Equestrian Science General Studies

Annual Assessment 2017-2018

Annual Assessment 17-18

Equine General Studies

Program Profile

Program Mission Statement
Please insert your program mission statement here

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

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

Students Majors 2016-17

 48

Student Majors 2017-18

 46

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

Leadership 6

Art 4

Therapy 14

Equine Media 1

Equestrian Studies 24

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

Leadership 2

Art 6

Therapy 8

Equine Media 2

Equestrian Studies 17

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

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

Is the Program Externally Accredited

Yes
No (selected)

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

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

Program Assessment

Standard/Outcome

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

Additional Standards/Outcomes

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

Concentration: Art

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

Concentration: Equine Assisted Therapies

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

Concentration: Equestrian Science

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

Concentration: Equestrian Leadership

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

Concentration: Equine Media

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

General Education Alignment to Program

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

Critical Analysis: (9 credit hours)

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

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

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

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

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

Quantitative Inquiry: (10 credit hours)

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

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

Society & the Individual: (12 credit hours)

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

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

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

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

EQGS(Imported)

	BUS 206	BUS 332	EQU 111	EQU 117	EQU 118	EQU 221	EQU 403	EQU 415	MIS 125	EQS 330	EQS 331	EQS 332
EQGS 2016.1 Understand dynamics of the equine industry.			I	I	I	R	M	M, A		R	R	R
EQGS 2016.2 Understand the theories and processes for proper treatment of equine illnesses and general management.				I	I	R, A	M	M, A		R	R	R
EQGS 2016.3 Utilize communication techniques in multiple facets of the equine industry.	I	R	I			R	M, A	M, A	I	R	R	R
EQGS 2016.4 Explain legal, ethical and industry issues in the specific riding disciplines.			I	I	I	R	M	M, A		M, A	M, A	M, A

	EQS 335	EQA 305	EQS 205	EQS 212	EQS 304	EQS 306	EQS 311	EQS 327	EQS 328	EQS 404	EQS 320	EQU 201
EQGS 2016.1 Understand dynamics of the equine industry.	R								R	M		R
EQGS 2016.2 Understand the theories and processes for proper treatment of equine illnesses and general management.	R	R	I	I	R	R			R	M		R
EQGS 2016.3 Utilize communication techniques in multiple facets of the equine industry.	R	R	R	R	R		I	I	R	R	I	R
EQGS 2016.4 Explain legal, ethical and industry issues in the specific riding disciplines.	M, A	R	R	I	R	R		R	R	M		R

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

Media Concentration

	EQS 327	COM 110	COM 150	COM 224	COM 330	COM 337	EQU 403	EQU 415	Student Performance Review	Senior Showcase
EQGS-Media.5 Explain best practices in print and production in equine media.	M	I	R	R		M	R, A	M, A	R	M, A

EQGS-Media.6 Summarize qualities necessary for the equine media industry.	M	I	R	R	M	M	R, A	M, A	R	M, A

Art Concentration(Imported)

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

Leadership Concentration

	COM 203	COM 213	COM 337	COM 335	COM 330	COM 316	COM 434	EQU 403	EQU 415	Student Performance Review	Senior Showcase
EQGS-Leadership.5 Compare methods of leadership in business and industry settings.	R	R	M		R	R	M	R, A	M, A	R	M, A

Equestrian Studies Concentration

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

Equine Assisted Therapies Concentration

	EDU 231	EQS 212	EQS 230	EQS 231	EQS 232	EQS 235	EQU 201	EQU 211	PED 205	PED 321	PED 215
EQGS-Assisted Therapy.5 Develop teaching methodologies in various situations.		I, A	R	R	R	R		M			I
EQGS-Assisted Therapy.6 Evaluate the differences between a equine assisted therapy program and a traditional riding program.	R	I	R	R	R	R		M	I	R	
EQGS-Assisted Therapy.7 Identify principles of anatomy and physiology as they relate to the equine-assisted client.	R	I	R	R	R	R		M, A	I	R	
EQGS-Assisted Therapy.8 Summarize qualities necessary for equine-assisted therapy success.		I	R	R	R	R		M, A			

	PED 350	EQU 403	EQU 415	Student Performance Review	Senior Showcase
EQGS-Assisted Therapy.5 Develop teaching methodologies in various situations.	R		A		
EQGS-Assisted Therapy.6 Evaluate the differences between a equine assisted therapy program and a traditional riding program.		R, A	A	R	M, A
EQGS-Assisted Therapy.7 Identify principles of anatomy and physiology as they relate to the equine-assisted client.			A		M, A
EQGS-Assisted Therapy.8 Summarize qualities necessary for equine-assisted therapy success.		R, A	M, A	R	M, A

Assessment Findings

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

EQGS 2016.1 Understand dynamics of the equine industry.

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective #1—85% of graduating seniors earning 73% or above been met yet? Met	16/16 100% earned benchmark scores 17-18	Portfolio_Objective_evidence_1718.xlsx	

Senior Showcase				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 85% of EQGS seniors earn proficient scores from the assessors of the senior showcase been met yet? Met	16/16 100% earned proficient scores 17-18	Via___EQU__415___Showcase___01___FUL___2__Fall_1718_Activity_Assessments_Per_Group_Member_05_10_2018_102710.pdf Via___EQU__415___Showcase___01___FUL___3__Spring_1718_Activity_Assessments_Aggregated_Result_05_10_2018_102353.pdf	

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

EQU 221

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Stable Management Plan—85% of EQGS declared students enrolled in Stable Management course score 73% or above on the stable management plan assignment been met yet? Not met	13/17 76% of students earned benchmark scores for 17-18	EQU_221_Stable_ Management_Plan. jpg	- Revise Assignment for Assessment: Motivating students to complete assignments and projects at a proficient level is always difficult in lower division coursework. The data shows a clear gap between very low achieving students and very high achieving students. The instructor will review the assignment details.

EQU 415

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective #2—85% of graduating seniors earning 73% or above been met yet? Met	16/16 100% earned benchmark scores 17-18	Portfolio_Objective _evidence_1718.xl sx	

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

EQU 403				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion 85% of EQU 403 students earn 85% or above on the mentor project been met yet? Met	16/16 100% earned benchmark scores 17-18	EQU_403_Mentor_ Project.png	

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective #3—85% of graduating seniors earning 73% or above been met yet? Met	16/16 100% earned benchmark scores 17-18	Portfolio_Objective _evidence_1718.xls x	

Student Performance Review				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Proficiency Interview	Has the criterion 80% of proficiency candidates score proficiently (85%) during the interview phase of the exam been met yet? Met	23/24 earned proficient scores during the 17-18 testing year.	17_18_Owlnet_Prof iciency_Grade_She et.xlsx	

Senior Showcase				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 85% of EQGS seniors earn	16/16 100% earned proficient scores 17-18	Via___EQU__415_ __Showcase___01 ___FUL___2__Fall	

			_1718_Activity_Ass essments_Per_Gro up_Member_05_10 _2018_102710.pdf	
	proficient scores from the assessors of the senior showcase been met yet? Met			

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

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective #4—85% of graduating seniors earning 73% or above been met yet? Met	15/16 93% earned benchmark scores	Portfolio_Objective _evidence_1718.xls x	

EQS 330				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion 85% of students enrolled in issues courses earned 85% or above on the issues rulebook assignment been met yet? Met	3/3 earned benchmark scores	EQS_330_Dressag e_Issues.jpg	

EQS 331				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion 85% of students enrolled in issues	NO ARTIFACT SUBMITTED		

	courses earned 85% or above on the issues rulebook assignment been met yet?			

EQS 332				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion 85% of students enrolled in issues courses earned 85% or above on the issues rulebook assignment been met yet? Met	10/11 90% earned benchmark scores	EQS_332_SS_Issues_Data.png	

EQS 335				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion 85% of students enrolled in issues courses earned 85% or above on the issues rulebook assignment been met yet? Met	12/12 100% earned benchmark scores	EQS_335_Issues_Artifact.png	

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

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

EQU 403				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion EQU 403 Self-Promotion Assignment—85% of students earn 85% or above on the self-promotion assignment been met yet?	No MEDIA concentrations 17-18	EQU_403_Self_Promotion_Project.png	

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective 5c—85% of graduating seniors earning 85% or above been met yet?	no MEDIA concentrations		

Senior Showcase				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 85% of EQGS seniors earn proficient scores from the assessors of the senior showcase been met yet?	no MEDIA concentrations 17-18		

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

EQU 406				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Case Study	Has the criterion EQU 403 Business Model worksheet—85% of students earn 85% or above on the assignment been met yet?	no MEDIA concentrations 17-18		

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective 6c—85% of graduating seniors earning 73% or above been met yet?	no MEDIA concentrations		

Senior Showcase				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion 85% of EQGS seniors earn proficient scores from the assessors of the senior showcase been met yet?	no MEDIA concentrations 17-18		

Assessment Findings for the Assessment Measure level for Art Concentration

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

EQU 403				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Presentation	Has the criterion EQU 403 Self-Promotion Assignment—85% of students earn 85% or above on the self-promotion assignment been met yet? Met	2/2 Art concentration students earned benchmark scores.	EQU_403_Self_Pro motion_Project.png	

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective 5e—85% of graduating seniors earning 85% or above been met yet? Met	2/2 earned benchmark scores 17-18	Portfolio_Objective _evidence_1718.xl sx	

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

Assessment Findings for the Assessment Measure level for Leadership Concentration

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

EQU 403				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion EQU 403 Pitfalls Project—85% of students earn 85% or above on the assignment been met yet? Met	3/3 Leadership concentration students earned benchmark scores.	EQU_403_Pitfalls_ Project.png	

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective 5d—85% of graduating senior earning 73% or above been met yet? Met	3/3 earned benchmark scores 17-18	Portfolio_Objective _evidence_1718.xl sx	

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

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

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

EQS 320				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Quiz/Exam	Has the criterion Students earn 85% or above on the EQS 320 Origins of Modern Riding Unit 1 Quiz been met yet?	ARTIFACT DATA NOT SUBMITTED		
Direct - Class Assignment	Has the criterion Students earn 85% or above on the EQS 320 Origins of Modern Riding Reading Guide and Quiz 7 been met yet?	ARTIFACT DATA NOT SUBMITTED		

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective #5a—85% of graduating seniors earning 73% or above from both assessors for objective #5 been met yet? Met	8/8 earned benchmark scores 17-18	Portfolio_Objective _evidence_1718.xls x	

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

	of the senior showcase been met yet?			

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

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

EQS 212				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion EQS 212 Theory of Teaching-Teaching Philosophy project—85% of declared EQGS students earn 73% or above been met yet? Met	5/5 students earned benchmark scores	EQS_212_TTT_Data_Teaching_Philosophy.png	

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective 5b—85% of graduating seniors earning 73% or above been met yet? Met	3/3 earned benchmark scores 17-18	Portfolio_Objective_evidence_1718.xlsx	

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

EQU 403				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Case Study	Has the criterion EQU 403 Business Model Worksheet—85% of EQGS/EAT students earn 85% or above on the assignment been met yet? Met	3/3 Equine Assisted Therapy students earned benchmark scores	EQU_403_Business_Model_Analysis.png	

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective 6b—85% of graduating seniors earning 73% or above been met yet? Met	3/3 earned benchmark scores 17-18	Portfolio_Objective_evidence_1718.xlsx	

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

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

EQU 211				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion EQU 211 Assignment—85% of students enrolled in the course earn 73% or above on the designated assignment been met yet?	Adjunct has not provided the data for this assignment yet (spring 2018)		

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective 7b—85% of graduating seniors earning 73% or above been met yet? Met	3/3 earned benchmark scores 17-18	Portfolio_Objective _evidence_1718.xls x	

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

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

EQU 211				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Quiz/Exam	Has the criterion EQU Test #2 85% of students earn 73% or better on the test questions that correspond to objective 8b been met yet?	Adjunct has not provided the data yet.		

EQU 403				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion Professional Collaboration Project—85% of students earn 85% or above on the assignment been met yet? Met	3/3 Equine Assisted Therapy students earned benchmark scores	EQU_403_Professional_Collaboration_Project.png	

EQU 415				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Has the criterion EQGS Portfolio Rubric Objective 8b—85% of graduating seniors earning 73% or above been met yet? Met	3/3 earned benchmark scores 17-18	Portfolio_Objective_evidence_1718.xlsx	

Senior Showcase				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**

Direct - Portfolio Review	Has the criterion 85% of EQGS seniors earn proficient scores from the assessors of the senior showcase been met yet?			

Analysis of the Assessment Process

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

The 17-18 year marks the first time the School of Equestrian Studies has used the senior showcase (VIA showcase feature) and proficiency written and interview information for annual assessment purposes. The proficiency information in particular has been incredibly useful for assessment of curriculum and program objectives. While not all faculty within the school teach EQA courses, the discussions and assessment revisions occur as a whole school. This is a regular agenda item at our school/division meetings and following senior showcase, student performance review days, and fall proficiency testing. We tested the EQA interview rubric during the 16-17 year and used it to evaluate 17-18 students. We were pleased with the interview process and look forward to tracking trends in the future.

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

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	EQGS 2016.2 Understand the theories and processes for proper treatment of equine illnesses and general management.
Legend	A
Course/Event	EQU 221
Assessment Measure	Direct - Class Assignment
Assessment Findings	Not met
Improvement	

	Improvement Type	Summary
Narrative	Revise Assignment for Assessment	Motivating students to complete assignments and projects at a proficient level is always difficult in lower division coursework. The data shows a clear gap between very low achieving students and very high achieving students. The instructor will review the assignment details.

Program Activities

Student Performance Review

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

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

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

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

STUDENT_PERFORMANCE_REVIEWS_2018_FACULTY_GA_ASSIGNMENTS.docx
EQUESTRIAN_SCIENCE_FOUR_YEAR_PLAN.docx
handouts.docx

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event?

What changes if any will occur due to what is learned by faculty on Senior Showcase?

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

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

EQA_EQGS_Rider_Interview_2017_18.doc

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?

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

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

- 20 program LEAD events total
- Orientation Week Think Like a College Student (Equestrian student event)
- September Eclipse: The Equestrian Phenomena
- October Western Club Fall Show
- October Hunter Jumper Derby
- Fall Family Weekend/Equestrian Showcase Weekend Parade of Disciplines
- November Completely Relaxed Dressage Show
- November Warrior Camp: Equine Assisted Psychotherapy as Treatment for Trauma Survivors
- November Western Club: Equestrian Internships 101
- December Equestrian Senior Achievement Presentations
- January Jim and Fay Lowry--Training Saddlebreds
- February Todd Graham Saddle Seat Clinician

- February USDF Developing Young Rider Dressage Clinic
- February HJ Spring Horse Show
- March PtHA Spring Show
- March Completely Relaxed Spring Schooling Dressage Show
- March How Does Hunter/Jumper Judging Work? Q and A with USEF/USHJA Judge Sarah Booker
- April Jeff Cooke Clinic
- April When Horses Were Horsepower
- April Senior Showcase
- April Drugs: What's Legal and What's Not for Horses at Shows

Student Accomplishments
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.

- June 2017--Pinto World Championships, multiple World and Reserve World titles, top fives and top tens. High Point Novice Amateur All-Around Champion--Maggie Mathews and WWU owned Naturally Fancy
- November Saddle Seat students earn multiple American Royal Championships
- November Western students earn multiple Color Congress Championships
- November HJ students win multiple awards at the National Equestrian Center rated show
- April--Illinois Spring Fest--Arabian and Half Arabian, multiple awards and championships
- April--Missouri Horse Show Association Kick off Show--multiple awards and championships
- March--WWU Pinto Show--high points and championships

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

Annual Assessment Rubric

11.000 pts 73.33%

	3.000 **Assessment Reflects Best Practices**	2.000 **Assessment Meets the Expectations of the University**	1.000 **Assessment Needs Development**	0.000 **Assessment is Inadequate**	**N/A**
Learning Objectives weight: 1.000	• Detailed, measurable program learning objectives • Objectives are shared with students and faculty	• Measurable program learning objectives. • Learning objectives are available to students.	• Program learning objectives are identified and are generally measurable	• Program learning objectives are not clear or measurable	N/A
Comment:					
Assessment Measures weight: 1.000	• Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included.	• Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning.	• Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established.	• Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established.	N/A
Comment:					
Assessment Results weight: 1.000	• All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified.	• Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content.	• Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data.	• Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected.	N/A
Comment:	in the concentrations, the senior showcase data is not reported? this could have been an oversight on the report? also if the program is having problems with acquiring data from the adjunct faculty, we could put the assignment on Via and then you would have access to it? if it was something that would work in that format?				
Faculty Analysis and Conclusions weight: 1.000	• Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible.	• Multiple program faculty receive assessment results. • Assessment results are discussed • Specific conclusions about student learning are made based on the available assessment results.	• Minimal faculty input about results is sought • Data not used to determine success or not to the objective. • Minimal conclusions made.	• Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes.	N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	• All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and and linked to assessment results.	• More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment.	• At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data	• Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan	N/A
Comment:	The data was reviewed in detail. The rubric is too limited here on selection. The program reviewed the data in detail and looks at changes to the curriculum on a regular basis. The program does a good job of reviewing the data as a group and making adjustments when needed.				