



Equestrian Science Annual Assessment 2018-2019

Annual Assessment 18-19

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

	Majors	Minors
2017-18	81	58
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.

Concentrations 2018-19

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

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
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 to 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.

Curriculum Map

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

Equestrian Science(Imported)(Imported)

	Student Performance Review	BUS 206	EQS 212	EQS 306	EQS 328	EQS 404
EQS.1 Understand the dynamics of the equine industry.			I	R	R	
EQS.2 Understand the theories and demonstrate practical skills in equine management.			I	R		M
EQS.3 Recognize signs of illness and administer proper treatment for equine health management and general maintenance.	A					R
EQS.4 Demonstrate proficiency in riding, conditioning and training of horses.	A			R, A		
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.	A	I	I	I		
EQS.7 Assess equine biomechanics as it relates to riding, training, instruction, and economic climate.				R, A	M, A	
EQS.8 Analyze and justify legal, ethical, and industry issues in the specific riding disciplines			I	I	R	

	EQS 411	EQU 111	EQU 117	EQU 118	EQU 201	EQU 221
EQS.1 Understand the dynamics of the equine industry.	M	I	I	I		R
EQS.2 Understand the theories and demonstrate practical skills in equine management.	M		I	I	R, A	R
EQS.3 Recognize signs of illness and administer proper treatment for equine health management and general maintenance.	M		I	I	R	
EQS.4 Demonstrate proficiency in riding, conditioning and training of horses.	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.	M	I			R	A, R
EQS.7 Assess equine biomechanics as it relates to riding, training, instruction, and economic climate.	M	I				
EQS.8 Analyze and justify legal, ethical, and industry issues in the specific riding disciplines	M	I				

	EQU 391	EQU 405	EQU 415	EQS 230	EQS 231	EQS 232
EQS.1 Understand the dynamics of the equine industry.	R	M, A	M, A			
EQS.2 Understand the theories and demonstrate practical skills in equine management.	M, A		M, A	I	I	I
EQS.3 Recognize signs of illness and administer proper treatment for equine health management and general maintenance.	M, A		M, A	I	I	I
EQS.4 Demonstrate proficiency in riding, conditioning and training of horses.			M, A			
EQS.5 Develop and practice applied riding and teaching methodology in private and group settings.			M, A	I	I	I
EQS.6 Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers.	R	M	M, A	I	I	I
EQS.7 Assess equine biomechanics as it relates to riding, training, instruction, and economic climate.			M, A			
EQS.8 Analyze and justify legal, ethical, and industry issues in the specific riding disciplines		M	M, A			

	EQS 230	EQS 231	EQS 232	EQS 235	EQS 335	EQS 340
EQS.1 Understand the dynamics of the equine industry.					M	
EQS.2 Understand the theories and demonstrate practical skills in equine management.	I	I	I	I	R	
EQS.3 Recognize signs of illness and administer proper treatment for equine health management and general maintenance.	I	I	I	I	R	R
EQS.4 Demonstrate proficiency in riding, conditioning and training of horses.					R	
EQS.5 Develop and practice applied riding and teaching methodology in private and group settings.	I	I	I	I		R
EQS.6 Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers.	I	I	I	I	R	R
EQS.7 Assess equine biomechanics as it relates to riding, training, instruction, and economic climate.					M	

EQS.8 Analyze and justify legal, ethical, and industry issues in the specific riding disciplines					M, A	
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	EQS 341	EQS 342	EQS 345	EQS 351	EQS 352	EQS 353
EQS.1 Understand the dynamics of the equine industry.						
EQS.2 Understand the theories and demonstrate practical skills in equine management.				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
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.	R	R	R	R	R	R
EQS.6 Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers.	R	R	R	R	R	R
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						

	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	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
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				I	I
EQS.6 Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers.	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
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
EQS.3 Recognize signs of illness and administer proper treatment for equine health management and general maintenance.	R	R	R	R	R	R
EQS.4 Demonstrate proficiency in riding, conditioning and training of horses.	I	I	I	I	I	R
EQS.5 Develop and practice applied riding and teaching methodology in private and group settings.	I	I	I	I	I	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
EQS.8 Analyze and justify legal, ethical, and industry issues in the specific riding disciplines						

	EQR 214	EQR 220	EQR 221	EQR 222	EQR 225	EQR 226
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
EQS.3 Recognize signs of illness and administer proper treatment for equine health management and general maintenance.	R	R	R	R	R	R
EQS.4 Demonstrate proficiency in riding, conditioning and training of horses.	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
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
EQS.8 Analyze and justify legal, ethical, and industry issues in the specific riding disciplines						

	EQR 320	EQR 321	EQR 322	EQR 325	EQR 327	EQR 420
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

EQS.3 Recognize signs of illness and administer proper treatment for equine health management and general maintenance.	R	R	R	R	R	R
EQS.4 Demonstrate proficiency in riding, conditioning and training of horses.	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
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
EQS.8 Analyze and justify legal, ethical, and industry issues in the specific riding disciplines						

	EQR 421	EQR 422	EQR 425	EQR 427	PED 104	EQA 305
EQS.1 Understand the dynamics of the equine industry.						R
EQS.2 Understand the theories and demonstrate practical skills in equine management.	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		
EQS.4 Demonstrate proficiency in riding, conditioning and training of horses.	R	R	R	R		
EQS.5 Develop and practice applied riding and teaching methodology in private and group settings.	R	R	R	R	I	
EQS.6 Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers.						R
EQS.7 Assess equine biomechanics as it relates to riding, training, instruction, and economic climate.	R	R	R	R		
EQS.8 Analyze and justify legal, ethical, and industry issues in the specific riding disciplines						R

	EQA 320	EQA 420	EQS 200	EQS 205	EQS 304	EQS 311
EQS.1 Understand the dynamics of the equine industry.	R	M	I	R	R	
EQS.2 Understand the theories and demonstrate practical skills in equine management.		M		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.						
EQS.6 Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers.	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	M	M		R	R	

	EQS 400	EQS 320
EQS.1 Understand the dynamics of the equine industry.		R
EQS.2 Understand the theories and demonstrate practical skills in equine management.		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.		
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		R

Changes to Curriculum

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

Assessment Findings

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

EQS.1 Understand the dynamics of the equine industry.					
EQU 405					

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Business Plan assignment scores from EQU 405 Equine Business Practices 85% of students from fall and spring with a score of 73% and above been met yet? Met	Fall--- (4/6) 100% earned a score of 73% or above for the Business Plan Assignment Spring (11/13) 84% earned 73% or above for the Business Plan Assignment ALL 78% earned benchmark scores 18-19	Business_plan_rubric.xlsx EQU_405_F18_Business_Plan.jpg EQU_405_S19_Business_Plan.jpg	- Curriculum Revision: Course instructor reports that students are not taking advantage of draft feedback or using outside resources to improve the final business plan submission.

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	Fall--1/1 earned benchmark scores 10/10 earned benchmark scores	Via__EQU__415__Equestrian_Senior_Portfolio__01__FUL__3__Spring_1 819_Activity_Assessments_Aggregated_Result_Objective_1__EQA__EQS__EQ GS_.pdf	

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	Fall--100% students with an average practical horse keeping score of 73% or above Spring-- 100% students with an average practical horse keeping score of 73% or above	EQS_201_Practical_Spring_2019.docx	

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	Fall--100% students with an average practical horse keeping score of 73% or above Spring-- 100% of students with an average practical horse keeping score of 73% or above	EQS_391_Practical_Spring_2019.doc x	
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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	Fall--1/1 earned benchmark scores 10/10 earned benchmark scores	Via__EQU__415__Equestrian_Senior_Portfolio__01__FUL__3__Spring_1819_Activity_Assessments_Aggregated_Result_05_09_2019_174556_Ojective_2.pdf	

EQS.3 Recognize signs of illness and administer proper treatment for equine health management and general maintenance.				
Student Performance Review				
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	Juniors and seniors averaged 78% on the competency/proficiency exam.		
EQU 391				
Assessment	Criterion	Summary	Attachments of the Assessments	Improvement

Measure				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? Met	Fall--100% students with an average vital signs video score of 73% or above Spring-- 95% of students with an average vital signs video score of 73% or above	EQS_391_Vital_Signs_Spring_2019.docx	
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	Fall--1/1 earned benchmark scores		

EQS.4 Demonstrate proficiency in riding, conditioning and training of horses.				
Student Performance Review				
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	Fall--9/10 or 90% earned proficient scores on the riding exam.	Spring_19_Proficiency_Data.docx	
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	93.75% of students (15/16) earned scores of 73% or above for EQS 306 Conditioning paper.		

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	Fall 2018-100% (1/1) earned a score of 83% or above 9/10 earned scores of 83% or better on the riding video		

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	Fall--1/1 earned benchmark scores Spring 10/10 earned benchmark scores	Via__EQU__415__Equestrian__Senior_Portfolio__01__FUL__3__Spring_1819_Activity_Assessments_Aggregated_Result_05_09_2019_174732_Objective_4.pdf	

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

EQS 411				
Assessment	Criterion	Summary	Attachments of the	Improvement

Measure			Assessments	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	Fall 2018--100% (1/1) earned a score of 85% or better on the teaching video Spring 10/10 students scored 83% or better		
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	Fall 2018--100% (1/1) students earned 90% or above on the teaching journal Spring 2019 9/10 earned 90% or above		

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	Fall--1/1 earned benchmark scores Spring 10/10 earned benchmark scores	Via __EQU__415__Equestrian__Senior_Portfolio__01__FUL__3__Spring_1819_Activity_Assessments_Aggregated_Result_05_09_2019_174014_Objective_5.pdf	

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Proficiency Interview	Has the criterion Proficiency Interview--80% of proficiency candidates	Fall--2/2 100% earned proficient scores on the proficiency interview Spring--8/10 earned proficient scores on the		

	score proficiently (85%) during the interview phase of the exam been met yet? Met	EQS proficiency interview 80% ALL 90% earned benchmark scores 18-19		
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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	Fall 14/18 77% earned benchmark scores Spring 92% (13/14 students) earned 73% or above on their stable management project ALL 86% earned benchmark scores for 18-19	EQU_221_Stable_Management_Plan_S19.doc.docx 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 EQS Portfolio Rubric Objective #6—85% of graduating seniors earning 73% or above been met yet? Met	Fall--1/1 earned benchmark scores Spring 10/10 earned benchmark scores	Via__EQU__415__Equestrian_Senior_Portfolio__01__FUL__3__Spring_1819_Activity_Assessments_Aggregated_Result_05_09_2019_174202_Objective_6.pdf	

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	68.75% of students (11/16) earned scores of 73% or above for EQS 306 final		- Refine Assessment Tool: The final exam may not accurately reflect student mastery of the objective but lean toward students who are strong test takers. The conditioning project or sections of the conditioning project

	yet? Not met	exam		might serve this objective better.
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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	Spring--100% (19/19) earned benchmark scores on the final exam	EQS_328_final_exam_data_S19.pdf	

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	Fall--1/1 earned benchmark scores Spring 10/10 earned benchmark scores	Via__EQU__415__Equestrian_Senior_Portfolio__01__FUL__3__Spring_1819_Activity_Assessments_Agggregated_Result_05_09_2019_174310_Objective_7.pdf	

EQS.8 Analyze and justify legal, ethical, and industry issues in the specific riding disciplines				
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	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 - 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	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 - 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	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 - 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	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 EQS Portfolio Rubric Objective #8—85% of graduating seniors earning 73% or above been met yet? Met	Fall--1/1 earned benchmark scores Spring 10/10 earned benchmark scores	Via__EQU__415__Equestrian_Senior_Portfolio__01__FUL__3__Spring_1819_Activity_Assessments_Aggregated_Result_05_09_2019_174421_Objective_8.pdf	

Analysis of the Assessment Process

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

The 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 written 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	EQS.7 Assess equine biomechanics as it relates to riding, training, instruction, and economic climate.
Legend	A
Course/Event	EQS 306
Assessment Measure	Direct - Quiz/Exam
Assessment Findings	Not met
Improvement Narrative	

	Improvement Type	Summary
	Refine Assessment Tool	The final exam may not accurately reflect student mastery of the objective but lean toward students who are strong test takers. The conditioning project or sections of the conditioning project might serve this objective better.

Standard/Outcome	EQS.1 Understand the dynamics of the equine industry.					
Legend	A					
Course/Event	EQU 405					
Assessment Measure	Direct - Class Assignment					
Assessment Findings	Met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Curriculum Revision</td><td>Course instructor reports that students are not taking advantage of draft feedback or using outside resources to improve the final business plan submission.</td></tr> </tbody> </table>		Improvement Type	Summary	Curriculum Revision	Course instructor reports that students are not taking advantage of draft feedback or using outside resources to improve the final business plan submission.
Improvement Type	Summary					
Curriculum Revision	Course instructor reports that students are not taking advantage of draft feedback or using outside resources to improve the final business plan submission.					

Standard/Outcome	EQS.8 Analyze and justify legal, ethical, and industry issues in the specific riding disciplines					
Legend	A					
Course/Event	EQS 335					
Assessment Measure	Direct - Case Study					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Revise Program Benchmark</td><td>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.</td></tr> </tbody> </table>		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.
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

HJ_D_Rider_Interview_2019.doc

Saddle_Seat_Rider_Interview_2019.doc

Western_Rider_Interview_2019.doc

HJ_proficiency_scoresheets_applied_17_18.xlsx

Western_Score_Sheet_applied_17_18.xlsx
 Proficiency_Score_Sheet_Horse_2_SS.docx
 Proficiency_Score_sheet_SS_1.docx

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 Speaker, 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 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 speak on the Missouri Hunter Jumper Association, its conception, where they are now and its 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	<input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.	<input checked="" type="checkbox"/> The mission statement is minimal at best.	<input checked="" type="checkbox"/> N/A
Comment:				
Reflection on Retention weight: 1.000	<input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.	<input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.	<input checked="" type="checkbox"/> N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	<input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.	<input checked="" type="checkbox"/> The program fails to provide any accreditation information.	<input checked="" type="checkbox"/> N/A
Comment:				
General Education alignment clearly explained weight: 1.000	<input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/> The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	<input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	<input checked="" type="checkbox"/> N/A
Comment:				
Curriculum Map alignment weight: 1.000	<input checked="" type="checkbox"/> The curriculum map is detailed and complete.	<input checked="" type="checkbox"/> The curriculum map is complete	<input checked="" type="checkbox"/> The curriculum map is not complete	<input checked="" type="checkbox"/> N/A
Comment:				
Assessment of Objectives weight: 1.000	<input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/> N/A
Comment:				
Data Driven Decision-making is explained weight: 1.000	<input checked="" type="checkbox"/> Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	<input checked="" type="checkbox"/> Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	<input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	<input checked="" type="checkbox"/> N/A
Comment:	<p>The box was left blank.</p>			

Documentation provided on assessment findings weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings. 	<input checked="" type="checkbox"/> N/A
Comment:	<p><i>Supporting data is present, but not the rubrics for each assessment.</i></p>			
Analysis of Assessment is complete weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure. 	<input checked="" type="checkbox"/> N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results. 	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results. 	<input checked="" type="checkbox"/> N/A
Comment:				
Senior Showcase weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Little to no content of Senior showcase was provided. 	<input checked="" type="checkbox"/> N/A
Comment:				
Co Curricular activities weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided little to no description of the Co-curricular activities provided throughout the year. 	<input checked="" type="checkbox"/> N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments. 	<input checked="" type="checkbox"/> N/A
Comment:				