Equestrian General Studies Annual Assessment 2018-2019

Annual Assessment 18-19

Equine General Studies

Program Profile

Program Mission Statement

Please insert your program mission statement here

The Equestrian Studies division is committed to the welfare of the horse, the diversity of the industry, and assisting our students in finding their voice in the equestrian community.

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

	Majors	Minors
2017-18	46	N/A
2018-19	N/A	N/A

Concentrations 2017-18

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

Leadership 2

Art 6

Therapy 8

Equine Media 2

Equestrian Studies 17

Concentrations 2018-19

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

Leadership

Art

Therapy

Equine Media

Equestrian Studies

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

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

Is the Program Externally Accredited

Yes
No (selected)

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

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

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

Marketing Material

Program Assessment
Standard/Outcome

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

Additional Standards/Outcomes

Identifier	Description
EQGS 2016.1	Understand dynamics of the equine industry.
EQGS 2016.2	Understand the theories and processes for proper treatment of equine illnesses and general management.
EQGS 2016.3	Utilize communication techniques in multiple facets of the equine industry.
EQGS 2016.4	Explain legal, ethical and industry issues in the specific riding disciplines.
EQGS-Art.5	Examine techniques and methods of design and application in a variety of art media.
EQGS-Assisted Therapy.5	Develop teaching methodologies in various situations.
EQGS-Assisted Therapy.6	Evaluate the differences between a equine assisted therapy program and a traditional riding program.
EQGS-Assisted Therapy.7	Identify principles of anatomy and physiology as they relate to the equine-assisted client.
EQGS-Assisted Therapy.8	Summarize qualities necessary for equine-assisted therapy success.
EQGS-EQS.5	Explain the relationship between historical and modern influences on the equine industry.
EQGS-Leadership.5	Compare methods of leadership in business and industry settings.
EQGS-Media.5	Explain best practices in print and production in equine media.
EQGS-Media.6	Summarize qualities necessary for the equine media industry.

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

EQGS(Imported)(Imported)

	BUS 206	BUS 332	EQU 111	EQU 117	EQU 118	EQU 221	EQU 403
EQGS 2016.1 Understand dynamics of the equine industry.			I	I	I	R	M
EQGS 2016.2 Understand the theories and processes for proper treatment of equine illnesses and general management.				I	I	R, A	M
EQGS 2016.3 Utilize communication techniques in multiple facets of the equine industry.	I	R	I			R	M, A

			I	I	I	R	M
EQGS 2016.4 Explain legal, ethical and industry issues in the specific riding disciplines.			I	I	I	R	M

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

	EQS 205	EQS 212	EQS 304	EQS 306	EQS 311	EQS 327	EQS 328
EQGS 2016.1 Understand dynamics of the equine industry.							R
EQGS 2016.2 Understand the theories and processes for proper treatment of equine illnesses and general management.	I	I	R	R			R
EQGS 2016.3 Utilize communication techniques in multiple facets of the equine industry.	R	R	R		I	I	R
EQGS 2016.4 Explain legal, ethical and industry issues in the specific riding disciplines.	R	I	R	R		R	R

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

	Senior Showcase	EQS 327	COM 110	COM 150	COM 324	COM 330

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

	COM 337	EQU 403	EQU 415	Student Performance Review	Senior Showcase
EQGS-Media.5 Explain best practices in print and production in equine media.	M	R, A	M, A	R	M, A
EQGS-Media.6 Summarize qualities necessary for the equine media industry.	M	R, A	M, A	R	M, A

Art Concentration(Imported)(Imported)

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

	Student Performance Review	Senior Showcase
EQGS-Art.5 Examine techniques and methods of design and application in a variety of art media.	R	I, M, A

Leadership Concentration(Imported)(Imported)

	COM 203	COM 213	COM 337	COM 335	COM 330	COM 316	COM 434
EQGS-Leadership.5 Compare methods of leadership in business and industry settings.	R	R	M		R	R	M

	EQU 403	EQU 415	Student Performance Review	Senior Showcase
EQGS-Leadership.5 Compare methods of leadership in business and industry settings.	R, A	M, A	R	M, A

Equestrian Studies Concentration(Imported)(Imported)

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

Equine Assisted Therapies Concentration(Imported)(Imported)

	EDU 231	EQS 212	EQS 230	EQS 231	EQS 232	EQS 235	EQU 201
EQGS-Assisted Therapy.5 Develop teaching methodologies in various situations.		I, A	R	R	R	R	
EQGS-Assisted Therapy.6 Evaluate the differences between a equine assisted therapy program and a traditional riding program.	R	I	R	R	R	R	
EQGS-Assisted Therapy.7 Identify principles of anatomy and physiology as they relate to the equine-assisted client.	R	I	R	R	R	R	
EQGS-Assisted Therapy.8 Summarize qualities necessary for equine-assisted therapy success.		I	R	R	R	R	

	EQU 211	EQU 403	EQU 415	Student Performance Review	Senior Showcase
EQGS-Assisted Therapy.5 Develop teaching methodologies in various situations.	M		A		
EQGS-Assisted Therapy.6 Evaluate the differences between a equine assisted therapy program and a traditional riding program.	M	R, A	A	R	M, A
EQGS-Assisted Therapy.7 Identify principles of anatomy and physiology as they relate to the equine-assisted client.	M, A		A		M, A
EQGS-Assisted Therapy.8 Summarize qualities necessary for equine-assisted therapy success.	M, A	R, A	M, A	R	M, A

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

Assessment Findings

Assessment Findings for the Assessment Measure level for EQGS(Imported)(Imported)

EQGS 2016.1 Understand dynamics of the equine industry.

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective #1—85% of graduating seniors earning 73% or above been met yet? Met	Fall--14/14 earned benchmark scores		

Senior Showcase				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 85% of EQGS seniors earn proficient scores from the assessors of the senior showcase been met yet? Met	Fall--14/14 earned proficient scores		

EQGS 2016.2 Understand the theories and processes for proper treatment of equine illnesses and general management.

EQU 221				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion Stable Management Plan—85% of EQGS declared students enrolled in Stable Management course score 73% or above on the stable management plan assignment been met yet? Met	Fall 2018 14 out of 18, 77% of my students, scored above an 85% of their final stable management project.	EQU_221_Stable_Management_Plan_F18.png	

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective #2—85% of graduating seniors earning 73% or above been met yet? Met	Fall--14/14 earned benchmark scores		

EQGS 2016.3 Utilize communication techniques in multiple facets of the equine industry.

EQU 403				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion 85% of EQU 403 students earn 85% or above on the mentor project been met yet? Met	Fall--13/13 earned benchmark scores on the project		

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective #3—85% of graduating seniors earning 73% or above been met yet? Met	Fall--14/14 earned benchmark scores		

Student Performance Review				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Proficiency Interview	Has the criterion 80% of proficiency candidates score proficiently (85%) during the interview phase of the exam been met yet? Not met	Fall--2/3 earned proficient scores (66%) Spring--4/6 earned proficient scores (66%)	Spring_19_Proficiency_Data.docx	

Senior Showcase				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 85% of EQGS seniors earn proficient scores from the assessors of the senior showcase been met yet? Met	14/14 earned proficient scores		

EQGS 2016.4 Explain legal, ethical and industry issues in the specific riding disciplines.				

EQS 330				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion 85% of students enrolled in issues courses earned 85% or above on the issues rulebook assignment been met yet? Met	Spring 19--100% of students earned benchmark scores of 73% or above		

EQS 331				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion 85% of students enrolled in issues courses earned 85% or above on the issues rulebook assignment been met yet? Met	Fall--(8/8) earned a score of 73% or above on Final Issues Paper Assignment for EQS Portfolio Objective #8		

EQS 332				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion 85% of students enrolled in issues courses earned 85% or above on the issues rulebook assignment been met yet? Met	spring--100% of students earned 73% or better on rule book quiz		

EQS 335				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion 85% of students enrolled in issues courses earned 85% or above on the issues rulebook assignment been met yet? Not met	Fall--Unit 1 exam was a better fit for this objective this year (all focused on rules and application of rules) 8/11 students (72%) earned scores of 85% or better on the entire exam.		- Revise Program Benchmark: The Unit 1 exam is much more comprehensive in nature making it much more challenging for students to earn 85% or higher. It is also the first exam of the course. No student earned lower than an 81.5% . Benchmarks for most assignments have been changed to 73% while this stayed at an 85% benchmark. The benchmark should shift for this assignment to better reflect student mastery.

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective #4—85% of graduating seniors earning 73% or above been met yet? Met	Fall--14/14 earned benchmark scores		

Assessment Findings for the Assessment Measure level for Media Concentration(Imported)(Imported)

EQGS-Media.5 Explain best practices in print and production in equine media.

EQU 403				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion EQU 403 Self-Promotion Assignment—85% of students earn 85% or above on the self-promotion assignment been met yet? Met	none to assess		

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**

Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective 5c—85% of graduating seniors earning 85% or above been met yet? Met	None to assess		

Senior Showcase				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 85% of EQGS seniors earn proficient scores from the assessors of the senior showcase been met yet?			

EQGS-Media.6 Summarize qualities necessary for the equine media industry.

EQU 403				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Case Study	Has the criterion EQU 403 Business Model worksheet—85% of students earn 85% or above on the assignment been met yet? Met	none to assess		

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective 6c—85% of graduating seniors earning 73% or above been met yet?	None to assess		

Senior Showcase				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 85% of EQGS seniors earn proficient scores from the assessors of the senior showcase been met yet?			

Assessment Findings for the Assessment Measure level for Art Concentration(Imported)(Imported)

EQGS-Art.5 Examine techniques and methods of design and application in a variety of art media.				

EQU 403				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion EQU 403 Self-Promotion Assignment—85% of students earn 85% or above on the self-promotion assignment been met yet? Met	Fall--2/2 earned benchmark scores		

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective 5e—85% of graduating seniors earning 85% or above been met yet? Met	Fall--2/2 earned benchmark scores		

Senior Showcase				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 85% of EQGS seniors earn proficient scores from the assessors of the senior showcase been met yet?			

Assessment Findings for the Assessment Measure level for Leadership Concentration(Imported)(Imported)

EQGS-Leadership.5 Compare methods of leadership in business and industry settings.				

EQU 403				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**

Direct - Class Assignment	Has the criterion EQU 403 Pitfalls Project—85% of students earn 85% or above on the assignment been met yet? Met	none to assess		

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective 5d—85% of graduating senior earning 73% or above been met yet? Met	Fall-none to assess		

Senior Showcase				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 85% of EQGS seniors earn proficient scores from the assessors of the senior showcase been met yet?			

Assessment Findings for the Assessment Measure level for Equestrian Studies Concentration(Imported)(Imported)

EQGS-EQS.5 Explain the relationship between historical and modern influences on the equine industry.

EQS 320				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Quiz/Exam	Has the criterion Students earn 85% or above on the EQS 320 Origins of Modern Riding Unit 1 Quiz been met yet? Not met	Quiz 3 81% Scored 85% or higher 13/16)		
Direct - Class Assignment	Has the criterion Students earn 85% or above on the EQS 320 Origins of Modern Riding Reading Guide and Quiz 7 been met yet? Not met	12/16 earned 85% or above 75% of students.		

EQU 415				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective #5a—85% of graduating seniors earning 73% or above from both assessors for objective #5 been met yet? Met	Fall--7/7 earned benchmark scores		

Senior Showcase				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 85% of EQGS seniors earn proficient scores from the assessors of the senior showcase been met yet? Met	Fall--14/14 earned benchmark scores		

Assessment Findings for the Assessment Measure level for Equine Assisted Therapies Concentration(Imported)(Imported)

EQGS-Assisted Therapy.5 Develop teaching methodologies in various situations.

EQS 212				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion EQS 212 Theory of Teaching-Teaching Philosophy project—85% of declared EQGS students earn 73% or above been met yet? Met	Fall 2018--EQS 212 Teaching Philosophy: 89% of students earned a 73% or above. 17/19 students.		

EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective 5b—85% of graduating seniors earning 73% or above been met yet? Met	Fall--3/3 earned benchmark scores		

EQGS-Assisted Therapy.6 Evaluate the differences between a equine assisted therapy program and a traditional riding program.

EQU 403				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Case Study	Has the criterion EQU 403 Business Model Worksheet—85% of EQGS/EAT students earn 85% or above on the assignment been met yet? Met	Fall--3/3 earned benchmark scores		

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective 6b—85% of graduating seniors earning 73% or above been met yet? Met	Fall 3/3 earned benchmark scores		

Senior Showcase				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 85% of EQGS seniors earn proficient scores from the assessors of the senior showcase been met yet?			

EQGS-Assisted Therapy.7 Identify principles of anatomy and physiology as they relate to the equine-assisted client.

EQU 211				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**

Direct - Class Assignment	Has the criterion EQU 211 Assignment—85% of students enrolled in the course earn 73% or above on the designated assignment been met yet?			

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective 7b—85% of graduating seniors earning 73% or above been met yet? Met	3/3 earned benchmark scores		

Senior Showcase				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 85% of EQGS seniors earn proficient scores from the assessors of the senior showcase been met yet?			

EQGS-Assisted Therapy.8 Summarize qualities necessary for equine-assisted therapy success.

EQU 211				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Quiz/Exam	Has the criterion EQU Test #2 85% of students earn 73% or better on the test questions that correspond to objective 8b been met yet?			

EQU 403				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**

Direct - Class Assignment	Has the criterion Professional Collaboration Project—85% of students earn 85% or above on the assignment been met yet? Met	Fall--3/3 earned benchmark scores		

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Has the criterion EQGS Portfolio Rubric Objective 8b—85% of graduating seniors earning 73% or above been met yet? Met	Fall--3/3 earned benchmark scores		

Senior Showcase				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 85% of EQGS seniors earn proficient scores from the assessors of the senior showcase been met yet?			

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

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

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	EQGS 2016.4 Explain legal, ethical and industry issues in the specific riding disciplines.
Legend	A
Course/Event	EQS 335
Assessment Measure	Direct - Class Assignment
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Revise Program Benchmark	The Unit 1 exam is much more comprehensive in nature making it much more challenging for students to earn 85% or higher. It is also the first exam of the course. No student earned lower than an 81.5% . Benchmarks for most assignments have been changed to 73% while this stayed at an 85% benchmark. The benchmark should shift for this assignment to better reflect student mastery.

Program Activities

Student Performance Review

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

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

Student Performance Review Schedule
Upload the program schedule for students during Performance Reviews.
Student_Performance_Days_Equestrian_2019_Final.docx

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

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

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

Assessment Rubrics
Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.
EQA_EQGS_Rider_Interview_2019.doc

Service Learning
Does the Program include projects/ course content that uses the philosophy of service learning?
Yes
No (selected)

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

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

Thursday, August 30, 2018

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

Wednesday, September 19, 2018

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

Thursday, September 20, 2018

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

Saturday, September 22, 2018

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

Monday, September 24, 2018

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

Friday, October 5, 2018

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

Saturday, October 6, 2018

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

Tuesday, October 9, 2018

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

Friday, October 12, 2018

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

Wednesday, October 31, 2018

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

Saturday, November 3, 2018

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

Sunday, November 4, 2018

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

Tuesday, November 27, 2018

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

Wednesday, January 9, 2019

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

Thursday, January 10, 2019

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

Thursday, January 17, 2019

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

Library Auditorium Petterson, Jennifer - 1 point(s)

Monday, February 4, 2019

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

Tuesday, February 12, 2019

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

Library Auditorium Petterson, Jennifer - 1 point(s)

Wednesday, February 27, 2019

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

EQS classroom Michele Smith - 1 point(s)

Thursday, March 14, 2019

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

Library Auditorium Petterson, Jennifer - 1 point(s)

Saturday, March 16, 2019

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

Sunday, March 17, 2019

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

Friday, March 22, 2019

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

Saturday, March 23, 2019

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

Sunday, March 24, 2019

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

Friday, March 29, 2019

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

Friday, April 5, 2019

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

Saturday, April 6, 2019

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

Sunday, April 7, 2019

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

Saturday, April 13, 2019

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

Sunday, April 14, 2019

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

Tuesday, April 16, 2019

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

Thursday, April 18, 2019

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

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

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

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

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

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

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

WWU Spring Pinto Show (WWU) April 2019

WWU Rated Dressage Show (WWU) April 2019

World Equestrian Center HJ Show (Ohio) April 2019

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

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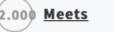
While we keep in contact with many graduates through our Facebook page, tracking graduates is a challenge for our area. Although our enrollment numbers are down, it still leaves many students to follow and not enough hours to do so. We are hopeful that tools continue to be introduced to the campus community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

Faculty Accomplishments
Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.
Sarah Track--3rd American Royal with WWU owned Callaway's Hint of Heaven
Liz Haben--top ten and top five open halter/longe line Color Congress with her personal horse Tale As Old As Time
Jennifer Petterson--Champion and Reserve Champion Ranch Division Color Congress with WWU owned Jazzy San Pep

	3.000 **Exceeds**	2.000 **Meets**	1.000 **Falls Below Expectations**	**N/A**
Mission Statement Clearly Articulated weight: 1.000	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:				
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:				
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:				
General Education alignment clearly explained weight: 1.000	The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ 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:				
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:				
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:				
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:	Empty box			

Criterion				N/A
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:				
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:	Marked met but no rubric was provided or data was presented.			
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:				
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:	The explanation was given, but no data was presented.			
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:				
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:	Changing procedure to use Facebook.			
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:				