

Equestrian Administration
Annual Assessment Report 2017-2018

Annual Assessment 17-18

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 2016-17

30

Student Minors 2016-17

30

Student Majors 2017-18

29

Student Minors 2017-18

15

Concentrations 2016-17

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

NA

Concentrations 2017-18

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

NA

Student Demographics

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

As a unique program, the 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.

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

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

General Education Alignment to Program

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

Critical Analysis: (9 credit hours)

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

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

Creative Expression: (12 credit hours)

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

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

Quantitative Inquiry: (10 credit hours)

- Natural Sciences (7 credit hours) Equestrian students understand the natural world through observation of systems, formation and testing of hypotheses during both practical and theory based equestrian coursework.

- Mathematics (3 credit hours) Equestrian students analyze data and statistics and identify quantitative relationships through the study of industry and discipline specific topics at multiple levels of the program.

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

Society & the Individual: (12 credit hours)

- Social Science (3 credit hours) Equestrian students study the behavior of people and employ principles of science to explain their observations through case study and course projects in a variety of equestrian courses.
- Diversity (3 credit hours) Equestrian students are challenged to explore and develop their understanding of traditions and cultures in which horses are used for work, sport and recreation.
- Historical Perspective (6 credit hours) Equestrian students are challenged in many equestrian courses to think historically. This requires them reflect on how the past has shaped the equine industry and all related components.

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

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

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

Equestrian Administration(Imported)

	EQA 200	EQA 300	EQA 305	ACC 240	EQA 320	EQA 420	EQU 111	EQU 117	EQU 118	EQU 201	EQU 221	EQU 391
EQA.1 Understand the dynamics of the equine industry.	I		R		R	M	I			R	I	R
EQA.2 Understand the theories and demonstrate practical skills in equine management.			R		R	M		I	I	R, A	R	M, A
EQA.3 Recognize signs of illness in order to administer proper treatment for equine health management.						M		I	I	R		R, A
EQA.4 Develop communication and managerial strategies in an organizational setting.			R	I	M, A	M, A	I			R		R

Assessment Findings

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

EQA.1 Understand the dynamics of the equine industry.				
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	7/9--77% of students earned 73% or above Fall 2017 9/10 90% earned benchmark scores for Spring 2018 TOTAL 84% earned benchmark scores 17-18	EQU_405_Business_Practices_Plan.jpg EQU_405_Business_Plan.docx	- Revise Assignment for Assessment: Course instructor is reviewing the assignment.
EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQA Portfolio Rubric Objective #1—85% of graduating seniors earning 73% or above from both assessors for objective #1 been met yet? Met	6/6 100% earned scores of 73% or better.	Portfolio_Objective_evidence_1718.xlsx	
EQS 200				
Assessment Measure	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? Met	20/21 students who submitted the internship/jobs assignment earned benchmark scores.	EQS_200_First_Year_Seminar_Assignment.png	
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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	100% of students earned 73% or above Fall 2017 100% of students 17/17 earned 73% or above Spring 2018	EQU_201_Practical_Horse_Keeping.jpg	
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% of students earned 73% or above Fall 2017 83% of students 5/6 earned 73% or above Spring 2018	EQU_391_Practical_Horse_Keeping.jpg	
EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Portfolio Review	Has the criterion EQA Portfolio Rubric Objective #2—85% of graduating seniors earning 73% or above from both assessors for objective #2 been met yet? Met	6/6 100% earned benchmark scores.	Portfolio_Objective_evidence_1718.xlsx	
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	100% 30 out of 30 students earned proficient or better from faculty assessors.	Via__EQU__415_showcase_chart__01__FUL__3__Spring_1718_Activity_Assessments_Per_Group_Member_05_10_2018_102917.pdf Via__EQU__415__Showcase__01__FUL__2__Fall_1718_Activity_Assessments_Per_Group_Member_05_10_2018_102710.pdf	

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? Not met	60% earned 85% or above (4/6 students) 2 students did not submit the assignment Fall 2017 83% 5/6 students earned benchmark scores Spring 2018 TOTAL--75% earned benchmark scores	EQU_391_Video_Assignment.jpg	- Revise Assignment for Assessment: The school supports this assignment for this objective, but is struggling to find a way to motivate students to use the support offered to them to prepare this complex project for submission.

EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQA Portfolio Rubric Objective #3—85% of graduating seniors earning 73% or above from both assessors for objective #3 been met yet? Met	6/6 100% earned benchmark scores	Portfolio_Objective_evidence_1718.xlsx	

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	7/10 70% of students earned proficient scores on the EQA written exam	17_18_Owlnet_Proficiency_Grade_Sheet.xlsx	- Curriculum Revision: Faculty have decided to run a review of the proficiency information (written exam) and cross check where it is presented in the courses and how it is connected between majors.
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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? Met	4/5 80% earned scores of 73% or higher Fall 2017 8/9 88% earned scores of 73% or higher Spring 2018 TOTAL--12/14 85% earned scores of 73% or higher 17-18	EQA_320_Event_Management_Prize_List.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? Not met	3/4--75% of student earned scores of 73% or higher Fall 2017 2/2 100% earned scores of 73% or higher Spring 2018 TOTAL 5/6 83% earned benchmark scores 17-18	EQA_420_mentoring_final.png	
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? Met	6/6 100% earned benchmark scores	Portfolio_Objective_evidence_1718.xlsx	

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	6/6 100% earned benchmark scores	Portfolio_Objective_evidence_1718.xlsx	

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 proficiency interview. been met yet? Met	10/10 100% of students passed the EQA interview with scores of proficient or better.	17_18_Owlnet_Proficiency_Grade_Sheet.xlsx	

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	6/6 100% earned benchmark scores	Portfolio_Objective_evidence_1718.xlsx	

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	100% of students 5/5 earned scores of 73% or higher Fall 2017 100% of students 4/4 earned scores of 73% or higher Spring 2018	EQA_305_final_paper.png	

EQA 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	6/6 100% earned benchmark scores	Portfolio_Objective_evidence_1718.xlsx	

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 17-18 year marks the first time the School of Equestrian Studies has used the senior showcase (VIA showcase feature) and proficiency written and interview information for annual assessment purposes. The proficiency information in particular has been incredibly useful for assessment of curriculum and program objectives. While not all faculty within the school teach EQA courses, the discussions and assessment revisions occur as a whole school. This is a regular agenda item at our school/division meetings and following senior showcase, student performance review days, and fall proficiency testing. We tested the EQA interview rubric during the 16-17 year and used it to evaluate 17-18 students. We were pleased with the interview process and look forward to tracking trends in the future.

Assessment data is pulled from VIA for the senior showcase, portfolio objectives and soon for the Vital Signs Video assignment embedded in EQU 391. The remaining data is submitted by course instructors. A potentially unique facet of the School of Equestrian Studies is how well versed the faculty are in each area of the disciplines/majors. Outside of the applied riding courses, many areas of faculty expertise overlap. This regularly results in group discussions of assignment/assessment results prior to the completion of the report.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	EQA.3 Recognize signs of illness in order to administer proper treatment for equine health management.	
Legend	A	
Course/Event	EQU 391	
Assessment Measure	Direct - Video	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Revise Assignment for Assessment	The school supports this assignment for this objective, but is struggling to find a way to motivate students to use the support offered to them to prepare this complex project for submission.

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		
	Improvement Type	Summary
	Revise Assignment for Assessment	Course instructor is reviewing the assignment.

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	
Improvement Narrative		
	Improvement Type	Summary
	Curriculum Revision	Faculty have decided to run a review of the proficiency information (written exam) and cross check where it is presented in the courses and how it is connected between majors.

Program Activities

Student Performance Review

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

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

In addition to proficiency testing, we use student performance review days to engage in focused and intensive program advising. Attached to this report is both our 4 year plan and the handouts presented to students during student performance days.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

STUDENT_PERFORMANCE_REVIEWS_2018_FACULTY_GA_ASSIGNMENTS.docx

handouts.docx

EQUESTRIAN_SCIENCE_FOUR_YEAR_PLAN.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?

While equestrian students were given the option to use a project outside of their VIA showcase for the senior showcase event, all but one elected to show their VIA project this academic year. Students are required to present and dress in professional attire--something that we have at times struggled with. The LEAD event requires our seniors to present their work in a visually appealing manner and answer questions related to their work. We see particular benefit in the exposure of our underclassman to the significant and quality work of our outgoing seniors.

Assessment Rubrics

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

EQA_EQGS_Rider_Interview_2017_18.doc
 HJ_D_Rider_Interview_2017_18.doc
 Western_Rider_Interview_2017_18.doc
 Saddle_Seat_Rider_Interview_2017_18.doc
 Proficiency_Score_sheet__SS_1.docx
 Proficiency_Score_Sheet_Horse_2_SS.docx
 Western_Score_Sheet_applied_17_18.xlsx
 HJ_proficiency_scoresheets_applied_17_18.xlsx

Service Learning

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

Yes (selected)

No

Service Learning Component

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

Although not a formal component included in syllabi, the equestrian division is active in assisting the community. The division hosted the annual 4H and FFA practice contest in March which is run by faculty and the students on the judging team. April 4, 2018 we hosted the FFA Regional Horse Judging Contest. Students and faculty served as horse handlers, riders and oral reasons judges. In addition the judging students and faculty met with FFA and 4H groups individually from all over the state of Missouri to help mentor and prepare them for their district and state competitions. The equestrian facility host many local and regional educational tours for kindergarten through adults with special needs throughout the year.

LEAD Events

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

20 program LEAD events total

Orientation Week Think Like a College Student (Equestrian student event)

September Eclipse: The Equestrian Phenomena

October Western Club Fall Show

October Hunter Jumper Derby

Fall Family Weekend/Equestrian Showcase Weekend Parade of Disciplines

November Completely Relaxed Dressage Show

November Warrior Camp: Equine Assisted Psychotherapy as Treatment for Trauma Survivors

November Western Club: Equestrian Internships 101
 December Equestrian Senior Achievement Presentations
 January Jim and Fay Lowry--Training Saddlebreds
 February Todd Graham Saddle Seat Clinician
 February USDF Developing Young Rider Dressage Clinic
 February HJ Spring Horse Show
 March PtHA Spring Show
 March Completely Relaxed Spring Schooling Dressage Show
 March How Does Hunter/Jumper Judging Work? Q and A with USEF/USHJA Judge Sarah Booker
 April Jeff Cooke Clinic
 April When Horses Were Horsepower
 April Senior Showcase
 April Drugs: What's Legal and What's Not for Horses at Shows

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.

June 2017--Pinto World Championships, multiple World and Reserve World titles, top fives and top tens. High Point Novice Amateur All-Around Champion--Maggie Mathews and WWU owned Naturally Fancy
 November Saddle Seat students earn multiple American Royal Championships
 November Western students earn multiple Color Congress Championships
 November HJ students win multiple awards at the National Equestrian Center rated show
 April--Illinois Spring Fest--Arabian and Half Arabian, multiple awards and championships
 April--Missouri Horse Show Association Kick off Show--multiple awards and championships
 March--WWU Pinto Show--high points and championships

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.

Liz Haben--World Champion, Pinto World Championships Tulsa, Oklahoma on WWU's WV Kyss of Fame

Annual Assessment Rubric

13.000 pts 86.67%

	3.000 Assessment Reflects Best Practices	2.000 Assessment Meets the Expectations of the University	1.000 Assessment Needs Development	0.000 Assessment is Inadequate	N/A
Learning Objectives weight: 1.000	✓ • Detailed, measurable program learning objectives • Objectives are shared with students and faculty	✓ • Measurable program learning objectives. • Learning objectives are available to students.	✓ • Program learning objectives are identified and are generally measurable	✓ • Program learning objectives are not clear or measurable	✓ N/A
Comment:					
Assessment Measures weight: 1.000	✓ • Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included.	✓ • Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning.	✓ • Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established.	✓ • Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established.	✓ N/A
Comment:					
Assessment Results weight: 1.000	✓ • All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified.	✓ • Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content.	✓ • Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data.	✓ • Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected.	✓ N/A
Comment:	the program does a good job of assessing each objective several times throughout the course of the curriculum. This is true for all of the EQS/A/GS programs.				
Faculty Analysis and Conclusions weight: 1.000	✓ • Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible.	• Multiple program faculty receive assessment results. • Assessment results are discussed • Specific conclusions about student learning are made based on the available assessment results.	• Minimal faculty input about results is sought • Data not used to determine success or not to the objective. • Minimal conclusions made.	• Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes.	✓ N/A
Comment:	The incorporation of all faculty into the assessment of the Showcase portfolios key keeping all faculty invested in the process. The assessment for the program is multifaceted, but the EQA students have less interaction with the riding faculty, so ensuring that all faculty are involved in the assessment allows for more open communication and discussion of the various programs.				
Actions to Improve Learning and Assessment weight: 1.000	✓ • All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and linked to assessment results.	✓ • More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment.	✓ • At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data	✓ • Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan	✓ N/A
Comment:					