



---

WILLIAM WOODS  
UNIVERSITY

---

**Equestrian Administration Annual Assessment 2020-2021**

# Contents

Annual Assessment 2020-2021 ..... 3

Equestrian Administration ..... 3

Program Profile ..... 3

Program Assessment..... 5

Curriculum Map..... 7

Assessment Findings ..... 9

Program Activities ..... 16

Assessment Rubric ..... 27

## Annual Assessment 2020-2021

### 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 2019-2020

28

##### Student Minors 2019-20

15

##### Student Majors 2020-2021

24

##### Student Minors 2020-2021

17

##### Concentrations 2019-2020

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

NA

##### Concentrations 2020-2021

*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?*

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.

### **Optimal Enrollment**

*Considering current human and physical resources, what is the optimal enrollment for the program?*

40

### **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?*

Our Equestrian View Book has been updated and revised (proof attached). This has improved clarity of program offerings for prospective students. We need to continue to promote EQA as a valuable option for a student who wants employment in the equine industry that isn't riding/training based.

### **Marketing Material**

011108\_EQS\_Viewbook\_2020\_proof.pdf

## 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 2019.4	Apply principles of efficient equine facility management
EQA 2019.5	Demonstrate effective leadership and supervisory skills
EQS 2019.1	Analyze ethical issues and industry characteristics of the equine industry
EQS 2019.2	Understand the theories and processes of equine management
EQS 2019.3	Develop communication and managerial strategies for the equine industry

### Alignment to the University Objectives

*Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.*

The equestrian programs fully incorporate the institutional objectives although not in a formal manner. Examples include:

WWU 1--Equestrian majors complete a wide variety of industry related competencies that are both practical and theoretical in nature. The extensive proficiency testing sequence for sophomores, and the senior capstone portfolio and accompanying showcase project provide substantive evidence of major field competence.

WWU 2--Equestrian majors and minors work in groups large and small. They work with individuals who have both different backgrounds and different ideas on a daily basis and must rely on teamwork and cooperation to keep everyone safe in the stables. Honesty and ethical decision making are fully integrated into the curriculum of the practicum and applied courses as well as academically investigated and analyzed in our "industry issues" courses.

WWU 3--Individual decision making and an understanding of one's own skills and ability (the ability to self-assess) is paramount for an equestrian major. While some may not align this concept with "self-liberation" it is a strong component of the equestrian majors/minors.

WWU 4--Equestrian students are challenged to learn to investigate and explore all facets of the equine industry. Faculty model the lifelong learner approach as they remain active as a student of the industry themselves. Students are challenged to get critical feedback through challenging internships and summer jobs, clinics, horse shows and other learning opportunities.

### 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

**NSSE Objectives Discussed Fall 2019****Program Alignment to NSSE Objectives**

*How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?*



	<b>EQU 221</b>	<b>EQU 391</b>	<b>EQU 402</b>	<b>EQU 403</b>	<b>EQU 405</b>	<b>EQU 415</b>	<b>Student Performance Review</b>	<b>EQR XXX</b>
<b>EQA 2019.4</b> Apply principles of efficient equine facility management	R, I, A	R		R	M, A	M, A	R	R
<b>EQA 2019.5</b> Demonstrate effective leadership and supervisory skills		R	M	R	R	M, A	R	
<b>EQS 2019.1</b> Analyze ethical issues and industry characteristics of the equine industry			R	M, A	M	M, A	R	
<b>EQS 2019.2</b> Understand the theories and processes of equine management	R	M, A		R		M, A	A	R
<b>EQS 2019.3</b> Develop communication and managerial strategies for the equine industry	R	R	R	M, A	R	M, A	A	R

### 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?*

The equestrian majors have had a series of major curriculum changes that required an overhauled assessment plan and curriculum map. Students were struggling to find meaningful connections between non-equestrian required coursework and their EQA major. Very few assignments were represented in senior portfolios from non-equestrian coursework and designated even EQA courses. EQA students increasing felt as if most of their classes were not housed within the equestrian department and they were correct. With EQA numbers falling and our senior EQA portfolios demonstrating a weaker connection between the assignments and the program objectives, a two year process was started. This year brings significant changes in the EQA classes. While we continue to require six credit hours outside of the major (ACC 240 Principles of Accounting and COM 324 Equine Video Production), the rest of the coursework rests within the School of Equestrian Studies rather than communications and business. The changes will help to strengthen students' command of the discipline and give them more time working with and being mentored by equestrian faculty. In addition, EQA students have joined EQS and EQGS seniors in a combined seminar course. They begin their coursework together in EQU 101 and finish together in EQU 403.



## Assessment Findings

### Assessment Findings for the Assessment Measure level for Equine Administration

#### EQS 2019.1 Analyze ethical issues and industry characteristics of the equine industry

EQU 403				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion 85% of students earn 70% or above on the business analysis assignment been met yet? Not met	Fall 80% (4/5) met benchmark Spring	EQU_403_Business_Analysis_II_f20.png EQU_403_Business_Analysis_I_f20.png	

EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 85% of students earn 70% or above for the portfolio objective submission been met yet? Met	Fall 100% (5/5) earned benchmark scores Spring-100% (14/14) earned benchmark scores total 100% earned benchmark scores	Objective_1_fall_2020.pdf Via EQU_415_Equestrian_Senior_Portfolio_01_FUL_3_Spring_2021_Objective_1.pdf	

#### EQS 2019.2 Understand the theories and processes of equine management

EQU 117				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% of students earn benchmark scores of 70% or better on the Drugs and Medications worksheet been met yet? Met	Fall 24/24 100% earned benchmark scores Spring 18/21 85% earned benchmark scores Total 93% earned benchmark scores	EQU_117_spring_drugs_and_meds.docx	

<b>EQU 118</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion 85% of students earned benchmark scores of 70% or better on the Equine Welfare Webinar assignment been met yet? Met	Fall 12/13 92% earned benchmark scores Spring 14/17 82% earned benchmark scores Total 26/30 86% met benchmark	EQU_118_Performance_Horse_Health_Management_welfare.docx	
<b>EQU 201</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion 85% of students earn weekly unit scores of 70% or above been met yet? Met	Fall 100% of students had an average practical horse keeping score of 73% or above Spring 100% earned benchmark scores	EQU_201_Weekly_Practical_Horse_Keeping_Scores_Fall.docx EQU_201_Spring_2021_Assessment_Document.docx	
<b>EQU 391</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion 85% of students earn weekly unit scores of 70% or above been met yet? Met	Fall 100% of students had an average practical horse keeping score of 73% or above Spring 100% earned benchmark scores	EQU_201_391_Fall_2020_practical_horse_keeping.msg EQU_391_Spring_practical_scores.docx	
<b>EQU 415</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion 85% of students earn 70% or above for the portfolio objective submission been met yet? Met	Fall 100% (5/5) earned benchmark scores Spring 100% (14/14) earned benchmark scores total 100% earned benchmark scores	Objective_2_fall_2020.pdf Via EQU 415 Equestrian Senior Portfolio 01 FU L 3 Spring 2021 Objective_2.pdf	

<b>Student Performance Review</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Proficiency Written Exam	Has the criterion 85% of students earn passing scores on the proficiency written exam (current benchmark is 90%) been met yet? Met	Fall 100% (1/1) met benchmark	proficiency_workbook_current.xlsx	

<b>EQS 2019.3 Develop communication and managerial strategies for the equine industry</b>				
<b>EQA 320</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion 85% of students earn scores of 70% or above on selected assignment been met yet? Not met	Fall 2020 75% 6/8 earned benchmark scores on the prize list assignment	EQU_405_business_plan_and_EQA_320_prize_list.xlsx	
<b>EQU 403</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Video	Has the criterion 85% of students earn 70% or above on the self-promotion video been met yet? Met	Fall 100%(5/5) met benchmark Spring (14/14) met benchmark	Via EQU_403_Self_Promotion_Video_of_Equestrian_Senior_Seminar_01_FUL_2_Fall_2021.pdf Via EQU_403_Equestrian_Senior_Seminar_01_FUL_3_Spring_2021_self_promotion_video.pdf	

<b>EQU 415</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion 85% of students earn 70% or above for the portfolio objective submission been met yet? Met	Fall 100% (5/5) earned benchmark scores Spring 100% 14/14 earned benchmark scores	Objective_3_fall_2020.pdf Via__EQU_415__Equestrian_Senior_Portfolio__01__FUL__3__Spring_2021 Objective_3.pdf	
<b>Student Performance Review</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Proficiency Interview	Has the criterion 85% of EQA students earn passing scores on the EQA proficiency interviews (current benchmark is 83%) been met yet? Met	Fall 100% (1/1) met benchmark	proficiency_workbook_current.xlsx	

**EQA 2019.4 Apply principles of efficient equine facility management**

<b>EQA 205</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Forum Post Assignment--85% of students earn a score of 70% or better on the assignment been met yet? Not met	Fall 20 85% 7/8 earned benchmark scores Spring 21 22% ( 2/9) met benchmark Total 53% met benchmark	EQA_205_Assessment_Document.docx Track_EQA_205_Assessment_Document.docx	- Refine Assessment Tool: Improvement Narrative: Although explained by the instructor, students failed to understand the required word count and reply function in OwlNet. Many times, the posts were late or otherwise not long enough or in some cases did not include the required cited source (or any source for that matter). It seems after the midterm many students improved

				the quality of their work and excelled at this assignment. I am going to keep this assignment in and again stress the importance of reading the directions and making a thorough assessment of their primary posts to help ensure their understanding of the importance of this assignment as a whole.
--	--	--	--	--

**EQA 395**

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion 85% or higher than 73% or above on the assignment, "Quality Control Handbook" been met yet? Met	fall 3/3 100% of students met benchmark standards Spring 5/5 100% of students met benchmark standards Total 100% met benchmark	EQA_395_quality_control_handbook.docx Track_Assessment_Document_EQA_395_Quality_Control_Handbook.docx	

**EQU 221**

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion 85% of students earn 70% or better on the Stable Management Barn Plan assignment been met yet? Not met	Fall 15/16 students, 93% earned a 70% or higher on the Stable Management Barn Plan assignment Spring 66% (6/9) earned benchmark scores Total 84% met benchmark scores	EQU_221_Fall_2020.msg EQU_221_Stable_Management.docx	

**EQU 405**

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion 85% of students earn 70% or above on the Business Plan been met yet?	Fall 2020 7/9 earned benchmark scores of 70% or better Spring 100% (7/7) earned benchmark scores	EQU_405_business_plan_and_EQA_320_prize_list.xlsx Final_Project_EQU_405_spring_2021_A	

	Met	Total 87% earned benchmark scores	__1__.docx EQU_405_Website_Rubrick.docx Facebook_and_Instagram_rubric.docx	
<b>EQU 415</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion 85% of students earn 70% or above for the portfolio objective submission been met yet? Met	Fall 100% (1/1) earned benchmark scores Spring-100% (3/3) earned benchmark scores total 100% earned benchmark scores	Objective_4_fall_2020.pdf Via__EQU_415__Equestrian_Senior_Portfolio__01__FUL__3__Spring_2021__Objective_4_major_1.pdf Via__EQU_415__Equestrian_Senior_Portfolio__01__FUL__3__Spring_2021__Objective_4_major_2.pdf	

<b>EQA 2019.5 Demonstrate effective leadership and supervisory skills</b>				
<b>EQA 395</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Case Study	Has the criterion 85% earn higher than 73% or above on the "Client Management Scenarios" been met yet? Met	fall 3/3 100% earned benchmark scores spring 80% (4/5) earned benchmark scores total 87% earned benchmark scores	EQA_395_client_scenarios.docx Track_Assessment_Document_EQA_395_Quality_Control_Handbook.docx	
<b>EQU 415</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion 85% of students earn 70% or above for the portfolio objective submission been met yet? Met	Fall 100% (1/1) met benchmark Spring 100%(3/3) earned benchmark scores Total 100% earned benchmark scores	Objective_5_fall_2020.pdf Via__EQU_415__Equestrian_Senior_Portfolio__01__FUL__3__Spring_2021__Objective_5_major_	

			1.pdf Via EQU 415 Equestrian Senior Portfolio 01 FU L 3 Spring 2021 objective 5 major 2.pdf	
--	--	--	---	--

**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 EQA major has continued to undergo extensive revisions. The major practicum courses are now taught by one full time faculty member allowing for consistency in delivery, design and expectations for student learning. While some areas of our assessment findings reflect strong student understanding, other data points are still carried by extremely high achieving students overriding the poor performance of some. Student absences due to covid related circumstances required substantial assignment revisions in some cases, further complicating comparison to previous semesters. It is difficult to determine if poor performance was based on limited student skill sets or simply an unwillingness to complete the assignment fully. The senior assessments demonstrate a consistent mastery of the program objectives. Instructor changes for the event management course happened at the five week mark requiring an emergency instructor.

**Improvement Narrative List**

**Assessment Findings for the Assessment Measure level**

Standard/Outcome	EQA 2019.4 Apply principles of efficient equine facility management	
Legend	A	
Course/Event	EQA 205	
Assessment Measure	Direct - Class Assignment	
Assessment Findings	Not met	
Improvement Narrative		
	<b>Improvement Type</b>	<b>Summary</b>

	Refine Assessment Tool	Improvement Narrative: Although explained by the instructor, students failed to understand the required word count and reply function in OwlNet. Many times, the posts were late or otherwise not long enough or in some cases did not include the required cited source (or any source for that matter). It seems after the midterm many students improved the quality of their work and excelled at this assignment. I am going to keep this assignment in and again stress the importance of reading the directions and making a thorough assessment of their primary posts to help ensure their understanding of the importance of this assignment as a whole.
--	------------------------	--

## 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?*

This year we modified our regular student performance days to meet new University goals. The February date was reserved for spring proficiency testing only (EQA, EQGS, EQS) and we eliminated all extra assessment activities. The March date was used to collect skills survey information from students and complete the competency testing. It is incredibly useful to have days available to dedicate to program wide assessment. We use each day to our fullest advantage. We conduct program assessment in the fall (we offer fall proficiency testing), but must complete all phases in the evenings and on the weekend making it a grueling week for faculty assessors and students alike. The assessment days are our best opportunity to collect data outside of a class setting. The data collected informs recruiting (analyzing the incoming skills survey), and has prompted significant curricular changes. We can determine where the gaps in hard skills are happening along a four year timeline and make the adjustments. We have hard data to use to assess "value added" comparing our incoming student and freshman competency results and those of seniors. Our riding proficiency for EQS creates an objective standard for progress in riding skills and techniques. Our student performance activities (whether they occur on designated days or not), are a foundation for program design.

### Student Performance Review Schedule

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

March\_student\_performance\_reviews.docx

SPR\_2\_24\_EQA\_EQS\_EQGS.docx

Competency\_test\_scores.xlsx

Skills\_Survey\_20\_21.xlsx

### 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?*

The equestrian seniors during both fall and spring semesters participate in a senior event that highlights their work. This fall the small group of seniors (5) presented their VIA showcase to the EQU 101 Equestrian First Year Seminar course. This allowed the seniors to practice their presentation skills on the Cutlip stage, and share their VIA creations. New equestrian students had the opportunity to see the work that they will be completing in the future. Fall was particularly challenging with both presenters and students in person and on zoom simultaneously. Spring allowed for participation in



a multi-disciplinary approach for both in person and zoom presentations. Equestrian seniors (14) presented in multiple formats and answered questions from the campus community regarding their senior showcase. While equestrian showcases are scored/assessed for program and class purposes outside of the campus presentations, they are worth class points for simple presentation skills. The students report that the added pressure to create a showcase that you can defend and be proud to present to the campus community pushed them to work harder.

### **Assessment Rubrics**

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

Via EQU\_415\_Equestrian\_Senior\_Portfolio\_01\_FUL\_3\_Spring\_2021\_showcase.pdf

### **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?*

While not a formal approach to service learning, we embed many community related activities into both the coursework and the extra-curricular activities for students. We support a variety of equestrian related groups including Pony Club, 4-H and FFA. We supplied all of the video content (faculty, students and WWU horses) that allowed Missouri 4-H to offer a virtual statewide contest in March. This meant recruiting around 25 students and spending 12 hours preparing horses and creating video footage. The virtual contest was then shared with FFA to use for its Central District contest and made its way to the Arkansas FFA state contest. We have been a lifeline for a variety of youth equestrian groups as their activities were limited by covid.

### **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.*

34 total equestrian faculty sponsored LEAD events (20-21)--did not include all repeated events

### **Thursday, September 3, 2020**

**5:00:00 PM** - WHEN HORSES WERE HORSE-POWER - What was it like when the horse was the power that moved America? A lively look back at the late 1800's/early 1900's when the horse was the center of transportation, commerce, and agriculture. It was considered the golden age for the horse, but was it? Vintage photos galore. Subject to room capacity limits.

### **Dulany Auditorium**

Laura Ward - 1 point(s)

### **Friday, September 18, 2020**

**5:00:00 PM** - Training and showing of the five-gaited World Champion Saddlebred mare, - Austin Hazelwood will be here in person to talk about he trained the World Champion 5-gaited mare *With Luck*. He will entertain general questions about

training American Saddlebred Horses as well. Please watch this video prior to the event:  
<https://www.youtube.com/watch?v=cf8iiA1vc7U>

### **Dulany Auditorium**

Lampe, Gayle - **1 point(s)**

### **Wednesday, September 30, 2020**

**3:00:00 PM** - RBG the movie about the life of Ruth Bader Ginsburg - This is a documentary about the life of the Supreme Court Justice, Ruth Bader Ginsburg. She was appointed by Bill Clinton and was a liberal voice on the court. Event limited to the first 28 students.

### **Dulany Auditorium**

Lampe, Gayle - **1 point(s)**

### **Tuesday, October 6, 2020**

**5:00:00 PM** - Jobs in the Horse Business including Photography - Avis Girdler, famous horse photographer from Louisville, KY, will talk about the many jobs in the horse business in addition to training and teaching. She taught riding at the well-known Rock Creek Riding Club before becoming a photographer. **Limited to the first 20 students to arrive.**

### **Dulany Auditorium**

Lampe, Gayle - **1 point(s)**

### **Saturday, October 24, 2020**

**3:00:00 PM** - Ducks and Geese - Come and learn everything you ever wanted to know about ducks and geese but were afraid to ask! You will learn what breeds of ducks we have on Senior Lake, what are acceptable treats you can give them and more! Meet on the steps of Dulany Auditorium. Event limited to 12 students. Repeat event!

### **Dulany Auditorium**

Lampe, Gayle - **1 point(s)**

### **Monday, November 2, 2020**

**5:00:00 PM** - Ducks and Geese - Come and learn everything you ever wanted to know about ducks and geese but were afraid to ask! You will learn what breeds of ducks we have on Senior Lake, what are acceptable treats you can give them and more! Meet on the steps of Dulany Auditorium. Event limited to 12 students. Repeat event from October 24.

### **Dulany Auditorium**

Lampe, Gayle - **1 point(s)**

### **Tuesday, November 3, 2020**

**4:00:00 PM** - Ducks and Geese - Come and learn everything you ever wanted to know about ducks and geese but were afraid to ask! You will learn what breeds of ducks we have on Senior Lake, what are acceptable treats you can give them and more! Meet on the steps of Dulany Auditorium. Event limited to 12 students. Repeat event from October 24.

### **Dulany Auditorium**

Lampe, Gayle - **1 point(s)**

### **Friday, November 13, 2020**

**3:00:00 PM** - Tad Coffin Performance Saddles Symposium - The William Woods Hunter/Jumper Riding Club is excited to host Olympic gold medalist Tad Coffin for a discussion and demonstration of his latest SmartRide Rx™ saddle

technology, which has demonstrated a consistent ability to reduce back pain, stress, and anxiety in many horses, leading to optimized performance. This same technology is in his therapeutic device, the Thera-Tree, which is helping horses across a variety of riding disciplines. • Tad will discuss and demonstrate the benefits of the Thera-Tree and his saddles with SmartRide Rx technology, in addition to some of his latest discoveries. • Tad will ride a select group of horses and demonstrate how these technologies affect positive changes in the horses' mental and physical wellbeing and performance. **\*\*For LEAD credit, students must sign in, stay for at least one hour, sign out and get LEAD card scanned.\*\***

#### **Friday, November 13, 2020**

**6:00:00 PM** - Kelly Coffin - Kelly Wilkinson Coffin is a native Virginian and graduate of the University of Virginia (Col "88). She returned to Charlottesville, VA to open her own studio after completing three years of full time study at the Ingbretson Studio of Drawing and Painting, an atelier in the tradition of the Boston School, which combines the drawing and discipline of the Academies of 19th Century Paris with the color and light effects of the impressionists. Additionally she completed a semester studying portraiture and figure painting at the Charles Cecil studio in Florence, Italy. Prior to pursuing painting full time she served on Active Duty as a Naval Aviator for 10 years and later flew as a First Officer with US Airways while continuing to serve in the Naval Reserve.

#### **UPHA Arena**

Kamera Brown Allen - **1 point(s)**

#### **Saturday, November 14, 2020**

**9:00:00 AM** - Tad Coffin Performance Saddles Symposium - The William Woods Hunter/Jumper Riding Club is excited to host Olympic gold medalist Tad Coffin for a discussion and demonstration of his latest SmartRide Rx™ saddle technology, which has demonstrated a consistent ability to reduce back pain, stress, and anxiety in many horses, leading to optimized performance. This same technology is in his therapeutic device, the Thera-Tree, which is helping horses across a variety of riding disciplines. • Tad will discuss and demonstrate the benefits of the Thera-Tree and his saddles with SmartRide Rx technology, in addition to some of his latest discoveries. • Tad will ride a select group of horses and demonstrate how these technologies affect positive changes in the horses' mental and physical wellbeing and performance. **\*\*For LEAD credit, students must sign in, stay for at least one hour, sign out and get LEAD card scanned.\*\***

#### **UPHA Arena**

Kamera Brown Allen - **1 point(s)**

#### **Thursday, January 21, 2021**

**5:00:00 PM** - From Success to Significance - You will watch a video by Nido Qubein, President of High Point University in North Carolina. He was born in the Middle East and is an American Lebanese-Jordanian businessman and motivational speaker. He came to the United States as a teenager with little knowledge of English and only \$50. His life is an amazing story. This event supports the WWU Diversity and Inclusion initiative. Space limited.

#### **Dulany Auditorium**

Lampe, Gayle - **1 point(s)**

#### **Wednesday, January 27, 2021**

**4:30:00 PM** - Judging Hunter/Jumper "A" Rated Horse Shows - Sarah Booker, who will be here in person, judges and/or announces Hunter/Jumper Shows forty weeks a year. She will tell you what the judge looks for and how to go about obtaining your judge's card. This will be of specific interest to the hunt seat riders, but trust me she will have many tips that will help anyone who wants to judge any type of show. Space limited.

#### **Dulany Auditorium**

Lampe, Gayle - **1 point(s)**

**Tuesday, February 2, 2021**

**4:45:00 PM** - Driving the Budweiser Clydesdale Hitch - Dave Thomas, the lead driver of the Budweiser Clydesdale Hitch, will come in person and talk to you about driving so many horses at one time and about making the Super Bowl advertisements. He will show some videos of the ads and will talk about training the horses. Sorry, no free beer!! Space limited.

**Dulany Auditorium**

Lampe, Gayle - **1 point(s)**

**Monday, February 8, 2021**

**4:00:00 PM** - "Out of the Shadows" a short film about black horsemen in the Saddlebred horse industry. - This is a film about Tom Bass, famous black horseman from Mexico, MO. It also shows many other black horsemen who helped form the history of the Saddlebred horse industry. They were the unsung heroes of the past. This event supports the WWU Diversity and Inclusion initiative.

**Dulany Auditorium**

Lampe, Gayle - **1 point(s)**

**Tuesday, February 9, 2021**

**4:45:00 PM** - The Heart That Gives Foundation - Fay Lowry and her husband Jim train Saddlebred horses and Hackney ponies in Ashland, MO. Fay has also created foundations in South Africa and Uganda to help people including orphan children, disabled people, and people without enough food. Fay will be here in person to talk about setting up a foundation and how you could be able to someday after Covid-19 travel with her to help. This event supports the WWU Diversity and Inclusion initiative.

**Dulany Auditorium**

Lampe, Gayle - **1 point(s)**

**Saturday, February 20, 2021**

**1:00:00 PM** - Equestrian Alumni Reunion - EQS/VET MED Alumni Panel and Networking - Meet EQS alumni who pursued careers in the Veterinary medicine world and gain advice and information for potential career paths. Hosted by Dr. Paul Schiltz, DVM, and alumni veterinarians.

**ZOOM**

Jeneva Pace - **1 point(s)**

**Monday, February 22, 2021**

**3:00:00 PM** - Guess Who's Coming to Dinner - This 1967 movie was released the year the Supreme Court struck down laws that banned mixed-race marriages in more than a dozen states. In this movie a young beautiful white girl brings her black doctor fiancé home to meet her parents. This situation is analyzed from the perspective of her parents, his parents, and everyone else involved. This creates good food for thought as to how this situation would be viewed differently (or not) today. This event supports the WWU Diversity and Inclusion initiative.

**Library Auditorium**

Lampe, Gayle - **1 point(s)**

**Tuesday, February 23, 2021**

**4:45:00 PM** - The Horse Industry from A - Z - Come hear Jim Dudley talk about his many years in the Quarter Horse Industry. Jim has owned, trained or bred top -10 horses at the American Quarter Horse Association World Championship

Show in almost every division. Jim and his wife Susan, a William Woods graduate, will both share their knowledge with you.

### **Dulany Auditorium**

Lampe, Gayle - **1 point(s)**

**Wednesday, February 24, 2021**

**3:00:00 PM** - Miracle of the White Stallions - This is one of the great untold true stories of World War II. It is about saving the Lipizzan stallions of the famous Spanish Riding School of Vienna. Thanks to the efforts of the school's director and a few heroic citizens, this breed is still alive today.

### **Library Auditorium**

Lampe, Gayle - **1 point(s)**

**Monday, March 1, 2021**

**3:00:00 PM** - Mask - The Movie - This is a movie starring Cher and Sam Elliott. It is about a boy who is a disfigured, sensitive, and intelligent teenager. He ultimately overcomes pain, loneliness, and prejudice to become a role model to everyone. Run time is two hours and seven minutes. This event supports the WWU Diversity and Inclusion initiative.

### **Library Auditorium**

Lampe, Gayle - **1 point(s)**

**Wednesday, March 3, 2021**

**4:00:00 PM** - From Success to Significance - You will watch a video by Nido Qubein, President of High Point University in North Carolina. HE was born in the Middle East and is an American Lebanese-Jordanian businessman and motivational speaker. He came to the United States as a teenager with little knowledge of English and only \$50. His life is an amazing story. This event supports the WWU Diversity and Inclusion initiative. **Repeat event from January - Point only awarded one time!**

### **Dulany Auditorium**

Lampe, Gayle - **1 point(s)**

**Friday, March 19, 2021**

**6:00:00 PM** - Marc of Charm Saddlebred Stallion - A talk with Lionel and Georgia Ferreira and assistant trainer (and WWU grad) Sarah Mackenna. Eight WWU students have been chosen to help with the presentation of the World's Champion 5-Gaited stallion Marc of Charm to the world as the 2021 Breyer Model by participating in the creation of a movie and performing as a drill team. The trainers and support staff for the stallion will be here to tell their story and give a behind the scenes look at "day in the life" of Marc of Charm.

### **McNutt Campus Center**

Track, Sarah - **1 point(s)**

**Monday, March 22, 2021**

**6:30:00 PM** - Western Hats 101 - Explore the history, style and care of the iconic cowboy hat. You'll learn about their early life as a working hat, and see samples of the amazing variety worn today. Do you know how to spot a greenhorn in a cowboy hat? Do you know how to handle a hat correctly? What do those weird bumps mean? This event is for anyone who owns a western hat, wants to own a western hat, or just thinks cowboy hats are cool. Limited to the first 15 students (room capacity).

### **EQS classroom**

Petterson, Jennifer - **1 point(s)**

**Wednesday, March 24, 2021**

**6:00:00 PM** - Student speaker discussion on Equine Assisted Therapies - Are you interested in how horses can help people that have mental or physical disabilities? Then come and learn more about the benefits of Equine Assisted Therapies. We will be talking about getting certified, some of the disabilities that PATH (Professional Association of Therapeutic Horsemanship International) works with, the programs they offered, and much more. If you are interested in helping people out, psychology, or getting certified for therapeutic riding then this is the event for you! The speaker for this event will be a senior Equine General Studies student, with a concentration in equine assisted therapies. Cap of 14.

**EQS classroom**

Liz Haben - **1 point(s)**

**Thursday, March 25, 2021**

**6:00:00 PM** - Equestrian Marketability: How to be successful in the industry! - The equestrian world is full of diverse career opportunities- have you truly found your niche? Learn about other equine related career choices, how to find your dream job, and how to successfully market your skills to future employers! (Repeat event - LEAD point only awarded one time!) ZOOM MEETING LINK: <https://zoom.us/j/95809780531> / Meeting ID: 958 0978 0531

**ZOOM**

Laura Ward - **1 point(s)**

**Thursday, March 25, 2021**

**6:30:00 PM** - Western Hats 101 - Explore the history, style and care of the iconic cowboy hat. You'll learn about their early life as a working hat, and see samples of the amazing variety worn today. Do you know how to spot a greenhorn in a cowboy hat? Do you know how to handle a hat correctly? What do those weird bumps mean? This event is for anyone who owns a western hat, wants to own a western hat, or just thinks cowboy hats are cool. Limited to the first 15 students (room capacity). **Repeat event! Point only awarded one time!**

**EQS classroom**

Petterson, Jennifer - **1 point(s)**

**Friday, March 26, 2021**

**2:30:00 PM** - Duck Update - Are you interested in finding out who the new ducks on campus are? If so, please attend my LEAD event!! This is a new event this semester, and I will do it several times so everyone will have a chance to come. Meet on the steps or near them in front on Dulany Auditorium. We will then go down to the lake. Event limited to first 12 students.

**Dulany Auditorium**

Lampe, Gayle - **1 point(s)**

**Thursday, April 1, 2021**

**6:00:00 PM** - Equestrian Marketability: How to be successful in the industry! - The equestrian world is full of diverse career opportunities- have you truly found your niche? Learn about other equine related career choices, how to find your dream job, and how to successfully market your skills to future employers! (Repeat event - LEAD point only awarded one time!) ZOOM MEETING LINK: <https://zoom.us/j/95809780531> / Meeting ID: 958 0978 0531

**ZOOM**

Laura Ward - **1 point(s)**

**Tuesday, April 13, 2021**

**8:00:00 PM** - Training and Showing American Saddlebred Horses - Jim Lowry, professional horse trainer from Ashland, MO, will talk about training and judging American Saddlebred horses. He has trained numerous World Champion Saddlebreds, Morgan's, and Hackney ponies. Students will have a chance to ask questions, so please have several in mind to ask! **Limited to first 28 students.**

#### **Dulany Auditorium**

Lampe, Gayle - **1 point(s)**

**Thursday, April 15, 2021**

**8:00:00 PM** - "RIDING LESSONS - How the horse world has shaped all aspects of my life". - Carson Kersley, TV personality, actor, and designer, will talk in person to the students. He starred in the original Bravo series "Queer Eye for a Straight Guy" and he now is a judge on "RuPal's Drag Race". Carson was also a member of the US World Cup Saddle Seat Equitation team, and he has won a World Championship title showing a five-gaited American Saddlebred Horse! This event supports the WWU Diversity and Inclusion initiative. **Limited to first 28 students.**

#### **Dulany Auditorium**

Lampe, Gayle - **1 point(s)**

**Thursday, April 15, 2021**

**11:30:00 PM** - Life at an Equine Assisted Therapeutic Barn - Watch this short video to get a better understanding of how an equine assisted therapeutic barn runs. <https://vimeo.com/536815100> in this video you will learn the roles of the volunteers and Instructor. Along with mounts and dismounts that a rider may be asked to perform. Complete reflection form between April 15 and April 22 for LEAD credit:  
[https://docs.google.com/forms/d/e/1FAIpQLScfJSp0reSkScnaXdu0HCvD8b9eOT8gSVBS8oMtukCd4jgYsA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLScfJSp0reSkScnaXdu0HCvD8b9eOT8gSVBS8oMtukCd4jgYsA/viewform?usp=sf_link)

#### **Virtual**

Liz Haben - **1 point(s)**

**Friday, April 16, 2021**

**4:30:00 PM** - "BEING THE YOU-est YOU!" (Finding purpose and passion by being your most authentic self) - Carson Kersley, television personality, actor, and designer, will talk in person to the students. He starred in the original Bravo series "Queer Eye for a Straight Guy" and he was the host on the TV show "How to Look Good Naked". He is now a judge on "RuPaul's Drag Race". In addition he is a World Champion Equestrian! This event supports the WWU Diversity and Inclusion initiative. **Limited to first 28 students.**

#### **Dulany Auditorium**

Lampe, Gayle - **1 point(s)**

**Thursday, April 22, 2021**

**6:30:00 PM** - DATE AND TIME CHANGE! Joe Fargis, Olympic gold medal winner in show jumping - Come watch Joe Fargis win the gold medal at the 1984 Olympics and also watch him conduct a clinic. Everyone is welcome, but this is especially for those of you who are going to attend his clinic at WWU this weekend. It would be good for you to know a little bit about him before he arrives!

#### **Dulany Auditorium**

Lampe, Gayle - **1 point(s)**

**Thursday, April 22, 2021**

**11:30:00 PM** - Life at an Equine Assisted Therapeutic Barn - Watch this short video to get a better understanding of how an equine assisted therapeutic barn runs. <https://vimeo.com/536815100> in this video you will learn the roles of the

volunteers and Instructor. Along with mounts and dismounts that a rider may be asked to perform. Complete reflection form between April 15 and April 22 for LEAD credit:

[https://docs.google.com/forms/d/e/1FAIpQLScfJSp0reSkScnaXdu0HCvD8b9eOT8gSVBS8oMtukCd4jgYsA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLScfJSp0reSkScnaXdu0HCvD8b9eOT8gSVBS8oMtukCd4jgYsA/viewform?usp=sf_link)

### **Virtual**

Liz Haben - 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.*

### **Equestrian Regional/National Horse Shows 2020-2021**

#### **St. Louis National Charity Horse Show Lake St. Louis, Missouri**

Faculty—Sarah Track

Riders—Grace McFarland, Jamie Johnson and Emily Rhodes

#### **American Royal Kansas City, Missouri**

Faculty—Sarah Track

Riders—Grace McFarland, Jamie Johnson and Emily Rhodes

#### **Missouri Paint Horse Club Show Lake St. Louis, Missouri**

Faculty—Liz Haben

Riders—Sam Gleason, Olivia Veragen, Liz Pemberton, AJ Vittone and Natalie Ciciva

#### **Missouri Arabian Horse Association Extravaganza Class A Show Lake St. Louis, Missouri**

Faculty—Liz Haben

Riders—Brittnee Meats and Erica Mantle

April at the Arch Dressage Show

Faculty—Bailey McCallum

Riders—Emily Wolf, Heather Klopp and Sydney Brueneman

#### **Bridlespur MHS A Kickoff Show Lake St. Louis, Missouri**

Faculty—Sarah Track



Riders—Grant Hooper, Tyler Hodgkins, Grace McFarland, Emily Rhodes, Ashley Jeppesen, Amy Luppino, Haylee Sheldon, Tatiana Miller, Devin Sell and Faith Sorum

### **Dixie Encore Hunter/Jumper Rated Show, Germantown, Tennessee**

Faculty—Kamera Brown Allen

Riders—Kathleen Thompson, Melanie Norby, Alanna Bielawski, Leslie Reynolds, Natalie Hinz, Jessica Kidd and Sydney Englund

William Woods Intercollegiate Judging Team U.S. Arabian and Half Arabian National Championships

Coaches—Liz Haben and Jennie Petterson

Team 1—Morgan Crooks, Brittnee Meats, Sam Gleason, Jillian Jarvis and Ashley Thompson

2<sup>nd</sup> Halter Team

3<sup>rd</sup> Performance Team

3<sup>rd</sup> Oral Reasons Team

3<sup>rd</sup> Overall Collegiate Team

Team 2—(competing for individual awards) Jolie Miner, Anna Pappas, Courtney Leape and Paige Hardy

Individual Placings

Ashley Thompson- 4<sup>th</sup> in halter, 10<sup>th</sup> in performance and 2<sup>nd</sup> in oral reasons, 5<sup>th</sup> place overall collegiate award

Jillian Jarvis- 6<sup>th</sup> in halter

Sam Gleason- 9<sup>th</sup> in halter

Brittnee Meats- 10<sup>th</sup> overall in collegiate division

Anna Pappas-9<sup>th</sup> individual reasons

### **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.*

Morgan Crooks--Graduate school

Leslie Reynolds--graduate school

Carley Sukkert--graduate school

Rachel Bradley--completed MED

Anna Johnson--completed MED

Taylor Leone--completed MBA

Haley Cronin-graduate School

Kelsey Bromeling--completed MED

Christine Stokley--completed MED

### **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--selected to organize and prepare ASB drill team for Marc of Charm Breyer announcement

Jennie Petterson--Selected for Missouri State Judges Panel (one of three selected)--FFA State Equine Entrepreneurship and Equine Proficiency Awards

Published--Petterson, Jennifer, "Cowboy Mounting Shooting with De Chapman." Corro Stories, 26 October 2020

Published--Petterson, Jennifer, "Conditioning for Top Performance." Corro Stories, 15 September 2020

Liz Haben-Co-Coach WWU Intercollegiate Judging Team US Nationals 2020

Kamera Brown Allen--Selected Thoroughbred Makeover 2021

Kamera Brown Allen--Distinguished Alumni Award (Delaware State)

# Assessment Rubric

	3.000 <b>Exceeds</b>	2.000 <b>Meets</b>	1.000 <b>Falls Below Expectations</b>	<b>N/A</b>
Mission Statement Clearly Articulated weight: 1.000	✓ 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.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:	<input type="text"/>			
Reflection on Retention weight: 1.000	✓ 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.	✓ The program provides a basic reflection on the retention data provided.	✓ The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:	<input type="text"/>			
Defines External Accreditation Standards weight: 1.000	✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	✓ The program fails to provide any accreditation information.	✓ N/A
Comment:	<input type="text"/>			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria 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.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:	<input type="text"/>			
Curriculum Map alignment weight: 1.000	✓ The curriculum map is detailed and complete.	✓ The curriculum map is complete	✓ The curriculum map is not complete	✓ N/A
Comment:	<input type="text"/>			
Assessment of Objectives weight: 1.000	✓ 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.	✓ 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.	✓ 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.	✓ N/A
Comment:	<input type="text"/>			
Data Driven Decision-making is explained weight: 1.000	✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A
Comment:	<input type="text"/>			

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