Equestrian Science Annual Assessment 2017-

Annual Assessment 17-18

Equestrian Science

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

	Minors	Majors
2017-2018	33	67
2016-2017	58	81

Concentrations 2016-17
If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

Concentrations 2017-18
If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

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

As a unique program, the 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.

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
EQS.1	Understand the dynamics of the equine industry.
EQS.2	Understand the theories and demonstrate practical skills in equine management.
EQS.3	Recognize signs of illness and administer proper treatment for equine health management and general maintenance.
EQS.4	Demonstrate proficiency in riding, conditioning and training of horses.
EQS.5	Develop and practice applied riding and teaching methodology in private and group settings.
EQS.6	Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers.
EQS.7	Assess equine biomechanics as it relates to riding, training, instruction, and economic climate.
EQS.8	Analyze and justify legal, ethical, and industry issues in the specific riding disciplines

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

See attached for more detailed breakdown.

Critical Analysis: (9 credit hours)

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

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

Creative Expression: **(12 credit hours)**

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

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

Quantitative Inquiry: (10 credit hours)

- Natural Sciences (7 credit hours) Equestrian students understand the natural world through observation of systems, formation and testing of hypotheses during both practical and theory based equestrian coursework.
- Mathematics (3 credit hours) Equestrian students analyze data and statistics and identify quantitative relationships through the study of industry and discipline specific topics at multiple levels of the program.

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

Society & the Individual: (12 credit hours)

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

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

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

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

Equestrian Science(Imported)

	SPR	BUS 206	EQS 212	EQS 306	EQS 328	EQS 404	EQS 411	EQU 111	EQU 117	EQU 118	EQU 201
EQS.1 Understand the dynamics of the equine industry.			I	R	R		M	I	I	I	
EQS.2 Understand the theories and demonstrate practical skills in equine management.			I	R		M	M		I	I	R, A
EQS.3 Recognize signs of illness and administer proper treatment for equine health management and general maintenance.	A					R	M		I	I	R
EQS.4 Demonstrate proficiency in riding, conditioning and training of horses.	A			R, A			M, A	I			R
EQS.5 Develop and practice applied riding and teaching methodology in private and group settings.							M, A				
EQS.6 Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers.	A	I	I	I			M	I			R
EQS.7 Assess equine biomechanics as it relates to riding, training, instruction, and economic climate.				R, A	M, A		M	I			
EQS.8 Analyze and justify legal, ethical, and industry issues in the specific riding disciplines			I	I	R		M	I			

	EQU 221	EQU 391	EQU 405	EQU 415	EQS 230	EQS 231	EQS 232	EQS 235	EQS 335	EQS 340	EQS 341
EQS.1 Understand the dynamics of the equine industry.	R	R	M, A	M, A					M		
EQS.2 Understand the theories and demonstrate practical skills in equine management.	R	M, A		M, A	I	I	I	I	R		
EQS.3 Recognize signs of illness and administer proper treatment for equine health management and general maintenance.		M, A		M, A	I	I	I	I	R	R	R
EQS.4 Demonstrate proficiency in riding, conditioning and training of horses.				M, A					R		
EQS.5 Develop and practice applied riding and teaching methodology in private and group settings.				M, A	I	I	I	I		R	R

EQS.6 Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers.	A, R	R	M	M, A	I	I	I	I	R	R	R
EQS.7 Assess equine biomechanics as it relates to riding, training, instruction, and economic climate.				M, A					M		
EQS.8 Analyze and justify legal, ethical, and industry issues in the specific riding disciplines			M	M, A					M, A		

	EQS 342	EQS 345	EQS 351	EQS 352	EQS 353	EQS 355	EQS 330	EQS 331	EQS 332	EQR 101	EQR 111
EQS.1 Understand the dynamics of the equine industry.							M	M	M		
EQS.2 Understand the theories and demonstrate practical skills in equine management.			R	R	R	R	R	R	R	I	R
EQS.3 Recognize signs of illness and administer proper treatment for equine health management and general maintenance.	R	R	R	R	R	R	R	R	R	R	R
EQS.4 Demonstrate proficiency in riding, conditioning and training of horses.							R	R	R	I	I
EQS.5 Develop and practice applied riding and teaching methodology in private and group settings.	R	R	R	R	R	R				I	I
EQS.6 Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers.	R	R	R	R	R	R	R	R	R		
EQS.7 Assess equine biomechanics as it relates to riding, training, instruction, and economic climate.							M	M	M	R	R
EQS.8 Analyze and justify legal, ethical, and industry issues in the specific riding disciplines							M, A	M, A	M, A		

	EQR 112	EQR 120	EQR 121	EQR 122	EQR 125	EQR 200	EQR 214	EQR 220	EQR 221	EQR 222	EQR 225
EQS.1 Understand the dynamics of the equine industry.											
EQS.2 Understand the theories and demonstrate practical skills in equine management.	R	R	R	R	R	R	R	R	R	R	R
EQS.3 Recognize signs of illness and administer proper treatment for equine health management and general maintenance.	R	R	R	R	R	R	R	R	R	R	R
EQS.4 Demonstrate proficiency in riding, conditioning and training of horses.	I	I	I	I	I	R	R	R	R	R	R
EQS.5 Develop and practice applied riding and teaching methodology in private and group settings.	I	I	I	I	I	R	R	R	R	R	R
EQS.6 Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers.											
EQS.7 Assess equine biomechanics as it relates to riding, training, instruction, and economic climate.	R	R	R	R	R	R	R	R	R	R	R
EQS.8 Analyze and justify legal, ethical, and industry issues in the specific riding disciplines											

	EQR 226	EQR 320	EQR 321	EQR 322	EQR 325	EQR 327	EQR 420	EQR 421	EQR 422	EQR 425	EQR 427
EQS.1 Understand the dynamics of the equine industry.											
EQS.2 Understand the theories and demonstrate practical skills in equine management.	R	R	R	R	R	R	R	R	R	R	R
EQS.3 Recognize signs of illness and administer proper treatment for equine health management and general maintenance.	R	R	R	R	R	R	R	R	R	R	R
EQS.4 Demonstrate proficiency in riding, conditioning and training of horses.	R	R	R	R	R	R	R	R	R	R	R

EQS.5 Develop and practice applied riding and teaching methodology in private and group settings.	R	R	R	R	R	R	R	R	R	R	R
EQS.6 Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers.											
EQS.7 Assess equine biomechanics as it relates to riding, training, instruction, and economic climate.	R	R	R	R	R	R	R	R	R	R	R
EQS.8 Analyze and justify legal, ethical, and industry issues in the specific riding disciplines											

	PED 104	EQA 305	EQA 320	EQA 420	EQS 200	EQS 205	EQS 304	EQS 311	EQS 400	EQS 320
EQS.1 Understand the dynamics of the equine industry.		R	R	M	I	R	R			R
EQS.2 Understand the theories and demonstrate practical skills in equine management.		R		M		R	R	R		R
EQS.3 Recognize signs of illness and administer proper treatment for equine health management and general maintenance.										
EQS.4 Demonstrate proficiency in riding, conditioning and training of horses.						R	R			
EQS.5 Develop and practice applied riding and teaching methodology in private and group settings.	I									
EQS.6 Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers.		R	M	M		R				
EQS.7 Assess equine biomechanics as it relates to riding, training, instruction, and economic climate.						R	R			
EQS.8 Analyze and justify legal, ethical, and industry issues in the specific riding disciplines		R	M	M		R	R			R

Assessment Findings

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

EQS.1 Understand the dynamics of the equine industry.

EQU 401				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion Business Plan assignment scores from EQU 405 Equine Business Practices 85% of students from fall and spring with a score of 83% and above been met yet? Not met	7/9--77% of students earned 83% or above Fall 2017 9/10 90% earned benchmark scores for Spring 2018 TOTAL 84% earned benchmark scores 17-18	EQU_405_Business_Practices_Plan.jpg EQU_405_Business_Plan.docx	- Revise Assignment for Assessment: Course instructor is reviewing the assignment.

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion Portfolio Objective #1—85% of students with a score of 73% or above been met yet? Met	8/8 earned benchmark scores	Portfolio_Objective_evidence_1718.xlsx	

EQS.2 Understand the theories and demonstrate practical skills in equine management.

EQU 201				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion EQU 201 85% of students with an average practical horse keeping score of 73% or above been met yet? Met	100% of students earned 73% or above Fall 2017 100% of students 17/17 earned 73% or above Spring 2018	EQU_201_Practical_Horse_Keeping.jpg	

EQU 391				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion EQU 391 85% of students with an average practical horse keeping score of 73% or above been met yet? Met	100% of students earned 73% or above Fall 2017 83% of students 5/6 earned 73% or above Spring 2018 91% earned benchmark scores 17-18	EQU_391_Practical_Horse_Keeping.jpg	

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQS Portfolio Rubric Objective #2—85% of graduating seniors earning 73% or above been met yet? Met	8/8 earned benchmark scores	Portfolio_Objective_evidence_1718.xlsx	

EQS.3 Recognize signs of illness and administer proper treatment for equine health management and general maintenance.

SPR				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Proficiency Written Exam	Has the criterion Post proficiency candidates (juniors and seniors) average 85% on the competency exam been met yet? Not met	EQS Juniors 71% average EQS Seniors 97% TOTAL 75% test average	competency_test_spring_2018.xlsx	- Revise Program Benchmark: Our benchmark seems high for the rigor of the competency test

EQU 391				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Video	Has the criterion EQU 391 Vital Signs Video 85% of students with a score of 83% or above on the assignment been met yet? Not met	60% earned 85% or above (4/6 students) 2 students did not submit the assignment 83% 5/6 students earned benchmark scores Spring 2018 TOTAL--75% earned benchmark scores	EQU_391_Video_Assignment.jpg	- Revise Assignment for Assessment: The school supports this assignment for this objective, but is struggling to find a way to motivate students to use the support offered to them to prepare this complex project for submission.

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQS Portfolio Rubric Objective #3—85% of graduating seniors earning 73% or above been met yet? Met	8/8 earned benchmark scores	Portfolio_Objective_evidence_1718.xlsx	

EQS.4 Demonstrate proficiency in riding, conditioning and training of horses.

SPR				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Proficiency Riding Exam	Has the criterion Proficiency Applied Exam--80% of proficiency candidates score proficient (100% compulsory skills and 83% on all others) during the riding exam been met yet? Met	22/25 students who attempted the EQS applied riding exam scored proficient from both assessors.	proficiency_workbook.xlsx	

EQS 306				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion EQS 306 Condition Paper—85% of students with a score of 73% or above been met yet? Met	100% 23/23 earned scores of 73% or above Fall 2017		

EQS 411				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Video	Has the criterion EQS 411 Riding Video-- 85% of EQS 411 students complete the required video with a score of 83% or above been met yet? Met	2/3 (66%) earned scores of 85% or better Fall 2017 5/5 100% earned scores of 85% or better Spring 2018 TOTAL 87% earned benchmark scores 17-18	Via___EQS__411___ Teaching_Technique s_Seminar___01___ FUL___3__Spring_1 718_Activity_Assess ments_Per_Group_M ember_05_10_2018_ 092254.pdf EQS_411_Riding_Vi deo.png	

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

Direct - Portfolio Review	Has the criterion EQS Portfolio Rubric Objective #4—85% of graduating seniors earning 73% or above been met yet? Met	8/8 earned benchmark scores	Portfolio_Objective_evidence_1718.xlsx	

EQS.5 Develop and practice applied riding and teaching methodology in private and group settings.

EQS 411				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Video	Has the criterion Teaching Video--85% of EQS 411 students earn scores of 83% or above on the teaching video been met yet? Met	3/3 100% earned scores of 85% or better Fall 2017 4/5 80% earned scores of 85% or better Spring 2018 TOTAL 7/8 87% earned benchmark scores 17-18	EQS_411_Teaching_Video.png Via___EQS__411___Teaching_Techniques_Seminar___01___FUL___3__Spring_1718_Activity_Assessments_Per_Group_Member_05_10_2018_092144.pdf	
Direct - Journal Entry	Has the criterion 85% of EQS 411 students earn scores of 90% or above on the student teaching journal been met yet? Met	3/3 earned 90% or above Fall 2017 5/5 earned 90% or above Spring 2018 TOTAL 100% earned benchmark scores 17-18	EQS_411_Journal.png	

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQS Portfolio Rubric Objective #5—85% of graduating seniors earning 83% or above been met yet? Met	8/8 earned benchmark scores	Portfolio_Objective_evidence_1718.xlsx	

EQS.6 Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers.

SPR				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Proficiency Interview	Has the criterion Proficiency Interview--80% of proficiency candidates score proficiently (85%) during the interview phase of the exam been met yet? Met	21/22 students scored proficient from both assessors.	proficiency_workbook.xlsx	

EQU 221				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion Stable Management Project—85% of students score 73% or above been met yet? Met	19 out of 20, or 95% of students scored above a 73% Fall 2017		

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQS Portfolio Rubric Objective #6—85% of graduating seniors earning 73% or above been met yet? Met	8/8 earned benchmark scores	Portfolio_Objective_evidence_1718.xlsx	

EQS.7 Assess equine biomechanics as it relates to riding, training, instruction, and economic climate.

EQS 306				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Quiz/Exam	Has the criterion EQS 306 final exam--80% of students score 73% or better on the final exam been met yet? Not met	13/23 students (56%) earned scores of 73% or better Fall 2017		

EQS 328				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Quiz/Exam	Has the criterion EQS 328 Final Exam--80% of students score 73% or better on the final exam been met yet? Met	11/12 91% earned benchmark scores	EQS_328_Final_Exam.png	

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQS Portfolio Rubric Objective #7—85% of graduating seniors earning 73% or above been met yet? Met	8/8 earned benchmark scores	Portfolio_Objective_evidence_1718.xlsx	

EQS.8 Analyze and justify legal, ethical, and industry issues in the specific riding disciplines

EQU 415

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQS Portfolio Rubric Objective #8—85% of graduating seniors earning 73% or above been met yet? Met	8/8 earned benchmark scores	Portfolio_Objective_evidence_1718.xlsx	

EQS 335

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion EQS 335, 330, 331, 332 Issues Rulebook Artifact--80% of students score 73% or above on the case study assignment been met yet? Met	12/12 100% earned benchmark scores	EQS_335_Issues_Artifact.png	

EQS 330

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion EQS 335, 330, 331, 332 Issues Rulebook Artifact--80% of students score 73% or above on the case study assignment been met yet? Met	3/3 earned benchmark scores	EQS_330_Dressage_Issues.jpg	

EQS 331

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion EQS 335, 330, 331, 332 Issues Rulebook Artifact--80% of students score 73% or above on the case study assignment been met yet? Not met	No artifact submitted.		

EQS 332

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion EQS 335, 330, 331, 332 Issues Rulebook Artifact--80% of students score 73% or above on the case study assignment been met yet? Met	10/11 90% earned benchmark scores	EQS_332_SS_Issues_Data.png	

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

The 17-18 year marks the first time the School of Equestrian Studies has used the senior showcase (VIA showcase feature) and EQA, EQGS proficiency written and interview information for annual assessment purposes. The proficiency information in particular has been incredibly useful for assessment of curriculum and program objectives. While not all faculty within the school teach EQS courses, the discussions and assessment revisions occur as a whole school. This is a regular agenda item at our school/division meetings and following senior showcase, student performance review days, and fall proficiency testing.

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

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	EQS.3 Recognize signs of illness and administer proper treatment for equine health management and general maintenance.
Legend	A
Course/Event	Student Performance Review
Assessment Measure	Direct - Proficiency Written Exam
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Revise Program Benchmark	Our benchmark seems high for the rigor of the competency test

Standard/Outcome	EQS.3 Recognize signs of illness and administer proper treatment for equine health management and general maintenance.
Legend	A
Course/Event	EQU 391
Assessment Measure	Direct - Video
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Revise Assignment for Assessment	The school supports this assignment for this objective, but is struggling to find a way to motivate students to use the support offered to them to prepare this complex project for submission.

Standard/Outcome	EQS.1 Understand the dynamics of the equine industry.
Legend	A
Course/Event	EQU 405
Assessment Measure	Direct - Class Assignment
Assessment Findings	Not met
Improvement Narrative	

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

Program Activities

Student Performance Review

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

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

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

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

EQUESTRIAN_SCIENCE_FOUR_YEAR_PLAN.docx

handouts.docx

STUDENT_PERFORMANCE_REVIEWS_2018_FACULTY_GA_ASSIGNMENTS.docx

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

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

Assessment Rubrics
Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.
HJ_D_Rider_Interview_2017_18.doc
Saddle_Seat_Rider_Interview_2017_18.doc
Western_Rider_Interview_2017_18.doc
EQA_EQGS_Rider_Interview_2017_18.doc
Western_Score_Sheet_applied_17_18.xlsx
Proficiency_Score_Sheet_Horse_2_SS.docx
Proficiency_Score_sheet__SS_1.docx
HJ_proficiency_scoresheets_applied_17_18.xlsx

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

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

Service Learning

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

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

20 program LEAD events total

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

September Eclipse: The Equestrian Phenomena

October Western Club Fall Show

October Hunter Jumper Derby

Fall Family Weekend/Equestrian Showcase Weekend Parade of Disciplines

November Completely Relaxed Dressage Show

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

November Western Club: Equestrian Internships 101

December Equestrian Senior Achievement Presentations

January Jim and Fay Lowry--Training Saddlebreds

February Todd Graham Saddle Seat Clinician

February USDF Developing Young Rider Dressage Clinic

February HJ Spring Horse Show

March PtHA Spring Show

March Completely Relaxed Spring Schooling Dressage Show

March How Does Hunter/Jumper Judging Work? Q and A with USEF/USHJA Judge Sarah Booker

April Jeff Cooke Clinic

April When Horses Were Horsepower

April Senior Showcase

April Drugs: What's Legal and What's Not for Horses at Shows

Student Accomplishments

June 2017--Pinto World Championships, multiple World and Reserve World titles, top fives and top tens. High Point Novice Amateur All-Around Champion--Maggie Mathews and WWU owned Naturally Fancy

November Saddle Seat students earn multiple American Royal Championships

November Western students earn multiple Color Congress Championships

November HJ students win multiple awards at the National Equestrian Center rated show

April--Illinois Spring Fest--Arabian and Half Arabian, multiple awards and championships

April--Missouri Horse Show Association Kick off Show--multiple awards and championships

March--WWU Pinto Show--high points and championships

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.

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Faculty Accomplishments
Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.
Liz Haben--World Champion, Pinto World Championships Tulsa, Oklahoma on WWU's WV Kyss of Fame

Assessment Rubric

	3.000 Assessment Reflects Best Practices	2.000 Assessment Meets the Expectations of the University	1.000 Assessment Needs Development	0.000 Assessment is Inadequate	N/A
Learning Objectives weight: 1.000	• Detailed, measurable program learning objectives • Objectives are shared with students and faculty	• Measurable program learning objectives. • Learning objectives are available to students.	• Program learning objectives are identified and are generally measurable	• Program learning objectives are not clear or measurable	N/A
Comment:					
Assessment Measures weight: 1.000	• Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included.	• Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning.	• Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established.	• Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established.	N/A
Comment:	The assessments are explained and evidence is provided to back up the claims.				
Assessment Results weight: 1.000	• All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified.	• Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content.	• Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data.	• Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected.	N/A
Comment:					
Faculty Analysis and Conclusions weight: 1.000	• Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible.	• Multiple program faculty receive assessment results. • Assessment results are discussed • Specific conclusions about student learning are made based on the available assessment results.	• Minimal faculty input about results is sought • Data not used to determine success or not to the objective. • Minimal conclusions made.	• Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes.	N/A
Comment:	Was there an improvement narrative for the missed benchmark for the 306 class?				
Actions to Improve Learning and Assessment weight: 1.000	• All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and and linked to assessment results.	• More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment.	• At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data	• Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan	N/A
Comment:	The program does a good job of keeping track of changes and reviewing the curriculum. Program changes and assessment modifications have helped to provide a stronger picture of student success.				