WW

WILLIAM WOODS

UNIVERSITY

Equestrian Science Annual Assessment 2019-2020

Contents

Annual Assessment 2019-2020

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

Student Majors 2018-19	**Student Minors 2018-19**
77	30

Students Majors 2019-2020	**Student Minors 2019-20**
73	27

Concentrations 2018-19
If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

NA

Concentrations 2019-20
If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

NA

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?

All marketing materials for EQ programs are being revised and recreated Fall 2019. A wide variety of digital marketing materials (videos etc.) have been created during spring 2020.

Marketing Material

011108_EQS_Viewbook_2020_proof.pdf

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 2019.1	Analyze ethical issues and industry characteristics of the equine industry
EQS 2019.2	Understand the theories and processes of equine management
EQS 2019.3	Develop communication and managerial strategies for the equine industry
EQS 2019.4	Demonstrate proficiency in selecting, conditioning and training the competition horse
EQS 2019.5	Demonstrate effective teaching practice and methodology as a riding instructor

Alignment to the University Objectives
Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

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

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives
How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

Curriculum Map

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

EQS

	EQR XXX	EQS 212	EQS 230	EQS 231	EQS 232	EQS 235	EQS 306	EQS 328	EQS 330	EQS 331	EQS 332	EQS 335
EQS 2019.1 Analyze ethical issues and industry characteristics of the equine industry	R	I						R	R, A	R, A	R, A	R, A
EQS 2019.2 Understand the theories and processes of equine management	R						R					
EQS 2019.3 Develop communication and managerial strategies for the equine industry		I	R	R	R	R		R	R	R	R	R
EQS 2019.4 Demonstrate proficiency in selecting, conditioning and training the competition horse	R						R, A	R, A				R
EQS 2019.5 Demonstrate effective teaching practice and methodology as a riding instructor	R	I, A	R	R	R	R			R	R	R	

	EQS 340	EQS 341	EQS 342	EQS 345	EQS 351	EQS 352	EQS 353	EQS 355	EQS 404	EQU 101	EQU 201	EQU 202
EQS 2019.1 Analyze ethical issues and industry characteristics of the equine industry										I	R	
EQS 2019.2 Understand the theories and processes of equine management									A, M		R, A	
EQS 2019.3 Develop communication and managerial strategies for the equine industry	R	R	R	R	R	R	R	R		I, A	R	I
EQS 2019.4 Demonstrate proficiency in selecting, conditioning and training the competition horse											R	
EQS 2019.5 Demonstrate effective teaching practice and methodology as a riding instructor	R	R	R	R	R, A	R, A	R, A	R, A			R	I

	EQS 353	EQS 355	EQS 404	EQU 101	EQU 201	EQU 202	EQU 206	EQU 391	EQU 403	EQU 405	EQU 415	EXS 104	Student Performance Review
EQS 2019.1 Analyze ethical issues and industry characteristics of the equine industry				I	R		I	R	R	R	A, M		
EQS 2019.2 Understand the theories and processes of equine management			A, M		R, A			R, A	R		A, M		R, A
EQS 2019.3 Develop communication and managerial strategies for the equine industry	R	R		I, A	R	I	I	R	A, M	M, A	A, M		R, A
EQS 2019.4 Demonstrate proficiency in selecting, conditioning and training the competition horse					R			R	R		A, M		R, A
EQS 2019.5 Demonstrate effective teaching practice and methodology as a riding instructor	R, A	R, A			R	I		R	R		A, M	I	R, A

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

The curriculum map has been recomplete reconstructed. We have replaced the 20+ applied riding courses with a sample applied riding class (EQR XXX) to make the reporting component more straightforward. In addition, new course work and significant curricular changes (combining EQS 411, EQA 420 and EQU 403 in to one single senior seminar course) we hope will result in a more productive class size as well as the consistency of the senior capstone experience. Previously we had not used data from EQS 404 Veterinary Medicine and Reproduction as it was adjunct taught and often difficult to

gather assessment data from other than course grades. With full time faculty member Dr. Schiltz taking the course this fall it allows for data to be pulled and included in this report. Much of the equestrian coursework was spread out amongst many different divisions/schools on campus. This was done because the equestrian faculty had reached their maximum teaching load and simply could not teach any more sections. With enrollment declines and EQA and EQGS student performance and satisfaction lagging, we have pulled the coursework back to the equestrian faculty. We believe this will improve students sheer contact time with content directly tied to their major as well as draw a clear connection from the course to the program objectives.

Assessment Findings

Assessment Findings for the Assessment Measure level for EQS

EQS 2019.1 Analyze ethical issues and industry characteristics of the equine industry

EQS 330

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion 85% of students earn benchmark scores of 70% or above on the industry paper been met yet?			- Revise Assignment for Assessment: Course not run

EQS 331

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion 85% of students earn benchmark scores of 70% or above on the industry paper been met yet? Met	100% (7/7) earned 70% or better on the industry paper	EQU_331__HJ_paper_F2019.docx	

EQS 332

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion 85% of students earn benchmark scores of 70% or above on the industry paper been met yet?	Course not run		- : course data not collected

EQS 335				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Research Paper	Has the criterion 85% of students earn benchmark scores of 70% or above on the industry paper been met yet? Not met	70% (7/10) students earned 70% or better on the research paper	Western_Issues_EQS_335_Research_Project_Paper_in_Unit_3.docx	

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 85% of students earn 70% or above for the portfolio objective submission been met yet? Met	F2019 9/9 earned benchmark scores for the portfolio objective Spring 16 students total 90% earned benchmark scores Total 95% earned benchmark score	Via___1_EQU__415___Equestrian_Senior_Portfolio___01___FUL___2__Fall_1920_Activity_Assessments_Aggregated_Result_12_18_2019_120024.pdf Via___EQU__415___Equestrian_Senior_Portfolio___01___FUL___3__Spring_1920_OBJ_1.pdf	

EQS 2019.2 Understand the theories and processes of equine management

EQS 404				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion 85% of students earn 70% or above on the EQS 404 presentation been met yet? Met	100% of students scored 70% or better on their research presentation		
Direct - Quiz/Exam	Has the criterion 85% of students earn 70% or better on the 404 final exam been met yet? Not met	47.4% of students scored 70% or better on the final exam.		

EQU 117				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% of students earn benchmark scores of 70% or better on the Drugs and Medications worksheet been met yet? Met	100% (50/50) students earned scores of 70% or above on the Drugs and Medications worksheet Spring 2020 75% (15/20) earned benchmark scores Total 65/70 93% earned benchmark scores	EQU_117_118_assessment_data_S_2020.docx EQU_117_F_2019_Drugs_and_Medications.docx	

EQU 118				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% of students earned benchmark scores of 70% or better on the Equine Welfare Webinar assignment been met yet? Not met	77% (14/18) students earned benchmark scores of 70% or better on the Equine Welfare Webinar Spring 2020 80% (24/30) earned benchmark scores Total 79% earned benchmark scores	EQU_117_118_assessment_data_S_2020.docx EQU_118_F2019.docx	- Revise Assignment for Assessment: The webinar may need to be revisited as the identified assignment for this objective. Some students simply didn't complete the assignment.

EQU 201				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% of students earn weekly unit scores of 70% or above been met yet? Met	Fall 2019 7 out of 9 students, 77%, earned a 73% or above on their average practical horse keeping scores Spring 2020 12/12 students 100% earned benchmark scores Total = 19/21 students 90% earned benchmark scores	EQU_201_Practical_Scores_S2020.docx	

EQU 221				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion 85% of students earn 70% or better on the Stable Management Barn Plan assignment been met yet?	Fall 2019 81% of students earned 70% or better on the Stable Management Barn Plan assignment Spring 2020 9 out of 13 students,	EQU_221_Stable_Management_S2020.docx	- Revise Program Benchmark: As students enter the program with less and less background knowledge, the

	Not met	69%, received a 70% or higher. Total 75% earned benchmark scores		benchmark for this assignment in a 200 level course may be set too high.

EQU 391				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion 85% of students earn weekly unit scores of 70% or above been met yet? Met	Fall 2019 6 out of 6 students, 100%, earned an average practical horse keeping score of 73% or above. Spring 2020 5/5 students 100% earned benchmark scores Total 11/11 100% of students earned benchmark scores	EQU_391_Practical_Scores_S2020.docx	

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 85% of students earn 70% or above for the portfolio objective submission been met yet? Met	F 2019 9/9 100% earned benchmarks scores of 70% or better for Objective2 S 2020 16 students 96% earned benchmark scores Total 98%	Via___2_EQU__415___Equestrian_Senior_Portfolio___01___FUL___2__Fall_1920_Activity_Assessments_Aggregated_Result_12_18_2019_115701.pdf Via___EQU__415___Equestrian_Senior_Portfolio___01___FUL___3__Spring_1920_OBJ_2.pdf	

Student Performance Review				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Proficiency Written Exam	Has the criterion 85% of students earn passing scores on the proficiency written exam (current benchmark is 90%) been met yet? Not met	Fall 2019 3/7 42% of EQS students earned passing scores on the written exam	Proficiency_Exam_FALL_2019.docx	

EQS 2019.3 Develop communication and managerial strategies for the equine industry				
Assessment Measures				

EQU 403

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion 85% of students earn 70% or above on the self-promotion video been met yet? Met	88%(8/9) earned benchmark scores on the Self-Promotion assignment Spring 20100% (16/16)earned benchmark scores Total 94% met benchmark	EQU_403_Self_Promotion_Assignment.docx	

EQU 405

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% of students earn 70% or above on the Business Plan been met yet? Met	fall 2019-9/10 students earned 70% or greater on the business plan Spring 9/10 earned benchmark scores Total 90% earned benchmark scores	EQU_405__Business_Practices___Business_Plan__Fall_2019.docx EQU_405_Equine_Business_Practices_Business_Plan_S2020.docx	

EQU 415

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 85% of students earn 70% or above for the portfolio objective submission been met yet? Met	F2019 9/9 earned benchmark scores for the portfolio objective S 2020 16 students 98% earned benchmark Total 99% earned benchmark scores	Via___3__EQU__415___Equestrian_Senior_Portfolio___01___FUL___2__Fall_1920_Activity_Assessments_Aggregated_Result_12_18_2019_120137.pdf Via___EQU__415___Equestrian_Senior_Portfolio___01___FUL___3__Spring_1920_Activity_OBJ_3.pdf	

Student Performance Review

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Proficiency	Has the criterion 85% of EQA students earn	Fall 2019 71% (5/7) earned passing scores	Proficiency_Exam_F	- Curriculum Revision: Students

Interview	passing scores on the EQA proficiency interviews (current benchmark is 83%) been met yet? Not met	on the proficiency interview Spring 2020 73%(11/15) passed the interview	ALL_2019.docx Proficiency_Spring_2 020.docx	are not always encountering the materials that would help them pass this phase of the exam prior to taking the test. They often take their "issues" course as juniors or seniors.

EQS 2019.4 Demonstrate proficiency in selecting, conditioning and training the competition horse

EQS 306

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion 85% of students earn 70% or above on the Conditioning paper been met yet? Met	100% of students scored 70% or better on their Conditioning paper		
Direct - Final Exam	Has the criterion 85% of students earn 70% or above on the final exam for EQU 306 been met yet? Not met	64.7% of students scored 70% or better on their final exam		

EQU 415

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 85% of students earn 70% or above for the portfolio objective submission been met yet? Met	Fall 2019 100% 3/3 earned 70% or above for the portfolio objective Spring 100% (9/9) earned benchmark scores Total 100%	Via___4_EQU__415 ___Equestrian_Senio r_Portfolio___01___F UL___2__Fall_1920_ Activity_Assessments _Aggregated_Result_ 12_18_2019_120401 .pdf Via___EQU__415__ _Equestrian_Senior_ Portfolio___01___FU L___3__Spring_1920 _OBJ_4_major_1.pdf	

Student Performance Review

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Proficiency Riding Exam	Has the criterion 85% of students earn passing scores on the applied riding proficiency exam been met yet? Not met	Fall 2019 50% (3/6) earned passing scores on the applied riding test Spring 202 69% (9/13) earned passing scores on the applied riding test	Proficiency_Exam_FALL_2019.docx Proficiency_Spring_2020.docx	- Revise Program Benchmark: Students entering WWU are riding at an overall much lower level. This has made applied riding test preparation much more challenging. The benchmark may need to be revised.

EQS 2019.5 Demonstrate effective teaching practice and methodology as a riding instructor

EQS 212

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% of students earn benchmark scores of 70% or above been met yet? Met	100% (13/13) students earned scores of 70% or better	EQU_212_F2019.docx	

EQS 351

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion 85% of students earn 70% or above on the teaching video been met yet?	new assignment--data not collected after curriculum revisions for 19-20		

EQS 352

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion 85% of students earned 70% or better on the teaching video been met yet?	new assignment--data not collected after curriculum revisions for 19-20		

EQS 353

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion 85% of students earned 70% or better on the teaching video been met yet?	new assignment--data not collected after curriculum revisions for 19-20		

EQS 355				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion 85% of students earn 70% or better on the teaching video been met yet?	new assignment--data not collected after curriculum revisions for 19-20		

EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 85% of students earn 70% or above for the portfolio objective submission been met yet? Met	Fall 2019 100% 3/3 earned 70% or above for the portfolio objective Spring 2020 100% (9/9) earned benchmark scores Total 100%	Via___5_EQU__415___Equestrian_Senior_Portfolio___01___FUL___2__Fall_1920_Activity_Assessments_Aggregated_Result_12_18_2019_120511.pdf Via___EQU__415___Equestrian_Senior_Portfolio___01___FUL___3__Spring_1920_OBJ_5.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 course objectives for all three majors have been revised consolidating the EQS objectives from 8 down to 5. The first three objectives are equestrian common core which has allowed us to combine assignments and data to get a better picture of where students are achieving and where they are struggling. However--assignment selection and the uncertainties of the new scaffolding resulted in some data not collected as planned. Some assignments were heavily modified as the semester went on resulting in diverging from the original assessment plan. The move to online learning in

the spring meant that some new courses did not complete assignments as planned and participating and evaluation of those assignments was very irregular. Our practical horse keeping unit scores for almost half of the spring semester were based entirely on alternative assignments that involved no practical horse keeping for example.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	EQS 2019.1 Analyze ethical issues and industry characteristics of the equine industry
Legend	A
Course/Event	EQS 330
Assessment Measure	Direct - Research Paper
Assessment Findings	
Improvement Narrative	

Improvement Type	Summary
Revise Assignment for Assessment	Course not run

Standard/Outcome	EQS 2019.1 Analyze ethical issues and industry characteristics of the equine industry
Legend	A
Course/Event	EQS 332
Assessment Measure	Direct - Research Paper
Assessment Findings	
Improvement Narrative	

Improvement Type	Summary
	course data not collected

Standard/Outcome	EQS 2019.2 Understand the theories and processes of equine management
Legend	A
Course/Event	EQU 118
Assessment Measure	Direct - Class Assignment
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Revise Assignment for Assessment	The webinar may need to be revisited as the identified assignment for this objective. Some students simply didn't complete the assignment.

Standard/Outcome	EQS 2019.2 Understand the theories and processes of equine management
Legend	A
Course/Event	EQU 221
Assessment Measure	Direct - Case Study
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Revise Program Benchmark	As students enter the program with less and less background knowledge, the benchmark for this assignment in a 200 level course may be set too high.

Standard/Outcome	EQS 2019.3 Develop communication and managerial strategies for the equine industry
Legend	A
Course/Event	Student Performance Review
Assessment Measure	Direct - Proficiency Interview
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Curriculum Revision	Students are not always encountering the materials that would help them pass this phase of the exam prior to taking the test. They often take their "issues" course as juniors or seniors.

Standard/Outcome	EQS 2019.4 Demonstrate proficiency in selecting, conditioning and training the competition horse
Legend	A
Course/Event	Student Performance Review
Assessment Measure	Direct - Proficiency Riding Exam
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Revise Program Benchmark	Students entering WWU are riding at an overall much lower level. This has made applied riding test preparation much more challenging. The benchmark may need to be revised.

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 used in full within the equestrian program. Students declaring an EQ major must pass a multi-phase testing sequence prior to enrollment in their capstone course. The test consists of a written exam, a professional interview (two assessors) and for EQS students an applied riding exam (two assessors). The testing sequence is offered both fall and spring semesters with the spring designated assessment days as the "regular" testing time. The time also allows us to conduct program wide assessments apart from proficiency testing. All EQ majors take a competency exam that helps us to compare performance at different stages of the program. This data is incredibly valuable to establish "value added" measures for the equestrian program. 2020 also included faculty teams developing and facilitating mandatory session on equestrian oral communication and equestrian written communication. The faculty used the time to establish school expectations in class oral presentations and written work at each course level. We also offered a voluntary session on soft skills for equestrians. The competency exam has been given for six years and now allows for many methods of using the data to inform decision making. The proficiency test sequence has been used in the equestrian program for close to 40 years. The value of such a deep and historic test sequence cannot be overstated.

Student Performance Review Schedule
Upload the program schedule for students during Performance Reviews.
Student_Performance_Days_Equestrian_2020.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?

Equestrian students present their Senior Showcase (developed during EQU 415 using the showcase feature in VIA) as a LEAD event. This occurs both fall and spring semesters. It not only gives the senior students an opportunity to explain and highlight their academic achievement in their program of study, but allows underclassman to see the quality and type of work that will be expected of them. While our spring seniors were not able to show their projects during a traditional senior showcase event, we were able to share them with our equestrian student community through sharing the showcase links.

Assessment Rubrics
Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.
Via___EQU_415_Showcase_F2019.pdf

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?

The School of Equestrian Studies is fully committed to providing educational opportunities for area youth horse enthusiasts. We have facilitated a series of educational seminars for 4-H leaders and FFA coaches on all facets of horse projects and competitions. This year we developed an educational series committed to improving participation and successful competition in Horse Bowl. This quiz bowl type of competition encourages academic study and knowledge and is ideally suited for youth who may not own a horse. We hosted a three part series that began in October and finished in February that brought children ages 8-18 to WWU to learn from students and faculty. While our two remaining outreach events were cancelled due to COVID-19, the overall program was a success.

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.

Friday, August 16, 2019

2:00:00 PM - Think Like a College Student and Major Meet-up - *****For New Incoming Students ONLY!***** Put on your thinking cap. Engage in critical thinking and analytical reasoning that will be expected in your major. Learn what to expect on the first day of class.

Thursday, September 12, 2019

7:30:00 PM - Industry Issues--Current Issues in the Equine Industry - Join the School of Equestrian Studies for a faculty panel discussion sounding industry issues. The structure of the event is a town hall format with questions and comments from the audience. The event will last until 8:30 pm.

Library Auditorium

Petterson, Jennifer - **1 point(s)**

Saturday, September 21, 2019

9:00:00 AM - Western Club Fall Fun Show - Students and local horse owners will be competing in Western, English, Hunt Seat and, new this year, Dressage classes at the Fall Fun Show. Learn what it's like to be a competitive equestrian and cheer on your fellow WWU equestrians! Event runs from 9:00 am to 5:00 pm. LEAD students must arrive no later than 3:00 pm., sign in, stay for 2 hours, sign out and get LEAD card scanned to receive LEAD credit.

UPHA Arena

Liz Haben - **1 point(s)**

Saturday, September 21, 2019

6:00:00 PM - Q & A Session with WWU Equestrian Alumni Alex Gravett and Andrew Albeln - Q & A Session with WWU Equestrian Graduate Alex Gravett owner of Kismet Farm in Shelbyville, Kentucky and WWU graduate Andrew Albeln owner of Albeln Show Horses in Minnesota. The alums will discuss what it has been like after graduation from William Woods and how they found their paths as small business owners and trainers of American Saddlebred and Paint horses respectively.

EQS classroom

Track, Sarah - **1 point(s)**

Thursday, September 26, 2019

5:00:00 PM - Scribing for Horse Shows - An Introduction - This is an introductory event to learn what scribing for a horse show judge is and how to do it. You will learn step-by-step how to scribe and have an opportunity to practice scribing a class. We will also talk about what to wear, how to get positions, and answer any questions you may have. ***Bring something to write with***

Kemper Arts Center Rm 112

Petterson, Jennifer - **1 point(s)**

Monday, September 30, 2019

12:00:00 PM - Student Employment as a Resume Builder - As a college student, short term employment can be a fantastic way to build your resume. Please join us as we discuss the different forms of short term employment offered by the William Woods EQS department and the benefits of, including resume building and gained life skills. Listen to past break workers discuss their experiences and the valuable skills gained through their periods of short term employment.

Library Auditorium

Petterson, Jennifer - **1 point(s)**

Saturday, October 5, 2019

8:30:00 AM - WWU Fall Hunter Derby - Come watch the annual Fall Derby put on by the WWU Hunter Jumper Show Team. Show runs from 8:30 a.m. to approximately 4:30 p.m LEAD students must sign in, stay for at least 1 hour, sign out and get ID card scanned to receive LEAD credit.

UPHA Arena

Michele Smith - **1 point(s)**

Thursday, October 10, 2019

7:30:00 PM - Industry Issues--Equestrian State of the Union - Have you wondered what the economic impact of horse industry is in the United States? Are breed registries up or down? Join the School of Equestrian Studies for a faculty panel discussion sounding the state of the industry. The structure of the event is a town hall format with questions and comments from the audience. The event will last until 8:30 pm.

Library Auditorium

Petterson, Jennifer - **1 point(s)**

Friday, October 18, 2019

5:45:00 PM - Parade of Disciplines - The WWU School of Equestrian Studies presents an educational demonstration of the four riding disciplines taught at the Woods. This event will feature horses and riders in full show ring grooming, tack and attire as well as clinic or class suited presentations. The event will begin with a welcome from Jennie Petterson, Professor/Director of the School of Equestrian Studies, and last approximately 90 minutes.

UPHA Arena

Petterson, Jennifer - **1 point(s)**

Wednesday, October 23, 2019

4:00:00 PM - Equine Psychologist - A fascinating yet little known field, equine psychologists are vital to the health of horses and the industry. Come learn about what an equine psychologist does, who the major players in the field are and how to become a part of that field.

EQS classroom

Laura Ward - **1 point(s)**

Thursday, October 24, 2019

4:00:00 PM - Healing Horses - WWU guest Pat Hatfield started as a young girl who dreamed of riding horses. Her family circumstances would not allow this until adulthood. After overcoming many of the effects of Polio, she still wanted to ride. In 2005 she was diagnosed with Amyotrophic Lateral Sclerosis (ALS). It was through an ALS support group that she learned of riding lessons available at Colorado Therapeutic Riding Center in Longmont Colorado. She has been riding there since 2009. Mrs. Hatfield will discuss her journey to therapeutic riding and take questions from the audience. Doors will close when the room is at capacity.

Kemper Arts Center Rm 112

Petterson, Jennifer - **1 point(s)**

Thursday, October 24, 2019

8:00:00 PM - Ann Judge: Rider and Trainer of the Thunder Denver Broncos Mascot - Have you ever wondered what it takes to train a horse to run past pyrotechnics, through cheerleaders and tolerate the screaming of 75,000 fans? What about preparing a horse for a spot in Times Square for the Today Show? How do you end up as an industry ambassador who is a nationally and internationally recognized as a horse show judge, trainer and rider? Ann is all of that and more and ready to share her passion for the industry and the horses with you.

Library Auditorium

Petterson, Jennifer - **1 point(s)**

Saturday, October 26, 2019

8:00:00 AM - WWU Completely Relaxed Fall Schooling Dressage Show - Come cheer on your fellow students as they show off their dressage skills! This is not a recognized event- meaning students are showing to gain experience but not for points. The atmosphere of this show is very easy-going. Remember, though, Dressage is performed *quietly*, so spectators are asked to please remain seated while tests are being ridden (seating is provided inside the arena) and to refrain from speaking during tests and cheering loudly. Golf claps, enthusiastic smiling, and encouraging thumbs-up are welcome, however! **LEAD students must sign in, stay for at least 1 hour, sign out and get ID card scanned to receive LEAD credit.**

Rowland Applied Riding Arena

Bailey McCallum - **1 point(s)**

Sunday, October 27, 2019

8:00:00 AM - WWU Completely Relaxed Fall Schooling Dressage Show II - Come cheer on your fellow students as they show off their dressage skills! This is not a recognized event- meaning students are showing to gain experience but not for points; the atmosphere of this show is very easy-going. Remember, though, dressage is performed *quietly*, so spectators are asked to please remain seated while tests are being ridden (seating is provided inside the arena) and to refrain from speaking during tests and cheering loudly. Golf claps, enthusiastic smiling, and encouraging thumbs-up are welcome, however! **LEAD students must sign in, stay for at least 1 hour, sign out and get ID card scanned to receive LEAD credit.**

Rowland Applied Riding Arena

Bailey McCallum - **1 point(s)**

Tuesday, October 29, 2019

4:00:00 PM - Equine Behaviorist - Every horse person knows that horses, like people, can have behavioral problems, but correcting them can be very difficult. Come learn about the interesting field of being an equine behaviorist, and how you can make this your future career.

Burton 006

Laura Ward - **1 point(s)**

Tuesday, October 29, 2019

7:00:00 PM - Trick or Treating in the Barns - Come out to the barns for our second annual trick or treating and scavenger hunt! Each barn will be decorating their tack room in the spirit of Halloween. There will be candy, snacks, and prizes for the first groups to complete the scavenger hunt. Costumes welcome!

UPHA Arena

Petterson, Jennifer - **0.5 point(s)**

Wednesday, November 6, 2019

4:00:00 PM - Equine Assisted Psychotherapy - Connected to equine assisted therapy, equine assisted psychotherapy is beneficial for people of all ages. Come learn about the different methods, the benefits and how you can become a part of this fast growing field.

EQS classroom

Laura Ward - **1 point(s)**

Monday, November 11, 2019

6:00:00 PM - Career-A-Palooza: But, I�m NOT a Business Major� - No matter your major, the workforce requires certain soft skills to be successful. Learn from equestrian faculty the skills that are needed in ANY major.

Library Auditorium

Dittmer, Amy - **1 point(s)**

Thursday, November 14, 2019

7:30:00 PM - Industry Issues--Buying and Selling Horses - Join the School of Equestrian Studies for a faculty panel discussion sounding buying and selling horses. The structure of the event is a town hall format with questions and comments from the audience. The event will last until 8:30 pm.

Library Auditorium

Petterson, Jennifer - **1 point(s)**

Tuesday, November 19, 2019

12:30:00 PM - Equestrian Senior Showcase - Equestrian seniors will show their VIA showcase project throughout the hour long event. Students must fill out a reflection form to receive LEAD credit.

EQS classroom

Petterson, Jennifer - **1 point(s)**

Saturday, November 23, 2019

8:00:00 AM - Canter for a Cure Benefit Fun Show - On campus horse show with proceeds benefitting WWU Alumnae Kate Engemann who is battling breast cancer. **LEAD students must sign in, stay for at least one hour, sign out and get ID card scanned to receive LEAD credit.**

Large Indoor Arena

Bonnie Carr - **1 point(s)**

Thursday, January 23, 2020

9:00:00 AM - Chiropractic for horses and humans - Come observe while equine and human chiropractor Dr. Tyler Stahlman evaluates and treats a horse and rider pair. Meet in the large indoor arena to watch horse and rider go, then come back to the western barn for treatment and explanations.

Large Indoor Arena

Bonnie Carr - **1 point(s)**

Tuesday, February 4, 2020

7:00:00 PM - Speaker: Brandy Von Holten - Mounted archery instructor, 3rd degree Black Belt: Represented USA in women�s heavyweight fighting, goal setting expert, motivational speaker, horse and mule trainer, article contributor to the following magazines: Hoof Print Journal, Horsemen�s Roundup, Mules and More, Everything Horses and Livestock and We Ride Sport and Trail Magazine, author of children's book series.

Library Auditorium

Liz Haben - **1 point(s)**

Saturday, February 15, 2020

9:00:00 AM - Missouri Fox Trotting Horse Breed Association Horse Show Judge Certification Clinic - This LEAD event will be an introduction to the Missouri Fox Trotter and the kick-off for a day-long clinic. The Missouri Fox Trotter shows in all four disciplines offered at William Woods and has a unique gait and fun personality that makes this breed special. There will be riding demonstrations and a lot of exciting things to learn during this hour-long event. More information about the rest of the day�s events and how you can sign up to participate or audit for the entire day can be found on the MFTHBA website under *Judges Forms* or on posters posted throughout campus. The clinic is an excellent opportunity to meet credentials to become a carded horse show judge or just to learn more about the Missouri Fox Trotter and judging in general.

UPHA Arena

Petterson, Jennifer - **1 point(s)**

Saturday, February 22, 2020

1:30:00 PM - WWU EQS Alumni Weekend - Alumni Expert Panel Discussion - Hear from expert WWU Equestrian alumni and their experiences after graduation. Featuring Kate Woodward, DVM '09, Frankie Hart Sunderland '10,'12 and Jean Blimling '88. Q & A to follow. Moderated by Director of WWU School of Equestrian Students and Professor Jennie Kane Petterson '96,'11. Sponsored by Student Alumni Council and the Office of Alumni Relations.

Library Auditorium

Jeneva Pace - **1 point(s)**

Wednesday, February 26, 2020

8:00:00 AM - Breakfast with TED - Let's Talk About Laughter - Get your day going right with some much-needed inspiration as we consider some ideas worth spreading over food worth sharing. Professor Jennie Petterson and Caitlin Stroup will show you a must-see TED talk and lead a discussion about the importance of adding laughter to our life. We'll provide some wonderful breakfast. You provide the curiosity. Space is limited to the first 25 students.

Burton 105

Tamerius, Travis - **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 earned many awards and titles at a number of competitions during the 19-20 academic year at the American Royal, Irish Fox and Lake St. Louis Hunter Jumper show, Dressage regionals and the Color Congress, and Pinto World Championships.

Fall Event Management Class--created and ran Canter for a Cure as a benefit horse show (November 2019)

75% (3 of 4) Vet School acceptance rate. The fourth applicant was waitlisted and most likely will be accepted.

Sarah Gleich was accepted to the Kentucky Equine Management Internship Program (spring 2020 class)

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.

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.
Bonnie Carr--PtHA board member representing Missouri

Paul Schiltz--Publications: PONE-D-19-13933R2
Effect of induced hind limb length difference on body-mounted inertial sensor measures used to evaluate hind limb lameness in horses

Paul Schiltz--Unpublished research: Zoetis Inc. 2019 Equine influenza cross-reactivity study

Laura Ward and Bonnie Carr presented a workshop on backwards design in Equestrian Curriculum at NAEAA in Ashville, NC in June 2019

Liz Haben--Top five 2019 Pinto World Championships Tulsa, OK

Liz Haben--Top five 2019 Color Congress Tulsa, OK

Jennie Petterson--2019 World Champion Titles Open Disciplined Rail and Open Color and Open English Pleasure Pinto World Championships
Jennie Petterson--2019 Reserve World Championship Titles Open Pleasure Type Disciplined Rail, Open Ranch Riding, Open Ideal Western
Jennie Petterson--2019 Color Congress multiple top five awards and Congress Champion Open Disciplined Rail
Jennie Petterson--2019 Horse of the Year ranked 1st in the country in Open Solid Disciplined Rail with WWU owned Jazzy San Pep

Assessment Rubric

	3.000 **Exceeds**	2.000 **Meets**	1.000 **Falls Below Expectations**	**N/A**
Mission Statement Clearly Articulated weight: 1.000	The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	The mission statement for the program clearly articulated and aligned with the University mission.	The mission statement is minimal at best.	N/A
Comment:				
Reflection on Retention weight: 1.000	The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	The program provides a basic reflection on the retention data provided.	The program does not reflect on retention data in a detailed way.	N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	The program provides a basic explanation of the accreditation organizations in the field.	The program fails to provide any accreditation information.	N/A
Comment:				
General Education alignment clearly explained weight: 1.000	The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	N/A
Comment:				
Curriculum Map alignment weight: 1.000	The curriculum map is detailed and complete.	The curriculum map is complete	The curriculum map is not complete	N/A
Comment:				
Assessment of Objectives weight: 1.000	Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	N/A
Comment:				
Data Driven Decision-making is explained weight: 1.000	Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	N/A
Comment:				

Documentation provided on assessment findings weight: 1.000	The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	The program uploads all rubric and support information to support the claims in assessment findings.	The program did not upload the data to support assessment claims in the assessment findings.	N/A
Comment:	the majority of assessments contained the data to back up the claim. there was only one course where the data was not located? EQS 404			
Analysis of Assessment is complete weight: 1.000	The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	The program completed the assessment findings for each component and provided a summary for each assessment measure.	The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	N/A
Comment:				
Student Performance Review weight: 1.000	The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	The program provided the schedule and a brief description of Student Performance Review with data of the results.	The program did not provide complete explanation on Student Performance Review nor did they provide data results.	N/A
Comment:				
Senior Showcase weight: 1.000	The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	The program described the Senior showcase activities and provided some evidence of what was presented.	Little to no content of Senior showcase was provided.	N/A
Comment:				
Co Curricular activities weight: 1.000	The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	The program provided a listing of LEAD events and activities provided.	The program provided little to no description of the Co-curricular activities provided throughout the year.	N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	The program provided a listing of information on Students, Alumni, and faculty accomplishments.	The program provided little to no data on students, alumni, faculty accomplishments.	N/A
Comment:				