



Program Assessment Report (PAR)

Sports Science (SPSC) Baccalaureate Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

I. PROGRAM LEARNING OUTCOMES

The Sports Science program prepares competent entry-level Exercise Science professionals in the cognitive, psychomotor, and affective learning domains. Upon completion of the program, we expect The graduates will be able to meet the CAAHEP benchmark of a 60% pass rate on national credentialing examinations. In 2021-2022, our pass rate was 96.1%. The graduates will be able to meet the CAAHEP benchmark of 70% for programmatic retention/attrition. In 2020-2021, our program retention rate was 88.4% The graduates will be able to meet the CAAHEP benchmark of 85% for employer satisfaction, with a 15% return rate. In 2020-2021, our employer satisfaction was 96.4%, with a 56% survey return rate. The graduates will be able to meet the CAAHEP benchmark of 80% for job placement. In 2020-2021, our job placement rate was 88.4%.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

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 following list describes items used in the evaluation of 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. Content knowledge 1. Content Test The KNH 4110 class is considered the midpoint of the Sports Science program. This Content Test is administered to each student in the class to assess skills in Fitness Assessment and Exercise Prescription. The Content Test contains a Health Risk Appraisal, Fitness Assessment, and Practical Exam. Each student must receive a B or better to pass this test and a rubric is used to evaluate student work. An aggregate of all Sport Science students' grades on

this project are reported to our National Accrediting body. Therefore, this assessment reflects the overall ability of all of our Sports Science students.

Pedagogical Content Knowledge 1. Exercise Prescription Assessment - In this assessment, students in KNH 4110 evaluate case studies containing fitness assessment data to create individualized exercise prescriptions. Each Exercise Prescription must address the ACSM guidelines for frequency, intensity, duration, and mode, and must contain guidelines for aerobic, resistance, and flexibility Prescription. Each assignment is evaluated using a rubric, and an aggregate of all Sports Science students' grades are reported to the National Accrediting Body.

2. Fitness Academy Paper – This is the final project in KNH 4110. To complete this project, the student must design their own assessment protocol for implementation in a new fitness center. In this assignment, students must organize their fitness assessments in the proper order, create a budget for all necessary equipment, create a fitness assessment data collection form, design a flyer to promote the new program, and develop a lay out for the new fitness assessment room. A rubric is used to evaluate this assignment, and the students present their work to the class. An aggregate of all Sports Science students' grades are reported to the National Accrediting Body.

Diversity 1. Chronic Disease Paper – This is the final project of HED 4570. For this project, each student selects a chronic disease and thoroughly researches the pathophysiology of the selected condition, including the management and medications, lifestyle changes, effects of exercise training, recommendations for exercise testing and programming, and any special considerations. Students present this paper to the class and a rubric is used to evaluate the student's work. An aggregate of all Sports Science students' grades are reported to the National Accrediting Body.

2. Position Statement– This project is a part of HPR 2120. For this project, each student creates a resource manual that contains fact sheets for various disabilities, as well as implications to exercise, modifications, and available resources for a disability of the student's choice. Students present this project to the class. A rubric is used to evaluate the student's work. An aggregate of all Sports Science students' grades are reported to the National Accrediting Body.

Technology 1. Equipment Checklist – This project is a part of KNH 4110. For this project, students are evaluated on his/her ability to use, calibrate, and explain various assessment and exercise equipment in the exercise physiology laboratory. This project is performed as part of a practical exam and a rubric is used to evaluate student work. An aggregate of all Sports Science students' grades are reported to the National Accrediting Body.

Professionalism 1. Internship Evaluation - Student performance, as well as feedback from their site supervisor, during their internship is evaluated by his/her internship site supervisor. Students create a portfolio to display their work in the internship, highlighting contributions that are specific to the field of Sports Science. The ultimate goal of this portfolio is to assist the students in getting employment upon graduation. Specific Items included in the portfolio include 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, and a second dispositions assessment. A rubric is used for evaluation and an aggregate of all Sports Science students' grades are reported to the National Accrediting Body.

2. Resume – Before the student begins to look for an internship, they are required to put together a resume. To do this, we

work with a representative from the Career Services department, who assists the students and gives suggestions. This project is completed during the KNH 4110 class. Resumes are evaluated via rubric and an aggregate of all Sports Science students' grades are reported to the National Accrediting Body. Emotional Intelligence 1. Student choice – for this project, students may select a work that best represents their level of emotional intelligence. In this project, a student reflection is included. This project is a part of their portfolio that is evaluated during their internship.

B. Scoring of Student Work

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. Content knowledge 1. Content Test The Content Test is administered in KNH 4110 to each student in the class to assess skills in Fitness Assessment and Exercise Prescription. A rubric is used to evaluate student work by the professor of the class. All student scores are reported to the Program Director of Sports Science, who maintains an aggregate of the students' grades to report to the National Accrediting body. Pedagogical Content Knowledge 1. Exercise Prescription Assessment - This assessment is evaluated by the professor of KNH 4110 using a rubric. All student scores are reported to the Program Director of Sports Science, who maintains an aggregate of the students' grades to report to the National Accrediting body. 2. Fitness Academy Paper – This is the final project in KNH 4110 and is evaluated by the professor of KNH 4110. A rubric is used to evaluate this project, as well as the presentations the students give. and the students present their work to the class. All student scores are reported to the Program Director of Sports Science, who maintains an aggregate of the students' grades to report to the National Accrediting body. Diversity 3. Chronic Disease Paper – This is the final project of HED 4570. The professor of this class uses a rubric to evaluate the student's work and presentation. All student scores are reported to the Program Director of Sports Science, who maintains an aggregate of the students' grades to report to the National Accrediting body. 4. Position Statement – This project is a part of HPR 2120. The professor of the class uses a rubric to evaluate the student's work. All student scores are reported to the Program Director of Sports Science, who maintains an aggregate of the students' grades to report to the National Accrediting body. Technology 1. Equipment Checklist –This project is performed as part of a practical exam and the professor of KNH 4110 uses a rubric to evaluate student work. All student scores are reported to the Program Director of Sports Science, who maintains an aggregate of the students' grades to report to the National Accrediting body. Professionalism 3. Internship Evaluation – The WSU supervisor of the internship evaluates all student portfolios, evaluations of site supervisors, and student internship logs in the evaluation of the student internship. A rubric is used for evaluation and all student scores are reported to the Program Director of Sports Science, who maintains an aggregate of the students' grades to report to the National Accrediting body. 2. Resume – The professor of KNH 4110 evaluates the resumes

via rubric. All student scores are reported to the Program Director of Sports Science, who maintains an aggregate of the students' grades to report to the National Accrediting body. Emotional Intelligence 1. Student choice – This project is a part of their portfolio that is evaluated during the student's internship. The results of this, in addition to any concern conferences that may have taken place during the time the student was in the Sports Science program, are maintained by the Program Director of the Sports Science program, as well as the Chair of the Kinesiology and Health Department.

C. Indirect Assessment

Indirect assessments of student and alumni perceptions of the Sports Science program are made in a variety of ways. Specifically, course evaluations are used to gauge any potential problems in each individual course. They are also used to support the success of a particular course. In addition, at the completion of each internship, each student participates in an exit interview. We have an Advisory Board that is made up of current and former students, student employers, internship site supervisors, and other professionals from the fitness industry. This Advisory Board meets monthly to evaluate the program as well as keep abreast of current trends in the field. Finally, we send a graduate satisfaction survey to our students who have completed the Sports Science program. The students are asked to address to what degree they felt they mastered our specific learning outcomes, as well as how prepared they felt they were to work in the field or further their schooling. Worth noting, our Sports Science program has exceeded all of the CoAES benchmarks for their outcomes assessment with these measures. These include a retention rate of 88.4% (benchmark 70%), Graduate satisfaction survey return of 96% (benchmark 50%) with a satisfaction level of 93% (85% benchmark), a 88.4% positive placement for program graduates (80% benchmark), 96.1% pass rate of credentialing exam, and a 96.4% employer rating satisfaction rate (85% benchmark).

III. ASSESSMENT RESULTS/INFORMATION:

[AssessmentResult]

Overall, a high level of our students are achieving the Program Learning Objectives listed above. A summary of these data are presented below

Key Assessment Average Score	Content Test	92.9%	Exercise Prescription Assessment	95.3%	
Fitness Academy Paper	90.1%	Chronic Disease Paper	94.2%	Position Statement	88.8%
Equipment Checklist	97.8%	Internship Evaluation	92.2%	Resume	83.2%

The biggest hurdle over the last 24+ months was adapting to the virtual/hybrid learning due to COVID-19. My experience in my classes over 2021-2022 was that students were far less engaged than they have been in previous semesters. Even when I held classes in person, there were frequent absences due to illness (or threat of illness/not knowing or understanding the rules of quarantine/etc). As a faculty, we stayed in close contact through meetings and discussed these hurdles. We worked to try and increase their level of participation in our

classes by trying to be as flexible and accommodating as possible, given the heightened level of stress everyone was experiencing. I believe that this has paid off, as can be seen above- overall, the students reached their program learning objectives and had very positive exit survey results about the program.

[Analysis]

IV. ACTIONS TO IMPROVE STUDENT LEARNING

Similar to last year, the biggest hurdle over the last 24+ months was the learning due to COVID-19 environment. My experience in my classes over 2021-2022 was that students were far less engaged than they have been in previous semesters. Even when I held classes in person, there were frequent absences due to illness (or threat of illness/not knowing or understanding the rules of quarantine/etc). As a faculty, we stayed in close contact through meetings and discussed these hurdles. We worked to try and increase their level of participation in our classes by trying to be as flexible and accommodating as possible, given the heightened level of stress everyone was experiencing. I believe that this has paid off, as can be seen above- overall, the students reached their program learning objectives and had very positive exit survey results about the program. I believe that this has paid off, as can be seen above- overall, the students reached their program learning objectives and had very positive exit survey results about the program. In addition, we have a Sports Science Advisory committee that meets each month to discuss program learning outcomes, trends in the field, performance of graduates, and program responsiveness. Our Sports Science program is currently in good standing with our accrediting body, and passed our last site visit in the fall of 2018 - not needing a followup until 2029.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.