Program Level Assessment Report for 2012-2013

PROGRAM NAME, DEGREE NAME: Sports Science, B.S.Ed.

COLLEGE IN WHICH PROGRAM IS HOUSED: CEHS

REPORT PREPARED BY: Karen Wonders

A. ACTIONS TAKEN TO IMPROVE STUDENT LEARNING

None, we are still a new program so we did not make any changes to the program in 2012-2013.

B. STUDENT LEARNING OUTCOMES ASSESSED AND EXAMINED

The Sports Science program purposes to prepare competent entry-level Exercise Science professionals in the cognitive, psychomotor, and affective learning domains.

Outcomes assessments include performance on national credentialing examinations, programmatic retention/attrition, employer satisfaction, job placement, and programmatic summative measures.

C. METHODS FOR COLLECTING DATA

Both formative and summative evaluations are performed on each student as he/she moves through the Sports Science program. Upon admittance into the program, the student must have a GPA of 2.5 or higher and must complete a dispositions assessment on themselves. To remain in the program, each student is required to maintain a GPA of 2.5 or higher. Each student’s GPA is monitored once a year in December. The midpoint of the program is considered the KNH 4110 class, during which point a content test is administered to each student to assess skills in Fitness Assessment and Exercise Prescription. Each student must receive a B or better to pass this test. A portfolio check is also completed at this time. Items included in the portfolio contain artifacts to demonstrate proficiency in content knowledge, pedagogical content knowledge, diversity, technology, professionalism, and emotional intelligence. At completion of the program, each student completes an internship evaluation; an impact on client needs assessment, a second dispositions assessment, and a final portfolio check.

D. ASSESSMENT MEASURES

Evaluations are completed on each student as he/she moves throughout the program. The following list describes items used for evaluation in each of the strands of Wright State University’s Conceptual Framework. Each rubric used for these assessments is attached to the end of Part D.

a. Content knowledge:
   1. KNH 4110 Content Test (contains a Health Risk Appraisal, Fitness Assessment, and Practical Exam).
b. Ped. Content Knowledge:
   1. KNH 4110 Exercise Prescription Assessment (Aerobic, Resistance, and
      Flexibility Prescription –
      addressing ACSM guidelines for frequency, intensity, duration, and mode).
   2. KNH 4110 Fitness Academy Paper (gives the student experience in
      designing an assessment protocol, organizing assessment order, creating a
      budget, creating a fitness assessment form, designing a flyer, and laying out a
      fitness assessment room).

c. Diversity:
   1. HED 4570 Paper (student selects a chronic condition and researches the
      pathophysiology of the condition, management and medications, lifestyle
      changes, effects of exercise training, recommendations for exercise testing
      and programming, and any special considerations).
   2. HPR 2120 APE Resource Manual (student creates a resource manual
      containing fact sheets for various disabilities, implications to exercise,
      modifications, and available resources).

d. Technology:
   1. KNH 4110 Equipment Checklist (student is evaluated on his/her ability
      to use, calibrate, and explain various equipment in the exercise physiology
      laboratory).

e. Professionalism:
   1. Internship Evaluation (student performance during the internship is
      evaluated by his/her internship site supervisor).
   2. Resume

f. Emotional Intelligence:
   1. Student choice (include reflection)

E. SIGNIFICANT FINDINGS
There are several evaluation systems in place for the Sports Science program. Most
recently, this program was evaluated by CAAHEP in June of 2013 and met all
standards required for accreditation. In addition, it recently was reviewed by Wright
State University’s Unit Assessment Committee, who examined the overall quality of
our program. We received very favorable remarks from this committee. In addition,
each student meets with the Program Director upon completion of the program and
completes an exit interview to evaluate the program and make suggestions on how it
can improve. Also, an Advisory Board with alumni, faculty, and employers from the
area fitness industry has been formed and meets regularly to discuss the program.
Finally, each employer of our graduates and interns completes the Employee
Satisfaction Survey developed by CAAHEP.

F. DISCUSSION OF RESULTS
Results from our evaluations were recently discussed at our CAAHEP
accreditation visit in June of 2013. We met all of their standards.

G. ACTIONS PLANNED TO IMPROVE STUDENT LEARNING

H. SUPPORTING DOCUMENTS