



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College	CEAS
Department	Kinesiology
Program Unit	BS and MS Kinesiology
Reporting for Academic Year	2015/2016
Department Chair	Paul Carpenter
Date Submitted	7.24.2016

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

The most recent 5-year review was submitted in Spring 2014 and recently approved through Academic Senate. The 5-year plan that was presented in the review was viewed as open to revision based on (a) the move to semesters and (b) the appointment of an outside chair.

1. Curriculum. Even though the undergraduate and graduate curricula have been modified extensively in the previous 5-years, the move to semesters will require a transformation of the core classes in the major, the concentrations available to students, and the culminating program experience (Professional Field Experience/Theses Project) at both the undergraduate and graduate levels. In addition, the department focus on evidence-based practice and hands-on experience through laboratory experiences will also need to be transformed to address the number of units available in the undergraduate program as well as resource issues related to the number of students and available space and equipment.
2. Enrollment. Major numbers have seen no slowing at the undergraduate level. This may require reviewing entry requirements to limit numbers in order to continue to offer a quality experience and work within available resources (faculty, advisors, space, equipment, co-curricular programs). Internship opportunities for students to help them secure employment on graduation need to be further developed. For the MS enrollments are steady but strategies for enrollment growth need to be developed.
3. Faculty. With the current number of majors additional faculty are needed to cover the required major classes as well as the general education classes the department offers. With the undergraduate demand it is becoming more difficult to offer the required rotation of graduate classes as we do not have the number of faculty needed. Moreover, the development of a number of high impact practices within the department through having established several programs has created the need for additional faculty as has the success of faculty in securing research support and active research programs.
4. Resources. The impact of the number of majors is also evident in pressure now on space for laboratories, lectures, activity classes, and the outreach programs offered such as the Kinesiology Research Group. The available space is also 'unfit' for purpose given today's needs for kinesiology laboratory experiences for undergraduate and graduate students. Increased numbers also puts pressure on available equipment both in terms of the amount of equipment needed and the increased maintenance and replacement demands. As numbers have risen, so has the need

for additional support staff for advising and the laboratory.

B. Five-year Review Planning Goals Progress

As the 5-year plan was only recently proposed, and in light of the move to semesters is under review, much is still at the development phase. In terms of curriculum, transformed programs have been submitted for the BS and MS degrees in Kinesiology. The MS program recently was approved through APGS and BS program is in the review process. The MS program outcomes were revised and program revamped to meet changes in the profession. Under semesters, the MS program has moved to 4-unit semester classes. In addition, the transition between the BS and MS programs has been made more seamless as a way to encourage students to move to the MS degree on graduation. The BS program also revamped its learning outcomes as well as updating the core and also removing concentrations and focusing more on a flexible range of elective courses to meet students' professional career choices.

A tenure-track faculty member was hired and started 15/16 in the area of exercise physiology. The department had an affinity hire approved for a start date of 16/17 in the area of Exercise Physiology, Epidemiology, and Health Equity but the position was rolled over to a start date of 17/18. In addition, a tenure track position in Biomechanics was approved for a start date in 17/18. Filling these two positions will help cover classes in the areas of exercise physiology and biomechanics where demand currently is greater than resources available. The position in epidemiology and health equity will also provide expertise in a growing area of the profession as well as focus on the department's commitment to social justice.

Significant challenges still exist with laboratory space given enrollments. This has adverse impacts in several ways. One is adequate technical support. The department was able to hire a 50% laboratory support assistant who starts July 1 2015. This person recently resigned and a search is underway to find a permanent replacement. With the growing demand a 50% position may not meet future growth. Second is equipment. The space is not adequate to accommodate all the necessary equipment and recent challenges with the fire alarm retrofit and a burst sewer line has compounded this problem. The lab computers were recently upgraded which is a positive improvement. Lastly, with growing demand for teaching, research, and service the available space for scheduling is stretched to beyond capacity.

The HRT cooperative advising team has worked on piloting the EAB advising software as well as going live with having the degree audit process on line. Applications have been submitted for an array of funding to support student activities and equipment needed for teaching, research, and service.

C. Program Changes and Needs

Program needs are the same as when the 5-year plan was initiated – additional resources in personnel and space are still pressing to meet enrollment demand that has continued to grow at the undergraduate level. The department cannot handle any more students and needs to address how to limit students coming into the major. To this end, conversations are beginning around impaction. Even with the positions being sought for 17/18, with current demand additional faculty and staff are needed to cover the classes the department offers for general education and majors and to better support the students in the major. Using the EAB advising system the process of advising students needs to be formalized and possibly additional advisors hired to

address the development of the Individualized Advising Plans need as part of semester conversion. A pressing consideration is that the facilities (activity space and laboratories) need significant modification and upgrading to meet not only demand, but the needs of the educational experiences students must have to be competitive in today's job market as well as meet faculty needs for research, and growing amount of service work the department undertakes. The current state of the facilities also provides constraints on the equipment needed and usage demand has also put pressure on the maintenance and life expectancy of the equipment.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

Undergraduate Student Learning Outcomes

Content Knowledge – Students will demonstrate foundational knowledge and skills related to the broad domain of physical activity, and will have the ability to apply perspectives from the humanities and the social, behavioral, and life sciences. (Aligns with ILO number 6, specialized discipline)

Professional Application – Students will be able to identify and integrate relevant information to design, act, and evaluate within disciplinary practice. (Aligns with ILO number 1, critical thinking and number 6, specialized discipline)

Critical Thinking – Students will demonstrate critical thinking skills when evaluating situations, questions, and issues related to physical activity. (Aligns with ILO number 1, critical thinking and number 6, specialized discipline)

Communication Skills – Students will be able to use appropriate, relevant, and compelling content to articulate physical activity issues in both oral and written forms. (Aligns with ILO number 2, communication skills)

Professionalism and Ethics – Students will demonstrate professional dispositions--such as integrity, personal and cultural sensitivity, collaboration, and leadership--and commitment to social justice for physical activity participants. (Aligns with ILO number 3, social justice and ILO number 4, leadership)

Commitment to Life-Long Physical Activity – Students will be able to articulate the importance of a commitment to life-long physical activity for all. (Aligns with ILO number 6, specialized discipline)

Graduate Program Student Learning Outcomes

Cross-Disciplinary Knowledge: Students will demonstrate the ability to synthesize and apply perspectives from the humanities, and the social-, behavioral-, and life-sciences. (Aligns with ILO number 1, critical thinking and ILO number 6 specialized discipline)

Problem Solving: Students will be able to use disciplinary knowledge to design and implement innovative professional applications. (Aligns with ILO number 1, critical thinking and ILO number 6 specialized discipline)

Critical Thinking: Students' thought process will be characterized by the exploration of discipline-relevant issues, ideas, artifacts, and events before accepting or formulating a perspective. (Aligns with ILO number 1, critical thinking)

Communication Skills: Students will be able to use contextually-grounded and compelling content to articulate physical activity issues in both oral and written form. (Aligns with ILO number 2, communication)

Leadership: When leading others in a kinesiology-relevant domain, students will demonstrate professional dispositions – such as integrity, personal and cultural sensitivity, and collaboration – as well as a commitment to social justice for physical activity participants. (Aligns with ILO

B. Program Student Learning Outcome(s) Assessed

The department continues to refine its assessment processes at both the BS and MS levels. As part of semester conversion a new assessment plan for both degrees has been developed that maps program outcomes to ILOs as well as to the professional outcomes identified by the American Kinesiological Association. Benchmarks for each assessment have also been devised in order to drive change. The plan also includes a semester review of assessment data to be used to develop annual quality improvement plans to align not only with institutional and program outcomes but those of the profession as articulated by the American Kinesiological Association at both the undergraduate and graduate levels.

In the current assessment cycle we evaluated professional application to address ILOs 1 and 6 and PLO2 for the undergraduate majors.

C. Summary of Assessment Process

The department has received funding from A2E2 to send students to professional conferences where they engage in professional networking as well as attend sessions and in some cases present research undertaken in the Kinesiology Research Group program. Students are required to present a personal reflection of their engagement at the conference. Students are also required to complete a pre- and post-conference survey of their perception of the potential benefits from attending the conference. Twenty-four students were involved in attending a professional conference and 23 completed the surveys and 18 the self-reflection. In evaluating the results, a benchmark was set that required that 85% of the students report that the conference enhanced their professional application skills.

D. Summary of Assessment Results

The data indicated that 100% of the students strongly agreed with the statements that they believed that attending the conference would improve their professional application (increase their content knowledge, enhance their professional skills, increase their ability to critically analyze situations). The post-conference survey indicated though that only 73% believed that these pre-conference expectations were met that is below the set benchmark of 85%. The personal reflections all (100%) indicated that students felt their professional applications skills had been enhanced through attendance, exceeding the 85% benchmark.

These data will be reviewed during a faculty meeting in the Fall 2016 quarter and an action plan will be developed to address the discrepancy between student expectations and what transpired at the conference. Review of the personal reflections suggest that while the conference was seen by all students as valuable and worthwhile, the size of the conference and the array of session choices did present challenges to the students and may partly explain the discrepancy between expectations and the reality they experienced.

3. STATISTICAL DATA (about 1 page)

California State University, East Bay
APR Summary Data
Fall 2011 - 2015

Kinesiology & Physical Education					
Item	Fall Quarter				
	2011	2012	2013	2014	2015
A. Students Headcount					
1. Undergraduate	432	538	653	715	793
2. Postbaccalaureate	1	1	0	1	0
3. Graduate	25	25	23	25	29
4. Total Number of Majors	458	564	676	741	822
College Years					
B. Degrees Awarded					
	10-11	11-12	12-13	13-14	14-15
1. Undergraduate	82	62	89	118	108
2. Graduate	17	9	7	7	6
3. Total	99	71	96	125	114
Fall Quarter					
	2011	2012	2013	2014	2015
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	7	8	10	11	12
2. Part-Time	1	1	1	1	0
3a. Total Tenure Track	8	9	11	12	12
3b. % Tenure Track	26.7%	28.1%	28.9%	33.3%	34.3%
Lecturer Headcount					
4. Full-Time	4	3	2	2	1
5. Part-Time	18	20	25	22	22
6a. Total Non-Tenure Track	22	23	27	24	23
6b. % Non-Tenure Track	73%	72%	71%	67%	66%
7. Grand Total All Faculty	30	32	38	36	35
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	6.7	6.9	7.7	10.1	9.9
9. Lecturer FTEF	24.4	23.7	24.2	13.9	14.5
10. Total Instructional FTEF	31.1	30.6	31.9	24.0	24.5
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	136.6	167.3	174.1	182.2	186.5
11b. % of FTES Taught by Tenure/Track	26.9%	31.8%	29.9%	31.9%	30.6%
12a. FTES Taught by Lecturer	372.1	358.2	407.2	389.1	422.3
12b. % of FTES Taught by Lecturer	73.1%	68.2%	70.1%	68.1%	69.4%
13. Total FTES taught	508.7	525.5	581.3	571.3	608.8
14. Total SCU taught	7630.0	7882.0	8719.0	8569.0	9132.0
D. Student Faculty Ratios					
1. Tenured/Track	20.5	24.4	22.7	18.1	18.8
2. Lecturer	15.2	15.1	16.8	28.0	29.1
3. SFR By Level (All Faculty)	16.4	17.2	18.2	23.8	24.9
4. Lower Division	26.3	26.6	27.2	27.4	26.9

5. Upper Division	12.4	13.2	15.0	23.0	24.8
6. Graduate	6.4	12.1	5.3	7.5	9.0
<i>E. Section Size</i>					
1. Number of Sections Offered	134.0	138.0	146.0	149.0	153.0
2. Average Section Size	28.1	27.9	29.1	28.0	28.4
3. Average Section Size for LD	31.5	32.0	32.8	30.3	30.0
4. Average Section Size for UD	24.8	23.8	25.8	25.9	27.3
5. Average Section Size for GD	8.7	12.3	7.7	12.7	12.3
6. LD Section taught by Tenured/Track	3	3	1	2	1
7. UD Section taught by Tenured/Track	19	24	34	33	38
8. GD Section taught by Tenured/Track	3	3	3	4	5
9. LD Section taught by Lecturer	72	71	76	78	76
10. UD Section taught by Lecturer	38	38	33	33	32
11. GD Section taught by Lecturer	1	0	2	0	0

Source and definitions available at:

<http://www.csueastbay.edu/ira/apr/summary/definitions.pdf>

Degrees Conferred

		Fall 2011					Fall 2012					Fall 2013					Fall 2014					Fall 2015										
		Degree Level				TOTAL	Degree Level				TOTAL	Degree Level				TOTAL	Degree Level				TOTAL	Degree Level				TOTAL						
		Bachelor	PostBaccal aureate	Master	Ed. Doctor		Bachelor	PostBaccal aureate	Master	Ed. Doctor		Bachelor	PostBaccal aureate	Master	Ed. Doctor		Bachelor	PostBaccal aureate	Master	Ed. Doctor		Bachelor	PostBaccal aureate	Master	Ed. Doctor							
Kinesiology	Female	Black, non-Hispanic	20		1		21	28					28	35					35	33					33	35					35	
		American Indian or Alaska Native																								2	3				3	
		Asian	39		2		41	52		1			53	66		2				68	72		2			74	78				78	
		Hawaiian/Other Pacific Island	4				4	4					4	4						4	1				1	2		1			3	
		Hispanic	35	1	2		38	74	1	1			76	86	2					88	112		2			114	135		3		138	
		White	52		4		56	57		1			58	63	3					66	70		2			72	63		2		65	
		Multiple ethnicity	13				13	20		2			22	24		1				25	32		1			33	30		3		33	
		Race/ethnicity unknown	10		1		11	9		2			11	16		3				19	20		2			22	17		1		18	
		Nonresident aliens	5				5	5					5	4						4	9					9	7				7	
		total	178	1	10		189	249	1	7			257	298	11					309	351		9			360	370		10		380	
		Male	Black, non-Hispanic	24				24	27		1			28	33		2				35	25		4			29	30		4		34
			American Indian or Alaska Native	1				1						1							1											
			Asian	78		1		79	85		1			86	100		2				102	109		3			112	140		4		144
	Hawaiian/Other Pacific Island		1				1	2				2	4							4	2				2	1				1		
	Hispanic		43		5		48	61		5			66	83		1				84	97		1			98	118		2		120	
	White		61		6		67	64		8			72	77		6				83	65		5			70	60		5		65	
	Multiple ethnicity		16		1		17	26		2			28	36		1				37	38		1	2		41	44		3		47	
	Race/ethnicity unknown		27		1		28	19		1			20	17						17	20					20	19				19	
	Nonresident aliens		3		1		4	5					5	4						4	8		1			9	11		1		12	
	total		254		15		269	289		18			307	355		12				367	364		1	16			381	423		19		442
	Total		Black, non-Hispanic	44		1		45	55		1			56	68		2				70	58		4			62	65		4		69
			American Indian or Alaska Native	1				1						1							1	2				2	3				3	
			Asian	117		3		120	137		2			139	166		4				170	181		5			186	218		4		222
		Hawaiian/Other Pacific Island	5				5	6				6	8							8	3				3	3			1	4		
		Hispanic	78	1	7		86	135	1	6			142	169	3					172	209		3			212	253		5		258	
		White	113		10		123	121		9			130	140		9				149	135		7			142	123		7		130	
		Multiple ethnicity	29		1		30	46		4			50	60		2				62	70		1	3		74	74		6		80	
Race/ethnicity unknown		37		2		39	28		3			31	33		3				36	40		2			42	36		1		37		
Nonresident aliens		8		1		9	10					10	8						8	17		1			18	18		1		19		
total		432	1	25		458	538	1	25			564	653		23				676	715		1	25			741	793		29		822	

Course History Table 10.1c
California State University, East Bay
COURSE HISTORY
By Quarter from Summer 2011 through Spring 2016

KIN

		Summer			Fall					Winter					Spring				
		2011	2012	2013	2011	2012	2013	2014	2015	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Lower Division	Number Sections	10.0	10.0	13.0	73.0	73.0	75.0	79.0	74.0	62.0	69.0	74.0	80.0	73.0	72.0	71.0	72.0	81.0	72.0
	Total Enrollment	285	348	425	2,303	2,355	2,494	2,413	2,287	2,111	2,381	2,665	2,387	2,254	2,536	2,598	2,565	2,582	2,401
	Avg Section Size	28.5	34.8	35.3	31.5	32.0	32.8	30.3	30.0	34.0	34.3	35.5	29.0	30.0	35.2	36.6	35.1	31.1	32.4
Upper Division	Number Sections	14.0	9.0	14.0	57.0	62.0	66.0	66.0	74.0	62.0	62.0	74.0	78.0	80.0	65.0	65.0	76.0	74.0	84.0
	Total Enrollment	374	232	276	1,387	1,454	1,687	1,639	1,867	1,541	1,601	1,808	1,946	2,068	1,503	1,436	1,615	1,750	1,977
	Avg Section Size	26.7	25.8	19.7	24.8	23.8	25.8	25.9	27.3	25.2	26.5	25.3	25.2	27.2	26.1	23.4	23.5	25.2	25.8
Undergraduate	Number Sections	24.0	19.0	27.0	130.0	135.0	141.0	145.0	148.0	124.0	131.0	148.0	158.0	153.0	137.0	136.0	148.0	155.0	156.0
	Total Enrollment	659	580	701	3,690	3,809	4,181	4,052	4,154	3,652	3,982	4,473	4,333	4,322	4,039	4,034	4,180	4,332	4,378
	Avg Section Size	27.5	30.5	26.9	28.5	28.3	29.5	28.3	28.7	29.7	30.6	30.6	27.2	28.6	31.2	30.4	29.4	28.3	29.1
Graduate	Number Sections	.	.	.	4.0	3.0	5.0	4.0	5.0	5.0	6.0	6.0	4.0	11.0	6.0	10.0	8.0	11.0	9.0
	Total Enrollment	.	.	.	27	37	25	39	39	32	29	31	42	50	30	48	41	42	39
	Avg Section Size	.	.	.	8.7	12.3	7.7	12.7	12.3	10.0	12.0	9.0	13.7	19.0	9.0	13.7	11.7	15.5	15.5
DISCIPLINE TOTAL	Number Sections	24.0	19.0	27.0	134.0	138.0	146.0	149.0	153.0	129.0	137.0	154.0	162.0	164.0	143.0	146.0	156.0	166.0	165.0
	Total Enrollment	659	580	701	3,717	3,846	4,206	4,091	4,193	3,684	4,011	4,504	4,375	4,372	4,069	4,082	4,221	4,374	4,417
	Avg Section Size	27.5	30.5	26.9	28.1	27.9	29.1	28.0	28.4	29.2	30.3	30.1	26.9	28.5	30.7	30.0	29.1	28.2	28.9

SFR

		Total SCU					term_ftes					term_ftef					term_sfr				
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
KIN							167.27	174.07	182.2	186.53	6.66	6.86	7.67	10.08	9.94	20.52	24.38	22.68	18.08	18.76	
							358.2	407.2	389.07	422.27	24.41	23.72	24.21	13.89	14.54	15.24	15.1	16.82	28	29.05	
	Lower Division	3727	3684	3829	3875	3740	248.47	245.6	255.27	258.33	249.33	9.47	9.23	9.38	9.44	9.27	26.25	26.6	27.22	27.36	26.91
	Upper Division	3784	4041	4790	4541	5237	252.27	269.4	319.33	302.73	349.13	20.35	20.48	21.24	13.17	14.07	12.4	13.15	15.04	22.98	24.82
	Graduate	119	157	100	153	155	7.93	10.47	6.67	10.2	10.33	1.25	0.86	1.27	1.36	1.15	6.36	12.14	5.25	7.53	9.01