



Equestrian Administration Annual Assessment 2018-2019

Annual Assessment 18-19

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

	Majors	Minors
2017-18	29	15
2018-19	N/A	N/A

Concentrations 2017-18

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

NA

Concentrations 2018-19

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

NA

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are 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 Equine Administration major draws 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.

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

Marketing Material

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 to 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
R - Reinforced
I - Introduced
M - Master

Equestrian Administration(Imported)(Imported)

	EQA 200	EQA 300	EQA 305	ACC 240	EQA 320	EQA 420	EQU 111
EQA.1 Understand the dynamics of the equine industry.	I		R		R	M	I
EQA.2 Understand the theories and demonstrate practical skills in equine management.			R		R	M	
EQA.3 Recognize signs of illness in order to administer proper treatment for equine health management.						M	
EQA.4 Develop communication and managerial strategies in an organizational setting.			R	I	M, A	M, A	I
EQA.5 Demonstrated abilities in leadership, persuasive communication and teambuilding.			R	I	R	M	
EQA.6 Assess complex issues in relation to business ethics and legal issues.			R	I		M	I
EQA.7 Apply persuasive communication skills and conflict and conflict resolution techniques.			R, A		R	M	

	EQU 117	EQU 118	EQU 201	EQU 221	EQU 391	EQU 405	EQU 415
EQA.1 Understand the dynamics of the equine industry.			R	I	R	M, A	A
EQA.2 Understand the theories and demonstrate practical skills in equine management.	I	I	R, A	R	M, A		A
EQA.3 Recognize signs of illness in order to administer proper treatment for equine health management.	I	I	R		R, A		A
EQA.4 Develop communication and managerial strategies in an organizational setting.			R		R	M	A
EQA.5 Demonstrated abilities in leadership, persuasive communication and teambuilding.				R			A

EQA.6 Assess complex issues in relation to business ethics and legal issues.				R		M	A
EQA.7 Apply persuasive communication skills and conflict and conflict resolution techniques.				R			A

	BUS 206	BUS 332	BUS 351	BUS 421	COM 213	MIS 125	EQS 200
EQA.1 Understand the dynamics of the equine industry.							A, I
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.	I	R	R	R	I		
EQA.5 Demonstrated abilities in leadership, persuasive communication and teambuilding.	R	R	R	M	R	I	
EQA.6 Assess complex issues in relation to business ethics and legal issues.	R	R	R	M	R	I	
EQA.7 Apply persuasive communication skills and conflict and conflict resolution techniques.							

	Senior Showcase	Student Performance Review
EQA.1 Understand the dynamics of the equine industry.		
EQA.2 Understand the theories and demonstrate practical skills in equine management.	M, A	
EQA.3 Recognize signs of illness in order to administer proper treatment for equine health management.		A, R
EQA.4 Develop communication and managerial strategies in an organizational setting.		
EQA.5 Demonstrated abilities in leadership, persuasive communication and teambuilding.		A, R
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.		

Changes to Curriculum

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

Assessment Findings

Assessment Findings for the Assessment Measure level for Equestrian Administration(Imported)(Imported)

EQA.1 Understand the dynamics of the equine industry.				
EQS 200	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion 85% of students earn scores of 85% or better on the internship/jobs assignment been met yet? Not met	Fall--68% (30/44) earned scores of 85% or better on the jobs and internships assignment		- Revise Assignment for Assessment: 100% of students who completed the assignment met the benchmark in both sections of EQU 101 (former EQU 200). The tendency of students to either complete the assignment or not substantially affects making the benchmark.
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? Not met	Fall 4/6 students (66%) earned benchmark scores Spring 11/13 (84%) earned benchmark scores ALL 78% earned benchmark scores	EQU_405_F18_Business_Plan.jpg EQU_405_S19_Business_Plan.jpg	- Curriculum Revision: The course instructor reports that students are not taking advantage of feedback on drafts or additional outside resource help for the business plan.
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	Fall 2018--100% (2/2) earned 73% or above for this objective Spring	Via__EQU__415__Equestrian__Senior_Portfolio__01__FUL__3__Spring_1819_Activity_Assessments_Aggregated_Result_Objecti	

	graduating seniors earning 73% or above for objective #1 been met yet? Not met	1/2 50% earned benchmark scores ALL 75% earned benchmark for 18-19	ve_1__EQA__EQS__EQGS_.pdf	
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EQA.2 Understand the theories and demonstrate practical skills in equine management.

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--100% students with an average practical horse keeping score of 73% or above. Spring--100% students with an average practical horse keeping score of 73% or above	EQS_201_Practical_Spring_2019.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	100% students with an average practical horse keeping score of 73% or above 100% students with an average practical horse keeping score of 73% or above	EQS_391_Practical_Spring_2019.docx	

EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQA Portfolio Rubric Objective	Fall 2018- 100% (2/2) earned 73% or above for this		- Revision of Program Objectives: The EQA program objectives are

	#2—85% of graduating seniors earning 73% or above for objective #2 been met yet? Not met	objective Spring 1/2 50% earned benchmark scores ALL 75% earned benchmark for 18-19		difficult for the students to clearly articulate and even more difficult for them to find suitable artifacts to represent their mastery. Objective 2 simply had one of the three students completing EQA portfolios unable to write with sufficiency. The objective rewrites will be an important aspect of this improvement narrative for EQU 415 objectives 4, 5, 6 and 7.
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Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 85% of students earn a rating of proficient or higher on their senior showcase been met yet? Met	Fall 14/14 students made proficient ratings on the showcase Spring 2/2 earned proficient ratings on the showcase		

EQA.3 Recognize signs of illness in order to administer proper treatment for equine health management.				
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? Met	Fall--100% students with an average vital signs video score of 73% or above Spring-- 95% of students with an average vital signs video score of 73% or above	EQS_391_Vital_Signs_Spring_2019.docx	

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 for objective #3 been met yet? Not met	Fall 2018--100% (2/2) earned 73% or above for this objective Spring 1/2 50% earned benchmark scores ALL 75% earned benchmark for 18-19		
Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Proficiency Written Exam	Has the criterion 85% of students earn proficient scores on the EQA proficiency exam. been met yet? Not met	Fall 6/6 students earned proficient scores on the written exam (90% or better) Spring 1/4 students earned proficient scores on the written exam (90% or better) 62% of EQA students earned benchmark scores for 18-19 on the written proficiency exam.		- Refine Assessment Tool: EQA students seemed to struggle to perform at a proficient level on the written spring proficiency exam. Data should be compared and time taken to determine if curricular changes should be examined.

EQA.4 Develop communication and managerial strategies in an organizational setting.				
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? Not met	Fall--(4/5) 80% earned score of 73% or above for the Prize List Assignment for EQA Portfolio Objective #1	EQA_320_Prize_List_F18.jpg	
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	Fall 2/2 earned benchmark scores Spring--course has been revised significantly and will have a complete overhaul during the summer of 2019. The assessment measures will need to be identified.		
EQU 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? Not met	Fall 2018--100% (2/2) earned 73% or above for this objective Spring 1/2 50% earned benchmark scores ALL 75% earned benchmark for 18-19		

EQA.5 Demonstrated abilities in leadership, persuasive communication and teambuilding.				
EQU 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? Met	Fall 2018--100% (2/2) earned 73% or above for this objective		
Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Proficiency Interview	Has the criterion 85% of students earn proficient scores on the EQA	Fall- 6/6 earned scores of proficient or better on the interview (83% or better) Spring		

	proficiency interview. been met yet? Met	4/4 earned scores of proficient on the interview (83% or better)		
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EQA.6 Assess complex issues in relation to business ethics and legal issues.				
EQU 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? Met	Fall 2018--100% (2/2) earned 73% or above for this objective		

EQA.7 Apply persuasive communication skills and conflict and conflict resolution techniques.				
EQA 305				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion EQA 305 Techniques of Facility Management Artifact—Emergency Scenarios 85% earn scores of 73% or better been met yet? Met	Fall 2/2 earned benchmark scores		
EQU 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	Fall 2018--100% (2/2) earned 73% or above for this objective		

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 assessment process is fully integrated into the EQS, EQA and EQGS curriculum and external assessments. Assignments are targeted in specific classes to represent student achievement as they relate to program objectives. Program reviews and assessment as a measure of student performance is a regular discussion during school meetings with small groups working through specific tasks (proficiency written exam redesign, study sessions etc.). We have overhauled a handful of classes this year and have moved two adjunct taught courses back to a full time faculty member for spring 2019. We had one regular faculty member on sabbatical during fall 2018 and assessments tied to those courses were challenging to acquire. A major curriculum redesign will require a complete rebuild of the assessment report, matrix and targeted assignment. We have also rewritten the program objectives for all three equestrian majors as a result of students struggling to differentiate between some similar language in multiple program objectives. We have at least two major curriculum/assessment meetings each semester the Friday after finals week concludes.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	EQA.1 Understand the dynamics of the equine industry.					
Legend	A					
Course/Event	EQU 405					
Assessment Measure	Direct - Class Assignment					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Curriculum Revision</td> <td>The course instructor reports that students are not taking advantage of feedback on drafts or additional outside resource help for the business plan.</td> </tr> </tbody> </table>		Improvement Type	Summary	Curriculum Revision	The course instructor reports that students are not taking advantage of feedback on drafts or additional outside resource help for the business plan.
Improvement Type	Summary					
Curriculum Revision	The course instructor reports that students are not taking advantage of feedback on drafts or additional outside resource help for the business plan.					

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	Not met			
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement</th> <th>Summary</th> </tr> </thead> </table>		Improvement	Summary
Improvement	Summary			

Type	The EQA program objectives are difficult for the students to clearly articulate and even more difficult for them to find suitable artifacts to represent their mastery. Objective 2 simply had one of the three students completing EQA portfolios unable to write with sufficiency. The objective rewrites will be an important aspect of this improvement narrative for EQU 415 objectives 4, 5, 6 and 7.
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Standard/Outcome	EQA.1 Understand the dynamics of the equine industry.					
Legend	A					
Course/Event	EQS 200					
Assessment Measure	Direct - Case Study					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Revise Assignment for Assessment</td> <td>100% of students who completed the assignment met the benchmark in both sections of EQU 101 (former EQU 200). The tendency of students to either complete the assignment or not substantially affects making the benchmark.</td> </tr> </tbody> </table>		Improvement Type	Summary	Revise Assignment for Assessment	100% of students who completed the assignment met the benchmark in both sections of EQU 101 (former EQU 200). The tendency of students to either complete the assignment or not substantially affects making the benchmark.
Improvement Type	Summary					
Revise Assignment for Assessment	100% of students who completed the assignment met the benchmark in both sections of EQU 101 (former EQU 200). The tendency of students to either complete the assignment or not substantially affects making the benchmark.					

Standard/Outcome	EQA.3 Recognize signs of illness in order to administer proper treatment for equine health management.					
Legend	A					
Course/Event	Student Performance Review					
Assessment Measure	Direct - Proficiency Written Exam					
Assessment Findings	Not met					
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Improvement Type	Summary					
Refine Assessment Tool	EQA students seemed to struggle to perform at a proficient level on the written spring proficiency exam. Data should be compared and time taken to determine if curricular changes should be examined.					

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?

Student Performance Days are heavily utilized in the School of Equestrian Studies. Proficiency testing for EQA, EQGS and EQS takes place over the course of two days and includes individual interviews, formal turnout of the rider for EQS students, a written exam for all equestrian majors and finally an applied riding test for EQS students. In addition, we have our freshman, juniors and seniors (as well as all students not taking proficiencies) take the same written exam. The exam results are tracked by major and by class year and compared. We now have four years of comparison data. Incoming freshman take an exam and complete a general skills survey during orientation week. All equestrian students complete the general skills survey during student performance days. We are interested to see how their exposure to a variety of equestrian related skills grows as they spend time in the program at WWU. We also compare prior knowledge and experience between incoming classes of students. This has informed our curriculum decisions in a variety of aspects. Our foundation courses (EQU 101, EQU 111, EQU 117-118) must not only build on each other, but provide a substantive foundation for the rest of the coursework in the program. Areas in which students had historically demonstrated a high level of understanding were covered in a brief overview or review in foundation classes. Now, with students arriving with drastically reduced equestrian skills it became critical to provide structured and detailed content in areas that were almost gentle reminders in the past. Horse behavior, handling and safety have been areas of focus and will continue to be in years to come.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Student_Performance_Days_Equestrian_2019_Final.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?

Fall--Students enrolled in their capstone course (EQU 403, EQS 411 or EQA 420) complete a presentation of their senior VIA showcase project. The event is presented for LEAD credit giving underclassman and non-majors the opportunity to see the coursework and capstone projects that equestrian majors are completing.

Spring--Students enrolled in their capstone course (EQU 403, EQS 411 or EQA 420) complete a presentation of their senior VIA showcase project. The event is presented for LEAD credit giving underclassman and non-majors the opportunity to see the coursework and capstone projects that equestrian majors are completing.

Assessment Rubrics

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

EQA_EQGS_Rider_Interview_2019.doc

Service Learning

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

Yes

No (selected)

Service Learning Component

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

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.

Thursday, August 30, 2018

7:00:00 PM - Buck Brannaman Movie - This movie showcases a great horseman who is also putting on a clinic in St. Louis this weekend. Interested in showing the students this movie prior to their attendance at the clinic. EQS classroom Track, Sarah - **1 point(s)**

Wednesday, September 19, 2018

7:00:00 PM - Fox Hunting 101 - Come learn all the ins and outs of fox hunting! We will be viewing fox hunting videos with a discussion following. EQS classroom Michele Smith - **1 point(s)**

Thursday, September 20, 2018

7:00:00 PM - All the Queen's Horses - In 2012, Rita Crundwell was arrested as the largest municipal fraud perpetrator in the nation's history, embezzling upwards of \$50 million as the comptroller and treasurer of Dixon, Illinois. Crundwell became one of the nation's leading quarter horse breeders, traveled the world, and threw lavish parties, all while forcing staff cuts, police budget slashing, and leaving public infrastructure in disrepair. This documentary aims to illuminate this landmark case and bring to light the blatant negligence of auditors and bankers the public relied on to keep their tax dollars safe. Library Auditorium Laura Ward - **1 point(s)**

Saturday, September 22, 2018

9:30:00 AM - Fall Western Club Horse Show - Fall fun open horse show will include western, hunt seat and saddle classes. The show is open to the public and is a great learning opportunity to the world of horse showing. LEAD students must sign in, attend for at least 1 hour, sign out and get scanned in order to receive LEAD credit. UPHA Arena Elizabeth Haben - **1 point(s)**

Monday, September 24, 2018

6:00:00 PM - Speaker Broadcast: Scott Hamilton - Scott Hamilton is the most recognized male figure skater in the world and a living example that good guys can finish first! He is an Olympic Champion, television broadcaster, philanthropist, motivational speaker, author, husband, father, cancer survivor, and eternal optimist. Come Join NSLS in the viewing and a short discussion afterwards. Kemper Arts Center Rm 112 Bonnie Carr - **1 point(s)**

Friday, October 5, 2018

6:00:00 PM - Parade of Disciplines - See current students in action showcasing the four disciplines we offer: Dressage, Hunter/Jumper, Saddle Seat and Western! UPHA Arena Petterson, Jennifer - **1 point(s)**

Saturday, October 6, 2018

8:00:00 AM - Hunter Jumper Fall Derby - Come and join us for our annual Hunter Jumper Fall Derby. There will be classes throughout the day starting at 8:00 AM until 4:00 PM. LEAD Students must sign in, attend for at least 1 hour, sign out and get LEAD card scanned in order to receive LEAD credit. UPHA Arena Michele Smith - **1 point(s)**

Tuesday, October 9, 2018

7:00:00 PM - Guest Speaker Mike Caple: Reining Horse Videographer - Guest Speaker, Mike Caple, professional equestrian videographer, will be presenting information about the ins and outs of working as a photographer/videographer within the reining horse industry. Learn what it takes to become a professional in the industry and what employee attributes Mike looks for when hiring employees to work events. Library Auditorium Elizabeth Haben - **1 point(s)**

Friday, October 12, 2018

11:00:00 AM - Speaker Broadcast:Genevieve Thiers - Genevieve will be talk about, *Taking the Stage: How One Entrepreneur Combined Arts and Business for Success!* Come join NSLS for the viewing and a short discussion afterwards. Ivy Room Bonnie Carr - **1 point(s)**

Wednesday, October 31, 2018

7:00:00 PM - Trick-Or-Treating in the Barns - Come out to the barn and a enjoy a fun night of scavenger hunts, trick-or-treating, and costume contests! LEAD students must complete the scavenger hunt to get LEAD credit. This event is open to all students, faculty, and their families. UPHA Arena Petterson, Jennifer - **0.5 point(s)**

Saturday, November 3, 2018

8:00:00 AM - WWU Completely Relaxed Fall Schooling Dressage Show - WWU's annual fall schooling dressage show, open to students and non-college competitors. Come join us in Rowland Arena. LEAD students must sign in, attend for at least 1 hour, sign out and get scanned in order to receive LEAD credit (only one LEAD point per weekend). Check http://www.shortenyourreins.com/wwu/18_fall_schooling for schedule. Rowland Applied Riding Arena Pautz, Karen - **1 point(s)**

Sunday, November 4, 2018

8:00:00 AM - WWU Completely Relaxed Fall Schooling Dressage Show - WWU's annual fall schooling dressage show, open to students and non-college competitors. Come join us in Rowland Arena. LEAD students must sign in, attend for at least 1 hour, sign out and get scanned in order to receive LEAD credit (only one LEAD point per weekend). Check http://www.shortenyourreins.com/wwu/18_fall_schooling for schedule. **Repeat event - Point only awarded once.** Rowland Applied Riding Arena Pautz, Karen - **1 point(s)**

Tuesday, November 27, 2018

12:30:00 PM - Equestrian Senior Achievement Presentations - The Equestrian Senior Achievement Presentations highlight what it takes to successfully complete an equestrian major at WWU. Students are welcome to attend at any point in hour long window, but will be required to complete a reflection form on at least six presentations to receive LEAD credit. Kemper Arts Center Rm 112 Petterson, Jennifer - **1 point(s)**

Wednesday, January 9, 2019

5:00:00 PM - The Majority Opinion Scoring System - The Majority Opinion Scoring System used at Saddlebred, Arabian and Morgan horse shows will be presented by Sandy Backer. EQS classroom Lampe, Gayle - 1 point(s)

Thursday, January 10, 2019

4:00:00 PM - Orphan Horse - Movie *Orphan Horse*: A young runaway escapes her miserable foster home and takes refuge in a nearby rancher's barn--forming a bond with a young orphaned horse. Library Auditorium Lampe, Gayle - 0.5 point(s)

Thursday, January 17, 2019

7:30:00 PM - Equine Industry Panel Discussion--Horse Training - Equestrian faculty will engage in a panel discussion over industry topics. Student questions are welcomed and the panel discussion will be moderated. Discussion will feature perspectives from multiple disciplines and areas of the industry.

Library Auditorium Petterson, Jennifer - 1 point(s)

Monday, February 4, 2019

6:00:00 PM - Resume Builder--Equestrian Camps - Listen to WWU Graduate and YMCA Head Wrangler at Camp Ernst talk about the benefits of working at a summer camp job or internship. The discussion will include information about certifications and training as it applies to camp employment and general riding instruction. This event will finish at 6:50 pm. EQS classroom Petterson, Jennifer - 1 point(s)

Tuesday, February 12, 2019

7:30:00 PM - Equine Industry Panel Discussion--Customers - Equestrian faculty will engage in a panel discussion over industry topics. Student questions are welcomed and the panel discussion will be moderated. Discussion will feature perspectives from multiple disciplines and areas of the industry.

Library Auditorium Petterson, Jennifer - 1 point(s)

Wednesday, February 27, 2019

6:30:00 PM - Janice Collette Talk on Missouri Hunter/Jumper Association - Janice Collette will speak on the Missouri Hunter Jumper Association, its conception, where they are now and its future. She will also discuss her position within the Association.

EQS classroom Michele Smith - 1 point(s)

Thursday, March 14, 2019

7:30:00 PM - Equine Industry Panel Discussion--Competition - Equestrian faculty will engage in a panel discussion over industry topics. Student questions are welcomed and the panel discussion will be moderated. Discussion will feature perspectives from multiple disciplines and areas of the industry

Library Auditorium Petterson, Jennifer - 1 point(s)

Saturday, March 16, 2019

8:00:00 AM - WWU Completely Relaxed Spring Schooling Dressage Show - Join us for the Annual Spring Schooling Dressage Show to cheer on your compatriots and learn about competition dressage. LEAD students must sign in, attend

for at least 1 hour, sign out and get card scanned in order to receive LEAD credit (only 1 LEAD point per weekend of March 16 - 17). Show runs from 8:00 am to approximately 5:00 pm. Rowland Applied Riding Arena Pautz, Karen - **1 point(s)**

Sunday, March 17, 2019

8:00:00 AM - WWU Completely Relaxed Spring Schooling Dressage Show - Join us for the Annual Spring Schooling Dressage Show to cheer on your compatriots and learn about competition dressage. LEAD students must sign in, attend for at least 1 hour, sign out and get card scanned in order to receive LEAD credit (only 1 LEAD point per weekend of March 16 - 17). Show runs from 8:00 am to approximately 5:00 pm. Rowland Applied Riding Arena Pautz, Karen - **1 point(s)**

Friday, March 22, 2019

4:00:00 PM - WWU Spring Fun Show - Jumpers - Come cheer on your fellow students as they go for blue at one of our biggest shows of the year! Jumpers will go on Friday evening starting at 4 pm until approximately 8:00 pm. There will be concessions too, so bring cash for a great snack! LEAD students must sign in, attend for at least 1 hour, sign out and get card scanned in order to receive LEAD credit. UPHA Arena Michele Smith - **1 point(s)**

Saturday, March 23, 2019

8:30:00 AM - WWU Spring Fun Show - Hunters - Come cheer on your fellow students as they go for blue at one of our biggest shows of the year! Hunters will go on Saturday starting at 8:30 am until approximately 5:00 pm. There will be concessions too, so bring cash for a great snack! LEAD students must sign in, attend for at least 1 hour, sign out and get card scanned in order to receive LEAD credit. UPHA Arena Michele Smith - **1 point(s)**

Sunday, March 24, 2019

9:30:00 AM - WWU Spring Fun Show - Western and Saddleseat - Come cheer on your fellow students as they go for blue at one of our biggest shows of the year! Western and Saddleseat will go on Sunday starting at 9:30 am until approximately 5:00 pm. There will be concessions too, so bring cash for a great snack! LEAD students must sign in, attend for at least 1 hour, sign out and get card scanned in order to receive LEAD credit. UPHA Arena Michele Smith - **1 point(s)**

Friday, March 29, 2019

5:00:00 PM - Saddle Seat Clinicians Mark and Toni Utoft - Saddle Seat trainers Mark and Toni Utoft from Belvidere, Illinois will be joining us to talk horses, horsemanship and tell the story of their journey so far in the Saddle Seat world. EQS classroom Track, Sarah - **1 point(s)**

Friday, April 5, 2019

5:00:00 PM - Hooves and Shoeing- Vet and Farrier discuss horse feet and shoeing option - Dr. Schiltz and Michael Vorthman will present on horse hooves and shoeing. EQS classroom Paul Schiltz - **1 point(s)**

Saturday, April 6, 2019

9:00:00 AM - William Woods Spring Dressage Show - Join us for a nationally-licensed dressage show held on the William Woods Campus. Observe college and non-college competitors alike strutting their stuff. LEAD students must sign in, attend for at least 1 hour, sign out and get card scanned in order to receive LEAD credit. One LEAD point per weekend. Check the show schedule day sheets at http://www.shortenyourreins.com/wwu/19_spring_dressage for times. No LEAD points given during lunch breaks. UPHA Arena Pautz, Karen - **1 point(s)**

Sunday, April 7, 2019

8:00:00 AM - William Woods Spring Dressage Show - Join us for a nationally-licensed dressage show held on the William Woods Campus. Observe college and non-college competitors alike strutting their stuff. LEAD students must sign in, attend for at least 1 hour, sign out and get card scanned in order to receive LEAD credit. One LEAD point per weekend. Check the show schedule day sheets at http://www.shortenyourreins.com/wwu/19_spring_dressage for times. No LEAD points given during lunch breaks. UPHA Arena Pautz, Karen - **1 point(s)**

Saturday, April 13, 2019

8:00:00 AM - WWU Spring Pinto and All Breed Horse Show A - Spring Pinto Show A will include western, hunt seat and saddle seat classes. The show is open to the public and is a great learning opportunity to the world of horse showing. LEAD students must sign in, attend for at least 1 hour, sign out and get scanned in order to receive LEAD credit. Large Indoor Arena Elizabeth Haben - **1 point(s)**

Sunday, April 14, 2019

8:00:00 AM - WWU Spring Pinto and All Breed Horse Show B - Spring Show B will include western, hunt seat and saddle seat classes. The show is open to the public and is a great learning opportunity to the world of horse showing. LEAD students must sign in, attend for at least 1 hour, sign out and get scanned in order to receive LEAD credit. Large Indoor Arena Elizabeth Haben - **1 point(s)**

Tuesday, April 16, 2019

12:30:00 PM - Equestrian Senior Achievement Presentations - Join Equestrian Seniors as they present their Equestrian Showcase. The event is set up as a poster style presentation with a written reflection required for students seeking LEAD credit. EQS classroom Petterson, Jennifer - **1 point(s)**

Thursday, April 18, 2019

6:00:00 PM - Mentor Mentee Project: Competitive Horse Judging Workbook - What does it take to create an activity workbook designed to teach youth how to judge equine conformation? Join Anna Johnson and Jennie Petterson as they present their 2018-19 Mentor Mentee project *Competitive Horse Judging Workbook*. Please bring a pen--you will be actively participating! Library Auditorium Petterson, Jennifer - **1 point(s)**

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.

Students have many competition successes in 18-19 including top placings at:

US Arabian and Half Arabian National Championships Collegiate Judging (Tulsa, OK) October 2018

The American Royal (Kansas City, KS) Saddle Seat--November 2018

The Color Breed Congress (Tulsa, OK) Western--November 2018

A rated Hunter Jumper Show National Equestrian Center (Lake St. Louis, MO) November 2018

WWU Spring Pinto Show (WWU) April 2019

WWU Rated Dressage Show (WWU) April 2019

World Equestrian Center HJ Show (Ohio) April 2019

MHSA Spring Kickoff Show National Equestrian Center (Lake St. Louis, MO) April 2019

Alumni Accomplishments

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

While we keep in contact with many graduates through our Facebook page, tracking graduates is a challenge for our area. Although our enrollment numbers are down, it still leaves many students to follow and not enough hours to do so. We are hopeful that tools continue to be introduced to the campus community to better foster connections and data collection from our graduates. While credit load hours on paper for faculty make adding comprehensive alumni management seem like a reasonable goal, the reality in our area is that most of us are on call 24/7 and here 7 days a week regardless of our contract. We have ideas about an equestrian alumni newsletter and other methods beyond management of our Facebook page and faculty individually maintaining connections with students, but do not have personnel hours to dedicate to this task at this time. We know this is an area that needs improvement and that everyone would benefit from gathering the information in a consistent manner.

Faculty Accomplishments

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

Sarah Track--3rd American Royal with WWU owned Callaway's Hint of Heaven

Liz Haben--top ten and top five open halter/longe line Color Congress with her personal horse Tale As Old As Time

Jennifer Petterson--Champion and Reserve Champion Ranch Division Color Congress with WWU owned Jazzy San Pep

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	<input checked="" type="checkbox"/> The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	<input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.	<input checked="" type="checkbox"/> The mission statement is minimal at best.	<input checked="" type="checkbox"/> N/A
Comment:				
Reflection on Retention weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	<input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.	<input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.	<input checked="" type="checkbox"/> N/A
Comment:	Numbers are presented for overall major/minor, but trend data is not provided.			
Defines External Accreditation Standards weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	<input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.	<input checked="" type="checkbox"/> The program fails to provide any accreditation information.	<input checked="" type="checkbox"/> N/A
Comment:				
General Education alignment clearly explained weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	<input checked="" type="checkbox"/> The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	<input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	<input checked="" type="checkbox"/> N/A
Comment:				
Curriculum Map alignment weight: 1.000	<input checked="" type="checkbox"/> The curriculum map is detailed and complete.	<input checked="" type="checkbox"/> The curriculum map is complete	<input checked="" type="checkbox"/> The curriculum map is not complete	<input checked="" type="checkbox"/> N/A
Comment:				
Assessment of Objectives weight: 1.000	<input checked="" type="checkbox"/> Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	<input checked="" type="checkbox"/> Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	<input checked="" type="checkbox"/> The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	<input checked="" type="checkbox"/> N/A
Comment:				
Data Driven Decision-making is explained weight: 1.000	<input checked="" type="checkbox"/> Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	<input checked="" type="checkbox"/> Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	<input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	<input checked="" type="checkbox"/> N/A
	Box was left blank.			

Documentation provided on assessment findings weight: 1.000	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings.	<input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings.	<input checked="" type="checkbox"/> N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	<input checked="" type="checkbox"/> The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	<input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure.	<input checked="" type="checkbox"/> The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	<input checked="" type="checkbox"/> N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	<input checked="" type="checkbox"/> The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	<input checked="" type="checkbox"/> The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	<input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	<input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results.	<input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results.	<input checked="" type="checkbox"/> N/A
Comment:	No data is provided, but the descriptions are brief and stated correctly.			
Senior Showcase weight: 1.000	<input checked="" type="checkbox"/> The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	<input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented.	<input checked="" type="checkbox"/> Little to no content of Senior showcase was provided.	<input checked="" type="checkbox"/> N/A
Comment:				
Co Curricular activities weight: 1.000	<input checked="" type="checkbox"/> The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	<input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided.	The program provided little to no description of the Co-curricular activities provided throughout the year.	<input checked="" type="checkbox"/> N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<input checked="" type="checkbox"/> The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	<input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments.	<input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments.	<input checked="" type="checkbox"/> N/A
Comment:				