

# Annual Assessment Report 14-15

Equine General Studies

Faculty Responsible for the Report

# Annual Assessment Report 14-15

## Program Profile

	2013-2014	2014-2015
Majors (total, majors 1,2,3)	47	39
Minors		
Concentrations		
Leadership	3	3
Art	6	2
Therapy	22	16
Media	3	0
EQ Studies	17	17
Full Time Faculty	6	6
Part Time Faculty	7	7

Comments: We had one senior graduate with the media concentration (listed above as 0 at the time the report was pulled—she won't be counted next fall so we felt it should be noted here).

## Program Delivery (HLC 3A3)

Traditional on-campus \_\_\_\_\_ X \_\_\_\_\_

Online Program \_\_\_\_\_

Evening Cohort \_\_\_\_\_

## Analysis:

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.

### Outside Accreditation:

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 Action Items

Action Item 1:	Secure additional assignments to incorporate into the annual assessment from required courses outside of the division
Action steps:	<p>Contact chair or instructor of the course and select applicable assignment</p> <p>Verify by reviewing current syllabi that required courses include EQGS objectives that we have aligned with the course</p>
Timeline	Identify specific assignments by midterm of fall 2014 to that assignment data can be included in fall data collection
Faculty Responsible	Sarah Track
Evaluation	Outside faculty were contacted with follow up from the EQS division chair. Some course data was incorporated into this report, but follow up with inclusion of EQGS objectives into course syllabi will be required for the 15-16 year.

Action Item 2:	Enhance student performance day requirements for EQA majors to better reflect the objectives of the program
Action steps:	Develop an interview system of assessment that aligns with the current EQS proficiency interview

Timeline	Conclusion of fall semester
Faculty Responsible	Laura Ward, Jennie Petterson
Evaluation	Ward and Petterson designed a performance task to be used for both EQS and EQA upper classmen as an assessment tool during student performance days. The task was incorporated during the spring and was very successful. A scoring system or rubric will be developed for trial use during spring 2016.

## Program Objectives: (from most recent Assessment Plan)

1. Understand the theories and demonstrate practical skills in equine management.
2. Recognize signs of illness and administer proper treatment for equine health management and general maintenance.
3. Understand industry dynamics and utilize communication techniques in multiple facets of the equine industry.
4. Explain legal, ethical and industry issues in the specific riding disciplines.

### EGS Equestrian Studies Concentration

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

### Equine Assisted Therapy Concentration

5. Develop teaching methodologies in various situations.
6. Evaluate the differences between a equine assisted therapy program and a traditional riding program.
7. Identify principles of anatomy and physiology as they relate to the equine-assisted client.
8. Summarize qualities necessary for equine-assisted therapy success.

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### Equine Media

5. Explain best practices in print and production in equine media.
6. Summarize qualities necessary for the equine media industry.

### Equine Leadership

5. Compare methods of leadership in business and industry settings.

### Equine Art

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

### Program Objectives Matrix (from most recent Assessment Plan)

Course	Obj.1	Obj.2	Obj.3	Obj.4
BUS332 Business Communications			R	
EQU111 Intro to the Equine Industry			I	I
EQU113 Equine Health & First Aid	I	I		I
EQU221 Stable Management	R-A		R	R
EQU403 Senior Seminar	M-A	M-A	M-A	M-A
MIS125 Productivity Tools			I	
EQS330 Dressage Issues	R	R	R	M-A
EQS331 Hunter/Jumper Issues	R	R	R	M-A
EQS332 Saddle Seat Issues	R	R	R	M-A

EQS335 Western Issues	R	R	R	M-A
<b>Equestrian Studies Concentration</b>	<b>5b</b>			
EQA320 Equine Event Management (see 1-4 electives matrix)	1=R, 3=M, 4=M			
EQS320 Origins of Modern Riding (see 1-4 electives matrix)	3=R, 5b=M-A			
EQU403 Senior Seminar				
<b>Equine Assisted Therapy</b>	<b>5b</b>	<b>6b</b>	<b>7b</b>	<b>8b</b>
EDU231 Exceptional Child		R	R	
EQU211 Survey Equine Assist Therapy (see 1-4 electives matrix)	M	M	M	M
EQS212 Theory of Teaching Tech I (see 1-4 elective matrix)	R	I	R	R
PED205 Intro to Anatomy/Physiology			I	
PED215 Motor Learning -or- PED308 Creative Movement			R	
PED221 Physiology of Exercise			R	
PED321 Kinesiology			M	
EQU403 Senior Seminar	A	A	A	A
<b>Equine Media</b>	<b>5c</b>	<b>6c</b>		
COM110 Beginning Media Writing	I	I		
COM150 Survey of Production Tech	R	R		
COM315 Feature Writing & Magazine	M	M		
COM330 Communication Law		M		
COM337 Interactive Web Communication	M	M		

EQU403 Senior Seminar	A	A		
<b>Equestrian Leadership Concentration</b>	<b>5d</b>			
COM203 Interpersonal Communication - or- COM213 Gender Communications	R			
COM215 Small Group Leadership	R			
COM334 Visionary Leadership	M			
COM337 Interactive Web Communication	M			
COM330 Communication Law	R			
EQU403 Senior Seminar	A			
Equine Art	5e			
ART105 Basic Design	I			
ART202 Fundamentals of Graphic Design	R			
Upper Level Drawing, Sculpture or Photography	M			
ART110 Drawing I	R			
ART208 Sculpture I	R			
ART256 Fundamentals of Photography	R			
EQU403 Senior Seminar	A			
EQS, EQA, EQU Electives	1	2	3	4
EQA305 Tech of Facility Management	R		R	R
EQS203 History of Breeds & Bloodlines			I	I
EQS205 Survey Saddle Seat Train Methods	R		R	R
EQS212 Theory of Teaching Tech I	I		R	I

EQS304 Theory Equine Behavior/Training Methods	R		R	R
EQS306 Practical Equine Anatomy & Conditioning	R			R
EQS311 Tack Construction & Repair			I	
EQS328 Equine Evaluation	R	R	R	R
EQS404 Vet Med & Reproduction	M	M	R	M
EQS320 Origins of Modern Riding			I	
EQU211 Survey of Therapeutic Riding			R	R
EQU 201 Horse Management Practicum I	R	R	R	R
EQU391 Horse Management Practicum II	M	M	R	R
EQU405 Equine Business Practices			M	M
EQA320 Equine Event Management			M	R

## Assessment of Program Objectives

Objective 1	Understand the theories and demonstrate practical skills in equine management
Methods	EQGS Portfolio Rubric Objective #1  EQU 221 Stable Management Analysis  Coded Objective #1 EQGS competency test questions Juniors and Seniors
Benchmark	EQGS Portfolio Rubric Objective #1—85% of graduating seniors earning 73% or above from both assessors for objective #1  85% of EQGS juniors and seniors average 80% on competency test

	<p>questions coded to objective #1</p> <p>Stable Management Plan—85% of students enrolled in Stable Management course score 73% or above on the stable management plan assignment</p>
Data Collected (course specific)	EQU 221 Stable Management data pulled from coursework on adjunct faculty selected artifact
Data Collected (Assessment Day, external tests, Senior Achievement)	<p>Portfolio data is gathered outside of the coursework (portfolios are completed while the student is enrolled in their capstone course).</p> <p>Competency test is given during student performance days and as an incoming exam for entering freshman and transfer equestrian students</p>
Results/Outcomes	<p>Portfolio Fall 2014-- 5/6 or 83% earned benchmark scores</p> <p>Portfolio Spring 2015—66% of student earned 73% or above from each assessor for this objective (4/6)</p> <p>EQU 221 Fall 2014--Stable Management Assignment—27/28 96% of (fall 14) students achieved benchmark scores</p> <p>EQU 221 Stable Management Assignment Spring 15—100% (28/28 students) earned scores of 73% or above</p> <p>Competency Test Spring 2015—25% of juniors and seniors earned scores of 80% or better on the competency test questions coded to objective #1</p> <p>Remarks: It is clear that upper classman EQGS not required to continue through coursework that reinforces this objective are not retaining the information that they were introduced to in EQU 113.</p>
Proposed changes to the assessment process	Faculty are anxious to see how the addition of EQU 201 Horse Management I changes the annual assessment for EQGS students. While not integrated into the core, it will be required starting with the 15-16 catalog for equestrian studies and equine assisted therapy concentrations to complete horse management I successfully.

Budget needs related to the objective?	none
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Objective 2	Recognize signs of illness and administer proper treatment for equine health management
Methods	EQGS Portfolio Rubric Objective #2  Coded Objective #2 EQGS competency test questions Juniors and Seniors
Benchmark	EQGS Portfolio Rubric Objective #2—85% of graduating seniors earning 73% or above from both assessors for objective #2  85% EQGS juniors and seniors average 80% on competency test questions coded to objective #2
Data Collected (course specific)	No data pulled from coursework
Data Collected (Assessment Day, external tests, Senior Achievement)	Portfolio data is gathered outside of the coursework (portfolios are completed while the student is enrolled in their capstone course).  Competency test is given during student performance days and as an incoming exam for entering freshman and transfer equestrian students
Results/Outcomes	Portfolio Fall 2014--5/6 or 83% earned benchmark scores  Portfolio Spring 2015--100% of student earned 73% or above from each assessor for this objective (6/6)  Competency Spring 2015—70% of EQGS juniors and seniors earned 80% or better on the competency test questions coded to objective #2

Proposed changes to the assessment process	This objective also reflects the lack of reinforcing curriculum and coursework for this objective in this major.
Budget needs related to the objective?	none

Objective3	Understand horse industry dynamics and utilize communication techniques in multiple facets of the equine industry
Methods	EQGS Portfolio Rubric Objective #3  Mentor Project EQU 403
Benchmark	EQGS Portfolio Rubric Objective #3—85% of graduating seniors earning 73% or above from both assessors for objective #3  EQGS students earn 85% or above on the mentor project
Data Collected (course specific)	Mentor project data is pulled from EQS 411 General Studies Seminar (assignment instructions and rubric attached)
Data Collected (Assessment Day, external tests, Senior Achievement)	Portfolio data is gathered outside of the coursework (portfolios are completed while the student is enrolled in their capstone course).
Results/Outcomes	Portfolio Fall 14--6/6 or 100% earned benchmark scores  Portfolio Spring 2015--100% of student earned 73% or above from each assessor for this objective (6/6)  EQU 403 Mentor Project Fall 14 3/6 earned benchmark scores 50% (not all)

	<p>students completed both sections of the project)</p> <p>Mentor Project Spring 2015 5/6 earned benchmark scores=83% for a total of 8/12 or 66% meeting benchmark</p>
Proposed changes to the assessment process	While the mentor project may be useful to include in an assessment report, this objective would benefit from more supporting evidence from the issues courses or other required coursework.
Budget needs related to the objective?	none

Objective 4	Analyze and justify legal, ethical, and industry issues in the specific riding disciplines
Methods	<p>EQGS Portfolio Rubric Objective #4</p> <p>Selected Issues Assignment (from Dressage, Western, Saddle Seat and Hunter Jumper Issues courses during the academic year)</p>
Benchmark	<p>EQGS Portfolio Rubric Objective #4—85% of graduating seniors earning 73% or above from both assessors for objective #4</p> <p>EQGS students enrolled in issues courses earned 83% or above on the issues assignment</p>
Data Collected (course specific)	Issues courses are offered in each of the four disciplines taught at WWU. Each issues course shares some coursework in common and some that is completely independent. All issues coursework was pulled from course assignments.
Data Collected (Assessment Day, external tests, Senior Achievement)	Portfolio data is gathered outside of the coursework (portfolios are completed while the student is enrolled in their capstone course).

Results/Outcomes	<p>Portfolio Fall 14--4/6 or 66% earned benchmark scores</p> <p>Portfolio Spring 2015--50% of student earned 73% or above from each assessor for this objective (3/6)</p> <p>HJ Issues Fall 14—100% met benchmark</p> <p>EQS 335 Western Issues—85% (17/20) earned benchmark scores—selected assignment was a case study with presentation and written components</p> <p>Dressage Issues—86% of students (6/7) earned benchmark scores of 83% or above for rulebook test #1 and 86% earned scores of 83% or above for rulebook test #3</p> <p>Saddle Seat Issues—71% of students earned benchmark scores of 83% or better on the USEF Morgan and National Show Horse rulebook test</p> <p>Remarks: Consistency was a goal for this particular objective as we pull data from four separate courses taught by four different faculty. We were closer to reaching this with the exception of the Hunter Jumper Issues course.</p>
Proposed changes to the assessment process	The faculty have developed a rulebook case study that can be modified for use in each issues course but will use the same rubric for consistency in assessment data collection for 15-16.
Budget needs related to the objective?	none

Objective 5	Explain and relate historical and modern influences on the equine industry
Methods	EQGS Portfolio Rubric Objective 5a Origins of Modern Riding Paper
Benchmark	EQGS Portfolio Rubric Objective #5a—85% of graduating seniors earning

	<p>73% or above from both assessors for objective #5</p> <p>EQGS students earn 85% or above on the Origins of Modern Riding assignment</p>
Data Collected (course specific)	The paper is pulled from EQU Origins of Modern Riding coursework.
Data Collected (Assessment Day, external tests, Senior Achievement)	Portfolio data is gathered outside of the coursework (portfolios are completed while the student is enrolled in their capstone course).
Results/Outcomes	<p>Portfolio Fall 14--6/6 or 100% earned benchmark scores</p> <p>Portfolio Spring 2015--100% of student earned 73% or above from each assessor for this objective (3/3)</p> <p>Origins of Modern Riding Paper—92% of student earned benchmark scores (12 students 1 did not submit)</p> <p>Remarks: additional data for this objective would make this a more accurate reflection of student understanding of the objective</p>
Proposed changes to the assessment process	Objective changes for this major will allow for different coursework to serve as an assessment tool for the equestrian studies concentration students.
Budget needs related to the objective?	none?

Objective 5b	Develop and practice applied riding teaching methodologies
Methods	<p>EQGS Portfolio Rubric Objective 5b</p> <p>Teaching Methods 10 lesson plan</p>
Benchmark	EQGS Portfolio Rubric Objective 5b—85% of graduating seniors earning 73% or above from both assessors for objective #5b

	10 Lesson Plan—85% of students earn 73% or above on the 10 lesson assignment (fall) or Lesson Plan Assignment (spring)
Data Collected (course specific)	The ten lesson plan or single lesson plan are both assignment for EQS 212 Teaching Methods 1.
Data Collected (Assessment Day, external tests, Senior Achievement)	Portfolio data is gathered outside of the coursework (portfolios are completed while the student is enrolled in their capstone course).
Results/Outcomes	<p>No fall portfolios to assess</p> <p>Spring Portfolios—100% of students earned 73% or better from each assessor for this objective (1/1)</p> <p>10 Lesson Plan Fall 14—79% of students met benchmark (24 students with 5 not completing the assignment)</p> <p>Teaching Tech I Spring 2015 Assignment—100% of students (10/10)earned benchmark scores</p> <p>Remarks: Changes in teaching assignments have moved EQS 212 to a different instructor mid-year. It was challenging to compare data for the two different assignments.</p>
Proposed changes to the assessment process	As the coursework is further developed with new faculty teaching assignments, new opportunities may present themselves for assessment purposes.
Budget needs related to the objective?	none
Objective 6b	Evaluate and explain the differences between an equine assisted therapy program and a traditional riding program.

Methods	EQGS Portfolio Rubric Objective 6b  Business Model Worksheet
Benchmark	EQGS Portfolio Rubric Objective 6b—85% of graduating seniors earning 73% or above from both assessors for objective 6b  Business Model Worksheet—85% of EQGS/EAT students earn 85% or above on the assignment
Data Collected (course specific)	EQU 403 Business Model Worksheet attached
Data Collected (Assessment Day, external tests, Senior Achievement)	Portfolio data is gathered outside of the coursework (portfolios are completed while the student is enrolled in their capstone course).
Results/Outcomes	No fall portfolios to assess  Portfolio Spring 2015—100% of students earned 73% or better from each assessor for this objective (1/1)  Business Model Worksheet Spring 2015—3/6 students or 50% earned benchmark scores  Remarks: Small class sizes can drastically change how accurately the assessment data reflects the competency of the students in the program.
Proposed changes to the assessment process	Multiple measures for each objective should be gathered to better demonstrate student competencies.
Budget needs related to the objective?	none

Objective 7b	Recognize and identify principles of anatomy and physiology as it relates to the equine assisted rider
Methods	EQGS Portfolio Rubric Objective 7b  I am Rider/Instructor/Therapist Spring 2015 Assignment
Benchmark	EQGS Portfolio Rubric Objective 7b—85% of graduating seniors earning 85% or above from both assessors for objective 7b  85% of students earn scores of 83% or better on the selected assignment
Data Collected (course specific)	EQU 210 Survey of Equine Assisted Therapy assignment (attached)
Data Collected (Assessment Day, external tests, Senior Achievement)	Portfolio data is gathered outside of the coursework (portfolios are completed while the student is enrolled in their capstone course).
Results/Outcomes	Portfolio Spring 2015—0% of students earned 73% or above from each assessor for this objective 0/1)  I am Rider/Instructor/Therapist Spring 2015 assignment—100% (11/11) students earned scores of 83% or better  Remarks: the course assignment is appropriate but more data would be ideal
Proposed changes to the assessment process	Course design, assessment and curriculum alignment for material that is adjunct taught and outside of the expertise of the full time faculty is difficult to manage both in theory and practice.
Budget needs related to the	none

objective?	
Objective 8b	Summarize qualities necessary for equine assisted therapy success
Methods	<p>EQGS Portfolio Rubric Objective 8b</p> <p>Professional Collaboration Project</p> <p>EQU 210 Test #2</p>
Benchmark	<p>EQGS Portfolio Rubric Objective 8b—85% of graduating seniors earning 73% or above from both assessors for objective 8b</p> <p>Professional Collaboration Project—85% of students earn 85% or above on the assignment</p> <p>EQU Test #2 85% of students earn 73% or better on the test questions that correspond to objective 8b</p>
Data Collected (course specific)	<p>EQU 403 Professional Collaboration Project (attached)</p> <p>EQU 210 Survey of Equine Assisted Therapy test</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	Portfolio data is gathered outside of the coursework (portfolios are completed while the student is enrolled in their capstone course).
Results/Outcomes	<p>No fall portfolios to assess</p> <p>Spring 2015 Portfolios-- Portfolio Spring 2015—0% of students earned</p>

	<p>73% or above from each assessor for this objective 0/1)</p> <p>Professional Collaboration Assignment Spring 2015—6/6 students earned benchmark scores 100%</p> <p>EQU Test #2 90% of students (10/11) earned 73% or better on the test questions that correspond to objective 8b</p> <p>Remarks: multiple assessment tools made this a stronger objective in this report</p>
Proposed changes to the assessment process	Course design, assessment and curriculum alignment for material that is adjunct taught and outside of the expertise of the full time faculty is difficult to manage both in theory and practice.
Budget needs related to the objective?	none

Objective 5c	Utilize best practices in print and production in equine media
Methods	<p>EQGS Portfolio Rubric Objective 5c</p> <p>Self-Promotion Assignment</p> <p>COM 224 Equine Production Training Demo Assignment</p>
Benchmark	<p>EQGS Portfolio Rubric Objective 5c—85% of graduating seniors earning 85% or above from both assessors for objective 5c</p> <p>Self-Promotion Assignment—85% of students earn 85% or above on the self-promotion assignment</p> <p>Training Demo—85% of students earn scores of 70% or better on the</p>

	selected assignment
Data Collected (course specific)	EQU 403 General Studies Seminar Self-Promotion Project (attached) COM 224 Training Demo Assignment
Data Collected (Assessment Day, external tests, Senior Achievement)	Portfolio data is gathered outside of the coursework (portfolios are completed while the student is enrolled in their capstone course).
Results/Outcomes	No fall portfolios to assess  Spring 2015 Portfolios-- Portfolio Spring 2015—100% of students earned 73% or above from each assessor for this objective 1/1)   Self-Promotion Project Spring 2015 6/6 students earned benchmark scores-100%  COM 224 Training Demo Assignment—100% of students (12/12) earned benchmark scores of 70% or better on the assignment  Remarks: inclusion of data from non-EQX courses has strengthened this section of our annual report
Proposed changes to the assessment process	Concentrations with a small number of students often result in a misrepresentation of the success or failure of the coursework and instruction when reviewing data.
Budget needs related to the objective?	none

Objective 6c	Summarize and predict qualities necessary in the equine media industry
Methods	EQGS Portfolio Rubric Objective 6c

	Business Model Worksheet
Benchmark	<p>EQGS Portfolio Rubric Objective 6c—85% of graduating seniors earning 73% or above from both assessors for objective 6c</p> <p>Business Model worksheet—85% of students earn 85% or above on the assignment</p>
Data Collected (course specific)	EQU 403 General Studies Seminar Business Model Worksheet
Data Collected (Assessment Day, external tests, Senior Achievement)	Portfolio data is gathered outside of the coursework (portfolios are completed while the student is enrolled in their capstone course).
Results/Outcomes	<p>No fall portfolios to assess</p> <p>Portfolio Spring 2015-- Portfolio Spring 2015—100% of students earned 73% or above from each assessor for this objective 1/1)</p> <p>Business Model Worksheet—50% of students (3/6) earned scores of 85% or better (did not meet benchmark standard)</p>
Proposed changes to the assessment process	Enhanced integration of data from required coursework would improve this assessment report.
Budget needs related to the objective?	none

Objective 5d	Compare methods of leadership in business and industry settings
Methods	<p>EQGS Portfolio Rubric Objective 5d</p> <p>COM artifact—exam #1 and #2 aligned with objective 5(d)</p> <p>Pitfalls Project</p>
Benchmark	<p>EQGS Portfolio Rubric Objective 5d—85% of graduating senior earning 73% or above from both assessors for objective 5d</p> <p>COM artifact (exam #1 and #2) 85% of student earn 83% or better on the artifact(s) selected for the leadership concentration</p> <p>Pitfalls Project—85% of students earn 85% or above on the assignment</p>
Data Collected (course specific)	EQU 403 General Studies Seminar Business Model Worksheet
Data Collected (Assessment Day, external tests, Senior Achievement)	Portfolio data is gathered outside of the coursework (portfolios are completed while the student is enrolled in their capstone course).
Results/Outcomes	<p>No fall portfolios to assess</p> <p>Spring 2015 Portfolios-- Portfolio Spring 2015—100% of students earned 73% or above from each assessor for this objective 1/1)</p> <p>COM artifact Exam#1 and #2—60% of students earned scores of 83% or better on the artifact (3/5 students)</p> <p>Pitfalls Project Spring 2015—83% of students earned 85% or better on the assignment (benchmark met) 5/6 students</p> <p>Remarks: added data from outside courses was a significant improvement</p>
Proposed changes to the assessment	Concentrations that rely heavily on coursework outside of the department require more diligence on the part of equestrian faculty to

process	coordinate and develop.
Budget needs related to the objective?	none

Objective 5e	Explore techniques and methods of design and application in a variety of art media
Methods	EQGS Portfolio Rubric Objective 5e  Self-Promotion Project
Benchmark	EQGS Portfolio Rubric Objective 5e—85% of graduating seniors earning 85% or above from both assessors for objective 5e  Self-Promotion Assignment—85% of students earn 85% or above on the self-promotion assignment
Data Collected (course specific)	EQU 403 Self-Promotion Project (attached)
Data Collected (Assessment Day, external tests, Senior Achievement)	Portfolio data is gathered outside of the coursework (portfolios are completed while the student is enrolled in their capstone course).
Results/Outcomes	No fall portfolios to assess  No spring portfolios to assess  Self-Promotion Assignment Spring 2015--6/6 students earned benchmark scores of 85% or better-100%  Remarks: additional data from courses outside of the department will improve this report.

Proposed changes to the assessment process	No concentrations submitting portfolios this year
Budget needs related to the objective?	none

#### Attached Rubrics

- Portfolio Rubric
- Self-Promotion Rubric
- Pitfalls Project Rubric
- Business Model Worksheet
- Mentor Project Rubric
- Collaboration Project Rubric

#### Analysis of Assessment:

Although after reviewing our analysis from 13-14 we were generally pleased with the improvements made to this report, we recognize that more purposeful integration of data from courses outside of our department is required. Assessors were more comfortable with the portfolios and the rubrics that we use to score the portfolios. The lack of student volume in some concentrations can lead to misconceptions about the strength or weaknesses of students relative to the objectives. The number of students assessed is an important component to this report.

#### Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

The EQGS major is still changing and evolving as students begin to arrive with this major declared from their first semester forward. While the data collected is improving, there is still room for additional methods of assessing student learning in this report. The rubric used for the portfolio was discussed at length followed the review of the outcomes of this report. It is evident that multiple program changes based on the 13-14 report will be included as recommendations again for the 15-16 year. While a concern highlighted in the 13-14 report was our belief that we were producing students who had mastered our objectives but lacked evidence to support our conclusion, this year we see improvement in our evidence.

#### Program Changes Based on Assessment:

##### Program Changes Based on Assessment:

1. Integrate faculty training/workshop prior to portfolio reviews so that assessors are interpreting the rubric correctly.

2. Portfolio development needs to be fully integrated into multiple 200, 300 and 400 level equestrian courses instead of falling to the seminar course usually taken during the last semester prior to graduation.
3. Some assignments used in the current report will be modified and standardized to create more reliable data.
4. Conduct adjunct faculty workshops on portfolio design, and evaluation so that they are better prepared to contribute to the assessment and portfolio process.

## General Education Assessment:

### Mathematics

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.

### Meaning

Students are required to analyze texts and identify central themes and interpret underlying meaning using discipline and industry topics in multiple courses.

### Ethical Reasoning

Equestrian students regularly consider ethical problems both in class and in practical experiences both on and off campus. They examine the role of conflict and competing interests and use a variety of models or theories related to ethical reasoning in solving or approaching moral dilemmas related to the equine industry.

### Historical Perspective

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.

### Diversity

Equestrian students are challenged to explore and develop their understanding of traditions and cultures in which horses are used for work, sport and recreation.

### Creative and Aesthetic Sensibility

Students examine products of human creativity through the observation and analysis of creative works related to the horse.

### Natural Science

Equestrian students understand the natural world through observation of systems, formation and testing of hypotheses during both practical and theory based equestrian coursework.

### Social Science

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.

### **Program Activities:**

#### *Student Performance Day Activities (Assessment Day):*

EQA, EQS, and EQGS students participate fully in student performance day activities. The proficiency exam is completed by testing EQS students as well as all EQS declared or intended students. EQA and EQGS students complete the incoming test and skill survey that is used both in this report and for comparison with incoming student scores to determine valued added by the program. EQGS seniors facilitated a group task with underclassman that required them to demonstrate mastery of the core EQGS objectives through teaching and discussion with their peers. EQA and EQS seniors facilitated a freshman and transfer discussion group that provided information and insight into the practical coursework in both the EQA and EQS programs. This is the first year that upper classman were involved in facilitation of freshman performance day activities. EQA and EQS students also completed a performance task that required demonstration of communication skills, industry terminology, assessment of source of validity and designing an argument. The students enjoyed the performance task and the faculty assessors felt it can be modified for use as an assessment tool for both majors.

#### *Senior Achievement Day Presentations:*

EQGS Seniors are required to present a project for senior achievement day each semester.

#### *Service Learning Activities:*

#### *Program Sponsored LEAD Events:*

Equine Performance Horse Nutrition

Western Club Show

H/J Derby

Dressage Clinic

Event Management Show

Senior Achievement Day Presentations (fall and spring)

Digital File Management for EQS Students

Miracle of the White Stallions

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Equine Puzzles Mentor/Mentee Project (1 point)

World Cup FEI Presentation (1 point)

Betsy Steiner Clinic February 20-22 (each day worth 1 point)

WWU Completely Relaxed Spring Schooling Dressage Show March 14-15 (each day worth 1 point)

WWU Spring Show April 11-12 (each day 1 point)

iBooks for Horse People April 28 (1 point)

Western Club Fun Show April 04 (1 point)

Western Club Meeting April 13 (1 point)

The Horse Lover--A Cowboy's Quest to Save the Wild Mustangs - Author H. Alan Day (1 point)

EQS Emergency Planning (1 point)

EQS/EQA/EQGS Senior Achievement (1 point)

Winter Fun Show February 27-28 (1 point per day)

End of the Year Horse Show April 18 (1 point)

Hunter/Jumper Show Team Meeting (1 point)

Matt Hollberg Clinic April 24-26 (1 point per day)

Vision Beyond Eyesight Life's Ride: The Key to Victory - An inspirational entertainment presentation by Deborah McAlexander (1 point)

#### *Student Accomplishments:*

Emily Nichols Champion and Grand Champion American Royal MO/KAN 5 Gaited Amateur with WWU horse Gypsies, Tramps and Thieves.

Brianna Jaeger, Lynn Flucke, Bailey McCallum, Ciera Cordero, Ashley Sundin earned scores toward their United States Dressage Federation bronze medals and Regional Championships qualification.

#### *Faculty Accomplishments:*

**Liz Haben** – Completed MEd., May 2015

**Jean Kraus** – Serving on several industry National Committees, including the USEF Dressage Committee and USEF Stewards and Technical Delegates Committee.

Hold National and International certifications from the United States Equestrian Federation and the Federation Internationale Equestre: C1 (R) Steward, C2 (R) Steward with AHA Designation, TD (R) Technical Delegate, FEI Level 2 Dressage Chief Steward

Taught the USEF C2 Steward Clinic at USEF. This is a national clinic for licensed officials.

Tester for the USEF Measurement Certification at USEF. This is a national certification program that is required of all C1 and C2 Licensed Officials.

Mentor Mentee Project of the Development of Problem-Based Learning Modules for EQS Instruction. Officiated at the following competitions: Reem Acra FEI World Cup Dressage in Las Vegas, NV; US Dressage Finals in Lexington, Kentucky; Lake St. Louis Hunter Jumper Steward; Great American USDF Region 7 Championships in Burbank, CA; St. Louis National Charity Steward; Arabian Youth Nationals Championship

**Karen Pautz** – Complete MEd., Teaching and Technology, August 2014

E-scribe, United States Dressage Federation National Championships, November 2014

Dressage shows managed by Pautz earned Horse Show of the Year awards in both schooling show and recognized show categories from the Missouri Horse Shows Association.

Developed and maintains [www.shortenyourreins.com](http://www.shortenyourreins.com), a website about dressage and for dressage students

Mentor in Mentor/Mentee program: iBooks for horse people

Developed iBook on bandaging horses, currently awaiting publication

**Sarah Track**—Completed MEd., Teaching and Technology, August 2014

Won reserve championship in the MO/KAN 5 Gaited Open with WWU owned horse Shining Moonlight

*Alumni (Recent Graduates) Accomplishments (past year graduating class):*

Amanda Cunningham – employed by Betsy Steiner, internationally recognized dressage trainer and instructor

Sarah-Rose Brush – employed by Equine Medical Associates (veterinary group) as ultrasound technician

Kristen Cuneo owns and operates Kingswood Stables in New Hampshire.

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Amber Davis riding instructor at Louw Stables in Iowa.

Liz Curtin riding instructor at Five Gaits Stables in Florida.

Ashton Street assistant trainer at Abbey Road Farm in Kansas City, Missouri

Katie Lash assistant trainer and riding instructor at Showcase Stables in South Lyon, Michigan

## Assessment Rubric

### Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
Learning Outcomes	<input type="checkbox"/> Program learning outcomes are aligned to national standards	<input checked="" type="checkbox"/> Measurable program learning outcomes. <input checked="" type="checkbox"/> Learning outcomes are clearly articulated.	<input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable	<input type="checkbox"/> Program learning outcomes are not clear or measurable	<input type="checkbox"/>
Assessment Measures	<input checked="" type="checkbox"/> Multiple measures are used to assess student learning outcomes. <input checked="" type="checkbox"/> Rubrics or guides used are provided. <input type="checkbox"/> All measurements are clearly described.	<input type="checkbox"/> Specific measures are clearly identified <input type="checkbox"/> Measures relate to program learning outcomes. <input checked="" type="checkbox"/> Measures can provide useful information about student learning.	<input type="checkbox"/> Some measurements are described, but need further description.	<input type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives). <input type="checkbox"/> Assessment measures are not clear. <input type="checkbox"/> No assessment measures are established.	<input type="checkbox"/>
Assessment Results	<input checked="" type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided. <input checked="" type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve	<input type="checkbox"/> A majority of learning outcomes assessed annually. <input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input type="checkbox"/> Standards for student performance and gaps in student	<input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input type="checkbox"/> Data collection is incomplete <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified.	<input type="checkbox"/> Learning outcomes are not routinely assessed. <input type="checkbox"/> Routine data is not collected. <input type="checkbox"/> N/A Program is too new to have collected assessment data.	<input checked="" type="checkbox"/> Not much about the reason why students did not meet the benchmark.

	<p>student learning.</p> <p><input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.</p>	learning are recognized.			
Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty Analysis and Conclusions	<p><input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome.</p> <p><input type="checkbox"/> Includes input from adjunct faculty.</p> <p><input type="checkbox"/> Includes input from outside consultant.</p>	<p><input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results.</p> <p><input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results.</p>	<p><input type="checkbox"/> Some program faculty receive annual assessment results</p> <p><input type="checkbox"/> Faculty input about results is sought</p>	<p><input type="checkbox"/> Faculty input is not sought.</p> <p><input type="checkbox"/> Conclusions about student learning are not identified.</p> <p><input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.</p>	<input type="checkbox"/>
Actions to Improve Learning and	<p><input type="checkbox"/> A comprehensive understanding</p>	<p><input type="checkbox"/> Description of the action to improve learning or assessment is</p>	<p><input type="checkbox"/> Adjustments to the assessment plan are proposed but not</p>	<p><input type="checkbox"/> No actions are taken to improve student</p>	Several adjustments to curriculum were

<b>Assessment</b>	<p>ng of the program's assessment plan and suggestions for improvement.</p> <p><input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data.</p> <p><input type="checkbox"/> Actions are innovative in approach in attempt to improve student learning.</p>	<p>specific and relates directly to faculty conclusions about areas for improvement.</p> <p><input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action</p> <p><input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment.</p>	<p>clearly connected to data</p> <p><input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.</p>	<p>learning.</p> <p><input type="checkbox"/> Actions discussed are not connected to data results or analysis.</p> <p><input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.</p>	<p>mentioned.</p> <p>Not articulated as to who was responsible for changes.</p>
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Additional Comments:

A few places where the curriculum matrix and the program data reported were not in alignment.

Objective 5b: the lesson plans from EQS212 were used but not marked as assessment in the matrix.

Several times EQU210 was referenced in the report (7b & 8b) but that class is not listed in the "all courses" of the academic catalog?? Also that class is not on the matrix.

5C: CoM224 was listed in the assessment data but that course is not on the matrix in equine media.

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I am assuming that the artifacts in the portfolio would also coordinate with the EQU403 Senior Seminar course?? Or are they all out of class?

What class does the “pitfall” assignment come from? It is not clearly articulated in the Leadership concentration where that assignment comes from.

The collected data is getting better each time the faculty look at the data and review the assignments/rubrics. There were several places where students did not meet the benchmark but no actions were taken. I assume that is due to the lack of substantial data (low enrollment in some courses)? Appreciate where the program noted the weaknesses in the report/data, some action plan on those objectives would be beneficial to make sure that the next round does not end up with another round of weak data.