

# Annual Assessment Report

Equestrian Studies

Faculty Responsible for the Report

# Annual Assessment Report

## Program Profile

	2013-2014	2014-2015
Majors (total, majors 1,2,3)	144	126
Minors	59	53
Concentrations (Add Rows if needed)		
Full Time Faculty	6	6
Part Time Faculty	7	7

## Program Delivery (HLC 3A3)

Traditional on-campus \_\_\_\_X\_\_\_\_

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

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

### Analysis:

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

### Outside Accreditation:

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

## Program Action Items

Action Item 1:	Find suitable comparisons for proficiency scoring that can help to define and defend new benchmarks and evaluate the efficacy of the tradition proficiency exam
Action steps:	Review HJ scoring systems for application and support of proficiency benchmarks  Create a proposal for proficiency exam enhancements or expansion to address current exam concerns
Timeline	Done by the end of fall semester
Faculty Responsible	Susie Ouderkirk (HJ specific) Sarah Track (proposal)
Evaluation	Track and Ouderkirk worked toward this goal. Sarah Track worked to develop new benchmarks for applied riding competency which resulted in discipline specific criteria for proficiency designed by Smith, Track and Haben.

Action Item 2:	Remodel and redefine ideal portfolio artifacts and integrate in to appropriate courses to both improve portfolio scores and better represent the proficiency of the students in the portfolio content
Action steps:	Review current student selected artifacts and create possible alternative artifacts
Timeline	Preview of new required artifacts at the end of fall semester with review and selection for 15-16 portfolios at the end of spring semester
Faculty Responsible	Karen Pautz, Jennie Petterson, Sarah Track
Evaluation	Horse Management I and II continue to improve with outstanding artifacts presented by students in their EQS portfolios. This action item is not complete as more work should be done to help both faculty and students understand what makes a strong objective within the EQS portfolio.

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

Objective 1. Understand the dynamics of the equine industry.

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

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

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

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

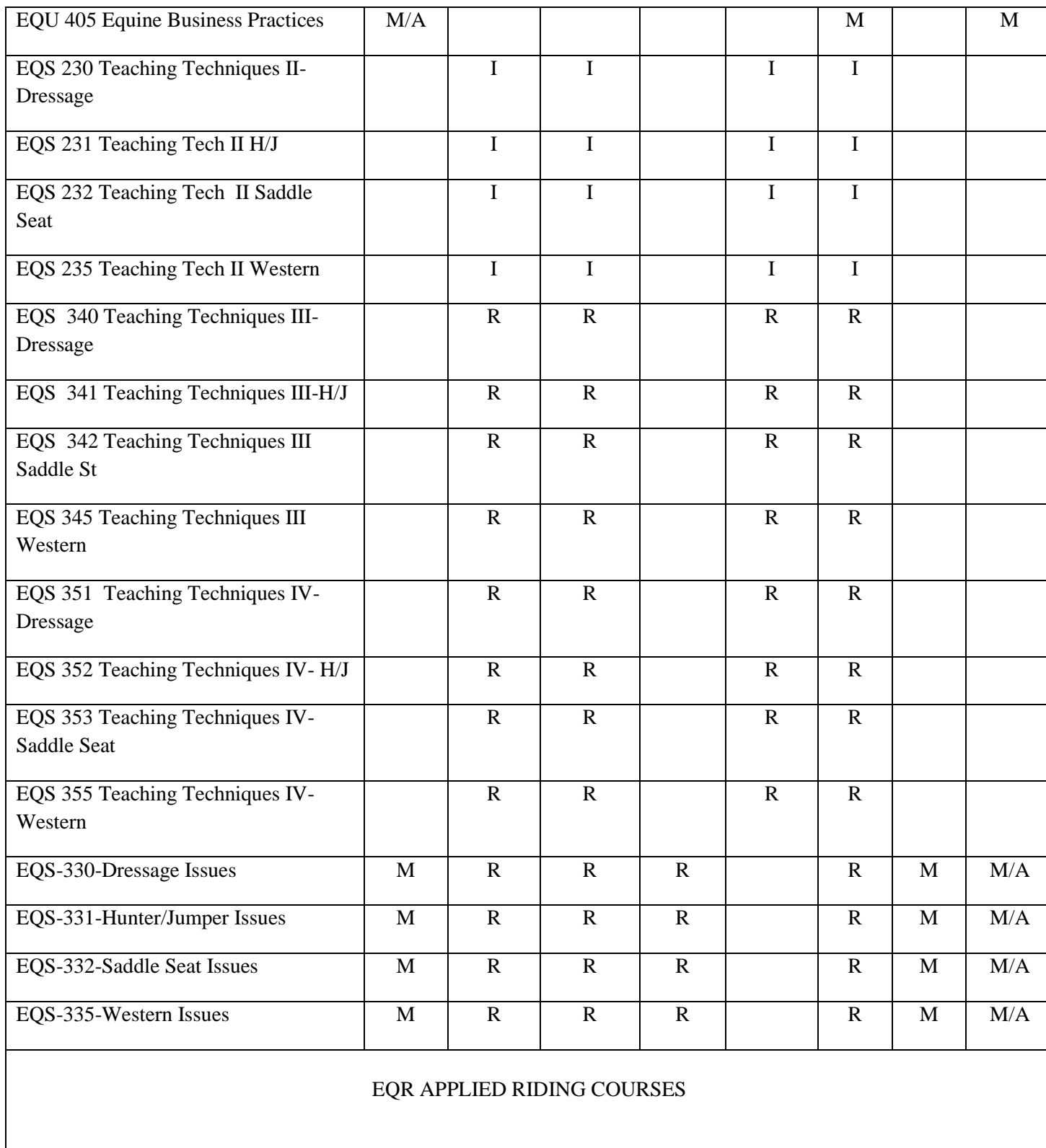
Objective 6. Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers.

Objective 7. Assess equine conformation and function as it relates to riding, training, instruction, and economic climate.

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

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

Course	Obj.1	Obj.2	Obj.3	Obj.4	Obj.5	Obj.6	Obj.7	Obj. 8
BUS 206 Entrepreneurship						I		
EQS 212 Theory of Teaching Techniques	I	I				I		I
EQS 306 Practical Anatomy & Conditioning	R	R				I	R/A	I
EQS 328 Equine Evaluation	R						M/A	R
EQS 404 Vet Med and Reproduction		M						
EQS 411 Teaching Techniques Seminar	M/A	M/A	M/A	M/A	M/A	M/A	M/A	M/A
EQU 111 Intro to the Industry	I		I	I		I	I	
EQU 113 Equine Health and First Aid	I	I	I					
EQU 201 Horse Management Practicum I	R	R	R			R		
EQU 221 Stable Management	R	R	R			R/A		
EQU 391 Horse Management Practicum II	R	M/A	M/A			R		



Course	Obj.1	Obj.2	Obj.3	Obj.4	Obj.5	Obj.6	Obj.7	Obj. 8
EQR 101 Fundamentals of Horsemanship		R	R	I	I		R	
EQR 111 Introduction to Forward Seat		R	R	I	I		R	
EQR 112 Introduction to Saddle Seat		R	R	I	I		R	
EQR 120 Fundamentals of Dressage		R	R	I	I		R	
EQR121 Fundamentals of Hunt Seat		R	R	I	I		R	
EQR 122 Fundamentals of Saddle Seat		R	R	I	I		R	
EQR125 Fundamentals of Western		R	R	I	I		R	
EQR 214 Long lining and Driving		R	R	R	R		R	
EQR 215 Long Lining and Driving		R	R	R	R		R	
EQR 220 Intermediate Dressage		R	R	R	R		R	
EQR 221 Intermediate Hunt Seat		R	R	R	R		R	
EQR 222 Intermediate Saddle Seat		R	R	R	R		R	
EQR 225 Intermediate Western		R	R	R	R		R	
EQR 320 Intermediate/Adv Dressage		R	R	R	R		R	
EQR 321 Int/Adv Hunt Seat		R	R	R	R		R	
EQR 322 Int/Adv Saddle Seat		R	R	R	R		R	
EQR 325 Intermediate/Adv Western		R	R	R	R		R	
EQR 327 Intermediate Jumper		R	R	R	R		R	
EQR 420 Advanced Dressage		R	R	M	R		M	
EQR 421 Advanced Hunt Seat		R	R	M	R		M	
EQR 422 Advanced Saddle Seat		R	R	M	R		M	
EQR 425 Advanced Western		R	R	M	R		M	
EQR 427 Advanced Jumper		R	R	M	R		M	

EQA/EQS/EQR/EQU ELECTIVES								
EQA 305 Techniques of Facility Management	R	R				R		R
EQA 320 Equine Event Management	R					M		M
EQA 407 Equine Law	I					R		R
EQA 420 EQA Seminar	M	M				M		M
EQS 200 Introductory Projects	I							R
EQS 311 Tack Construction and Repair		R						
EQS 412 Advanced Teaching Practicum	M	M	M		M	M		
EQU 211 Survey of Therapeutic Riding	I			R	R	R		R
EQS-203 History of Breeds and Bloodlines	I						I	
EQS-205 Saddle Seat Training Methods	R		R	R		R	R	R
EQS-304 Theory of Equine Behavior and Training	R	R		R			R	R
EQS-320 Origins of Modern Riding	R							R

## Assessment of Program Objectives

Objective 1	Understand the dynamics of the equine industry.
Methods	Business Plan assignment scores from EQU 405 Equine Business Practices

	EQS Portfolio Rubric (tk20) for objective #1 (scores for all components for objective #1 – EQS 411
Benchmark	<p>Business Plan—85% of students from fall and spring with a score of 83% and above</p> <p>Portfolio Objective #1—85% of students with a score of 73% or above from both assessors for objective #1</p>
Data Collected (course specific)	EQU 405 Equine Business Practices Business Plan assignment
Data Collected (Assessment Day, external tests, Senior Achievement)	Portfolio data is gathered outside of the coursework (portfolios are completed while the student is enrolled in their capstone course).
Results/Outcomes	<p>Portfolio Objective—100% (6 students Fall 14) made benchmark</p> <p>Portfolio Objective Spring 2015—88% (15/17) earned benchmark scores of 73% or better with each assessor for this objective.</p> <p>EQU 405 Business Plan Fall 2014—100% (17/17 students Fall 14) made benchmark scores of 83% or greater</p> <p>EQU 405 Business Plan Spring 2015—83% (15/18 students) made benchmark scores of 83% or greater</p> <p>Remarks: faculty discussed the range of artifacts and the need for continuing commitment from faculty to integrate the portfolio requirements into the coursework. The revised benchmarks (73% instead of 83% has improved the efficacy of the rubric and the validity of the data.</p>
Proposed changes to the assessment process	Continued review of rubric use and appropriate artifact selection should be a priority for the 15-16 academic year.
Budget needs related to the	none



objective?	
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Objective 2	Understand the theories and demonstrate practical skills in equine management.
Methods	<p>Practical Horse Keeping Unit Scores for EQU 201</p> <p>Practical Horse Keeping Unit Scores for EQU 391</p> <p>EQS Portfolio Rubric (tk20) for objective #2 (scores for all components for objective #2—EQS 411)</p>
Benchmark	<p>EQU 201 85% of students with an average practical horse keeping score of 73% or above (this reflects a change in benchmark from 12-13 because of a change in the rubric used for practical horse keeping scores in the course)</p> <p>EQU 391 85% of students with an average practical horse keeping score of 83% or above (this reflects a change in benchmark from 12-13 because of a change in the rubric used for practical horse keeping scores in the course)</p> <p>EQS Portfolio Rubric Objective #2—85% of graduating seniors earning 83% or above from both assessors for objective #2</p>
Data Collected (course specific)	<p>EQU 201 Horse Management Practicum</p> <p>EQU 391 Horse Management Practicum</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	Portfolio data is gathered outside of the coursework (portfolios are completed while the student is enrolled in their capstone course).

Results/Outcomes	<p>Portfolio Objective—100% (6 students Fall 14) made benchmark</p> <p>Portfolio Objective Spring 2015—88% (15/17) earned benchmark scores of 73% or better with each assessor for this objective.</p> <p>EQU 201 Horse Keeping FALL 14 (course size 19)—100% of students met benchmark</p> <p>EQU 201 Horse Keeping Spring 15—(21/22) 95% of students earned benchmark scores</p> <p>EQU 391 Horse Keeping FALL 14 (course size 20)—89.5% met benchmark</p> <p>EQU 391 Horse Keeping Spring 15—(7/9) 77% of students earned benchmark scores</p> <p>Remarks: faculty are extremely pleased with the improvements evident in the portfolio related to this objective. Overall student achievement was exemplary. Course size has a significant impact on the data as one low score will change the results reflected in this report.</p>
Proposed changes to the assessment process	Continued review of rubric use and appropriate artifact selection should be a priority for the 15-16 academic year.
Budget needs related to the objective?	none

Objective3	Recognize signs of illness and administer proper treatment for equine health management and general maintenance
Methods	<p>EQU 391 Vital Sign Video Assignment (assignment requiring students to teach the viewer how to take vital signs on a horse)</p> <p>EQS Competency Written Exam (written exam identical to the proficiency test that proficiency candidates take)</p>

	EQS Portfolio Rubric (tk20) for objective #3 (scores for all components for objective #3—EQS 411)
Benchmark	<p>EQU 391 Vital Signs Video 85% of students with a score of 83% or above on the assignment</p> <p>75% of post proficiency candidates (juniors and seniors) with scores of 80% or above</p> <p>EQS Portfolio Rubric Objective #3—85% of graduating seniors earning 73% or above from both assessors for objective #3</p>
Data Collected (course specific)	EQU 391 Horse Management II Vital Signs Video (rubric attached)
Data Collected (Assessment Day, external tests, Senior Achievement)	<p>Portfolio data is gathered outside of the coursework (portfolios are completed while the student is enrolled in their capstone course).</p> <p>Written Proficiency Exam and competency test—completed during student performance days</p>
Results/Outcomes	<p>Portfolio Objective—100% (6 students Fall 14) made benchmark</p> <p>Portfolio Objective Spring 2015-- 100% (17/17) earned benchmark scores of 73% or better with each assessor for this objective.</p> <p>Vital Signs Video FALL 14—84.2% met benchmark (three students out of the group of 20 didn't complete the assignment</p> <p>Vital Signs Video Spring 2015—(4/9) 44% of students met benchmark scores</p> <p>Post Proficiency Competency Exam—Spring 2015—75% (27/36 juniors and seniors) earned scores of 80% or better on the competency exam</p> <p>Remarks: This represents a significant improvement in data collection and portfolio performance related to this objective.</p>
Proposed changes to the assessment	The video assignment may not be the ideal assessment piece for this particular objective. Faculty will move toward additional assessment

process	tools to supplement coursework use for this objective.
Budget needs related to the objective?	none

Objective 4	Demonstrate proficiency in riding, conditioning and training of horses
Methods	<p>EQS 411 Riding Video (students produce video evidence of their practical riding skills including training and competition footage)</p> <p>Proficiency Applied Exam (outside assessors score riding ability of candidates on multiple horses in a test setting)</p> <p>EQS 306 Conditioning Paper (students produce a comprehensive equine conditioning plan)</p> <p>EQS Portfolio Rubric (tk20) for objective #2 (scores for all components for objective #2—EQS 411)</p>
Benchmark	<p>EQS 411 Riding Video--85% of EQS 411 students earn scores of 83% or above on the teaching video</p> <p>Proficiency Applied Exam—New testing format with revised pass/fail applied competencies—85% of EQS proficiency candidates earning passing scores within the test year (14-15).</p> <p>EQS 306 Conditioning Paper—85% of students earn 83% or above on the conditioning paper</p> <p>EQS Portfolio --85% of graduating seniors earning 83% or above from both assessors for objective #4</p>
Data Collected	Portfolio Rubric Attached (embedded in EQS 411)

(course specific)	<p>Proficiency Applied Exam Rubrics attached (2014-15 patterns, rail work, courses and competencies)</p> <p>Conditioning Paper instructions/rubric attached (embedded in EQS 306)</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	<p>Portfolio data is gathered outside of the coursework (portfolios are completed while the student is enrolled in their capstone course).</p> <p>Proficiency applied exams were offered three separate weekends through the spring semester and required a faculty and outside assessor.</p>
Results/Outcomes	<p>Portfolio Objective—100% (6 students Fall 14) made benchmark</p> <p>Portfolio Objective Spring 2015--94% (16/17) earned benchmark scores of 73% or better with each assessor for this objective.</p> <p>EQS 411 Riding Video—Fall 14 83% (5/6 students) met benchmark,</p> <p>EQS 411 Riding Video Spring 2015 76% (13/17 students) made benchmark</p> <p>EQS 306 Conditioning Project Fall 14 (24 students) 95% met benchmark standard</p> <p>EQS 306 Conditioning Project Spring -- (28 students) 25 scored 83% or higher (one did not complete the assignment) 89% at or above</p> <p>Proficiency Applied Exam—77% of students earned a passing score for 2014-15 (21/24 students)</p> <p>Remarks: Many changes occurred this year which included giving students the opportunity to take the proficiency written exam a second time. It will be important to track the data before moving to any sweeping conclusions about the result of this change.</p>
Proposed changes to the assessment process	<p>Faculty discussed the need to better prepare students for the rigor of the senior year for the EQS student. They seemed generally overwhelmed and lacking in academic endurance. The riding video scores do not reflect their proficiency in riding but rather their ability to keep working at their best as they move through their senior year.</p>
Budget needs related to the	<p>Stipends for outside applied proficiency assessors will be required for the 15-16 academic year.</p>

objective?	
Objective 5	Develop and practice applied riding and teaching methodology in private and group settings
Methods	EQS 411 Teaching Video (students produce a video demonstrating their ability to teach a group lesson)  EQS 411 Teaching Journal (students produce a 16 week field log capturing their experience mentoring a riding student)  EQS Portfolio Rubric Objective #5
Benchmark	Teaching Video--85% of EQS 411 students earn scores of 83% or above on the teaching video  85% of EQS 411 students earn scores of 90% or above on the student teaching journal  EQS Portfolio Rubric Objective #5—85% of graduating seniors earning 83% or above from both assessors for objective #5
Data Collected (course specific)	EQS 411 Teaching Methods Seminar Teaching Video (attached)  EQS 411 Teaching Methods Seminar Journal (attached)
Data Collected (Assessment Day, external tests, Senior Achievement)	Portfolio data is gathered outside of the coursework (portfolios are completed while the student is enrolled in their capstone course).
Results/Outcomes	Portfolio Objective Fall 2014--100% (6/6 students Fall 14) made benchmark,  Portfolio Objective Spring 2015--100% (17/17) earned benchmark scores of 73% or better with each assessor for this objective.  EQS 411 Teaching Video 6/6 Fall students 100% met benchmark, 82%

	<p>EQS 411 Teaching Video (14/17 students Spring 2015) 82% made benchmark</p> <p>EQS 411 Teaching Journal 4/6 Fall students 66% met benchmark (one did not complete the assignment)</p> <p>EQS 411 Teaching Journal Spring 2015 (8/17) 47% earned benchmark scores</p>
Proposed changes to the assessment process	Faculty discussed the need to better prepare students for the rigor of the senior year for the EQS student. They seemed generally overwhelmed and lacking in academic endurance. The riding journal scores do not reflect their proficiency in riding but rather their ability to keep working at their best as they move through their senior year.
Budget needs related to the objective?	none

Objective 6	Develop communication and managerial strategies to deal with other professionals, clientele, personnel, and employers.
Methods	<p>EQU 221 Stable Management Assignment</p> <p>Proficiency Interview (students present themselves dressed for competition and respond to questions about their discipline from two assessors)</p> <p>EQS Portfolio Rubric Objective #6</p>
Benchmark	<p>Stable Management Assignment—85% of students score 73% or above</p> <p>Proficiency Interview--80% of proficiency candidates score proficiently (85%) during the interview phase of the exam</p> <p>EQS Portfolio Rubric Objective #6—85% of graduating seniors earning 73% or above from both assessors for objective #6</p>

Data Collected (course specific)	EQU 221 Stable Management Plan
Data Collected (Assessment Day, external tests, Senior Achievement)	Portfolio data is gathered outside of the coursework (portfolios are completed while the student is enrolled in their capstone course).  The proficiency interview takes place during student performance days as requires two faculty assessors (attached)
Results/Outcomes	Portfolio Objective Fall 2014—100% (6 students Fall 14) made benchmark  Portfolio Objective Spring 2015--88% (15/17) earned benchmark scores of 73% or better with each assessor for this objective.  EQU 221 Stable Management Assignment Fall 14 (27/28 students) 96% made benchmark  EQU 221 Stable Management Assignment Spring 15—100% (28/28 students) earned scores of 73% or above  Proficiency Interview—75% of students scored proficient (18/24) during the spring 2015 proficiency interviews
Proposed changes to the assessment process	Assessment data from multiple courses (with this broad objective) should be included in this report.
Budget needs related to the objective?	none

Objective 7	Assess equine conformation and function as it relates to riding, training, instruction, and economic climate
Methods	EQS 328 Final Exam (Equine Evaluation comprehensive final)  EQS 306 final exam (Practical Anatomy and Conditioning comprehensive final)



	EQS Portfolio Rubric Objective #7
Benchmark	<p>EQS 328 Final Exam--80% of students score 73% or better on the final exam</p> <p>EQS 306 final exam--80% of students score 73% or better on the final exam</p> <p>EQS Portfolio Rubric Objective #7—85% of graduating seniors earning 73% or above from both assessors for objective #7</p>
Data Collected (course specific)	<p>EQS 328 Equine Evaluation final exam</p> <p>EQS 306 Practical Anatomy and Conditioning final exam</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	Portfolio data is gathered outside of the coursework (portfolios are completed while the student is enrolled in their capstone course).
Results/Outcomes	<p>Portfolio Objective—100% (6 students Fall 14) made benchmark</p> <p>Portfolio Objective Spring 2015--76% (13/17) earned benchmark scores of 73% or better with each assessor for this objective.</p> <p>EQS 306 Final Exam Fall 14—87.5% met benchmark (21/24 students)</p> <p>EQS 306 Final Exam Spring 2015-- (28 students) 22 scored 73% or above</p> <p>EQS 328 Final Exam Spring 2015—24/28 (85.7%) met benchmark scores of 73% or better</p> <p>Remarks: portfolio assessors may struggle to define what an exemplary artifact would be, or students may be failing to make the connection between this objective and courses other than EQS 328 or EQS 306.</p>
Proposed changes to the assessment	Faculty can be more purposeful in both course content and syllabi to integrate this objective into both teaching techniques courses and applied

process	riding courses.
Budget needs related to the objective?	none

Objective 8	Analyze and justify legal, ethical, and industry issues in the specific riding disciplines
Methods	EQS XXX Issues Course Artifact (EQS students take an issues course in their discipline)  EQS Portfolio Rubric Objective #8
Benchmark	EQS XXX Issues case study--85% of students score 83% or above on the case study assignment  EQS Portfolio Rubric Objective #8—85% of graduating seniors earning 73% or above from both assessors for objective #8
Data Collected (course specific)	Explain the specific assignment/portfolio/case study... used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.
Data Collected (Assessment Day, external tests, Senior Achievement)	Portfolio data is gathered outside of the coursework (portfolios are completed while the student is enrolled in their capstone course).
Results/Outcomes	Portfolio Objective—100% (6 students Fall 14) made benchmark  Portfolio Objective Spring 2015--94% (16/17) earned benchmark scores of

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

#### Attached Documents

- Portfolio Rubric (each objective)
- EQU 391 Vital Signs Rubric/Instructions
- EQS 411 Teaching Video Rubric
- EQS 411 Riding Video Rubric
- EQS 335 Western Issues Research Paper Rubric
- EQS 411 Teaching Journal Rubric
- Proficiency Interview Score sheets/Rubric all seats
- Portfolio Handbook
- Assessment Day schedule

## Analysis of Assessment:

Scaffolding the EQS curriculum has been a focus for the past three academic years. The 2014-15 EQS portfolios reflect significant improvement in artifact selection and reflection content in multiple objectives. While it was challenging to make the curriculum adjustments in the practicum coursework, student engagement and mastery of the material is evident in both coursework data and the EQS portfolios. In addition, assessors were more comfortable with the portfolios and the rubrics that we use to score them. .

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

Changes in the proficiency sequence were made during this academic year that will require additional evaluation and revision. The test has historical significance as well as a great deal of history at this institution. While success rates with the changes in place remain consistent with years prior, it is too early to determine the efficacy of the new proficiency testing sequence.

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

## Program Changes Based on Assessment:

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

## General Education Assessment:

### Mathematics

Equestrian students analyze data and statistics and identify quantitative relationships through the study of industry and discipline specific topics at multiple levels of the program.

### Meaning

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

### Ethical Reasoning

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

### Historical Perspective

Equestrian students are challenged in many equestrian courses to think historically. This requires them reflect on how the past has shaped the equine industry and all related components.

### Diversity

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

### Creative and Aesthetic Sensibility

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

### Natural Science

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

### Social Science

Equestrian students study the behavior of people and employ principles of science to explain their observations through case study and course projects in a variety of equestrian courses.

## Program Activities:

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

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

assessment of source of validity and designing an argument. The students enjoyed the performance task and the faculty assessors felt it can be modified for use as an assessment tool for both majors.

*Senior Achievement Day Presentations:*

EQS Senior Seminar students presented a project during senior achievement day.

*Service Learning Activities:*

*Program Sponsored LEAD Events:*

Equine Performance Horse Nutrition

Western Club Show

H/J Derby

Dressage Clinic

Event Management Show

Senior Achievement Day Presentations

Miracle of the White Stallions

Equine Puzzles Mentor/Mentee Project (1 point)

World Cup FEI Presentation (1 point)

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

Digital File Management for EQS Students

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

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

iBooks for Horse People April 28 (1 point)

Western Club Fun Show April 04 (1 point)

Western Club Meeting April 13 (1 point)

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

EQS Emergency Planning (1 point)

EQS/EQA/EQGS Senior Achievement (1 point)

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

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

Hunter/Jumper Show Team Meeting (1 point)

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

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

#### *Student Accomplishments:*

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

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

#### *Faculty Accomplishments:*

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

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

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

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

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

Mentor Mentee Project of the Development of Problem-Based Learning Modules for EQS Instruction.

Officiated at the following competitions: Reem Acra FEI World Cup Dressage in Las Vegas, NV; US Dressage Finals in Lexington, Kentucky; Lake St. Louis Hunter Jumper Steward; Great American USDF Region 7 Championships in Burbank, CA; St. Louis National Charity Steward; Arabian Youth Nationals Championship

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

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

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

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

Mentor in Mentor/Mentee program: iBooks for horse people

Developed iBook on bandaging horses, currently awaiting publication

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

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

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

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

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

Kristen Cuneo owns and operates Kingswood Stables in New Hampshire.

Amber Davis riding instructor at Louw Stables in Iowa.

Liz Curtin riding instructor at Five Gaits Stables in Florida.

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

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



## Assessment Rubric Annual Assessment Report

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

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

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

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

Objective 1: EQS411 is in the matrix but not in the data reported.

Objective 2: EQU201 is in the data reported but not listed on the matrix

Objective 3: EQS411 is in the matrix but not in the data reported.

Objective 4: EQS306 is in the data reported but not listed on the matrix

In some places in the report EQS411 is mentioned with the portfolio but some it is not? Just asking for clarification if they are connected or not.

The collected data is getting better each time the faculty looks at the data and reviews the assignments/rubrics. There were several places where students did not meet the benchmark and identified curricular and matrix issues were discussed. The program should look at these for action items for next academic year's assessment plan.