



---

WILLIAM WOODS  
UNIVERSITY

---

---

**EQA Annual Assessment 2023-2024**

**EQA ANNUAL ASSESSMENT 2023-2024** **1**

---

**ANNUAL ASSESSMENT 2023-2024** **3**

---

<b>EQUESTRIAN ADMINISTRATION</b>	<b>3</b>
PROGRAM PROFILE	3
PROGRAM ASSESSMENT	5
CURRICULUM MAP	7
ASSESSMENT FINDINGS	8
PROGRAM ACTIVITIES	15
ASSESSMENT RUBRIC	18
APPENDIX: SUPPLEMENTAL DATA	20

# Annual Assessment 2023-2024

## Equestrian Administration

### Program Profile

#### Program Mission Statement

*Please insert your program mission statement here*

The School of Equestrian Studies 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 2023-2024

21

##### Student Majors 2022-2023

25

##### Student Minors 2023-2024

29

##### Student Minors 2022-2023

21

##### Concentrations 2023-2024

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

NA

##### Concentrations 2022-2023

*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 the persistence numbers what the program expected? If not, how could the numbers improve?*

Major: 15 returning, 5 first time, 1 transfer; Minor: 23 returning, 6 first time.

As a unique program, the Equine Administration major draws students with many different skills and many different career goals. The program major has seen an increase in numbers this year from 13 to 21. The average number for the last four

years is 13.25. The minor has seen an increase in numbers as well, from 15 in 2021 to 21 in 2022 to 29 for 2023. The courses that were added to the curriculum two and three years ago have improved student satisfaction with courses being more relevant to their field of study ( EQU 206 Equine Entrepreneurship replacing BUS 206 Entrepreneurship and Equestrian Communication replacing Business Communication).

### **Optimal Enrollment**

*Considering current human and physical resources, what is the optimal enrollment for the program?*

40

### **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?*

The School of Equestrian Studies participated in a site visit for accreditation through the Certified Horsemanship Association (CHA) in April of this year. While this is not an academic accreditation, it does accredit Equestrian programs based on standards for equine, facility, and program management. We met 100% of the mandatory standards and 98% of the recommended ones, giving us a 99% rate of standards met. There were comments and suggestions made to improve some of the facility, such as paddock fencing on campus and signage at the Annex and CEM. We are awaiting word from the central office on accreditation status.

### **Admissions and Marketing Materials**

*Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?*

Marketing is working on a smaller, brochure-sized version of the EQS Viewbook. This will also be in digital format for ease and cost of distribution. It is recommended that an updates on the website be made to keep up with the busy program schedule.

### **Marketing Material**

011108\_EQS\_Viewbook\_2020\_proof.pdf

## Program Assessment

### Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

### Additional Standards/Outcomes

Identifier	Description
EQA 2019.4	Apply principles of efficient equine facility management
EQA 2019.5	Demonstrate effective leadership and supervisory skills
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

### Alignment to the Institutional Objectives

*Please discuss the Program alignment to the Institutional Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.*

The equestrian programs fully incorporate the institutional objectives although not in a formal manner. Examples include:

WWU 1--Equestrian majors complete a wide variety of industry related competencies that are both practical and theoretical in nature. The extensive proficiency testing sequence for sophomores, and the senior capstone portfolio and accompanying showcase project provide substantive evidence of major field competence.

WWU 2--Equestrian majors and minors work in groups large and small. They work with individuals who have both different backgrounds and different ideas on a daily basis and must rely on teamwork and cooperation to keep everyone safe in the stables. Honesty and ethical decision making are fully integrated into the curriculum of the practicum and applied courses as well as academically investigated and analyzed in our "industry issues" courses.

WWU 3--Individual decision making and an understanding of one's own skills and ability (the ability to self assess) is paramount for an equestrian major. While some may not align this concept with "self-liberation" it is a strong component of the equestrian majors/minors.

WWU 4--Equestrian students are challenged to learn to investigate and explore all facets of the equine industry. Faculty model the life long learner approach as they remain active as a student of the industry themselves. Students are challenged to get critical feedback through challenging internships and summer jobs, clinics, horse shows and other learning opportunities.

Institutional\_objectives\_2.docx

### General Education Alignment to Program

*How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)?*

### 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.

## **NSSE Objectives Discussed Spring 2022**

### **Program Alignment to NSSE Objectives**

*Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact on student learning.*

1C-, 2E--EQU 403 Industry Issue and Shining Examples Case Studies challenged students to explore an issue and explain the impact both positive, neutral and negative to the class, 4C--EQA 320 Debrief session following Equestrian Showcase using call data, email responses and participant feedback, 4D--

## Curriculum Map

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

### Equine Administration

	ACC 240	COM 324	EQA 205	EQA 320	EQA 312	EQA 395	EQU 101	EQU 111	EQU 117	EQU 118
<b>EQA 2019.4</b> Apply principles of efficient equine facility management	I		I, A	R		M, A	I	I	I	I
<b>EQA 2019.5</b> Demonstrate effective leadership and supervisory skills		R	I	R, A		M				
<b>EQS 2019.1</b> Analyze ethical issues and industry characteristics of the equine industry			I				I	I		
<b>EQS 2019.2</b> Understand the theories and processes of equine management			I			R			I, A	I, A
<b>EQS 2019.3</b> Develop communication and managerial strategies for the equine industry		R		R, A	R	M, R	I			

	EQU 202	EQU 201	EQU 221	EQU 391	EQU 402	EQU 403	EQU 405	EQU 415	SPR	EQR XXX
<b>EQA 2019.4</b> Apply principles of efficient equine facility management		R	R, I, A	R		R	M, A	M, A	R	R
<b>EQA 2019.5</b> Demonstrate effective leadership and supervisory skills	I	R		R	M	R	R	M, A	R	
<b>EQS 2019.1</b> Analyze ethical issues and industry characteristics of the equine industry					R	M	M	M, A	R	
<b>EQS 2019.2</b> Understand the theories and processes of equine management		R, A	R	M, A		R		M, A	A	R
<b>EQS 2019.3</b> Develop communication and managerial strategies for the equine industry	I	R	R	R	R	M	R	M, A	A	R

### Changes to Curriculum

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

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Equine Administration

Standard/Outcome				
EQS 2019.1 Analyze ethical issues and industry characteristics of the equine industry				
Assessment Measures				
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	100% of students met the benchmark	EQU_415_Objective_1_Spring_2024.pdf	

Standard/Outcome				
EQS 2019.2 Understand the theories and processes of equine management				
Assessment Measures				
EQU 117				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion 85% of students earn benchmark scores of 70% or better on Quiz 3 been met yet? Met	Fall 87% of students met the benchmark Spring 91% of students met the benchmark	117_Quiz_3_Stats_Fall_2023.jpg 117_Quiz_3_Stats_Spring_2024.png	
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 Vital Signs Practical Assessment been met yet? Met	Fall 84%of students met the benchmark Spring 100% of students met the benchmark	118_Vital_Signs_Stats_Fall_2023_Individual_1.jpg 118_Vital_Signs_Stats_Fall_2023_Individual_2.jpg 118_Vital_Signs_Spring_2024_Individual.jpg	
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 100% of students met the benchmark Spring 92%of students met the benchmark	Fall_23_EQU_201_Weekly_Unit_Scores.png Spring_24_EQU_201_Weekly_Unit_Scores.png	
---------------------------	--	--	--	--

<b>EQU 391</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion 85% of students earn weekly unit scores of 70% or above been met yet? Met	100% of students met the benchmark	EQU_391_Weekly_Unit_Scores.png	

<b>EQU 415</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion 85% of students earn 70% or above for the portfolio objective submission been met yet? Met	95% of students met the benchmark.	EQU_415_Objective_2_Spring_2024.pdf	

<b>SPR</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Proficiency Written Exam	Has the criterion 85% of students earn passing scores on the proficiency written exam (current benchmark is 85%) been met yet? Not met	50% of students met the benchmark. One student had previously met the benchmark when assessed prior to changing majors and the written exam was waived per the Provost for the new major. Students have a complete question and answer bank of over 400 possible questions. 50 of those questions are chosen for the exam. The question bank was provided for studying 1-3 months ahead of the exam.	2324_Proficiencies_EQA_Fall.jpg 2324_Proficiencies_EQA.jpg	- Request Additional Support: Suggest holding study sessions and peer tutor sessions leading up to the exam for next year, perhaps through Academic Advising.

Standard/Outcome  
EQS 2019.3 Develop communication and managerial strategies for the equine industry

Assessment Measures

<b>EQA 320</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion 85% of students earn scores of 70% on the Event Management Portfolio been met yet? Met	F23 83.3% or 5/6 students earned benchmark scores on the Event Management Portfolio	EQA_320_Event_Management_Portfolio_Assessment_1_.jpg	

<b>EQU 415</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion 85% of students earn 70% or above for the portfolio objective submission been met yet? Met	100% of students met the benchmark.	EQU_415_Objective_3_Spring_2024.pdf	

<b>SPR</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Proficiency Interview	Has the criterion 85% of EQA students earn passing scores on the EQA proficiency interviews (current benchmark is 85%) been met yet? Not met	70% of students met the benchmark. One student did not show up for the interview.	2324_Proficiencies_EQA_Fall.jpg 2324_Proficiencies_EQA.jpg	- Refine Assessment Tool: Students are provided the rubric for the interview 1-3 months in advance and are encouraged to seek out seat instructor guidance ahead of the interview. Suggest mandatory meetings with seat instructors ahead of interview or practice sessions leading up to interview.

Standard/Outcome  
EQA 2019.4 Apply principles of efficient equine facility management

Assessment Measures

<b>EQA 205</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Forum Post	43% of students met	EQA_205_2019.4.png EQA_205_Facility_management	- Revise Assignment for Assessment: This

	Assignment-- 85% of students earn a score of 70% or better on the assignment been met yet? Not met	the benchmark, 57% did not due to poor engagement.	_Practicum_I_Forum_Post_Assignment_Prompt.docx	assignment was poorly completed by the majority of students. Those who did not meet the benchmark either did not complete it at all or did not complete all aspects of the assignment. This assignment will be revised to encourage engagement and a different assignment altogether may be more suitable for assessing this objective in this course.
--	--	--	--	--

EQA 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% earn higher than 73% or above on the had the assignment, "Quality Control Handbook" been met yet? Not met	80% of students met the benchmark. 5 of the enrolled 6 students earned 100% while one earned a 70%.	EQA_395_Quality_Control_Handbook_Grades.jpg	- Refine Assessment Tool: With low enrollment in this course, suggest changing criterion to 80% of students earning 73% or higher on the assignment.

EQU 221				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% of students earn 70% or better on the Stable Management Barn Plan assignment been met yet? Met	88% of students met the benchmark. Fall 9 out of 9 students, 100%, received a 70% or better. Spring 7 out of 9 students, 77%, received a 70% or better.	EQU_221_Barn_Plan_Grades_Fall_2023.png EQU_221_Barn_Plan_Grades_Spring_2024.png	

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 Sim Summary and SWOT been met yet? Met	F23 100% or 16/16 students earned benchmark scores on the Sim Summary and SWOT assignment S24 87.5% or 7/8 students earned benchmark scores on the Sim Summary and SWOT assignment	F23_EQU_405_Sim_SWOT_Assessment.png S24_EQU_405_Sim_SWOT_Assessment.png	

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	100% of students (4/4) earned benchmark scores of 70% or higher	EQU_415_Objective_4_Second_Major_Spring_2024.pdf	
---------------------------	---	---	--	--

Standard/Outcome EQA 2019.5 Demonstrate effective leadership and supervisory skills				
Assessment Measures				
EQA 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion the overall class average is 80% on the Event Management Labs been met yet? Not met	The class average for all 6 lab opportunities was 77%. Lab 1=3/6 Lab 2=4/6 Lab 3=6/6 Lab 4=6/6 Lab 5=5/6 Lab 6=4/6	F23_EQA_320_Lab_Hours_Assessment.png	- Revise Program Benchmark: It is probably not realistic to expect that the class average reach 80% although it was close this fall. Recommend changing benchmark to 85% of students earned combined lab scores of 70% or better.
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	100% of students (4/4) earned benchmark scores of 70% or higher	EQU_415_Objective_5_First_Major_Spring_2024.pdf	

### Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance

*Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful 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.*

We are still working to improve our assessment plan and selected assignments/artifacts for the EQA major. While some course improvements have been made, there are still multiple areas where students are not meeting benchmark standards. Frequently the comments from the instructor center around a few students not performing at all in a course that pulls the exemplary class average below benchmark.

### Improvement Narrative List

#### Assessment Findings for the Assessment Measure level

Standard/Outcome	EQA 2019.4 Apply principles of efficient equine facility management	
Legend	A	
Course/Event	EQA 205	
Assessment Measure	Direct - Class Assignment	
Assessment Findings	Not met	
Improvement Narrative		
	<b>Improvement Type</b>	<b>Summary</b>
	Revise Assignment for Assessment	This assignment was poorly completed by the majority of students. Those who did not meet the benchmark either did not complete it at all or did not complete all aspects of the assignment. This assignment will be revised to encourage engagement and a different assignment altogether may be more suitable for assessing this objective in this course.

Standard/Outcome	EQA 2019.5 Demonstrate effective leadership and supervisory skills	
Legend	A	
Course/Event	EQA 320	
Assessment Measure	Direct - Class Assignment	
Assessment Findings	Not met	
Improvement Narrative		
	<b>Improvement Type</b>	<b>Summary</b>
	Revise Program Benchmark	It is probably not realistic to expect that the class average reach 80% although it was close this fall. Recommend changing bench mark to 85% of students earned combined lab scores of 70% or better.

Standard/Outcome	EQA 2019.4 Apply principles of efficient equine facility management	
Legend	A	

Course/Event	EQA 395	
Assessment Measure	Direct - Class Assignment	
Assessment Findings	Not met	
Improvement Narrative	<b>Improvement Type</b>	<b>Summary</b>
	Refine Assessment Tool	With low enrollment in this course, suggest changing criterion to 80% of students earning 73% or higher on the assignment.

Standard/Outcome	EQS 2019.2 Understand the theories and processes of equine management	
Legend	A	
Course/Event	Student Performance Review	
Assessment Measure	Direct - Proficiency Written Exam	
Assessment Findings	Not met	
Improvement Narrative	<b>Improvement Type</b>	<b>Summary</b>
	Request Additional Support	Suggest holding study sessions and peer tutor sessions leading up to the exam for next year, perhaps through Academic Advising.

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	<b>Improvement Type</b>	<b>Summary</b>
	Refine Assessment Tool	Students are provided the rubric for the interview 1-3 months in advance and are encouraged to seek out seat instructor guidance ahead of the interview. Suggest mandatory meetings with seat instructors ahead of interview or practice sessions leading up to interview.

## Program Activities

### Student Performance Review

*Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening 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?*

The one day of Student Performance Review is dedicated to Proficiency Testing for the written exam, interviews, and riding tests. Due to no attendance during additional offered sessions last year (one for internships and one for judging team), it was decided to forgo optional sessions for non-testing students and focus the day solely on those testing.

### Student Performance Review Schedule

*Upload the program schedule for students during Performance Reviews.*

Proficiency\_Schedule\_Spring\_2024.docx

### Senior Showcase/Symposium

*Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?*

EQA senior students presented in the poster session during the showcase day.

### Tools used for Assessment

*Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.*

### 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?*

MO State 4-H Hippology Contest, FFA Northeast District Horse Judging Contest, MO 4-H State Horse Judging Contest, Callaway County 4-H CEM tour and talk

### Co-Curricular and LEAD Events

*Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.*

September 4 Wild Hearts Can't Be Broken Movie Night (Lampe)

September 7 Horse Movement (Lampe)

September 9 Trip to High Spirits Saddlebred Training Barn (Lampe)

September 18 Kentucky Equine Management Internship Talk (Ward/Cardea)

September 21 History of the Horse Program at WWU (Ward)  
September 23 Tim Austin Clinic (Brown)  
September 30 Western Club Fall Fun Show (Haben)  
October 6 Linda Parkhurst Q & A "Borrowed Horsemanship" (Lampe)  
October 7 EQS Industry Panel Discussion (Cardea)  
October 21 EQS Showcase Performance (Cardea)  
October 23 Haunted Tack Rooms (Petterson)  
October 28-29 Completely Relaxed Dressage Schooling Show (McCallum)  
November 2 Shawn Thomas Clinic (Brown)  
November 29 "Movement in Bronze" Harry Weber Talk (Lampe)  
December 4 All The Queens Horses Movie Night (Haben)  
December 6 "The Horse With The Flying Tail" Movie Night (Lampe)  
January 18 "National Velvet" Movie Night (Lampe)  
January 24 Arabian, Morgan & Saddlebred Videos (Lampe)  
January 26 Smith Lilly Talk (Lampe)  
January 30 "All the Queen's Horses" Movie Night (Lampe)  
January 31 "Buck" a documentary movie (Lampe)  
February 2 Allison Deardorff: Horse Trainer Discussion and Q & A (Track)  
February 9-10 Ifa FIT "The Equestrian Fitness Academy" (Brown)  
February 12 Summer Employment--The Summer Camp Experience (Petterson)  
February 24 Spring Jumper Classic Horse Show (Brown)  
March 20 Sarah Booker "R" Judge Talk (Brown)  
March 24 Saddle Seat Club Fun Horse Show (Track)  
March 26 Paddock Club Barn Olympics (Petterson)  
March 30 Completely Relaxed Dressage Schooling Show (McCallum)  
April 13 Western Club Spring Show (Haben)  
April 16 Saddle Seat Senior Equestrian Majors Poster Session (Petterson)  
April 17 Learn How to Rope a Steer! (Haben)

### **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 accomplishment a student achieved outside of course work or the normal expectation of student success.*

*Color Breed Congress. Tulsa, OK:*

Dylan Hassett '26- Unanimous Champion Equitation WT Solid

Abby Burkhalter '26- Champion Youth Ranch Pleasure WT

Hannah White '26- Reserve Champion under 2 individual judges in Youth Ranch Reining Solid

Olivia Veragen '24- Champion Open Solid Mares

Shay Leake '24- Champion AM Palomino Showmanship

*American Royal, Kansas City, MO:*

Grant Hooper '24 Champion and Grand Champion MO/KS/IOWA 5-Gaited Amateur

Faith Sorum '24 Champion and Grand Champion MO/KS/IOWA 5-Gaited Pleasure

### **Alumni Accomplishments**

*Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).*

Alexia Bennett '23, Alanna Bielwaski '23, Grace Barnett '24, and Sydney Brueneman '24 were all accepted into the MEd of Equestrian Education program at WWU.

### **Faculty Accomplishments**

*Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.*

**Assistant Professor Bailey McCallum** earned a Master Instructor status with the Certified Horsemanship Association and was recommended as an Assistant Certifier (these are the highest levels of certification in the organization).

**Assistant Professor Kamerra Brown** was recognized at the Missouri Horse Show Association's Horse Person of the Year. She was also a Black Boots Award Winner and Judge for 23-24.

**Associate Professor Sarah Track** was named a Coach for the United States Equestrian Federation 2024 International Saddle Seat World Cup, to be held in South Africa.

**Associate Professor Erin Cardea** earned her doctorate in Educational Leadership in Higher Education.

**Professor Laura Ward** was promoted to Full Professor.

# Assessment Rubric

	3.00 <b>Exceeds</b>	2.00 <b>Meets</b>	1.00 <b>Falls Below Expectations</b>	<b>N/A</b>
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:	<input type="text"/>			
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion 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 enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:	<input type="text"/>			
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:	<input type="text"/>			
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:	<input type="text"/>			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria 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:	<input type="text" value="the program aligned to the old general education objectives"/>			
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:	<input type="text"/>			
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:	<input type="text"/>			
Assessment Map 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:	<input type="text"/>			

Data Driven Decision-making is explained weight: 1.000	✔ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✔ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✔ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✔ N/A
Comment:	<input type="text"/>			
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:	<input type="text"/>			
Analysis of Assessment 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:	<input type="text"/>			
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:	<input type="text"/>			
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:	<input type="text"/>			
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:	<input type="text"/>			
Co Curricular and LEAD activities weight: 1.000	✔ The program detailed the activities of LEAD and other co-curricular programming 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:	<input type="text"/>			
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:	<input type="text"/>			

## Appendix: Supplemental Data



WILLIAM WOODS  
UNIVERSITY

# EQUESTRIAN STUDIES

World-Renowned  
Equestrian Program



# Equestrian Studies at William Woods University

The first university in the United States to offer a four-year degree in equestrian science, William Woods University has been the name to know in equestrian studies since 1924. With 150 show-quality horses, William Woods equestrian programs combine business skills with strong theoretical riding, teaching and training foundations. These are the skills you will need for a successful career as a trainer, teacher, or manager in the booming \$122-billion-dollar\* equine industry – or virtually any other industry you may decide to enter after graduation.

\*American Horse Council Foundation. (2018). Economic Impact of the U.S. Horse Industry. Washington: American Horse Council.



# A Message from our School Director

JENNIE PETTERSON, M.ED.

Professor and Director,  
School of Equestrian Studies



Horses have been my passion since childhood. I spent my days reading everything I could find on horse care, riding, showing and training. I eagerly waited for each horse magazine to arrive at my door. I will never forget my first riding lesson and my first horse show. 35+ years later and I am still excited to ride

also valued in many non-equine related fields.

As a WWU graduate of the equestrian program, my riding instruction was firmly based on best practices in teaching riding. I understood the theories and philosophies associated with all four disciplines of riding which allowed me to connect with many potential customers. I was confident in my ability to manage show horses both in and out of the tack because I had practiced doing so while I was an undergraduate student. I had ridden with a variety of nationally-recognized clinicians and worked for many industry professionals while in school. This gave me the confidence and support network to successfully make the transition from equestrian student to equestrian entrepreneur.

every time I step into the stirrup. I'm sure that many of you can relate to my experience.

A strong commitment to learning everything you can about horses is just the foundation for turning your passion into your professional career. To transform yourself from a horse enthusiast to an equestrian professional takes special dedication. It requires you to confront and address your weaknesses, to challenge yourself mentally and physically, think critically and quickly, and hone your ability to control your emotions. It is no surprise that these skills are

Equally important was my ability to take a systematic approach to marketing myself, organizing my business, and the daily mechanics of being successfully self-employed. As a student I had the opportunity to give an address on animal rights versus animal welfare at the American Youth Horse Council Symposium. Experiences like this made me that much more confident and capable years later when pitching my plan to direct the Special Olympics Idaho Equestrian Tournament or preparing custom-

ers and horses for a World Championship horse show. I had been pushed to reach beyond what was easy for me and it prepared me to pave my own path to success in the industry.

My students will face many of the same obstacles that I encountered as a professional in the industry, and my goal is to help them navigate those challenges in the classroom so that they are better prepared once they graduate. The faculty have many decades of experience in all facets of the equine profession. They helped me to grow and

develop and I continue to learn from them today as colleagues. Your classmates will become your professional network which means leaving with an army of industry professionals ready to help you. I am privileged to have a network full of WWU Equestrian graduates.

A career in the horse industry is both challenging and rewarding. Turning your passion into your professional career takes planning, dedication and a willingness to address your weaknesses. We are excited to help you start your journey.

“The sky’s the limit. This place will put you in touch with people you should know.”



What combines precise engineering, a thorough understanding of anatomy and kinesiology, and a keen eye for aesthetics? **Saddle design!** The purpose of the riding saddle is to properly position the rider and to distribute the rider’s weight evenly over the horse’s back. This requires careful construction to accommodate for the build and movement of both horse and rider. Additionally, modern saddles—especially those used in the show ring—are genuine works of art, ranging from the smooth, sleek lines of the jumping saddle to the elaborately tooled leather work and intricate silver that graces the western pleasure show saddle.

**On-Campus  
Equine Facilities**

---

**150**

show-quality  
horses on campus

---

**2**

heated indoor  
arenas

---

**8**

heated and air  
conditioned tack  
rooms

---

**6**

wash stalls with  
hot water

---

**4**

turnout paddocks

---

**150**

box stalls within  
the four heated  
barns

---

**2**

fully equipped  
technology-enhanced  
classrooms

---

**USEF**

regulation jumps  
and dressage arena

---



# Equipped!

William Woods is fully equipped both on campus and off.

Our large, modern equestrian complex and passionate professional faculty will provide you with an excellent educational experience in both classroom and field. The Main equine facilities are all conveniently located on campus, just steps from our residence halls, giving students the rare opportunity to learn efficiently.

Our new Center for Equine Medicine is a 17-acre property located within blocks of the university — ideally suited for continued equine care. You'll work directly with our full-time doctor of veterinary medicine who has an extensive background in sports medicine, repro-

duction as well as general equine medicine and surgery.

The state-of-the-art Center for Equine Medicine includes classroom space, a large indoor riding arena, four isolation horse stalls, and a home for the veterinarian and his family, which allows him to be on-site in case of emergency. This facility provides a unique opportunity to participate in a hands-on classroom environment that will enhance your education, including the opportunity to assist with emergency care and treatment, and gain hands-on clinical experience.



# Champions

are made here

William Woods University School of Equestrian Studies faculty and students are encouraged to participate in a number of national and world championship competitions throughout the year. Showing at these events provides the opportunity to develop important life skills you will need to set yourself apart to 21st Century employers.

You will learn poise, sportsmanship, communication and patience along with the ability to compare your skills in the presentation of a horse against others in the industry at “A” rated shows such as:

*American Royal in Kansas City*

*Color Breed Congress*

*St. Louis National Charity Horse Show*

*Morgan Grand Nationals*

*Kentucky Spring Premier Horse Show*

*Regional Dressage Championship*

*Pinto World Championships*

*Central State Regional Dressage Finals*

*Tulsa Classic Hunter/Jumper Show*

*Along with a variety of shows we host on campus throughout the year*



The stirrup is considered one of the **greatest inventions** in early history. The stirrup allowed riders to brace their weight against the horse when using weapons while mounted, thus borrowing the **power of the horse** in battle. The mounted rider enjoys far greater maneuverability than a chariot and a considerable **increase in speed and power** over an infantryman, and so the mounted cavalry was born, changing the course of history.





# UNIQUE OPT



We are the only higher education school

# OPPORTUNITY



l in the United States with all four seats.

**DRESSAGE** | HUNTER/JUMPER | SADDLE SEAT | WESTERN



## DRESSAGE

An Olympic sport since 1900, dressage is a classical form of horsemanship which dates back to the 4th century, B.C. The term dressage originates from the French verb dresser, or “to train.” At its core, dressage is the art of riding and training the horse in a manner that develops harmony, flexibility, athleticism, and balance. Breeds of horses represented include (but are not limited to) Thoroughbreds and many different Warmblood and Iberian breeds.

“I am so grateful for the relationships I built with the teachers, fellow students and of course the horses I knew during my time at William Woods University.”

~ **Lucy Courchaine '11, MBA '13**, Owner at Sapphire Sporthorses (North Salem, New York)



**Bailey McCallum, M.Ed.**

Assistant Professor, Equestrian Studies, Dressage

FEI Dressage rider, trainer, and coach with experience at local, regional, and national competitions

USDF Bronze and Silver Medalist

USDF Young Rider Graduate

Multi-discipline equestrian with years of experience showing, training, and coaching students in western and English pleasure, hunter under saddle, horsemanship, and competitive ranch horse.



**Laura Ward, M.S.**

Associate Professor, Equestrian Studies

Areas of expertise: Role of horses throughout history, Horses in art, History of the American breeds, Horse Industry in the U.S.A., Anatomy of Movement

Faculty member since 1991

1994 Beaumont Dad's Association Distinguished Professor Award

Contributing author, “Knack Grooming Horses, A Complete Illustrated Guide”

Former Director WWU Summer Riding Program

USEF, UPHA and AMHA member

# Dressage info continued

photos from Dressage program sheet



DRESSAGE | **HUNTER/JUMPER** | SADDLE SEAT | WESTERN



## HUNTER

The hunter horse and rider work to develop a consistent and effortless performance over traditional, hunter-style fences. The ideal hunter shows superior manners, style and grace over a course of fences.

## JUMPER

The jumper horse and rider are the ultimate demonstration of athleticism and bravery as they attempt to beat the clock and clear the jumps. Breeds of horses represented include (but are not limited to) Thoroughbreds, many different Warmblood breeds, and American Quarter Horses.

**“I think it really benefits us to go to A-rated shows because we keep our name on the circuits for professionals to see us, which can find you a summertime job or internship, or even a great job after graduation.”**

**~ Molly O’Connell ’22**



**Michelle Smith, M.B.A.**

Associate Professor, Equestrian Studies, Hunter/Jumper

Faculty member from 1981 to 1987 and since 2008

Coached and trained horses and students to local, regional, and national levels

Has put on Hunter/Jumper shows and Combined Tests

Judged and designed courses for the U.S. Pony Club Midwest Regional Finals

USEF/USHJA member



**Jean Kraus, M.S., M.A.**

Professor, Equestrian Studies

Areas of Expertise: Dressage, Saddle Seat, Hunter Jumper, Western, Vaulting, History of horsemanship through the ages, Equine Health and First Aid, Equine Event Management, Theory of Teaching Techniques, Equine Facility Management, Tack Construction and Repair, and Evaluation of the Performance Horse

Faculty member since 1974

United States Equestrian Federation 'R' T.D. and 'R' CC Steward

USEF 'R' T.D.

USEF 'R' CC Steward

FEI Dressage Steward

2001 Beaumont Dad's Association Distinguished Professor Award

2004 Governor's Award for Excellence in Teaching

# Hunter/Jumper info continued

photos from Hunter/Jumper program sheet



DRESSAGE | HUNTER/JUMPER | **SADDLE SEAT** | WESTERN



## SADDLE SEAT

The Saddle Seat program at William Woods gives students the skills needed to become professionals in the equestrian industry. WWU's Saddle Seat program maintains close ties to professional trainers by bringing them to campus to conduct clinics and by placing students with them in the summer jobs and internships. Breeds of horses represented include (but are not limited to) American Saddlebreds (three- and five-gaited), Arabians, Morgans and National Show Horses.

**“William Woods provided the perfect foundation that we needed to start our careers in the saddle seat industry. The classrooms and hands on skills that are acquired at William Woods help build confidence when going into the real world of an internship or once graduated and entering a full time position. One of the best parts is keeping in touch with friends from school who work in the industry and live all over the country and also the immediate bond you get with meeting other alum. It doesn't seem to matter what year you went to WWU, we always find commonality! Also, we are from separate sides of the country (Oregon to Indiana) and William Woods brought us together; which we will be forever grateful!”**

**~Emily West and Jesse West  
WWU Alumni**



### Sarah Track,

M.Ed.

Assistant Professor, Equestrian Studies,  
Saddle Seat

Areas of Expertise: Equine management, health and welfare, long lining and driving, Saddle Seat riding teaching, mare and foal care, monitoring and record keeping, body and show clipping, maintaining and organizing tack, English and Western riding styles, and training and maintaining finished show horses to compete at the national level

Faculty member since 2010

Member of the USEF Saddle Seat World Cup Committee

Member of the UPHA, ASHA, and USEF

Coached, trained, and shown horses at the American Royal National Championship, Lexington Jr. League, Midwest Charity, and Kentucky State Fair horse shows



### Gayle Lampe,

M.Ed.

Professor Emerita

Areas of Expertise: Saddle Seat riding, coaching, and judging

Faculty member since 1968

Won Ladies Five-Gated Championship at the Kentucky State Fair on her own horse, Callaway's Born to Win

Judged shows in 42 states, as well as Canada, England, South Africa, and Australia, including 2010 South African National Championship Saddlebread Horse Show, 2012 Morgan Grand Nationals, 2013 Youth National Arabian & Half Arabian Championship, and 2016 U.S. National Arabian & Half Arabian Championship

Won 2004, 2006, 2009, and 2012 USEF Five-Gaited Open Horse of the Year Award

Won, Ladies Five-Gaited Pink Ribbon National Championship Class, American Royal, 2007-2010

# Saddle Seat info continued

photos from Saddle Seat program sheet



DRESSAGE | HUNTER/JUMPER | SADDLE SEAT | **WESTERN**



## WESTERN

While the western discipline has its roots in the ranches and wide open spaces of yesterday, it has become a style of riding that has embraced tradition with a modern twist. The discipline now includes many types of horses and competitive events. Horse shows that feature western-style horses will include a wide variety of classes from reining, ranch horse and western pleasure to trail, showmanship and pleasure driving.

**“WWU’s equestrian program is incomparable! The range of classes made me a well-rounded equestrian with an all-inclusive knowledge of multiple equine disciplines. The program provides once-in-a-lifetime opportunities for hands on learning, “real world” show experience having had the opportunity to show at the Color Breed Congress, as well as applicable business skills that I rely on heavily for my equestrian career!”**

**~Claire Trafton,  
2018 Equestrian Science and  
Business Administration**



**Liz Haben, M.Ed.**

Assistant Professor, Equestrian Studies,  
Western

Areas of Expertise: Training and preparing all around APHA and AQHA horses, trail, ranch riding, colt starting, ground training, stable management, equine nutrition, competitive judging, breed show management, equestrian academic instruction.

Faculty member since 2015

Established rider, trainer and coach of numerous Pinto World Champions, APHA champions, PtHA high point champions, AQHA point earners, Arabian hunters and western horses.

Manager and founder of WWU Pinto shows

Co-coach of the WWU Collegiate Judging Team, 2015 and 2016 U.S. National Senior Judging Team



**Jennie Petterson, M.Ed.**

Professor and Director,  
School of Equestrian Studies

Areas of Expertise: AQHA, APHA all around horses, Western event competition, Arabian and Half-Arabian Western Pleasure and Hunter Pleasure, PtHA Pleasure, Stock and Hunter Type all around horses, Stock Horse Pleasure Driving, Intercollegiate Competitive Judging and Equine Conformation, and Colt starting and young horse training

Faculty member since 2005

Has coached, trained, and shown numerous Class A Arabian western pleasure horses, APHA Champions, AQHA point earners, and Pinto World Champions

Coach of the 2006, 2015 and 2016 U.S. National Senior Judging Team and of the 2009 Morgan Grand National Champion Senior Collegiate Judging Team

## WESTERN

at William Woods

### What to bring and recommended reading:

Professional western riding attire—extra-long, starched jeans, low heeled western boots and a neat clean shirt.

Spurs recommended (we can help you pick out a suitable pair)

Current show attire for the events you hope to show

AQHA Rulebook

USEF Rulebook

At WWU we embrace the many events included under the umbrella of the western discipline. While many of the horses in the western barn are all-around horses who compete in multiple events, some are specialists. Our all-around horses typically compete in showmanship, horsemanship, hunt seat equitation, western pleasure, hunter under saddle and sometimes trail. We have specialist horses who compete primarily in hunter under saddle or hunter pleasure or only western pleasure at a breed show or national level.

The ranch division is growing in popularity within many western breeds, and we have ranch horses and reining horse here to teach you the ropes. New horses are donated all the time, so students have the opportunity to experience many different breeds and events all while riding the western horses.



William Woods Western horses are successful as daily teachers and as competitive show horses.



### STARTING YOUNG HORSES

Students have the opportunity to practice starting youngsters in a specially designed course taught by the western instructor. It allows students to learn and perfect young horse training techniques on seasoned horse for the first half of the semester. The second half of the course pairs students with a youngster. Instruction includes ground driving and ground work, tying, basic handling and a fundamental start under saddle.



## STUDENT ORGANIZATIONS

Western Club—this club includes fundraising opportunities that can help you fund your show and clinic experiences. The club puts on horse shows and clinics and has a number of social events each year.

Intercollegiate Judging Team—While this club is open to students of any discipline, it frequently draws students with FFA and 4-H judging background. The team has competed at the AQHA Congress, AQHA World Championships, U.S. Arabian and Half-Arabian National Championships, Morgan Grand Nationals and the National Reining Horse Futurity. With three National Champion titles from U.S. Nationals (2006, 2015 and 2016), and national title from Morgan Grand Nationals, we are often the team to beat.

## TITLES EARNED BY WWU OWNED WESTERN HORSES INCLUDE:

*PtHA World Champion (Open and Amateur)*

*PtHA Reserve World Champion (Open and Amateur)*

*Color Congress NSBA Champion (Open and Amateur)*

*Reserve National Champion Sport Horse Nationals (Amateur)*

*Top Ten Sport Horse Nationals (Open and Amateur)*

*Color Congress Champion (Open, Amateur, Youth)*

*Color Congress Reserve Champion (Open, Amateur, Youth)*

*PtHA World Championship High Point All Around Novice Amateur*

*PtHA World Championship High Point Amateur Pleasure Type Horse*

*IALHA National Champion (Open, Amateur)*

*IALHA Reserve National Champion (Open, Amateur)*

*USEF Horse of the Year*

*Pinto Horse Association Horse of the Year (Open, Amateur)*

*Breed Show Class Winner and Point Earner (Open, Amateur, Youth)*

*Breed Show Highpoint All-Around (Amateur, Youth)*

## BACHELOR OF SCIENCE IN

# Equestrian Science

### Graduates of this program have gone on to work as a/an:

Professional horse trainer

Professional riding instructor

Professional clinician

Professional horse show judge

Equine sales representative

College or university professor

Recreational riding program instructor, trainer or manager

Boarding facility owner or employee

Breed association employee



William Woods University Equestrian Science graduates can be found in every corner of the equestrian world. Our graduates are professional horse trainers, riding instructors, and clinicians. They are horse show judges, teaching at the college or university level, boarding facility owners, and more.

As an Equestrian Science student at William Woods University, you can pursue a successful career in your dream field, and make a difference in a growing industry. We hold high standards in horse healthcare, training, and teaching. Utilize the most advanced technology, learn the best practices in equine healthcare, and enjoy practical experiences that are relevant no matter which way your equestrian career takes you.

### ESSENTIAL SKILLS YOU WILL LEARN INCLUDE:

*The anatomy of movement*

*Digestive physiology and feeding programs*

*Breed/type evaluation for performance and conformation*

*Logistics of teaching and managing a lesson program*

*Overview of the horse industry and employment opportunities*

*Equine health and first aid*

*Day-to-day care of horses*

*Designing and managing a stable*

*Advanced business practices for a horse competition*

*Small business management*



**Graduates of this program have gone on to work as a/an:**

Barn manager/  
owner

Tack store  
manager/owner

Breed association  
employee

College or  
university professor

Small business  
owner

Equine supply sales  
representative

Feed company  
sales representative

Social media  
manager

## BACHELOR OF SCIENCE IN

# Equine Administration

The \$122 billion equine industry is booming. William Woods University makes you a marketable and prepared candidate for a multitude of careers within this industry. A successful manager not only manages horses in a superior manner, but is an effective leader and manager of people. Equine Administration students learn equestrian business skills such as entrepreneurship, business communications, and managerial strategies.

### ESSENTIAL SKILLS YOU WILL LEARN INCLUDE:

*Communicating with clientele, professionals, and peers*

*An exceptional ability to solve problems and think creatively*

*Effective communication through social media and other marketing platforms*

*Understanding the inherent differences between disciplines and the ability to communicate effectively with riders from all the seats*

*Understanding issues in the horse industry from both the livestock and companion animal viewpoints*

*Knowledge of current political issues involving the horse*

*General and specialized care of competition horses*

*Managing equine medical emergencies and therapies*



**Specialized concentrations include:**

Equine Assisted Therapies

Equestrian Studies

Equine Media

## BACHELOR OF SCIENCE IN

# Equine General Studies

You know you want to work in the equestrian industry but you have other interests as well — maybe it's communications, media, or equine assisted therapy. The William Woods University Equine General Studies degree prepares you for a variety of careers beyond training. Whether you want to teach in a therapeutic setting, write, pho-

tograph, manage, or create media, the Equine General Studies major will put you on course to pursuing your dream.

Pursue concentrations in Equestrian Studies, Equine Media, or Equine Assisted Therapies. This major is also designed so you can pursue a second major, and it's customizable to help you achieve your personal career goals.

## ONLINE MASTER OF EDUCATION IN

# Equestrian Education

This program assumes that the candidates already have some equestrian background and wish to take their skills to the next level.

Delivery is entirely on line, with no

### THIS PROGRAM IS FOR:

*Those who wish to teach in High School or College Equestrian Programs*

*Equestrian Coaches at the High School or College level*

*Out Reach and Extension Agents*

*Leadership roles at breed and discipline organizations*

*Professionals who wish to achieve a higher standard of teaching and instruction*

set log on times. Learn from faculty who are teaching in equestrian programs throughout the country. We live it every day, walking that line between college educator and equestrian professional.

### CAREER OPPORTUNITIES

Equestrian education is gaining momentum in the industry as employers seek academically credentialed equestrian professionals in the fields of extension service, breed and discipline, organizational leadership, undergraduate and post-secondary instruction, and others. Equestrian education professionals are in demand to fill positions as youth and outreach workers to improve the quality and effectiveness of programs for early exposure to the field.

### Coursework in this program will address:

Course and Curriculum Development and Assessment

Management of facilities and resources

Navigating accreditation

Navigating high education administration

Teaching riding at research facilities

Donor relations

Today's undergraduate learner and equestrian

Current issues specific to Equestrian Education



## Bonnie Carr, M.S.

Associate Professor, Equestrian Studies

Program manager Master of Equestrian Ed.

Teaching anatomy, nutrition, horse management, current issues, tack and equipment, horse show management

Instructor of Hunter/Jumper, Stock seat and Hunter under saddle

Shows Pinto nationally in all around including show trail, western riding, discipline rail, ideal, hunter under saddle and pleasure driving

25+ years of teaching at the college level



### Value

While many people think of a job in the horse industry as only suitable for riders and trainers, it offers so much more.

According to an economic report by the American Horse Council Foundation, the equine industry adds \$122 billion in value to the U.S. Economy. There are professional course designers, event and competition managers, equine rehabilitators, sales and marketing service providers, product sales and so much more. Your perfect fit in the equine industry might be at a breed or equine sport organization or as an entrepreneur in a related field. We work to help you discover your best fit in a changing equine industry.

# Plus One Program

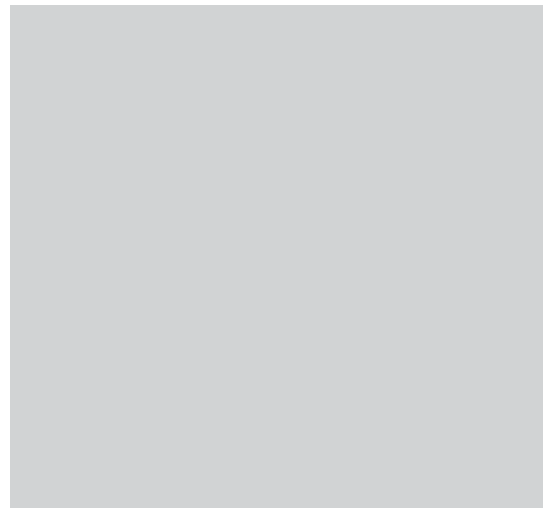
(B.S. and M.E.D. in Equestrian Education in 5 years)

Get ahead by participating in William Woods University's Plus One program. Through this unique program, Equestrian Science students can graduate in only five years with both a Bachelor of Science and Master of Equestrian Education. All Equestrian Majors may potentially take advantage of the plus one program. Other equestrian majors (Equestrian Administration or Equine General Studies) who choose to take the appropriate pre-requisite courses

(in teaching riding) may also be able to graduate in 5 years with a BS and an MED in Equestrian Education.

Participating in Plus One saves you both time and money. Students will take graduate-level courses (which also count as upper level electives needed to complete their Bachelor's degree) starting their second to last semester before they are scheduled to complete a bachelor's degree. These classes go towards the credit hours required for an undergraduate degree and then transfer to the Master's program upon graduation. All graduate courses completed as an undergraduate student are included in regular undergraduate tuition.

During the fifth year, students will take the remainder of the required graduate coursework online. This convenient schedule gives students the option to begin their career right after graduating with their Bachelor's degree, while working towards their Master's degree.



## ORGANIZATIONS

Get involved with other students who share your interests through the five equestrian organizations that are open to all students, regardless of major. There is a club for each seat: dressage, hunter/jumper, saddle seat, and western. Each of these clubs has its own personality and activities, and they all promote camaraderie and learning through horse shows, service events, and professional competitions. There is also an inter-collegiate Competitive Judging Team, open to anyone who wants to learn more about

horses and competitive judging. This team travels to national judging competitions each fall and helps at regional clinics and judging contests each spring.

## CLINICS AND SEMINARS

In addition to instruction from our own nationally renowned faculty members, you will learn from top industry professionals in various clinics and seminars including practicing professionals, teachers, riders, saddle-fitters, and Olympic athletes.



The Paddock Club is the oldest club on campus and is open to all students of any equestrian seat.

## Frequently Asked Questions

### **BARN DUTIES?**

All riding students are responsible for grooming, tacking up, and cooling out the horses they ride. It is also their responsibility to clean the tack used after each class and take care of their horse's stall. Students enrolled in the Horse Management Practicum courses are responsible for the daily care of an assigned string of horses.

### **LEARN TO START COLTS?**

Many of our donation horses are training projects, whether they are untrained youngsters or mature horses that need re-schooling to build good habits. While there are classes offered to give students direct instruction in starting young horses and groundwork techniques, we believe you are training everytime you work with a horse.

### **WORK-STUDY OPPORTUNITIES?**

Equestrian work-study students are responsible for the afternoon feeding of all horses, holding horses for farriers, assisting with maintenance of the riding arenas and working in faculty offices.

### **MAY I BRING MY HORSE?**

That is up to you. There are many local stables that offer comfortable boarding facilities. There is no boarding for student horses on campus. Personal horses may be used in applied riding classes with the instructor's permission. Approved personal horses also are welcome to represent the university at horse shows. Bringing your own horse is not discouraged, but you may find that caring for your horse will take time away from your studies and social activities.

# Boldly Take On the World

“One of my favorite memories was the opportunity to show horses at Color Breed Congress during my junior and senior years with other western seat students.”

~ Ashley Bauer  
'16 MED '17

Our graduates are in amazing fields doing incredible things. And no matter where they are, each one carries with them the community, the attitude, and the values that all began during their time at William Woods University. Our alumni have found successful careers in leading agencies, companies, and organizations:

*United States  
Equestrian Federation*

*University of WI -  
River Falls*

*Virginia Intermont  
Sweetbriar College*

*American Quarter  
Horse Association*

*United States  
Dressage Federation*

*Pony of the Americas*

*Chronicle of the  
Horse*

*Howard Schatzberg  
Photography*

*Appaloosa Horse  
Club*

*County Line Equine  
Practice*

*Betsy Steiner  
Dressage*

*The American  
Saddlebred Museum*

*Lyndon Rife Dressage*

*St. Louis Carriage  
Company*

*Liz Austin Dressage*

*Miller and Associates,  
Equine Veterinarians*

*SmartPak*

*American Royal  
Museum and Visitors  
Center*

*Stephens College,  
Equestrian Studies*

*Golden Horseshoe  
Tack Store*

*Peeper Ranch,  
Lenexa, KS*

*The Blood Horse*

*Tina M. Konyot  
Dressage*



*Sidelines Magazine*

*Arabian Horse Times*

*Jan Ebeling, The  
Acres Dressage*

*Bruce Davidson 1976  
Olympic Gold Medal  
Winner Eventing*

*Kirkwood Community  
College, Equine  
Science*

*Robert Battaglia  
Arabian Horses*

*Saddle & Bridle  
Magazine*

*Equine Medical  
Services*

*Castle Forbes Stud,  
County Longford,  
Ireland*

*Kirkwood Community  
College*

*The National  
Horseman Magazine*

*La Cense Montana  
Professional School of  
Horsemanship*

*Murray State  
University,  
Equine Science*

*American Saddlebred  
Association*

*Menlo Circus Club  
Stables*

# Economic Impact

## The Competition Sector



Supports more than **241,000** direct jobs



Adds **\$11.8 billion** in direct value to the national economy

### These direct impacts



Drives a further **\$16.5 billion** in added value to the economy



Creates more than **175,000 jobs** from indirect and induced effects

Since we are adding a spread for each seat, we either need to add this spread to have 40 pages, or remove enough content to bring down to 36 pages.

This quote was taken from the Saddle Seat page. Can it still be used elsewhere?

“Within this small community, you get exposed to four different seats. This develops a unique opportunity to learn from a variety of perspectives, training methods, and horses. Not only do you learn a lot, but you are pushed to try new things.”

~ Jennifer Wilson '17

## BACHELOR OF SCIENCE IN BIOLOGY

# Pre-Veterinary Concentration

Graduate schools for Veterinary Medicine are competitive, but William Woods University prepares its pre-veterinary students well. This popular program boasts a high acceptance rate for students who have applied to colleges of veterinary medicine across the country.

Take advantage of the university's Center for Equine Medicine, which houses a full-time doctor of veterinary medicine. The Center's collaboration with our equestrian program benefits both equestrian and biology students — students gain the kind of real experience they need before heading to vet school. Participate in hands-on classroom work, assist the veterinarian, and learn about health care, including routine care, diagnosis, and treatment of William Woods University's 150+ horses.

Study includes all of the additional

coursework you need so that your pre-requisites are met for acceptance into an accredited veterinary program, including biochemistry, physics, genetics, calculus or statistics, and more.

## CAREER OPPORTUNITIES

Become a doctor of veterinary medicine practicing general veterinary medicine, or specialize in dentistry, emergency and critical care, anesthesia, pathology, surgery, zoology, and more. Pursue expertise in certain animal species such as equine, large animal, feline/canine, avian, and more. You may also pursue a career as a veterinary technician or assistant.

No matter which way you want to work with animals, William Woods pre-vet concentration will make sure you are ready to take on the nation's top veterinary programs.

**“My proudest moment while working in this program has been the development of hands-on clinical education opportunities and the introduction of a collaborative program with the Biology Department focusing on regenerative medicine in horses.”**

-Paul M. Schiltz,  
D.V.M.





## Paul M. Schiltz, D.V.M.

University Veterinarian  
Director of Pre-Veterinary Education  
Associate Professor

Graduate of the University of Illinois College  
of Veterinary Medicine

Has practiced equine veterinary medicine,  
with a focus on sports medicine, for 25 years

William Wood's primary care veterinarian  
since 1998

Member of the Boone County Technical  
Large Animal Emergency Response Team



---

WILLIAM WOODS  
UNIVERSITY

---

One University Avenue  
Fulton, Missouri 65251  
[www.williamwoods.edu](http://www.williamwoods.edu)

## Take these steps to apply:

- 1 APPLY ONLINE**  
Apply online any time beginning your junior year.  
It's fast, easy, FREE, and no essay is required.
- 2 SEND YOUR TRANSCRIPTS**
- 3 SEND YOUR ACT/SAT SCORES**
- 4 APPLY FOR SCHOLARSHIPS**
- 5 COMPLETE THE FAFSA**

[williamwoods.edu/apply](http://williamwoods.edu/apply)

Enter Grades > Statistics

# Item Statistics: Quiz 3

Class Statistics User Statistics

View By: User Apply

## Quiz 3 Class Statistics

Number of submitted grades: 15 / 16

- Minimum: 0 %
- Maximum: 97.33 %
- Average: 86.84 %
- Mode: 97.33 %
- Median: 93.33 %
- Standard Deviation: 23.46 %

## Grade Distribution



Enter Grades > Statistics

# Item Statistics: Quiz 3 - Take Home

Class Statistics User Statistics

View By: User [dropdown] [Apply]

## Quiz 3 - Take Home Class Statistics

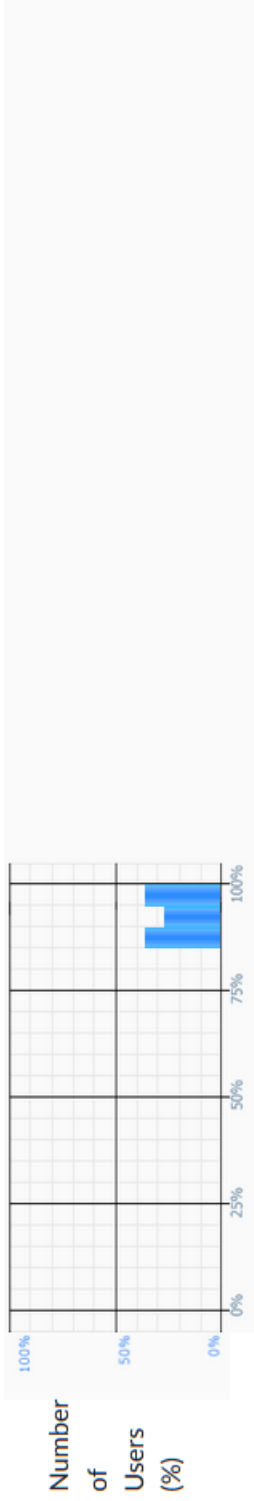
Number of submitted grades: 11 / 12



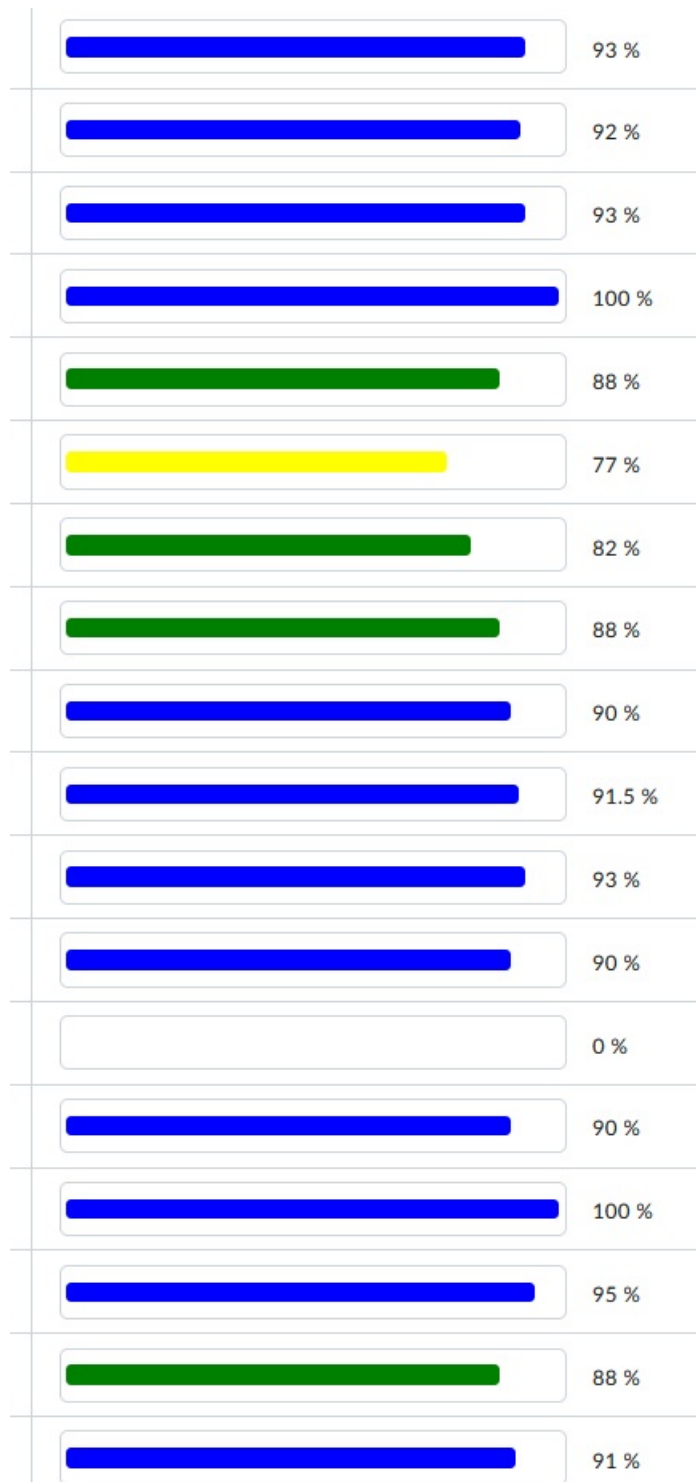
Mode: 88 %, 100 %, 92 %, 97.33 %  
Median: 92 %














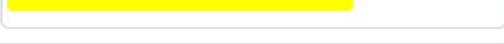
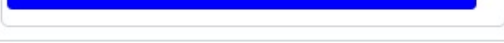

Standard Deviation: 4.68 %

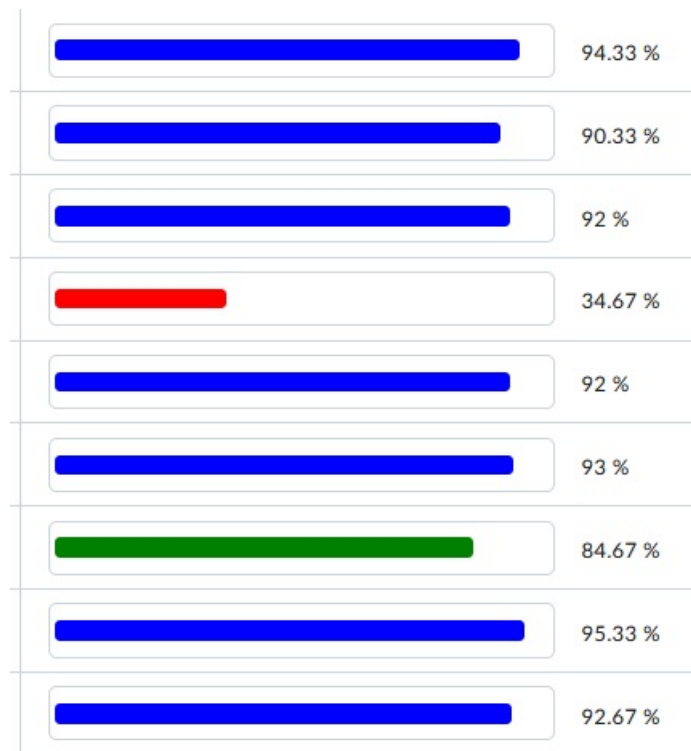
## Grade Distribution



Grade Received (%)



Grade	
	0 %
	80.67 %
	87.33 %
	61.33 %
	74.33 %
	94.67 %
	87.33 %
	83.33 %
	93.33 %
	98.67 %
	86 %
	0 %
	90.67 %
	70 %
	95.33 %
	83 %



MAJOR	Seat	attempt	Riding	Interview	Written/score
EQA		1	n/a	100	94
EQA		1	n/a	99	82
EQA	W	1	n/a	85	80
EQA	W	1	n/a	69	72
EQA	W	1	n/a	84	74
EQA		1	n/a	98	98
EQA		1	n/a	96	88
EQA		1	n/a		48
EQGS		1	n/a	91	80

EQA	W	1	n/a	98%	waived
EQA	HJ	1	n/a	95%	90%

	Grade
<input type="text"/>	D+ (66.67 %)
<input type="text"/>	F (38.1 %)
<input type="text"/>	B (86.67 %)
<input type="text"/>	F (13.33 %)
<input type="text"/>	A (100 %)
<input type="text"/>	B- (82.86 %)
<input type="text"/>	A- (93.33 %)
<input type="text"/>	D+ (66.67 %)
<input type="text"/>	F (6.67 %)
<input type="text"/>	A- (90.48 %)
<input type="text"/>	F (38.1 %)
<input type="text"/>	B- (82.86 %)
<input type="text"/>	F (8.57 %)
<input type="text"/>	F (7.62 %)

## **EQA 205 Facility management Practicum I Forum Post Assignment 75 points per post:**

### **Forum Posting Assignment Details:**

#### **Initial Forum Discussion Postings: 50 points each**

**Attention: This assignment is due weekly and the total for the post/response is 75 points. If students do not make a Forum Discussion Content Response the maximum amount of points available for the initial post is 50 points making the total score a 67%. This assignment is to encourage participation in the forum and between classmates.**

1 hour course time. 4 forum posts = 4 total hours course time

Individually, the student will post their thoughts and reflections in the discussion forum via Brightspace regarding various topics regarding facility management. Students will post their discussions on such topics as described in the assignment details. Each forum discussion should be a **minimum** of 450 words and **cite one source** that addresses the guiding questions/comments found within the assignment details for each week as per the course calendar. Correct 6<sup>th</sup> edition APA formatting must be used. Forum Discussion Posting should be posted in the appropriate forum no later than 11:59 p.m. Central Standard Time on the Tuesday for the week in which it is due.

(50 points x 4 = 200 points)

#### **Forum Discussion Content Responses: 25 points each**

.5 hours course time per response. Forum Post Responses = 2 total hours course time.

From the discussions posted by members of the class, students will develop one response to **one** classmate with a **minimum** of 200 words (one page, single spaced). Students should demonstrate a deep understanding of the concepts in a clear and concise reflection. Correct 6<sup>th</sup> Edition APA formatting must be used.

Forum Discussion Content Response posting should be posted in the appropriate thread no later than 11:59 p.m. Central Standard Time on the Saturday for the week in which it is due.

(25 points x 4 = 100)

Enter Grades > Statistics

# Item Statistics: Event Management Portfolio FINAL HARD COPY PROJECT

Class Statistics **User Statistics**

View By: User

Search For...


Email


Grade

10 per page


Grade	
	C- (70 %)
	A (100 %)
	A (100 %)
	A (100 %)
	A (100 %)


Final Barn Project ▼


 106.5 / 150, 71 %


 133 / 150, 88.67 %

 150 / 150, 100 %

 122 / 150, 81.33 %

 131.5 / 150, 87.67 %

 147 / 150, 98 %

 144 / 150, 96 %


 139 / 150, 92.67 %


 143 / 150, 95.33 %


Final Barn Project ▾

 138 / 150, 92 %

0 / 150, 0 %

 95.75 / 150, 63.83 %


 134 / 150, 89.33 %

 138 / 150, 92 %

 148 / 150, 98.67 %

 148 / 150, 98.67 %

 146 / 150, 97.33 %

 144 / 150, 96 %

# Category Statistics: Weekly Practical Scores

Class Statistics

User Statistics

View By: User

Apply

## Weekly Practical Scores Class Statistics

Number of submitted grades: 7 / 7

Minimum:  87 %

Maximum:  98.44 %

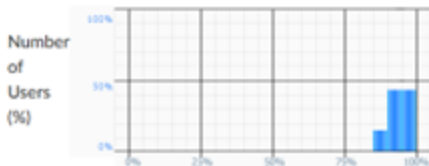
Average:  93.31 %

Mode: None

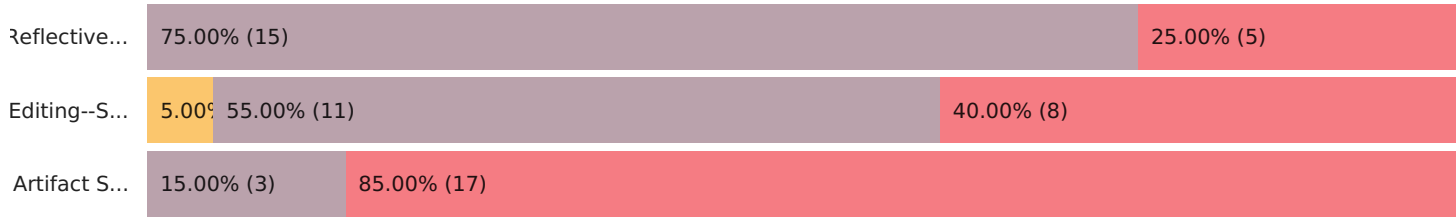
Median: 94.19 %

Standard Deviation: 4.05 %

## Grade Distribution

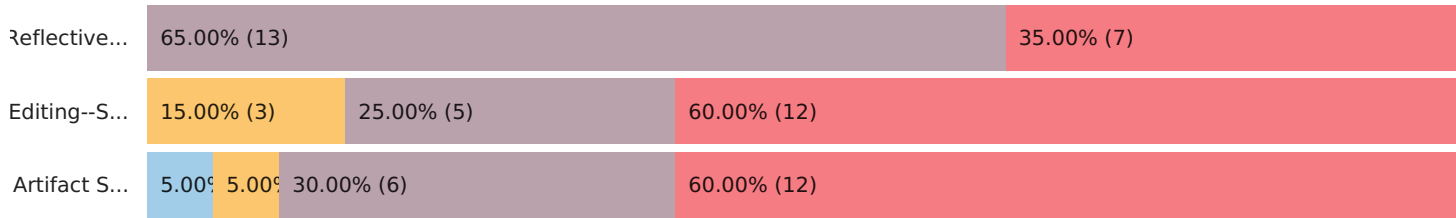


**EQ Portfolio Rubric (EQU 415 Equestrian Senior Portfolio)**



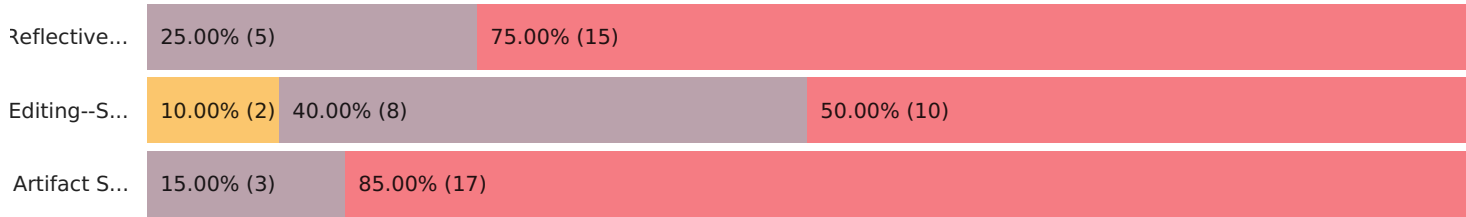
Element	Level 1	Level 2	Level 3	Level 4	Level 6	Mean	Stdev
Reflective Writing	0.00% (0)	0.00% (0)	0.00% (0)	75.00% (15)	25.00% (5)	9.75	1.33
Editing--Sentence Structure and Grammar	0.00% (0)	0.00% (0)	5.00% (1)	55.00% (11)	40.00% (8)	3.35	0.59
Artifact Selections	0.00% (0)	0.00% (0)	0.00% (0)	15.00% (3)	85.00% (17)	3.85	0.37

**EQ Portfolio Rubric (EQU 415 Equestrian Senior Portfolio)**



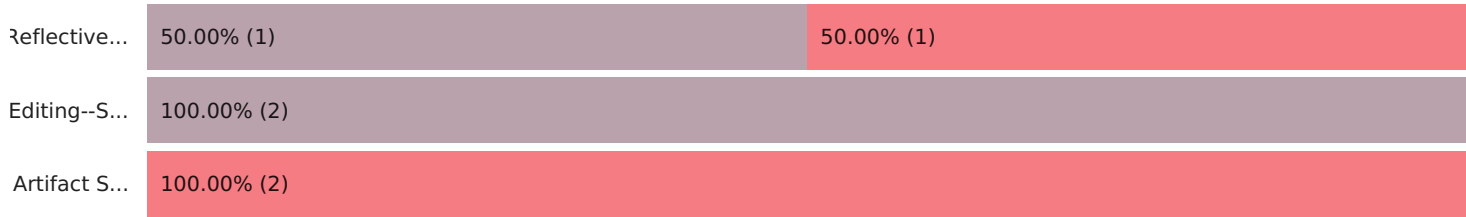
Element	Level 1	Level 2	Level 3	Level 4	Level 6	Mean	Stdev
Reflective Writing	0.00% (0)	0.00% (0)	0.00% (0)	65.00% (13)	35.00% (7)	10.05	1.47
Editing--Sentence Structure and Grammar	0.00% (0)	0.00% (0)	15.00% (3)	25.00% (5)	60.00% (12)	3.45	0.76
Artifact Selections	0.00% (0)	5.00% (1)	5.00% (1)	30.00% (6)	60.00% (12)	3.45	0.83

**EQ Portfolio Rubric (EQU 415 Equestrian Senior Portfolio)**



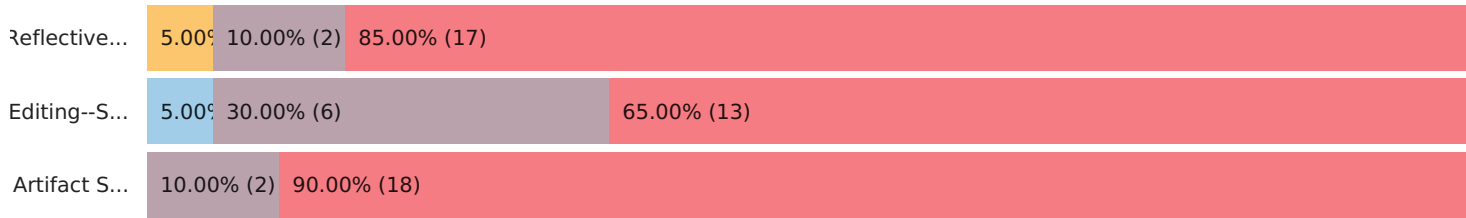
Element	Level 1	Level 2	Level 3	Level 4	Level 6	Mean	Stdev
Reflective Writing	0.00% (0)	0.00% (0)	0.00% (0)	25.00% (5)	75.00% (15)	11.25	1.33
Editing--Sentence Structure and Grammar	0.00% (0)	0.00% (0)	10.00% (2)	40.00% (8)	50.00% (10)	3.40	0.68
Artifact Selections	0.00% (0)	0.00% (0)	0.00% (0)	15.00% (3)	85.00% (17)	3.85	0.37

**EQ Portfolio Rubric (EQU 415 Equestrian Senior Portfolio)**



Element	Level 1	Level 2	Level 3	Level 4	Level 6	Mean	Stdev
Reflective Writing	0.00% (0)	0.00% (0)	0.00% (0)	50.00% (1)	50.00% (1)	10.50	2.12
Editing--Sentence Structure and Grammar	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (2)	0.00% (0)	3.00	0.00
Artifact Selections	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (2)	4.00	0.00

**EQ Portfolio Rubric (EQU 415 Equestrian Senior Portfolio)**



Element	Level 1	Level 2	Level 3	Level 4	Level 6	Mean	Stdev
Reflective Writing	0.00% (0)	0.00% (0)	5.00% (1)	10.00% (2)	85.00% (17)	11.40	1.57
Editing--Sentence Structure and Grammar	0.00% (0)	5.00% (1)	0.00% (0)	30.00% (6)	65.00% (13)	3.55	0.76
Artifact Selections	0.00% (0)	0.00% (0)	0.00% (0)	10.00% (2)	90.00% (18)	3.90	0.31

grades Setup Wizard

Switch to Spreadsheet View

s/categories are not displayed, click More Actions - Hide/Show Columns to change which items are visible.

Show Search Options

	Guest Speaker Reflection	LAB HOURS #1	LAB HOURS #2	LAB HOURS #3 GALA Celebration	LAB HOURS #4 EQS Showcase	LAB HOURS #5	LAB HOURS #6
	0 / 10, 0 %	0 / 25, 0 %	25 / 25, 100 %	25 / 25, 100 %	25 / 25, 100 %	25 / 25, 100 %	25 / 25, 100 %
	0 / 10, 0 %	0 / 25, 0 %	0 / 25, 0 %	25 / 25, 100 %	25 / 25, 100 %	0 / 25, 0 %	0 / 25, 0 %
	10 / 10, 100 %	0 / 25, 0 %	25 / 25, 100 %	25 / 25, 100 %	25 / 25, 100 %	25 / 25, 100 %	25 / 25, 100 %
	10 / 10, 100 %	25 / 25, 100 %	25 / 25, 100 %	25 / 25, 100 %	25 / 25, 100 %	25 / 25, 100 %	25 / 25, 100 %
	10 / 10, 100 %	25 / 25, 100 %	25 / 25, 100 %	25 / 25, 100 %	25 / 25, 100 %	25 / 25, 100 %	25 / 25, 100 %
	0 / 10, 0 %	25 / 25, 100 %	0 / 25, 0 %	25 / 25, 100 %	25 / 25, 100 %	25 / 25, 100 %	25 / 25, 100 %

Enter Grades > Statistics

# Item Statistics: Final EQ Sim Project

Class Statistics

User Statistics

View By:

User

Apply

## Final EQ Sim Project Class Statistics

Number of submitted grades: 8 / 8

Minimum: 79 %

Maximum: 99 %

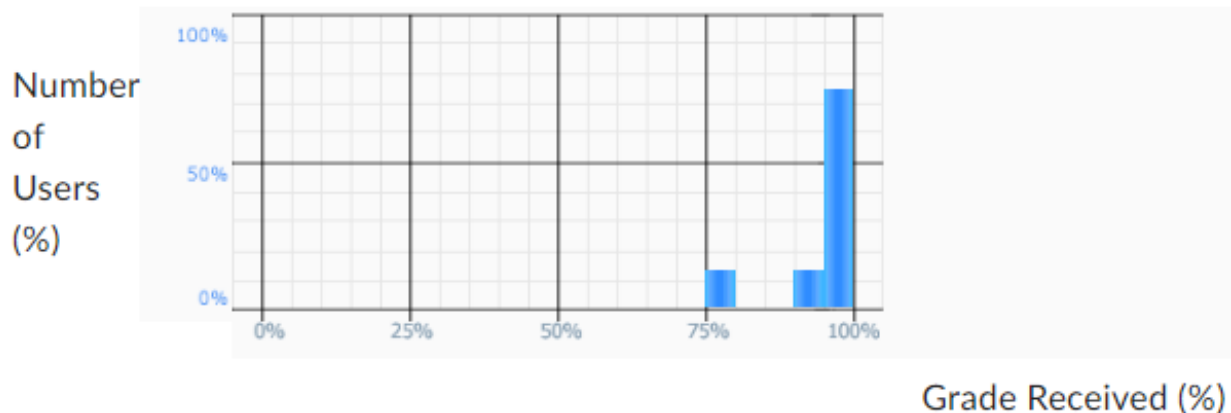
Average: 94 %

Mode: 98 %

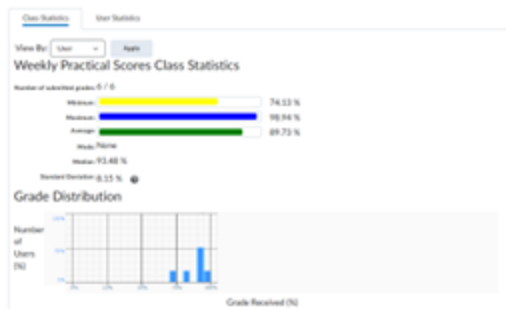
Median: 96.5 %

Standard Deviation: 6.24 %

## Grade Distribution



Category Statistics: Weekly Practical Scores



**Equestrian Proficiency Schedule - Wednesday February 21<sup>st</sup>**

**Written Exam: Paul Schiltz**

**9:00 am. EOS 100**

Abbey Burkhalter

Abigail Stevens

Amanda Rizzi

Ava Clark

Avery O'Meara

Corynn (Sage) Argent

Dakota Berkmyre

Dylan Hassett

Grace Clark

Grace Neimeyer

Gracie Walgren

Hannah Ullery

Jadyn Vignery

Justin Rector

Katlyn Leahy

Kennie Streit

Lexi Guimond

Lydia Vance

Megan Corrigan

Sarah (KayDee) Brisendine

Shay Leake

**Equestrian Proficiency Schedule - Wednesday February 21<sup>st</sup>**

**Interviews: 10:00-12:30 (come as soon written test is completed and wait in turn)**

**Western Interviews EOS 102: Liz & Jennie**

Abbey Burkhalter EQS Western

Gracie Walgren EQS Western

Sarah (KayDee) Brisendine EQS Western

Shay Leake EQS Western

Kennie Streit EQS/EQA Western

Megan Corrigan EQS/EQA Western

Grace Neimeyer EQA

**Saddle Seat and EQGS: EOS Lounge: Sarah & Erin**

Amanda Rizzi EQS SS

Justin Rector EQS SS

Lexi Guimond EQS SS

Abigail Stevens EQGS w/Equine-Assisted Services

Hannah Ullery EQGS w/Equine-Assisted Services

Sage Argent EQGS w/Equine Media Concentration

Dakota Berkmyre EQA

**Hunter/Jumper and EOA Bailey's Office: Bailey & Kamerra**

Ava Clark EQS HJ

Avery O'Meara EQS HJ

Grace Clark EQS HJ

Dylan Hassett EQA

Jadyn Vignery EQS HJ

Katlyn Leahy EQA

Lydia Vance EQA

## Equestrian Proficiency Schedule - Wednesday February 21<sup>st</sup>

**Applied tests (speak with applied riding instructors for details):**

### **2:00pm in RARA**

HJ-Ava Clark

HJ- Avery O'Meara

HJ-Grace Clark

HJ-Jadyn Vignery

### **5:00pm in UPHA**

W-Abbey Burkhalter

W-Gracie Walgren

W-Kennie Streit

W-Megan Corrigan

W-Sarah (Kaydee) Brisendine

### **6:00pm in RARA**

SS-Amanda Rizzi

SS-Justin Rector

SS-Lexi Guimond

[Enter Grades](#) > [Statistics](#)

# Item Statistics: Final EQ Sim Project

Class Statistics

User Statistics

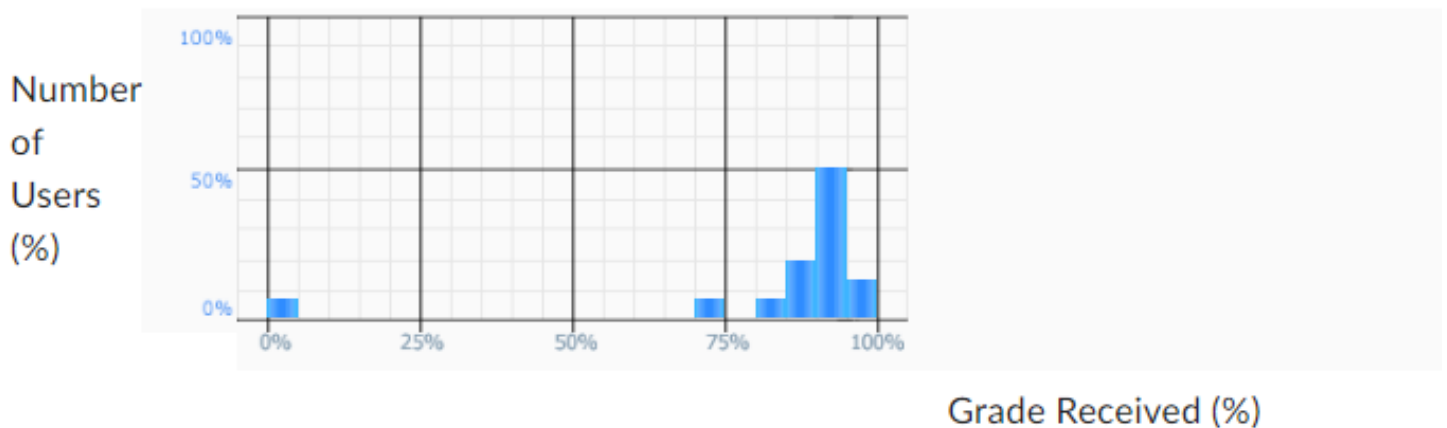
View By:

## Final EQ Sim Project Class Statistics

Number of submitted grades: 16 / 16

Minimum:	<input type="text"/>	0 %
Maximum:	<input type="text" value="99"/>	99 %
Average:	<input type="text" value="83.94"/>	83.94 %
Mode:	89 %, 90 %	
Median:	90 %	
Standard Deviation:	22.52 %	

## Grade Distribution



## Grade Distribution

