

## Equestrian Administration

Annual Assessment Report 2016-2017

Created on the Assessment Insight System

# Annual Assessment

## Equestrian Administration

### Program Profile

#### Program Mission Statement

*Please insert your program mission statement here*

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.

#### Program Data

#### Delivery Method

Traditional On Campus (selected)

Online

Hybrid

#### Students Majors 2015-2016

27

#### Student Minors 2015-2016

29

#### Student Majors 2016-2017

30

#### Student Minors 2016-2017

30

#### Concentrations 2015-2016

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

#### Concentrations 2016-2017

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

#### Student Demographics

*Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?*

As a unique program, the equestrian studies majors draw students with many different skills and many different career goals. As a department we look at students who persist in any one of the equestrian majors as a success as well as students who enter the university as equestrian majors and persist as majors in another department. It is important that these students are tracked as the overwhelming majority of our student all begin as Equestrian Science majors. It is challenging to help incoming students understand the reality of what it takes to be successful as an equestrian science major until they have the opportunity to explore what the equine industry has to offer. Much of this "career counseling" occurs during EQU 111 Introduction to the Horse Industry taken their first or second semester at WWU. At this point some students decide that an Equine Administration or Equestrian General Studies major is more suited to their career goals.

The Equine Administration major is designed to work seamlessly for a student pursuing a business major and the EQA major. They combine to make a strong double major with the opportunity to continue toward a five year MBA.

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

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

There is not currently an accrediting body for equestrian programs at this time. However, we have remained active with the National Association of Equine Affiliated Academics and this organization is moving toward development of national standards.

## Program Assessment

Standard/Outcome

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.
WWU2016.2	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.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
EQA.1	Understand the dynamics of the equine industry.
EQA.2	Understand the theories and demonstrate practical skills in equine management.

EQA.3	Recognize signs of illness in order to administer proper treatment for equine health management.
EQA.4	Develop communication and managerial strategies in an organizational setting.
EQA.5	Demonstrated abilities in leadership, persuasive communication and teambuilding.
EQA.6	Assess complex issues in relation to business ethics and legal issues.
EQA.7	Apply persuasive communication skills and conflict and conflict resolution techniques.

### General Education Alignment to Program

*How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.*

#### Critical Analysis: (9 credit hours)

- Critical Thinking (3 credit hours) Students are challenged to consider multiple viewpoints, analyze courses and synthesize information related to the field throughout their program of study.
- Ethical Reasoning (3 credit hours) Equestrian students regularly consider ethical problems both in class and in practical experiences both on and off campus. They examine the role of conflict and competing interests and use a variety of models or theories related to ethical reasoning in solving or approaching moral dilemmas related the equine industry.
- Meaning (3 credit hours) Students are required to analyze texts and identify central themes and interpret underlying meaning using discipline and industry topics in multiple courses.

Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content.

#### Creative Expression: (12 credit hours)

- Communication (9 credit hours) Students develop and practice communicating through written and oral formats related to the field.
- Fine & Performing Arts (3 credit hours) Students examine products of human creativity through the observation and analysis of creative works related to the horse.

Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms.

#### Quantitative Inquiry: (10 credit hours)

- Natural Sciences (7 credit hours) Equestrian students understand the natural world through observation of systems, formation and testing of hypotheses during both practical and theory based equestrian coursework.
- Mathematics (3 credit hours) Equestrian students analyze data and statistics and identify quantitative relationships through the study of industry and discipline specific topics at multiple levels of the program.

Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.

#### Society & the Individual: (12 credit hours)

- Social Science (3 credit hours) Equestrian students study the behavior of people and employ principles of science to explain their observations through case study and course projects in a variety of equestrian courses.

- Diversity (3 credit hours) Equestrian students are challenged to explore and develop their understanding of traditions and cultures in which horses are used for work, sport and recreation.
- Historical Perspective (6 credit hours) Equestrian students are challenged in many equestrian courses to think historically. This requires them reflect on how the past has shaped the equine industry and all related components.

Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.

GE\_Cluster\_Descriptions\_FINAL\_Version\_Approved.docx

## Curriculum Map

A - Assessed

I - Introduced

R - Reinforced

M - Master

### Equestrian Administration

	EQA 200	EQA 300	EQA 305	ACC 240	EQA 320	EQA 420	EQU 111	EQU 117	EQU 118	EQU 201	EQU 221	EQU 391	EQU 405	EQU 415	BUS 206	BUS 332	BUS 351	BUS 421	COM 213	MIS 125
EQA.1 Understand the dynamics of the equine industry.	I		R		R	M	I			R	I	R	M, A	A						
EQA.2 Understand the theories and demonstrate practical skills in equine management.			R		R	M		I	I	R, A	R	M, A		A						
EQA.3 Recognize signs of illness in order to administer proper treatment for equine health management.						M		I	I	R		R, A		A						

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

## Assessment Findings

Assessment Findings for the Assessment Measure level for Equestrian Administration

EQA.1 Understand the dynamics of the equine industry.				
Assessment Measures				
EQU 405				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion EQU 405 Business Plan Assignment 85% of students earning 73% or above been met yet? Met	26/27 students earned benchmark scores for the 16-17 year	EQU_405_business_plan.PNG	- Refine Assessment Tool: Fall did not meet benchmark. Course instructor for EQU 405 plans to revise instructions and submission requirements to clarify grading criteria.
EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQA Portfolio Rubric Objective #1—85% of graduating seniors earning 73% or above from both assessors for objective #1 been met yet? Met	4/4 students earned benchmark scores Fall 2016 4/4 earned benchmark scores Spring 2017	Equestrian_Capstone_Portfolio_Rubric.docx Via____Equestrian_Senior_Portfolio____01____FUL____3____Spring_1617_Scores_05_12_2017_122131.csv	

EQA.2 Understand the theories and demonstrate practical skills in equine management.

Assessment Measures

EQU 201

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion EQU 201 85% of students with an average practical horse keeping score of 73% or above been met yet? Met	Fall 2016--100% 18/18 earned benchmark scores Spring--100% of students earned a 73% or above for practical horse keeping	Unit_Scores_EQU_201_and_391.docx	

EQU 391

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion EQU 391 85% of students with an average practical horse keeping score of 73% or above been met yet? Met	Fall 2016--100% 12/12 earned benchmarks scores Spring 2017--100% of students earned a 73% or above for practical horse keeping	Unit_Scores_EQU_201_and_391.docx	

EQU 415

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQA Portfolio Rubric Objective #2—85% of graduating seniors earning 73% or above from both assessors for objective #2 been met yet? Met	3/4 students earned benchmark scores Fall 2016 4/4 students earned benchmark scores Spring 2017 7/8 (87%) earned benchmark scores during the 16-17 year	Equestrian_Capstone_Portfolio_Rubric.docx Via__Equestrian_Senior_Portfolio__01__FUL__3_Spring_1617_Scores_05_12_2017_122131.csv	- Curriculum Revision: The new portfolio course would have benefited the student who struggled to achieve benchmark scores on the EQA portfolio. Support for transfer students and advising that recommends waiting until your final semester to complete the capstone course will be implemented.



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EQA.3 Recognize signs of illness in order to administer proper treatment for equine health management.				
Assessment Measures				
EQU 391				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion Vital Signs Video—85% of students enrolled in 391 for the year earn scores of 73% or above been met yet? Not met	Fall 2016--50% earned benchmark scores 5/10 students (1) One student of the 10 included in the count did not submit a video, and therefore earned a 0%. This dragged down the average significantly. 2) One student was injured an unable to produce a video. She will complete the work next semester. This score was not included in the above averages.) Spring 2017 5/6 (83%) earned benchmark scores.	Vital_Signs_Practical_Exam_Instructions_and_Scoring_Rubric.docx	- Refine Assessment Tool: The spring semester repeated the same pattern as the fall (5/6 students submitting the assignment). Students are allowed to resubmit until it passes, so this also has an impact on this artifact.
EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQA Portfolio Rubric Objective #3—85% of graduating seniors earning 73% or above from both assessors for objective #3 been met yet? Not met	3/4 Students earned benchmark scores Fall 2016 4/4 students earned benchmark scores Spring 2017 7/8 (87%) met benchmark for the 16-17 year	Equestrian_Capstone_Portfolio_Rubric.docx Via____Equestrian_Senior_Portfolio____01____ FUL____3____Spring_1617_Scores_05_12_2017_122131.csv	- Request Additional Support: The new portfolio course would have benefited the student (fall 2016) who struggled to achieve benchmark scores on the EQA portfolio. Support for transfer students and advising that

				recommends waiting until your final semester to complete the capstone course will be implemented.

EQA.4 Develop communication and managerial strategies in an organizational setting.				
Assessment Measures				
EQA 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion EQA 320 Equine Event Management Prize List—85% of students score 73% or higher for the assignment been met yet? Met	Fall 2016, 90% 9/10 achieved benchmark scores Spring 2017 14/17--82% earned benchmark scores 23/27(85%) earned benchmark scores for the 16-17 year	EQA_320_prize_list.PNG	
EQA 420				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion EQA 420 Facility Management Seminar Site Mentoring session—85% of students score of 73% or higher been met yet? Met	4/4 earned benchmark scores Fall 2016 3/4 earned benchmark scores Spring 2017 7/8 earned benchmark scores 16-17	EQA_420_Site_Mentoring.png	
EDU 415				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQA Portfolio Rubric Objective #4—85% of graduating seniors earning 73% or above from both assessors for objective #4 been met yet? Met	3/4 students earned benchmark scores Fall 2016 4/4 students earned benchmark scores Spring 2017 87% earned benchmarks scores for the 16-17 year	Equestrian_Capstone_Portfolio_Rubric.docx Via___Equestrian_Senior_Portfolio___01___FUL___3___Spring_1617_Scores_05_12_2017_122131.csv	- Request Additional Support: The new portfolio course would have benefited the student (fall 2016) who struggled to achieve benchmark scores on the EQA portfolio. Support for transfer students and advising that recommends waiting until your final semester to complete the capstone course will be implemented.

EQA.5 Demonstrated abilities in leadership, persuasive communication and teambuilding.				
Assessment Measures				
EDU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQA Portfolio Rubric Objective #5—85% of graduating seniors earning 73% or above from both assessors for objective #5 been met yet? Not met	3/4 students earned benchmarks scores Fall 2016 3/4 students earned benchmark scores Spring 2017 6/8 (75%) earned benchmark scores for the 16-17 year	Equestrian_Capstone_Portfolio_Rubric.docx Via___Equestrian_Senior_Portfolio___01___FUL___3___Spring_1617_Scores_05_12_2017_122131.csv	- Request Additional Support: The new portfolio course would have benefited the student (fall 2016) who struggled to achieve benchmark scores on the EQA portfolio. Support for transfer students and advising that recommends waiting until your final semester to complete the capstone course will

				be implemented.	

EQA.6 Assess complex issues in relation to business ethics and legal issues.				
Assessment Measures				
EDU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQA Portfolio Rubric Objective #6—85% of graduating seniors earning 73% or above from both assessors for objective #6 been met yet? Not met	3/4 earned benchmarks scores Fall 2016 3/4 earned benchmark scores Spring 2017 6/8 ( 75%) earned benchmark scores for the 16-17 year	Equestrian_Capstone_Portfolio_Rubric.docx Via__Equestrian_Senior_Portfolio__01__FUL__3_Spring_1617_Scores_05_12_2017_122131.csv	- Request Additional Support: The new portfolio course would have benefited the student (fall 2016) who struggled to achieve benchmark scores on the EQA portfolio. Support for transfer students and advising that recommends waiting until your final semester to complete the capstone course will be implemented.

EQA.7 Apply persuasive communication skills and conflict and conflict resolution techniques.				
Assessment Measures				
EQA 305				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion EQA 305 Techniques of	80% 4/5 earned benchmark scores Fall 2016 7/7	EQA_305_Emergency_Scenarios.png	

	Facility Management Artifact— Emergency Scenarios 85% earn scores of 73% or better been met yet? Met	earned benchmark scores Spring 2017 11/12 ((91%) earned benchmark scores																	
<table border="1"> <tr> <td>EDU 415</td><td></td><td></td><td></td><td></td></tr> <tr> <td>Assessment Measure</td><td>Criterion</td><td>Summary</td><td>Attachments of the Assessments</td><td>Improvement Narratives</td></tr> <tr> <td>Direct - Portfolio Review</td><td>Has the criterion EQA Portfolio Rubric Objective #7—85% of graduating seniors earning 73% or above from both assessors for objective #7 been met yet? Met</td><td>3/4 students earned benchmark scores Fall 2016 4/4 students earned benchmark scores Spring 2017 7/8 (87%) earned benchmark scores 16-17 year</td><td>Equestrian_Capstone_Portfolio_Rubric.docx Via__Equestrian_Senior_Portfolio__01__ FUL__3__Spring_1617_Scores_05_12_2017_122131.csv</td><td>- Request Additional Support: The new portfolio course would have benefited the student (fall 2016) who struggled to achieve benchmark scores on the EQA portfolio. Support for transfer students and advising that recommends waiting until your final semester to complete the capstone course will be implemented.</td></tr> </table>					EDU 415					Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Direct - Portfolio Review	Has the criterion EQA Portfolio Rubric Objective #7—85% of graduating seniors earning 73% or above from both assessors for objective #7 been met yet? Met	3/4 students earned benchmark scores Fall 2016 4/4 students earned benchmark scores Spring 2017 7/8 (87%) earned benchmark scores 16-17 year	Equestrian_Capstone_Portfolio_Rubric.docx Via__Equestrian_Senior_Portfolio__01__ FUL__3__Spring_1617_Scores_05_12_2017_122131.csv	- Request Additional Support: The new portfolio course would have benefited the student (fall 2016) who struggled to achieve benchmark scores on the EQA portfolio. Support for transfer students and advising that recommends waiting until your final semester to complete the capstone course will be implemented.
EDU 415																			
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives															
Direct - Portfolio Review	Has the criterion EQA Portfolio Rubric Objective #7—85% of graduating seniors earning 73% or above from both assessors for objective #7 been met yet? Met	3/4 students earned benchmark scores Fall 2016 4/4 students earned benchmark scores Spring 2017 7/8 (87%) earned benchmark scores 16-17 year	Equestrian_Capstone_Portfolio_Rubric.docx Via__Equestrian_Senior_Portfolio__01__ FUL__3__Spring_1617_Scores_05_12_2017_122131.csv	- Request Additional Support: The new portfolio course would have benefited the student (fall 2016) who struggled to achieve benchmark scores on the EQA portfolio. Support for transfer students and advising that recommends waiting until your final semester to complete the capstone course will be implemented.															

#### Analysis of the Assessment Process

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

The complete division (Kraus, Ward, Pautz, Track, Haben, Schiltz, Smith and Petterson) along with adjuncts Carr, Rattray and Lampe evaluated and discussed curricular changes, student performance days and other

assessment related topics. Division meeting minutes reflect a consistent focus on improvement of the proficiency test sequence and analysis of incoming and graduating student data. Courses have been revised to provide more reliable artifacts for determining student achievement as it relates to our program objectives. Division meetings occur monthly, with smaller groups (portfolio assessors) meeting separately to prepare to evaluate (Fall--Kraus, Schiltz, Smith, Pautz, Track, Ward, Haben and Petterson, Spring Pautz, Track, Ward, Haben and Petterson). EQA majors started the proficiency sequence this spring which included a written test and an interview. Evaluators were pleased with the strength of the interviews and the success on the written test. We believe that aligning an EQA proficiency with EQS will create a climate of academic rigor and challenge students. Students were very nervous about the test sequence and the interview in particular. The proficiency test results will be integrated into the annual assessment for the 17-18 academic year.

### Improvement Narrative List

#### Assessment Findings for the Assessment Measure level

Standard/Outcome	EQA.3 Recognize signs of illness in order to administer proper treatment for equine health management.	
Legend	A	
Course/Event	EQU 391	
Assessment Measure	Direct - Video	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Refine Assessment Tool	The spring semester repeated the same pattern as the fall (5/6 students submitting the assignment). Students are allowed to resubmit until it passes, so this also has an impact on this artifact.

Standard/Outcome	EQA.1 Understand the dynamics of the equine industry.	
Legend	A	
Course/Event	EQU 405	
Assessment Measure	Direct - Class Assignment	
Assessment Findings	Met	
Improvement Narrative		
	Improvement Type	Summary

	Refine Assessment Tool	Fall did not meet benchmark. Course instructor for EQU 405 plans to revise instructions and submission requirements to clarify grading criteria.	

Standard/Outcome	EQA.2 Understand the theories and demonstrate practical skills in equine management.		
Legend	A		
Course/Event	EQU 415		
Assessment Measure	Direct - Portfolio Review		
Assessment Findings	Met		
Improvement Narrative			
	Improvement Type	Summary	
	Curriculum Revision	The new portfolio course would have benefited the student who struggled to achieve benchmark scores on the EQA portfolio. Support for transfer students and advising that recommends waiting until your final semester to complete the capstone course will be implemented.	

Standard/Outcome	EQA.3 Recognize signs of illness in order to administer proper treatment for equine health management.		
Legend	A		
Course/Event	EQU 415		
Assessment Measure	Direct - Portfolio Review		
Assessment Findings	Not met		
Improvement Narrative			
	Improvement Type	Summary	
	Request Additional Support	The new portfolio course would have benefited the student (fall 2016) who struggled to achieve benchmark scores on the EQA portfolio. Support for transfer students and advising that recommends waiting until your final semester to complete the capstone course will be implemented.	

Standard/Outcome	EQA.4 Develop communication and managerial strategies in an organizational setting.	
Legend	A	
Course/Event	EQU 415	
Assessment Measure	Direct - Portfolio Review	
Assessment Findings	Met	
Improvement Narrative	Improvement Type	Summary
	Request Additional Support	The new portfolio course would have benefited the student (fall 2016) who struggled to achieve benchmark scores on the EQA portfolio. Support for transfer students and advising that recommends waiting until your final semester to complete the capstone course will be implemented.

Standard/Outcome	EQA.5 Demonstrated abilities in leadership, persuasive communication and teambuilding.	
Legend	A	
Course/Event	EQU 415	
Assessment Measure	Direct - Portfolio Review	
Assessment Findings	Not met	
Improvement Narrative	Improvement Type	Summary
	Request Additional Support	The new portfolio course would have benefited the student (fall 2016) who struggled to achieve benchmark scores on the EQA portfolio. Support for transfer students and advising that recommends waiting until your final semester to complete the capstone course will be implemented.

Standard/Outcome	EQA.6 Assess complex issues in relation to business ethics and legal issues.	
Legend	A	
Course/Event	EQU 415	



Assessment Measure	Direct - Portfolio Review	
Assessment Findings	Not met	
Improvement Narrative	Improvement Type	Summary
	Request Additional Support	The new portfolio course would have benefited the student (fall 2016) who struggled to achieve benchmark scores on the EQA portfolio. Support for transfer students and advising that recommends waiting until your final semester to complete the capstone course will be implemented.

Standard/Outcome	EQA.7 Apply persuasive communication skills and conflict and conflict resolution techniques.	
Legend	A	
Course/Event	EQU 415	
Assessment Measure	Direct - Portfolio Review	
Assessment Findings	Met	
Improvement Narrative	Improvement Type	Summary
	Request Additional Support	The new portfolio course would have benefited the student (fall 2016) who struggled to achieve benchmark scores on the EQA portfolio. Support for transfer students and advising that recommends waiting until your final semester to complete the capstone course will be implemented.

## Program Activities

### Student Performance Review

*Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?*

EQA, EQS and EQGS sophomores and transfers complete a multi-phase test. The proficiency sequence consists of a written exam, an interview and for the EQS students an applied riding exam. The interview is evaluated by two faculty members using criteria that the students have in advance. Students must earn 85% or better on the proficiency exam to pass. The written test includes 50 questions pulled from a test bank of 250 questions given to the students in advance. Students must earn a 90% on the written exam to pass this phase of the proficiency test. During students performance days, the freshman, juniors and seniors take the same written proficiency exam but without access to the test bank. This gives the division a method to compare different classes of student against the testing sophomores. Historically the EQA and EQGS upper classman have performed much weaker against the test. We suspect that this was because they had no sophomore level proficiency exam that pushed them to review previous coursework and information in a high stakes testing situation. We are anxious to see if the addition of the EQA and EQGS proficiency exam improves upperclassman performance in subsequent years.

#### Student Performance Review Schedule

*Upload the program schedule for students during Performance Reviews.*

2017\_Student\_Performance\_Days\_EQS\_EQA\_EQGS.docx

EQA\_EQGS\_INTERVIEWS\_SENIORS.docx

senior\_interview\_instructions.docx

#### Senior Showcase

*Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?*

Our seniors present a project of their choice during senior showcase. They are scored for their seminar course, but are able to select a project from any course or experience that relates to their major. The variety of projects demonstrates the scope of the program. Students are required to present and dress in professional attire-- something that we have at times struggled with. We were pleased with the projects and presentations during the 16-17 year.

#### Assessment Rubrics

*Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.*

#### Service Learning

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

Yes (selected)

No

#### Service Learning Component

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

Although not a formal component included in syllabi, the equestrian division is active in assisting the community. The division hosted the annual 4H and FFA judging clinic in February which is run by faculty and the students on the judging team. In addition the judging students and faculty met with FFA and 4H groups individually from all over the state of Missouri to help mentor and prepare them for their district and state

competitions. WWU western hosted a practice judging contest for the state FFA conference in Columbia, Missouri. The equestrian facility host many local and regional educational tours for kindergarten through adults with special needs throughout the year.

#### LEAD Events

*Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.*

21 LEAD events sponsored by equestrian program faculty during the 16-17 year.

8/19 Think Like a College Student (Equestrian student event)

9/24 Western Club Fall Show

10/1 Hunter Jumper Derby

10/7 Parade of Disciplines

11/5-6 Completely Relaxed Dressage Show

12/1 Show Me the Carfax--Equine Pre-Purchase Tool

2/1 The Legacy of Sheila Varian

2/6 50 to 1: The True Story of Mine That Bird

2/8 Tribute to African American Saddle Horse Trainers

2/21 Paddock Club Trivia Contest

2/25-26 Spring Horse Show

3/2 Buck Brannaman the Horse Whisperer

3/25-26 Completely Relaxed Spring Schooling Dressage Show

4/1 Equine Event Management Fun Show

4/6 and 4/11 Teaching and Training--George Morris

4/8 Spring Western Club Show

4/18 The Science of Riding

4/19 An Interview with George Morris

4/21 The Art and Science of Horseshoeing

4/24 Jumping and Equitations Clinic

5/2 The Horse with the Flying Tail

### Student Accomplishments

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

November 2016 Saddle Seat students earn multiple American Royal Championships





November 2016 Western students earn multiple Color Congress Championships

October 2016 Hunter Jumper students earn championships at American Royal

March--Carthage, MO Heart of America Show top 5 ribbons

April--Lexington, KY Springtime Premier Horse Show--top 5 ribbons

April--WWU Pinto Show--high points and championships

	 <u>Assessment Reflects Best Practices</u>	 <u>Assessment Meets the Expectations of the University</u>	 <u>Assessment Needs Development</u>	 <u>Assessment is Inadequate</u>	
Learning Objectives weight: 1.000	<ul style="list-style-type: none"><li>Detailed, measurable program learning objectives.</li><li>Objectives are shared with students and faculty.</li></ul>	<ul style="list-style-type: none"><li>Measurable program learning objectives.</li><li>Learning objectives are available to students.</li></ul>	<ul style="list-style-type: none"><li>Program learning objectives are identified and are generally measurable.</li></ul>	<ul style="list-style-type: none"><li>Program learning objectives are not clear or measurable.</li></ul>	N/A
Comment:					
Assessment Measures weight: 1.000	<ul style="list-style-type: none"><li>Multiple measures are used to assess a student learning objectives.</li><li>Rubrics or guides are used for the measures.</li><li>AU measurements are clearly described.</li><li>External evaluation of student learning included.</li></ul>	<ul style="list-style-type: none"><li>Assessment measures relate to program learning objectives.</li><li>Various measures are used to assess student learning.</li><li>Measures chosen provide useful information about student learning.</li></ul>	<ul style="list-style-type: none"><li>Assessment focuses on class content only.</li><li>Minimal description of how the assessment relates to the objective.</li><li>Minimal assessment measures established.</li></ul>	<ul style="list-style-type: none"><li>Assessment measures not connected to objectives.</li><li>Assessment measures are not clear.</li><li>No assessment measures are established.</li></ul>	N/A
Comment:					
Assessment Results weight: 1.000	<ul style="list-style-type: none"><li>All objectives are assessed annually, or a rotation schedule is provided.</li><li>Data are collected and analyzed to show learning over time.</li><li>Standards for performance and gaps in student learning are clearly identified.</li></ul>	<ul style="list-style-type: none"><li>Most objectives assessed annually.</li><li>Data collected and analyzed showing an annual snapshot of student learning.</li><li>Data are used to highlight gaps in student learning.</li><li>Some data from non-course based content.</li></ul>	<ul style="list-style-type: none"><li>Data collected for at least one program objective.</li><li>Data collection is incomplete.</li><li>Gaps in student learning not identified.</li><li>Lacking external data to support course data.</li></ul>	<ul style="list-style-type: none"><li>Learning objectives are not routinely assessed.</li><li>Routine data is not collected on gaps in student learning.</li><li>No use of external data to support student learning.</li><li>Assessment data not yet collected.</li></ul>	N/A
Comment:					
Faculty Analysis and Conclusions weight: 1.000	<ul style="list-style-type: none"><li>Results shared that incorporates multiple faculty from the program.</li><li>Discussions on data results incorporate multiple faculty.</li><li>Opportunities for adjunct faculty to participate.</li><li>Includes input from external sources when possible.</li></ul>	<ul style="list-style-type: none"><li>Multiple program faculty receive assessment results.</li><li>Assessment results are discussed.</li><li>Specific conclusions about student learning are made based on the available assessment results.</li></ul>	<ul style="list-style-type: none"><li>Minimal faculty input about results is sought.</li><li>Data not used to determine success or not to the objective.</li><li>Minimal conclusions made.</li></ul>	<ul style="list-style-type: none"><li>Faculty input is not sought.</li><li>Conclusions about student learning are not identified.</li><li>N/A Program recently started or too few graduates to suggest any changes.</li></ul>	N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	<ul style="list-style-type: none"><li>All assessment methods, timetable for assessing and evaluating the effectiveness modifications are included.</li><li>Changes to assessment are inclusive of multiple faculty.</li><li>Description of changes is detailed and included to assessment results.</li></ul>	<ul style="list-style-type: none"><li>More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided.</li><li>Changes to assessment measures is highlighted.</li><li>Changes are realistic, with a good probability of improving learning or assessment.</li></ul>	<ul style="list-style-type: none"><li>At least one change to improve learning or assessment is identified.</li><li>The proposed action(s) relates to faculty conclusions about areas for improvement.</li><li>Adjustments to the assessment are proposed but not clearly connected to data.</li></ul>	<ul style="list-style-type: none"><li>Lacking actions to improve student learning.</li><li>Actions discussed lack supportive data.</li><li>Lacking discussion of the effectiveness of the assessment plan.</li></ul>	N/A
Comment:					

## Student Performance Days 2017

Tuesday February 21<sup>th</sup>

Time	Large EQS Classroom	Small EQS Classroom
9:00	<b>EQS, EQA and EQGS Proficiency Written Exam (declared proficiency candidates only)</b>	EQA and EQGS Senior Interviews  (you must sign up for time to complete your senior interview—sign up sheet is outside of the front office)
10:00	<b>Proficiency Test Continued</b>	EQA and EQGS Senior Interviews  (you must sign up for time to complete your senior interview—sign up sheet is outside of the front office)
11:00		EQA and EQGS Senior Interviews  (you must sign up for time to complete your senior interview—sign up sheet is outside of the front office)
12:00	EQS, EQA and EQGS First Year Students—Program advising, Q and A	
1:00		
2:00	EQS Sophomores, Juniors Portfolio Preparation workshop  Bring a pen and something to take notes	
3:00	EQA/EQGS Sophomores, Juniors Portfolio Preparation workshop  Bring a pen and something to take notes	
4:00		
5:00		
6:00	6:30 Paddock Club Trivia Contest LEAD event but limited to the first 5 teams of 6 to register on the sign up outside of the front office (Aldridge 6:30-8:00)	

Wednesday February 22<sup>th</sup>

Time	Large EQS Classroom	Small EQS Classroom
9:00	EQS Seniors and Juniors—Written Competency Test and Skills Inventory  Bring a pen	<b>EQS Saddle Seat Proficiency interviews FRONT OFFICE (see interview schedule)</b>  <b>EQS Western Proficiency Interviews SMALL CLASSROOM</b>
10:00	EQS Freshman/non-Proficiency Sophomore Written Competency Test and Skills Inventory  Bring a pen	<b>EQS Dressage and HJ Proficiency Interviews Smith's office</b>  <b>EQS Western Proficiency Interviews SMALL CLASSROOM</b>
11:00	EQA ALL EXCEPT PROFICIENCY STUDENTS Skills Inventory/Competency Test  Bring a pen	<b>EQS Dressage and HJ Proficiency Interviews Smith's office</b>
12:00	EQGS ALL EXCEPT PROFICIENCY STUDENTS Skills Inventory/Competency Test  Bring a pen	
1:00		<b>EQA and EQGS Proficiency Interviews (see interview schedule)</b>
2:00		<b>EQA and EQGS Proficiency Interviews (see interview schedule)</b>
3:00	Annex Open House—Meet in the classroom to learn more about applying to live at the annex. Last chance to apply for the annex position for the 17-18 academic year!	
4:00		
5:00		
6:00		<b>Western Proficiency Applied Exam UPHA</b>
7:00		<b>Western Proficiency Applied Exam UPHA</b>

**EQA/EQGS Senior Interview Schedule**

**Tuesday February 21<sup>st</sup> Small EQS Classroom**

9:00-9:20 (max of 5 students per interview group)

- 1.
- 2.
- 3.
- 4.
- 5.

9:30-9:50 (max of 5 students per interview group)

- 1.
- 2.
- 3.
- 4.
- 5.

10:00-10:20 (max of 5 students per interview group)

- 1.
- 2.
- 3.
- 4.
- 5.

10:30-10:50 (max of 5 students per interview group)

- 1.
- 2.
- 3.
- 4.
- 5.

SEE REVERSE SIDE



11:00-11:20 (max of 5 students per interview group)

1.

2.

3.

4.

5.

11:30-11:50 (max of 5 students per interview group)

1.

2.

3.

4.

5,

### Equestrian Capstone Portfolio Rubric

**Students:** Each objective will include three artifacts and one written reflection summarizing why you selected the artifacts to demonstrate mastery of the program objective. Your artifacts may be individual or group assignments, internship experiences, videos, projects or exams. You are not limited to a particular file type and are strongly encouraged to discuss your artifacts prior to submission with an EQS faculty member or your portfolio instructor. The rubric below describes the scoring procedure that each assessor will use to evaluate your work. Each objective uses the scoring rubric below for a total score of 20 points per objective. Complete portfolios will follow the EQS department grading scale.

OBJECTIVE 1	Not Evident 0	Undeveloped 1	Developing 2	Proficient 3	Exemplary 4	SCORE
Artifact Selections	Portfolio does not demonstrate effective selection of artifacts that align with the objective or is missing artifacts. The artifacts may not display properly for the assessor to review.	Portfolio contains limited evidence of alignment of the artifacts to this objective.	Portfolio provides at least one proficient artifact that aligns with the objective with one or two that are somewhat related to objective	Portfolio contains three artifacts that are closely aligned to the objective.	Portfolio contains three artifacts that align and demonstrate superior understanding of the objective.	
Sentence Structure and Grammar	Portfolio artifacts and reflective writing contains many spelling and grammar errors demonstrating a substantial lack of proofing	The portfolio artifacts and reflective writing contain some spelling and grammar errors demonstrating a need for improvement in proofing and editing.	The portfolio artifacts and reflective writing have a few spelling and grammar errors demonstrating the developing ability to proof and edit.	The portfolio artifacts and reflective writing are free of errors and demonstrate the ability to proof and edit written work.	The portfolio artifacts and reflective writing show superior ability to proof and edit. All written work is clear, concise and free of errors.	
OBJECTIVE 1	Not Evident 0	Undeveloped 3	Developing 6	Proficient 9	Exemplary 12	
Reflection	The reflective writing is missing or incomplete	The reflective writing component is not tied to the objective and does not effectively demonstrate the student's understanding of the program objective.	The reflective writing demonstrates a developing ability to relate the artifacts to the objective. The reflection shows a limited understanding of the program objective.	The reflective writing demonstrates proficiency in relating the artifacts to the objective. The reflection clearly demonstrates a thorough understanding of the program objective.	The reflective writing demonstrates an exemplary ability to relate the artifacts to the objective. The reflection demonstrates the student's superior understanding of program objective.	

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## **Proposed GE Cluster Descriptions – FINAL Version**

### **Critical Analysis: (9 credit hours)**

- Critical Thinking (3 credit hours)
- Ethical Reasoning (3 credit hours)
- Meaning (3 credit hours)

Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content.

### **Creative Expression: (12 credit hours)**

- Communication (9 credit hours)
- Fine & Performing Arts (3 credit hours)

Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms.

### **Quantitative Inquiry: (10 credit hours)**

- Natural Sciences (7 credit hours)
- Mathematics (3 credit hours)

Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.

### **Society & the Individual: (12 credit hours)**

- Social Science (3 credit hours)
- Diversity (3 credit hours)
- Historical Perspective (6 credit hours)

Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.

### **EQA/EQGS Senior Interviews**

Make sure that each senior has ONE assessors complete an interview rubric. We don't need double forms as this is more of a senior comparison to what the sophomores will be doing for their proficiency interview.

This interview can be done in a group/informal setting by asking the group to introduce themselves and then asking them to talk about their career goals. After hearing what their career goals are, you can ask them whatever industry question you think will give you some insight into their level of knowledge about the field.

They have not been asked the "dress" for an interview, so keep this in mind when scoring the back of the rubric (self-presentation). We want to use this to see if our added EQA and EQGS proficiency tests starts to boost our seniors in their interview ability.

The folder includes enough blank rubrics for all who signed up for an interview time and a few extras. I have scanned and emailed the sign-up sheet to all students who are interviewing tomorrow and a copy of the sheet it also in the folder.

Please fill in the next group of assessors so that they can keep things going!

**9-10 Karen and Laura**

**10-11 Liz and Sarah**

**11-12 Jean and Michele**

10 = A 100-93%	9 = B 92-83%	8 = C 82-73%	7 = D 72-63%	6 = F 62% & below
I am proactive in maintaining flawless clipping, manes, and tails of all of the horses in my string.	Clipping, manes and tails have been taken care of in a manner that is above average	All of the horses in my string are clipped and their manes have been pulled or are appropriately maintained according to the instructions of my seat instructor. All of their tails are being appropriately cared for according to my seat instructor's wishes.	The horses in my string are sporadically maintained. Sometimes the horses are clipped according to the SI wishes. My horse's manes are in the process of being pulled. My horse's tails have been washed at some point during the semester. They might be falling out of the socks or the braids or are being rubbed and I must be reminded to fix them or manage them.	The horses in my string are not being well cared for. Their clipping, manes, and tails have been neglected and the seat instructor has to constantly remind the student to improve in this area of caretaking.
I am completely pro-active in the management of my horses' special needs (with the assistance of my seat instructor and the head keeper). I carry out very correctly any special instructions my SI or the HK may have until further notice regarding any of the horses in my string. My keeper log is updated each day and has all of the necessary information included in it.	I carry out correctly any special instructions of my SI or the HK may have regarding any of the horses in my string. I ask questions so that I may actively learn. My keeper log has all of the required information and is updated each week.	I carry out any special instructions my SI or the HK have given me until further notice regarding any of the horses in my string. My keeper log is updated and has all of the necessary information in it.	I am inconsistent in carrying out any special instructions my SI or the HK may have regarding any of the horses in my string. My keeper log is not updated regularly and does not have all necessary information in it.	I cannot manage my time well enough to carry out special instructions for any horses in my string. I make mistakes. I do not question, ask or try to understand what I have been asked to do. I do not keep satisfactory records for the horses in my string. I give my horses supplements or drugs that were not approved by my string instructor, or fail to give my horses required drugs or supplements.
My horses have current and completely legible feed cards at all times with current student information on them. The keeper maintains this level of excellence without prompting from the instructor.	My horses have current and completely legible feed cards at all times with current student information on them.	My horses have current and completely legible feed cards at all times with current student information on them according to the wishes of my seat instructor.	My horses have feed cards. They are not kept up to date and are sometimes legible sometimes not. I have to be reminded.	My horse's feed cards are seldom updated according to the wishes of my seat instructor. My feed cards are at times illegible. I have to be reminded several times.
I have not missed a single scheduled morning check, lunch or night meds feeding. I always show up at least 10 minutes before my scheduled chore time. I leave the barn immaculately clean. When I am finished I	I have not missed a single scheduled morning check, lunch or night meds feeding. I show up at least 5 minutes before my scheduled chore time. I	I have not missed a single scheduled morning check, lunch or night meds feeding. I show up at my scheduled time to do my barn duties. My barn chores are always	I have missed one scheduled morning check, lunch or night meds feeding. I am late to the barn to carry out my scheduled duties.	I have missed more than one scheduled morning check, lunch or night meds feeding. Sometimes I choose not to do my scheduled barn duties.

rake and sweep where I am supposed to.	clean up after myself and help others.	completed to a satisfactory level.		
My horses are turned out promptly and are always taken out of the turnout lots on time so that the turnout schedule stays in place. If there are fellow keepers who need assistance with their turnout horses I will always offer to help.	My horses are always turned out promptly and taken out of the turnout lots a little early so that the turnout schedule stays in place. They are always turned out appropriately and safely.	My horses are out of the turnout lot at the appropriate time and are turned out in a safe and appropriate manner.	My horses are frequently turned out late and/or left in the turnout lot until the last minute creating a problem for the other keepers. I demonstrate unsafe turnout practices.	I fail to turn out my horses and/or get my horses in from the turnout lots when I feel like it. I do not demonstrate concern for upsetting schedules and imposing on other keepers.
My horses are kept blanketed when temperatures are appropriate, and blankets are removed promptly when the temperature rises. My horses' blankets are always clean and fit well. I have the ability to communicate if any of my horses need a different blanket or if my blankets are dirty and need to be laundered.	My horses are kept blanketed when temperatures are appropriate, and blankets are removed promptly when the temperature rises. Each of my horses has a blanket that fits. I attempt to keep my blankets clean by brushing them off daily.	My horses are kept blanketed during the day when temperatures are appropriate, and blankets are removed promptly when the temperature rises. Each of my horses has a blanket that fits.	Sometimes my horses either need their blankets on or off and I need to be reminded to do so by my seat instructor. My horses have ill fitting blankets and I do not correct the problem. I let my blankets get dirty and unkempt. I leave them on the ground when not on the horse. I let them get dirty when hanging on the door of the stall.	My horses are left without blankets when it is too cold. My blankets have been left on when the weather is too hot. My blankets do not fit my horses. My blankets are dirty, left on the ground, dirty on the stall front, dirty when hanging on blanket racks. I show little effort in keeping them clean and ready to be used at any time.
I always volunteer for colic watches, appear at least 10 minutes before my scheduled time to determine current procedures, and take my responsibilities very seriously.	I always volunteer for colic watches, appear at my scheduled time to determine current procedures, and take my responsibilities very seriously.	I volunteer reluctantly for colic watches, appear at my scheduled time to determine current procedures, and take my responsibilities very seriously.	I have to be hunted down and forced to sign up for colic watches, appear at my scheduled time to determine current procedures, and take my responsibilities very seriously.	I refuse to volunteer for colic watches and/or fail to appear at my scheduled time.
I communicate with my SI, the HK and my fellow keepers at all times. I am always available to help if needed. I present myself like a professional at all times. I perform my keeper duties in the appropriate clothing as stated in the Horse Management Guide. I always respect the needs of the Equestrian Community when it comes to exercising the horses in my string. I take the initiative in all areas of my class, and make sure that my horses are always cared for at the highest level possible.	I communicate well with my SI, the HK and my fellow keepers. I am becoming consistent with my professional demeanor. I perform my keeper duties in the appropriate clothing as stated in the Horse Management Guide. I am learning how to respect the needs of the Equestrian Community when it comes to exercising the horses in my string. I am learning how to take initiative in this class. My horses are cared for in	I communicate well with my seat instructor and fellow students. I am working on developing a professional demeanor. I perform my keeper duties in the appropriate clothing as stated in the Horse Management Guide. I am learning how to navigate the needs of the Equestrian Community when it comes to exercising the horses in my string. I will follow the instructions given to me by my SI and the HK. My horses are cared for in a satisfactory manner.	I have trouble communicating with my SI, the HK or my fellow keepers. My attitude and demeanor vary from good to bad according to my own needs. I disregard the rules pertaining to appropriate clothing worn to the barn. I do not pay attention to the needs of the Equestrian Community when it comes to exercising the horses in my string. I will decide if I want to follow the instructions given to me by my SI or the HK. My horses are somewhat cared for.	My communication skills are not good. I prefer to act immature and selfish when it comes to dealing with my fellow students. I disregard the rules pertaining to appropriate clothing worn to the barn. I do not pay attention to the needs of the Equestrian Community when it comes to exercising the horses in my string. I will decide if I want to follow the instructions given to me by my SI or the HK. I create problems for my fellow

	an above average manner.			students, my seat instructor, the HK and all other people involved in this class.
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10 = A 100-93%	9 = B 92-83%	8 = C 82-73%	7 = D 72-63%	6 = F 62% & below
I am proactive in maintaining flawless clipping, manes, and tails of all of the horses in my string.	Clipping, manes and tails have been taken care of in a manner that is above average	All of the horses in my string are clipped and their manes have been pulled or are appropriately maintained according to the instructions of my seat instructor. All of their tails are being appropriately cared for according to my seat instructor's wishes.	The horses in my string are sporadically maintained. Sometimes the horses are clipped according to the SI wishes. My horse's manes are in the process of being pulled. My horse's tails have been washed at some point during the semester. They might be falling out of the socks or the braids or are being rubbed and I must be reminded to fix them or manage them.	The horses in my string are not being well cared for. Their clipping, manes, and tails have been neglected and the seat instructor has to constantly remind the student to improve in this area of caretaking.
I am completely pro-active in the management of my horses' special needs (with the assistance of my seat instructor and the head keeper). I carry out very correctly any special instructions my SI or the HK may have until further notice regarding any of the horses in my string. My keeper log is updated each day and has all of the necessary information included in it.	I carry out correctly any special instructions of my SI or the HK may have regarding any of the horses in my string. I ask questions so that I may actively learn. My keeper log has all of the required information and is updated each week.	I carry out any special instructions my SI or the HK have given me until further notice regarding any of the horses in my string. My keeper log is updated and has all of the necessary information in it.	I am inconsistent in carrying out any special instructions my SI or the HK may have regarding any of the horses in my string. My keeper log is not updated regularly and does not have all necessary information in it.	I cannot manage my time well enough to carry out special instructions for any horses in my string. I make mistakes. I do not question, ask or try to understand what I have been asked to do. I do not keep satisfactory records for the horses in my string. I give my horses supplements or drugs that were not approved by my string instructor, or fail to give my horses required drugs or supplements.
My horses have current and completely legible feed cards at all times with current student information on them. The keeper maintains this level of excellence without prompting from the instructor.	My horses have current and completely legible feed cards at all times with current student information on them.	My horses have current and completely legible feed cards at all times with current student information on them according to the wishes of my seat instructor.	My horses have feed cards. They are not kept up to date and are sometimes legible sometimes not. I have to be reminded.	My horse's feed cards are seldom updated according to the wishes of my seat instructor. My feed cards are at times illegible. I have to be reminded several times.
I have not missed a single scheduled morning check, lunch or night meds feeding. I always show up at least 10 minutes before my scheduled chore time. I leave the barn immaculately clean. When I am finished I	I have not missed a single scheduled morning check, lunch or night meds feeding. I show up at least 5 minutes before my scheduled chore time. I	I have not missed a single scheduled morning check, lunch or night meds feeding. I show up at my scheduled time to do my barn duties. My barn chores are always	I have missed one scheduled morning check, lunch or night meds feeding. I am late to the barn to carry out my scheduled duties.	I have missed more than one scheduled morning check, lunch or night meds feeding. Sometimes I choose not to do my scheduled barn duties.

rake and sweep where I am supposed to.	clean up after myself and help others.	completed to a satisfactory level.		
My horses are turned out promptly and are always taken out of the turnout lots on time so that the turnout schedule stays in place. If there are fellow keepers who need assistance with their turnout horses I will always offer to help.	My horses are always turned out promptly and taken out of the turnout lots a little early so that the turnout schedule stays in place. They are always turned out appropriately and safely.	My horses are out of the turnout lot at the appropriate time and are turned out in a safe and appropriate manner.	My horses are frequently turned out late and/or left in the turnout lot until the last minute creating a problem for the other keepers. I demonstrate unsafe turnout practices.	I fail to turn out my horses and/or get my horses in from the turnout lots when I feel like it. I do not demonstrate concern for upsetting schedules and imposing on other keepers.
My horses are kept blanketed when temperatures are appropriate, and blankets are removed promptly when the temperature rises. My horses' blankets are always clean and fit well. I have the ability to communicate if any of my horses need a different blanket or if my blankets are dirty and need to be laundered.	My horses are kept blanketed when temperatures are appropriate, and blankets are removed promptly when the temperature rises. Each of my horses has a blanket that fits. I attempt to keep my blankets clean by brushing them off daily.	My horses are kept blanketed during the day when temperatures are appropriate, and blankets are removed promptly when the temperature rises. Each of my horses has a blanket that fits.	Sometimes my horses either need their blankets on or off and I need to be reminded to do so by my seat instructor. My horses have ill fitting blankets and I do not correct the problem. I let my blankets get dirty and unkempt. I leave them on the ground when not on the horse. I let them get dirty when hanging on the door of the stall.	My horses are left without blankets when it is too cold. My blankets have been left on when the weather is too hot. My blankets do not fit my horses. My blankets are dirty, left on the ground, dirty on the stall front, dirty when hanging on blanket racks. I show little effort in keeping them clean and ready to be used at any time.
I always volunteer for colic watches, appear at least 10 minutes before my scheduled time to determine current procedures, and take my responsibilities very seriously.	I always volunteer for colic watches, appear at my scheduled time to determine current procedures, and take my responsibilities very seriously.	I volunteer reluctantly for colic watches, appear at my scheduled time to determine current procedures, and take my responsibilities very seriously.	I have to be hunted down and forced to sign up for colic watches, appear at my scheduled time to determine current procedures, and take my responsibilities very seriously.	I refuse to volunteer for colic watches and/or fail to appear at my scheduled time.
I communicate with my SI, the HK and my fellow keepers at all times. I am always available to help if needed. I present myself like a professional at all times. I perform my keeper duties in the appropriate clothing as stated in the Horse Management Guide. I always respect the needs of the Equestrian Community when it comes to exercising the horses in my string. I take the initiative in all areas of my class, and make sure that my horses are always cared for at the highest level possible.	I communicate well with my SI, the HK and my fellow keepers. I am becoming consistent with my professional demeanor. I perform my keeper duties in the appropriate clothing as stated in the Horse Management Guide. I am learning how to respect the needs of the Equestrian Community when it comes to exercising the horses in my string. I am learning how to take initiative in this class. My horses are cared for in	I communicate well with my seat instructor and fellow students. I am working on developing a professional demeanor. I perform my keeper duties in the appropriate clothing as stated in the Horse Management Guide. I am learning how to navigate the needs of the Equestrian Community when it comes to exercising the horses in my string. I will follow the instructions given to me by my SI and the HK. My horses are cared for in a satisfactory manner.	I have trouble communicating with my SI, the HK or my fellow keepers. My attitude and demeanor vary from good to bad according to my own needs. I disregard the rules pertaining to appropriate clothing worn to the barn. I do not pay attention to the needs of the Equestrian Community when it comes to exercising the horses in my string. I will decide if I want to follow the instructions given to me by my SI or the HK. My horses are somewhat cared for.	My communication skills are not good. I prefer to act immature and selfish when it comes to dealing with my fellow students. I disregard the rules pertaining to appropriate clothing worn to the barn. I do not pay attention to the needs of the Equestrian Community when it comes to exercising the horses in my string. I will decide if I want to follow the instructions given to me by my SI or the HK. I create problems for my fellow

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## Vital Signs Practical Exam Instructions and Scoring Rubric

Instructions: EQU 201 students will be tested on their ability to identify the normal range, color, sounds and characteristics related to temperature, capillary refill, skin pinch hydration test, gut sounds, heart rate, pulse and respiration. Students will demonstrate safety and accuracy performing the above vital signs assessment in a testing environment. Emphasis is placed on accuracy and the ability to demonstrate the appropriate technique with confidence and authority.

EQU 201 students must score proficient on all parts of the vital signs practical exam. The test can be repeated once. Students are encouraged to prepare carefully with the rubric below in order to achieve a proficient practical exam. Each vital sign listed above will be scored using the scale and descriptions below. Practical test scores will move to the grade book for the course as outlined below.

EQU 201            Developing (one or more criteria scored as developing) = 0 points

                         Proficient (majority of the scores proficient) = 7.5 points

                         Exemplary (majority of the scores exemplary) = 10 points

EQU 391            Developing (one or more criteria scored as developing) = 0 points

                         Proficient (majority of the scores proficient) = 7.5 points

                         Exemplary (majority of the scores exemplary) = 9 points

                         Exemplary (all scores exemplary) = 10 points

### Scoring Rubric

Developing	Proficient	Exemplary
Student is unable to accurately describe a normal range or average of the vital sign tested. Student may have inaccuracies when describing sounds or color related to the vital signs tested.	Student is able to accurately describe a normal range or average of the vital sign tested. Student is correct in assessment of color or description of sounds related to the vital signs tested.	Student is able to accurately describe a normal range or average of the vital sign tested with confidence and authority. All verbal components of the skill test are answered with poise and show evidence of mastery of the material.
Practical demonstration of how to take the temperature lacks confidence in horse handling skills. The practical vital signs demonstration is inaccurate in technique and/or reported number, color or description.	Practical demonstration of how to perform the vital signs skills test follows the techniques explained in the material for the course. The demonstration is accurate in techniques and the reported number, color or description.	Practical demonstration of how to perform the vital sign check follows the techniques explained and shows that the student is confident in their ability to accurately assess equine health. The vital signs reported are accurate and given with confidence and authority.
Safe horse handling is not demonstrated 100% of the time. Errors may include failing to warn the horse with voice or touch prior to demonstrating a technique, standing in an unsafe location when answering questions, failing to react appropriately if the horse moves in an unsafe manner.	Safe horse handling is demonstrated 100% of the time. The body language communicated by the horse is addressed by the handler in an appropriate manner.	Safe horse handling is demonstrated 100% of the time with consistent and obvious attention paid to monitoring the horse's body language and responding appropriately.