	I	R	R		R	R	M		R	R	M			

Media Concentration

	EQS 327	COM 110	COM 150	COM 224	COM 330	COM 337	EQU 403	EQU 415	SPR	Senior Showcase
EQGS-Media.5 Explain best practices in print and production in equine media.	M	I	R	R		M	R, A	M, A	R	M, A

EQGS-Media.6 Summarize qualities necessary for the equine media industry.	M	I	R	R	M	M	R, A	M, A	R	M, A
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Art Concentration

	ART 105	ART 202	ART 110	ART 208	ART 256	EQU 403	EQU 415	SPR	Senior Showcase
EQGS-Art.5 Examine techniques and methods of design and application in a variety of art media.						R, A	M, A	R	I, M, A

Leadership Concentration

	COM 203	COM 213	COM 337	COM 335	COM 330	COM 316	COM 434	EQU 403	EQU 415	SPR	Senior Showcase
EQGS-Leadership.5 Compare methods of leadership in business and industry settings.	R	R	M		R	R	M	R, A	M, A	R	M, A

Equestrian Studies Concentration

	EQA 320	EQS 320	EQU 201	EQU 403	EQU 415	SPR	Senior Showcase
EQGS-EQS.5 Explain the relationship between historical and modern influences on the equine industry.	M	M, A		R	M, A	R	A, M

Equine Assisted Therapies Concentration

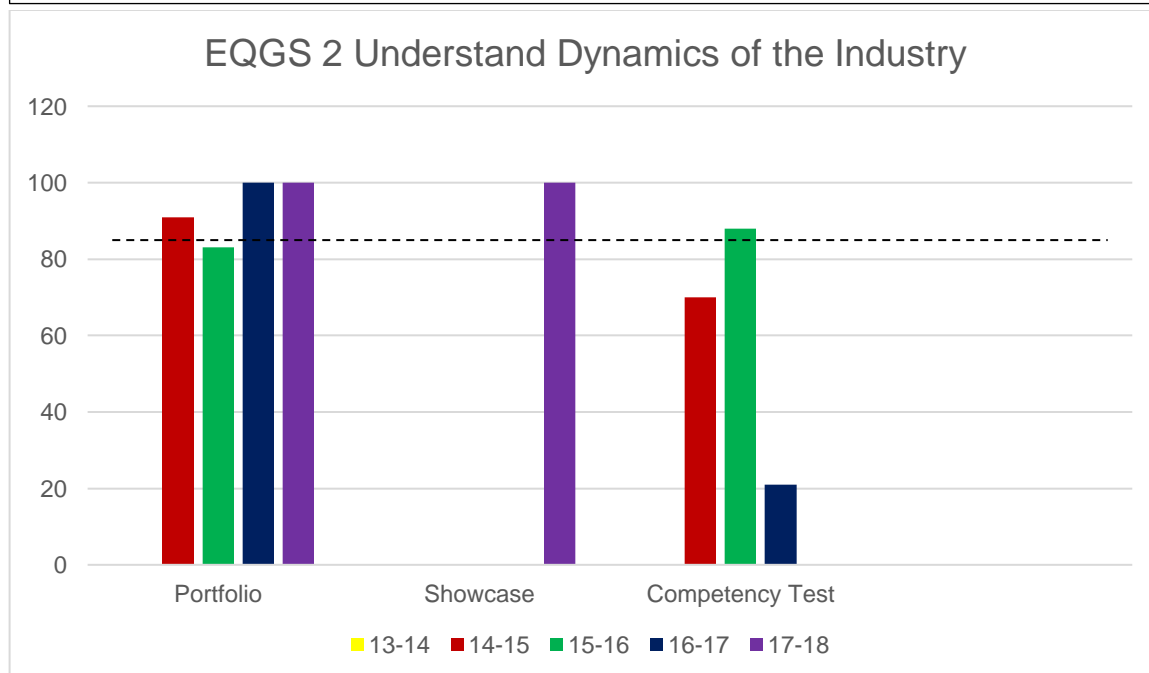
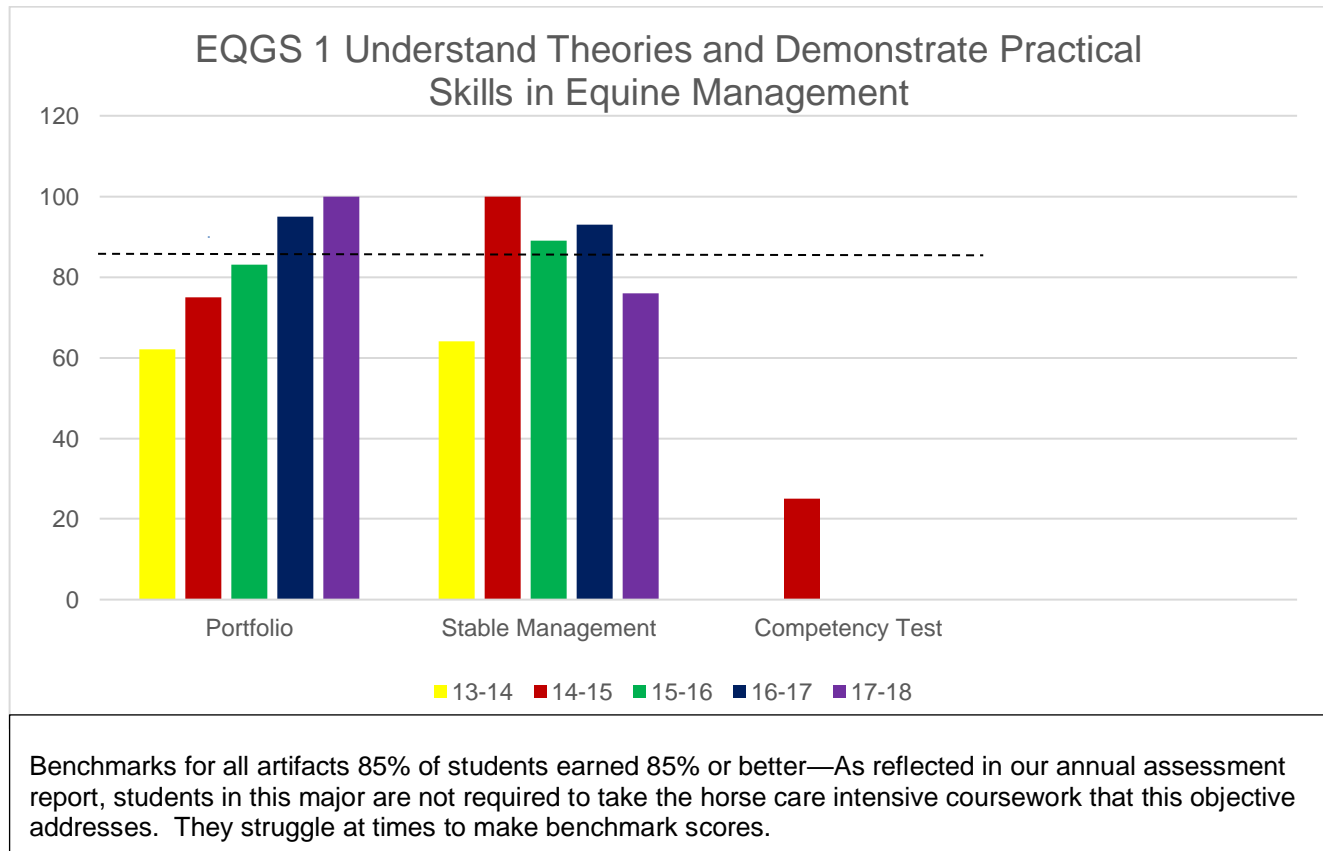
	EDU 231	EQS 212	EQS 230	EQS 231	EQS 232	EQS 235	EQU 201	EQU 211	PED 205
EQGS-Assisted Therapy.5 Develop teaching methodologies in various situations.		I, A	R	R	R	R		M	
EQGS-Assisted Therapy.6 Evaluate the differences between an equine assisted therapy program and a traditional riding program.	R	I	R	R	R	R		M	I

	PED 321	PED 215	PED 350	EQU 403	EQU 415	SPR	Senior Showcase
EQGS-Assisted Therapy.5 Develop teaching methodologies in various situations.		I	R		A		
EQGS-Assisted Therapy.6 Evaluate the differences between an equine assisted therapy program and a traditional riding program.	R			R, A	A	R	

Assessment

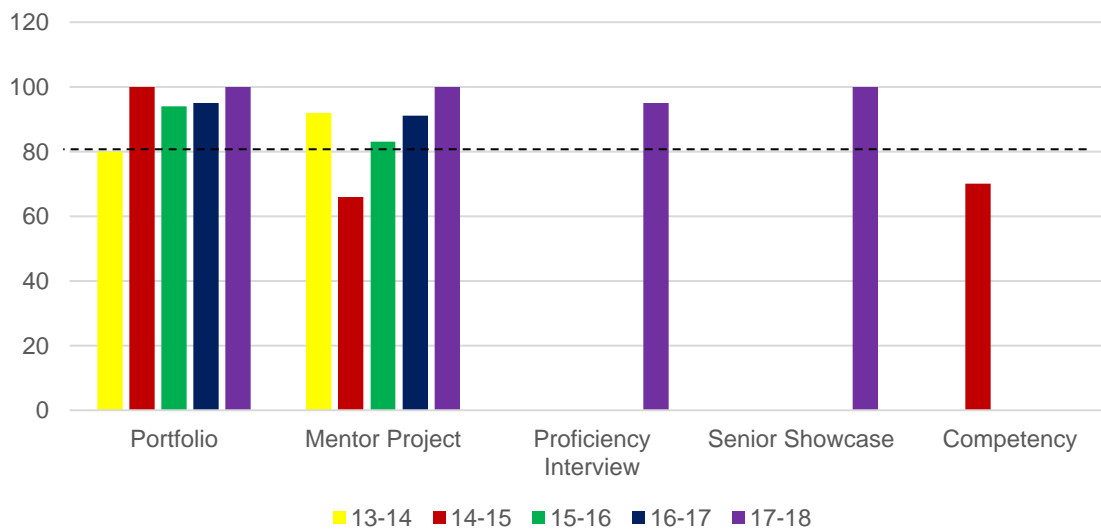
Snapshot on Assessment (5-year)

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.



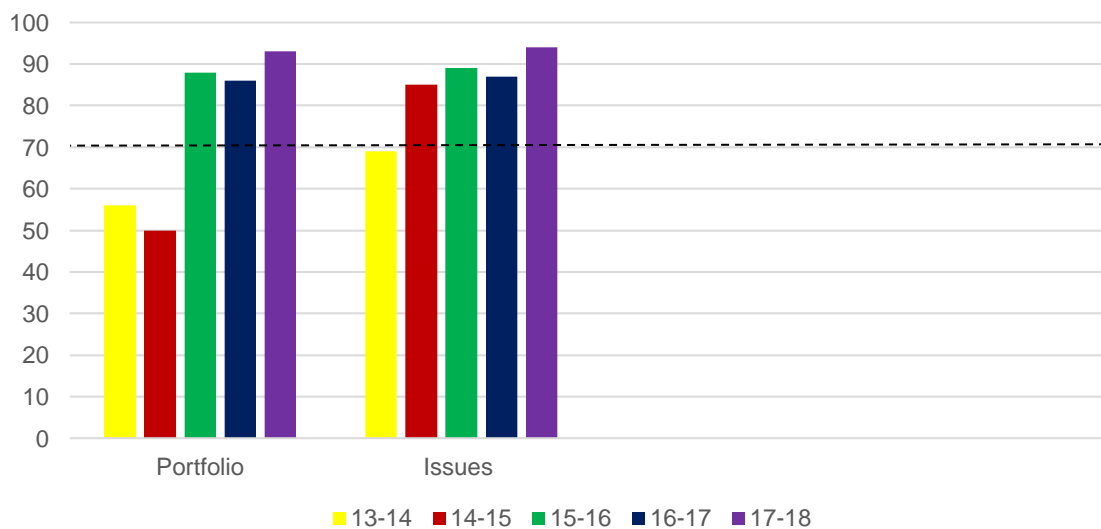
Benchmarks for all artifacts 85% of students earned 85% or better—This objective was combined with the communication component in the early years. The competency results above reflect attempts to best capture data in a diverse population of students taking a diverse

EQGS 3 Utilize Communication Techniques in Multiple Facets of the Equine Industry



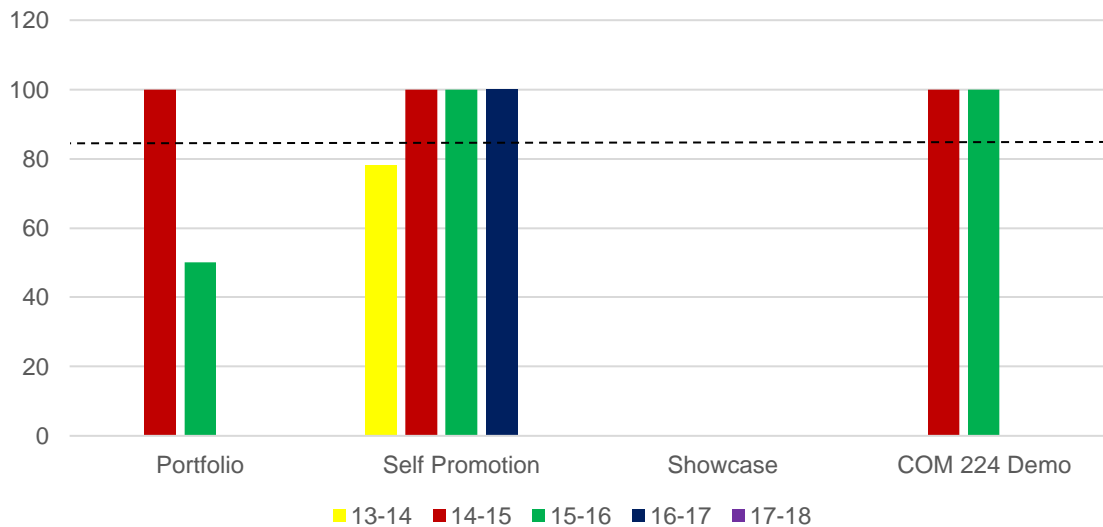
Benchmarks for all artifacts 85% of students earned 85% or better—The introduction of the proficiency interview and showcase for all majors will make comparisons between EQA, EQS and EQGS more accurate.

EQGS 4 Analyze and Justify Legal, Ethical and Industry Issues in the Specific Riding Disciplines



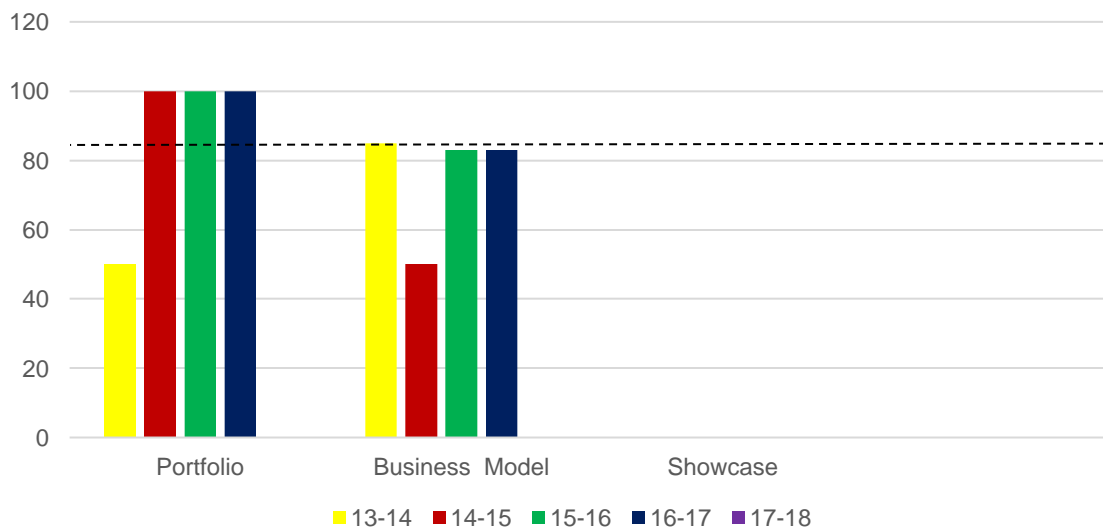
Benchmarks for all artifacts 85% of students earned 85% or better—low performance during 13-15 on the portfolio is reflective of no faculty consensus on what would demonstrate mastery in this area. Clarification and faculty training rather than an improvement in student performance is shown in subsequent years.

EQGS 5 (Media) Explain Best Practices in Print and Production in Equine Media



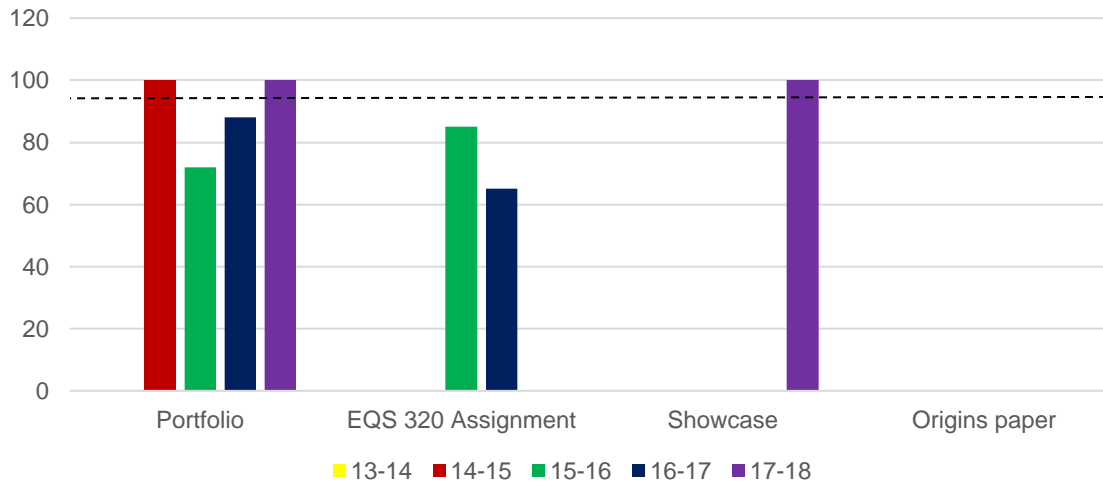
Benchmarks for all artifacts 85% of students earned 85% or better—low student numbers make the data in this concentration sparse and difficult to summarize. Years with no bar reflect either no students submitting or the one student did not receive benchmark scores.

EQGS 6 (Media) Summarize and Predict Qualities Necessary in the Equine Media Industry



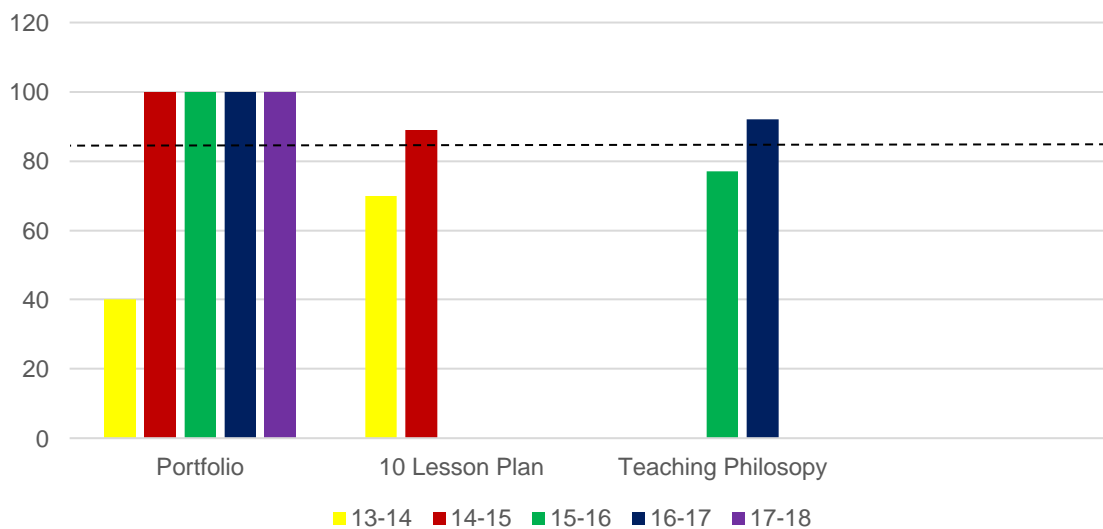
Benchmarks for all artifacts 85% of students earned 85% or better-- low student numbers make the data in this concentration sparse and difficult to summarize. Years with no bar reflect either no students submitting or the one student did not receive benchmark scores.

EQGS 5 (Equestrian Studies) Explain the Relationship between Historical and Modern Influences on the Equine Industry



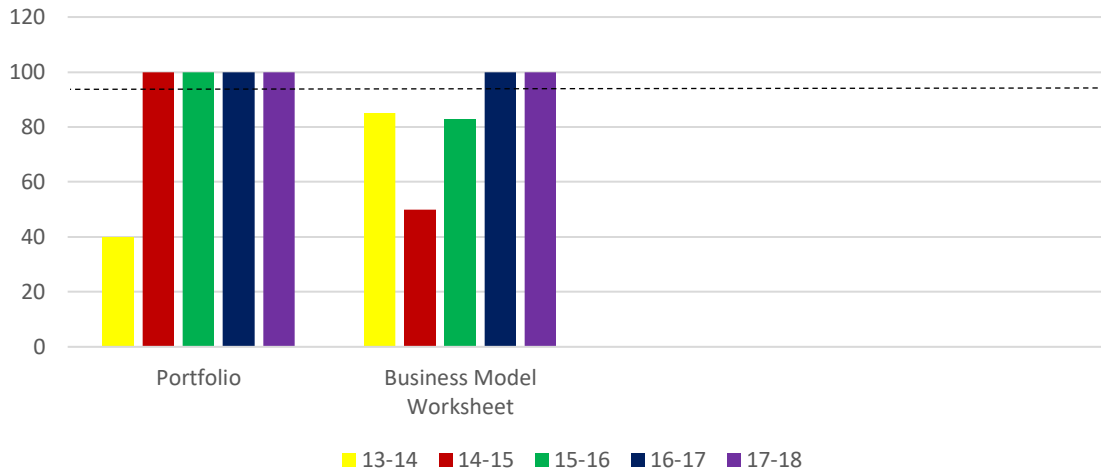
Benchmarks for all artifacts 85% of students earned 85% or better—The objective is difficult to assess with different faculty looking for widely variable evidence. Assignments for the course have shifted often making a progression challenging to chart.

EQGS 5 (Equine Assisted Therapy) Develop and Practice Applied Teaching Methodologies



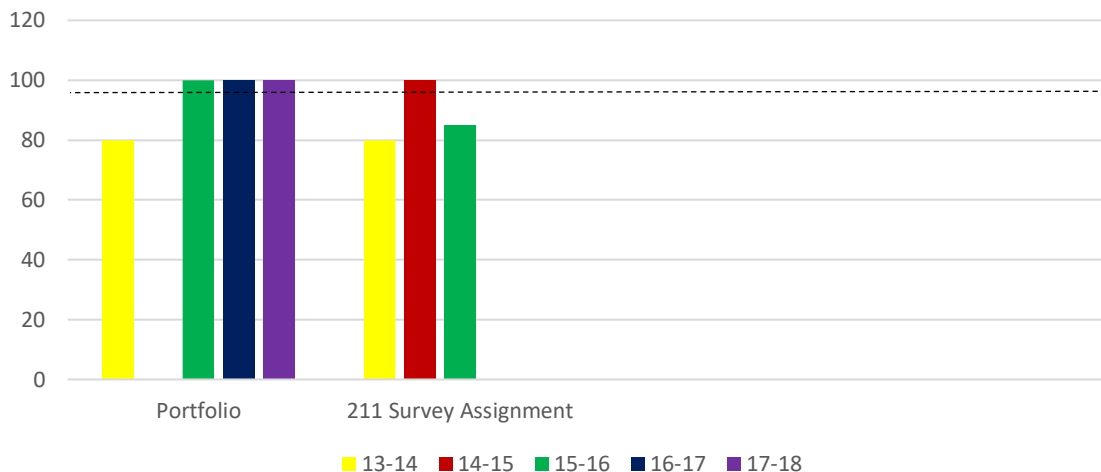
Benchmarks for all artifacts 85% of students earned 85% or better—The ten-lesson plan moved to the teaching philosophy as an annual assessment artifact.

EQGS 6 (Equine Assisted Therapy) Evaluate and explain the differences between an EAT program and a traditional riding program

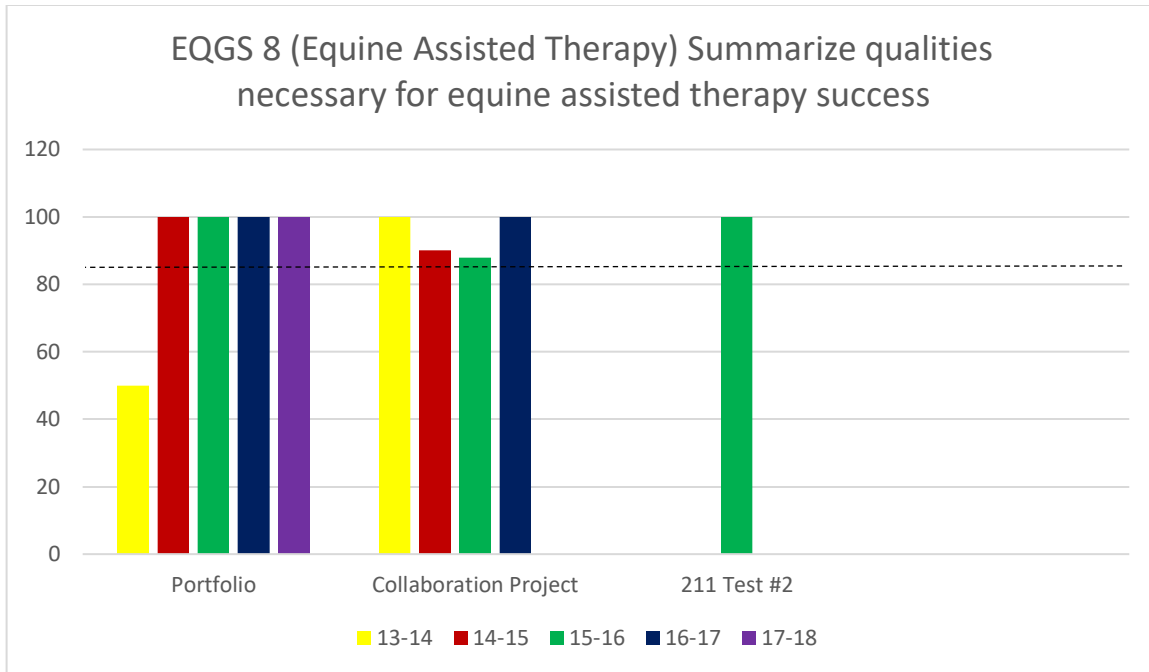


Benchmarks for all artifacts 85% of students earned 85% or better—Small student numbers for 13-15 resulted in misleading data (1 of 1 student or 1 of 2). Portfolio expectations have changed with faculty training in assessment.

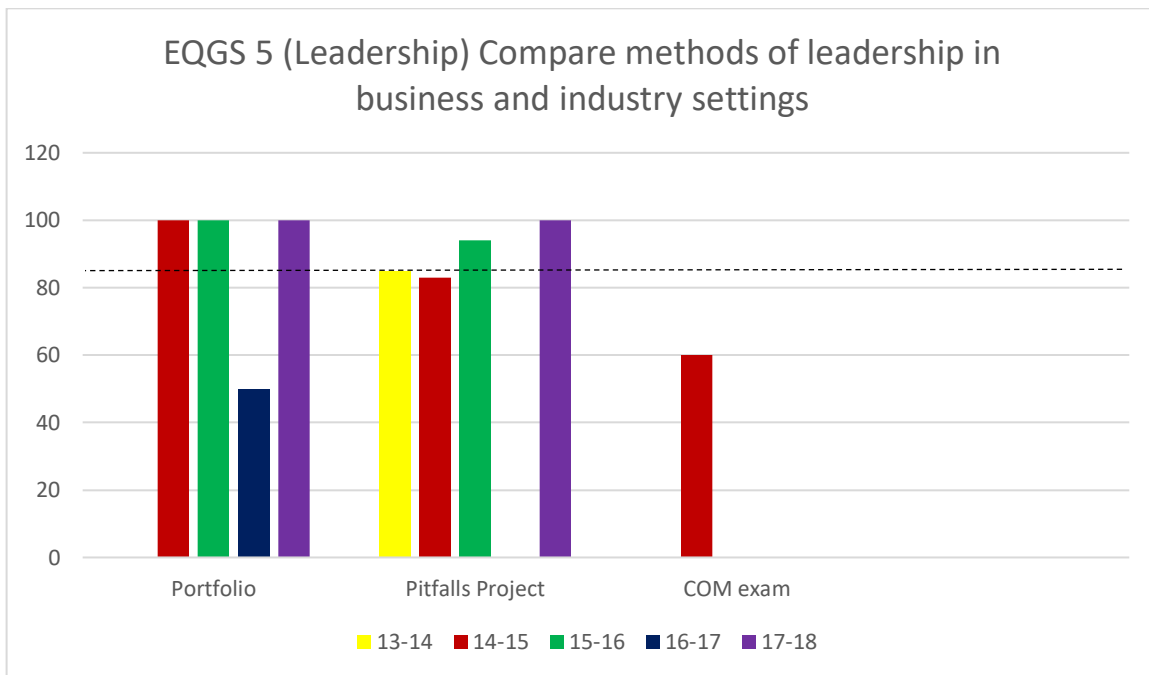
EQGS 7 (Equine Assisted Therapy) Recognize and identify principles of anatomy and physiology as it relates to the equine assisted rider



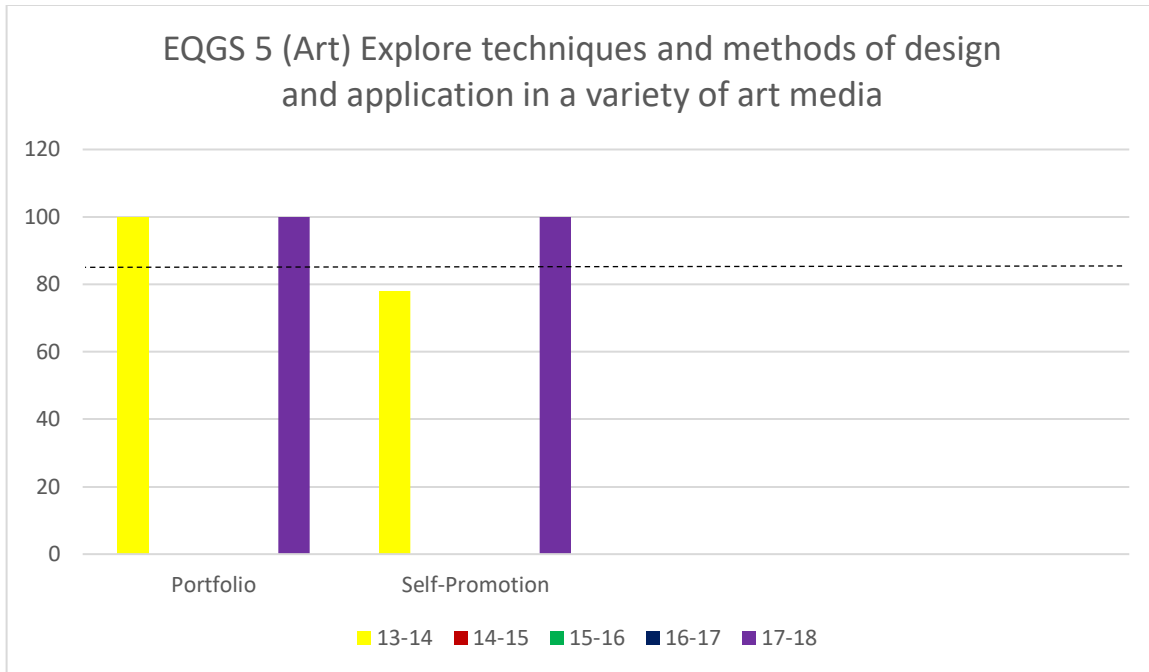
Benchmarks for all artifacts 85% of students earned 85% or better—The 211 Survey course has been adjunct taught with assessment data unreliable. Future showcase assessment data and proficiency interview data will help to fully develop our assessment of this objective.



Benchmarks for all artifacts 85% of students earned 85% or better



Benchmarks for all artifacts 85% of students earned 85% or better—small student numbers in this concentration are reflected in much of the chart—with 1 of 1 or 1 of 2 students



Benchmarks for all artifacts 85% of students earned 85% or better—The concentration has had few seniors submitting work to be included in assessment reviews.

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 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 to 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.

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.

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.		
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:		