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Kinesiology and Physical Education  
CAPR FIVE-YEAR REVIEW 2007-2008

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CALIFORNIA STATE UNIVERSITY, EAST BAY
DEPARTMENT OF KINESIOLOGY AND PHYSICAL EDUCATION
COLLEGE OF EDUCATION AND ALLIED STUDIES (CEAS)

CAPR FIVE-YEAR REVIEW

2002-2007

PART I
SELF-STUDY

Completed December 19, 2007
Kinesiology and Physical Education
Background and Overview of Department

The Department of Kinesiology and Physical Education at Cal State East Bay houses an undergraduate major with four option areas (Exercise Nutrition and Wellness, Pre Physical Therapy, Physical Education Teaching, and Pre Athletic Training), a graduate program with four options (Professional Perspectives, Cultural Studies, Exercise Physiology, and Skill Acquisition/Sport Psychology), the University’s athletic program, a large physical activity service program, and a handful of lecture based courses designed specifically to support the University’s general education program. Worthy of note is the unique location of the University’s Intercollegiate Athletic Program in the academic department of KPE. No other Kinesiology department (or any other academic unit) in the Cal State System includes athletics. It has been the department’s historical position that it embraces the integration of academics with the experiential learning associated with athletic competition. Each of the aforementioned areas (including athletics) of the department are discussed in this text, however the undergraduate major of Kinesiology and Physical Education forms the core of this five year review and will thus receive the greatest share of the overall narrative.

In terms of the discipline of Kinesiology that last two decades have witnessed an evolution from primarily teacher training units to multi-disciplinary departments that focus on the study of human movement (physical activity) from a wide range of perspectives. Anatomical, biomechanical, developmental, historical, philosophical, physiological, psychological, sociological perspectives on human movement join to make up the discipline of Kinesiology. The sub-disciplines within Kinesiology use research methodologies and theoretical perspectives from the humanities, behavioral and social sciences as well as biological and physical sciences to examine physical activity in a variety of settings.

The core undergraduate curriculum in the Kinesiology and Physical Education (KPE) department at Cal State East Bay underscores the discipline’s breadth. Our ten-course core makes it one of the largest and broadest among the 21 California State University (CSU) institutions that offer Kinesiology as an undergraduate major. The department faculty believe that, in part, our strength lies in an expansive core that best prepares students to engage with often complex issues and problems related to physical activity, sport, and exercise. Thus, for example, we believe a student’s understanding of the historical issues and patterns related to the body, physical activity, and sport are as important as evaluating the biomechanics of human movement or the physiological responses to exercise.
According to the most recent data available the academic major of KPE maintains a healthy place with respect to other majors on the Cal State East Bay campus. Fall 2006 data reveal KPE is the 12th largest major of over 40 majors on campus. Across the CSU the Kinesiology major continues to see significant increases in student numbers at most institutions. Arguably, this increase can be attributed to market forces, for example the need for more physical therapists, health science professionals, fitness industry specialists, etc. It also stands to reason that the increase is the result of a continuing need among many in U.S. society to better understand the role and place of physical activity, exercise, and sport in their lives.

*The Department's yearly program review (submitted March 2007) can be found in Appendix A.*
A. Summary of Last Program Review

The following narrative provides a synopsis of reviewers’ observations and recommendations from the last outside review of KPE (2002-2003) as well as the Department’s plan (and progress – 2007-2008) based on the reviewers’ comments. The information included in the left column includes comments from the last review. The right side column narratives address the department’s current position on the issue or our progress toward achieving the plan. Headings include: curriculum, students, faculty, and resources.

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<td><strong>Curriculum (Core):</strong></td>
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<td>Faculty determined that KPE 3305 Structural Kinesiology should be restructured from a 5-unit laboratory class (one lecture with two labs) with 8 weighted teaching units per quarter to a lecture laboratory class 4 weighted teaching units.</td>
<td>As of this writing KPE 3305 remains in its 2002-2003 form. New tenure track faculty hires created an opportunity to maintain the status quo with KPE 3305. We will revisit the issue if deemed necessary.</td>
</tr>
<tr>
<td>Change the name of KPE 3330 from Sensorimotor Skill to Motor Learning and Control to more accurately reflect trends in the discipline.</td>
<td>Completed, 2005-2006</td>
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<td><strong>Curriculum (Options):</strong></td>
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<td>Review and modify KPE 4610 Exercise Prescription and KPE 4010 Contemporary Perspectives in the Exercise, Nutrition, and Wellness Option to better meet the Health/Fitness Instructor Certification offered by the American College of Sports Medicine.</td>
<td>In process as of this writing.</td>
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<tr>
<td>Change the name of the Athletic Training Option to Pre-Athletic Training we no longer offer an accredited program in this area.</td>
<td>All published materials have been changed. Catalog copy is being changed (Fall 2007).</td>
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2002-2003

Outside reviewers noted that the Physical Education Teaching Option (PET) needed “new, dedicated, and expert leadership...immediately” since the department was without a faculty member in this position since 1999-2000.

Curriculum (General Education):

In the last review KPE faculty noted that the department was making, and wanted to continue to make, strong contributions to the General Education program. The faculty noted that a lower division GE course might help to introduce students from across campus to Kinesiology, a discipline to which they may not otherwise have exposure.

2007-2008

The Department is pleased to report that Dr. David Kinnunen was hired as an assistant professor in the Fall 2007 to lead this option and coordinate the writing and submission of the Single Subject Matter Document to be submitted to the California Commission on Teacher Credentialing (CCTC) by June 2008. All programs currently approved by the CCTC must be re-approved by July 2010. The East Bay program under Dr. Kinnunen’s leadership is working towards a successful submission to meet that deadline. All tenure-track recruitments are important, the pedagogy hire was especially so since this is one of the most difficult areas to hire within Kinesiology.

We achieved our goal in expanding lower division work as we now participate in the freshmen cluster program (KPE 1625 Nutrition and Performance – lower division science) in the “Bodies at Play” cluster. In addition KPE 2700 Women in Sport meets the lower division outcomes for GE in the social sciences and cultural groups/women requirements. The Department was pleased to offer an upper division GE course (B6) in science, KPE 4615 Exercise and Stress. Other courses in KPE continue to have a place in GE (KPE 3700 History of Sport/PE, C4 Humanities; KPE 3750 Sport in Society, D4 Social Science; KPE 3200 Sport in Film, D4 Social Science). The breadth of these courses stretch across the humanities, social sciences, and science and reinforce Kinesiology’s interdisciplinarity, as well as the multiple ways the department makes contributions to sound and wide-ranging offerings in GE.

In 2002-2003 the outside reviewers were “concerned” about physical activity courses in that they did “not provide students with a clear understanding of the learning objectives for these courses or specific details on how they were to be evaluated.”

The department made substantial changes due to the reviewers’ comments. A template for physical activity syllabi was created. Moreover, faculty members teaching in this area were provided with instruction and direction about creating sound learning objectives and possible evaluative methods. This material is provided to all new physical activity faculty.
2002-2003

Curriculum (Graduate Program):

The graduate faculty agreed to make minor modifications to the program pre-requisites to make for a stronger graduate core and to better blend with the new undergraduate core (addition of KPE 4340 Motor Development and KPE 4410 Sport & Exercise Psychology).

The graduate faculty agreed to change the “Humanities Option” to “Humanities and Cultural Studies” to best reflect the courses in that option and trends in the field.

In the previous review and plan the faculty proposed making modifications to the three other graduate options and the courses within those options.

Students:

After meeting with a number of current students and alumni the outside reviewers’ comments and suggestions were generally positive. The reviewers did comment, yet were not critical of the informal nature of the undergraduate advising system.

2007-2008

Completed, 2004-2005. Graduate students must now complete 3 of 4 of the following pre-requisites (Biomechanics, Exercise Physiology, Motor Learning, and/or Motor Development). In addition, 3 of 4 of the following must be completed (History of Sport/PE, Philosophy of Sport & Physical Activity, Sport in Society, and/or Sport & Exercise Psychology).


In the months leading up to the current review faculty continued to discuss the best ways to reorganize and possibly rename existing options. As of this writing we have reached consensus that changes should and will be made to create a stronger graduate program for our students, however we have not finalized those changes.

Realizing the importance to “share the load” and to provide students with opportunities to engage with faculty outside of a classroom setting the department has, for the past two years, created a bit more formal system of advising. Students and faculty are made well aware of the advisors assigned to particular students within various options. It is expected that all tenure track faculty advise undergraduate students, regardless of area of expertise. Thus far the system appears to have created a more balanced advising system among tenure track faculty in assisting students.
2002-2003

Outside reviewers recommended the need for a student organization, especially given the large percentage of commuter students. The reviewers believed, and the KPE faculty concurred, that a student organization would help build community.

Reviewers noted that KPE alumni “appear to be doing well following their experiences at CSUH.”

Faculty:

Both reviewers and KPE faculty agreed that the decline of tenure track faculty over the past several years has placed an enormous burden on the few remaining faculty members to maintain the major and its offerings to students. In 2006-2007 the faculty were reduced to five (5) full-time tenure-track faculty – the lowest number in decades. The Department’s remaining two full-time tenure track full professors left the department in the summer 2006 (McCullagh was offered and accepted an interim position as Associate Dean of the College of Education and Allied Studies and Sawyer was offered and accepted the Chief of Staff position in the President’s office). Both departures, while a benefit to the broader campus community, left the department in a difficult situation – mainly because the university would only provide one full-time lecturer position for two tenure-track vacancies. This resulted in hiring a number of part-time faculty members at the last minute to cover core and option courses.

2007-2008

There has been great progress on this point over the several quarters. In the Fall 2006 a group of approximately one dozen students organized the “KPE CLUB.” Over the past year the organization has blossomed into a vibrant, University recognized, student group. The students developed and built their own website (can be accessed from the department’s main page) and have organized a number of events. They have several activities scheduled for this year including a speakers’ series, advising nights, and social events to build and strengthen personal and professional connections. The department has aided the students’ good efforts by linking alumni with student leaders so that speakers can be brought to campus.

Over the past five years faculty have encouraged students to engage in research projects under the direction of particular faculty. The numerous results from these collaborations can be found in Appendix B, along with a sampling of other student achievements.

The good news is beginning in the Fall 2007 the department raised its full-time tenure-track total back to seven (7), with the return of McCullagh and the hire of Kinnunen. In addition, the 1.0 lecturer position from the previous year was reorganized to fill the teaching load of Sawyer and Liberti (who was elected to be department Chair in the Fall 2006). This year, 2007-2008, the department hopes for success in searching for two more positions.
2002-2003

In the period just before the last review (1998), through the present, there has been a deep and broad change of course in the department’s culture around the place of scholarly production. The new hires since the last review have continued a trend that began in 1998 as they are not only willing and eager to participate in active, ongoing lines of research, but must do so as the University’s climate around research changes. The last review unearthed a bit of the tension that existed in the department as the faculty recreated a different culture to meet with individual faculty and the university’s expectations for production of scholarly activity.

2007-2008

While there still are some issues, the major tensions have lessened as our roles as teacher/scholars become the norm in the department. Our collective achievements can be found in Appendix C and underscore the faculty’s commitment to engaging our students in the Kinesiological literature as we help to produce it. Despite heavy teaching loads the faculty have produced over 30 major publications and well over 60 academic presentations in the last five years. One aspect that remains an issue for KPE is the issue of assigned or release time to carry out research. With so few tenure-track faculty (and a dearth of Ph.D.’s in Kinesiology in the local area as there are no Ph.D. programs in Kinesiology in the state of California) an individual’s time away from the classroom, service, and advising duties places a strain on the remaining members of the department.
Resources:

Given the nature of Kinesiology the outside reviewers made observations and offered up suggestions with reference to the department’s facilities and equipment. Of the weight room they noted, “with some systemic upgrades, the weight room could be a campus-wide attraction, a way to publicize the department while offering the campus community a way to maintain and improve health and fitness.” In addition they were clear that the computers for student use in our laboratory were “old” and increasingly of little use.

The upgrades to our facilities serve as the highlight to the many improvements the department has made since our last review. The old “weight room” is now the “fitness center” after getting a $150,000 facelift this past summer. The university contributed nearly $60,000 in facility upgrades while the department and the college contributed $70,000 and $20,000, respectively, in equipment improvements. These improvements have transformed the space into a cutting edge teaching and learning laboratory – as well as a great place to workout! The department offers a dozen sections of weight training and circuit training classes for students each quarter as well as affordable membership opportunities for faculty and staff. The department does have concerns about the continued vibrancy of this room without an ongoing commitment from the university for equipment upgrades as needed.

The Kinesiology laboratory has also been improved. A physical reorganization of the space has made it a much more efficient and user-friendly space in which to teach and learn. A new metabolic cart (shared expenditures from the department and the college, totaling $28,000) is the latest addition to our equipment in that room. Despite the College’s contribution to this latest piece of equipment, the department still has concerns about ongoing needs in this area and the University’s place in helping us meet those needs. During 2005 and 2006, approximately $35,000 in computer upgrades were made to the lab.
5) understand how motor skills are acquired and refined;

6) understand developmental basis of human movement with an emphasis on sport and exercise phenomenon;

7) use and apply measurement instruments and principles for qualitative and quantitative assessment of human movement with an emphasis on sport and exercise phenomenon;

8) apply critical thinking, writing, reading, oral communication, quantitative and qualitative analysis and information management skills to movement related questions;

9) use the computer and other technology to support inquiry and professional practice in movement related fields;

10) understand the scientific method and other systematic ways of knowing relative to research and scholarship in human movement with emphasis on sport and exercise phenomenon;

11) demonstrate ability to integrate multidisciplinary knowledge bases of Kinesiology in an applied, problem-solving context; and

12) be familiar with standards, ethics, and expectations of professional communities related to human movement with emphasis on sport and exercise phenomenon.

**Students graduating with an M.S. in Kinesiology from Cal State East Bay will be able to demonstrate:**

(1) the ability to read and make critical analysis of original research;

(2) the ability to synthesize and critically analyze original research and present their analyses in written and oral formats;

(3) an understanding and appreciation of a variety of research methods including both qualitative and quantitative techniques employed in the various sub-disciplines in Kinesiology.

**Student Survey***

There has been important progress in other areas of the department related to assessment. In an attempt to determine student needs, during the winter quarter of 2007, students from the KPE Club conducted a survey. Though the survey did not specifically address curriculum the data present an opportunity to examine the climate in which student learning occurs in this department, thus a discussion of the survey is warranted in this section. KPE Club members visited both graduate and undergraduate classes and received survey (see sample survey Appendix D) responses from 138 students. This sample represented approximately 46% of all KPE students registered during that quarter. The summary of results from the survey can be found in Appendix E (tabulated quantitative results) and Appendix F (qualitative responses to question 3 concerning perceived strengths and weaknesses of the KPE department).
The sample consisted of 53% males and 47% females. Of the respondents the majority (72%) were in the age category of 18 to 25. Furthermore the majority of respondents were juniors (46%), followed by seniors (29%), and then graduate students (14%). The majority of students were full time undergraduates (74%). The largest majority were physical education teaching options students (29%), followed by pre-physical therapy options students (22%). The responses are therefore reflective of the classes that were visited and asked to complete the survey.

An overwhelming majority of the students (91%) indicated that they would recommend the KPE program to a friend indicating their satisfaction with the major. In terms of student wants and needs, the KPE majors felt that the KPE Club students could help others in providing career tips (M=4.1), and providing students with extra advice on courses and graduate programs (M=4.6). These two responses were the highest in terms of students needs. As a result the faculty has discussed setting up some permanent office hours for peer counselors who can help other students with these needs. Of course it will take some assistance from the tenure track faculty to insure the quality of this advising.

In addition to the survey conducted in the winter of 2007, majors have also completed a hard copy survey when they request grad checks from faculty. The department is in the process of tabulating the results of these surveys and hopes to move the process to an on-line format by the end of spring quarter 2008. These data will supply the faculty with much needed information regarding programmatic needs that may warrant our attention.

*Student survey narrative provided by Dr. Penny McCullagh

Curricular Comparisons Across Institutions:

Across the California State University System 21 out of 23 schools offer Kinesiology as an academic major. Interestingly, of the 21 institutions only 3 schools, Cal State East Bay, Bakersfield, and Stanislaus have retained “Physical Education” in the department’s title. What used to be a fairly common descriptor, “Physical Education,” has fallen out of favor at most schools across the country and is reflected in the CSU as many see physical education as one practical application of Kinesiological knowledge but not representative of Kinesiology’s expansive whole. East Bay faculty members are mindful of the naming debates that encircle the academic discipline of Kinesiology. In faculty meetings throughout the Fall 2007 the issue was discussed, but no conclusion was drawn or action taken.

As noted in the introductory remarks of this report the broad ten-course core is the most expansive among CSU Kinesiology departments (see Appendix G). This perspective on the discipline has deep roots in the department and the current faculty concur with the notion of an expansive, rather than narrow, core curriculum for undergraduate students at Cal State East Bay. The core curricula of Kinesiology departments across the CSU depart most from East Bay’s around courses in history, sociology/culture, and philosophy of sport, physical activity, or physical education. For example, East Bay’s KPE 3740 Philosophy of Sport and Physical Activity is the only stand-alone philosophy based course among all CSU Kinesiology core curricula.
The four undergraduate options offered by Cal State East Bay's Kinesiology department align fairly well with the other programs across the state (see Appendix H). Physical Education Teaching is the most consistent option among all CSU institutions. All 21 Kinesiology departments offer the option and this fact underscores the CSU's commitment and responsibility to train California's teachers. While only 8 CSU's offer Pre Physical Therapy as an option, many others offer Exercise Science whose classes appear closely related.

Two of the more highly regarded undergraduate programs in Kinesiology, beyond the CSU, include State University at New York, Brockport and the State University at New York, Cortland. While the undergraduate programs in Kinesiology at Brockport and Cortland are much larger than East Bay's they are worthy of comparison because they are quality programs and each resides within a university, like East Bay, that is a comprehensive rather than a "Research 1" institution. The Department of Physical Education and Sport at Brockport offers options or concentrations in Teacher Education, Athletic Training, Exercise Physiology (training for Physical Therapy), and Sport Management. So they are without the fitness option that East Bay offers, but they include Sport Management and an accredited Athletic Training Option, which we do not. They offer a five-course core, which includes a combined history and philosophy of physical activity, fitness for healthful living, structural kinesiology, exercise physiology, and a combined motor learning/sport psychology course. Though the core at Cortland was not identifiable from the web page their degree choices and options were and include an undergraduate degree in Athletic Training, a degree in Fitness Development, and a degree in Kinesiology with options in Exercise Science, Coaching, and Sport Studies.

Graduate program option and core classes in Kinesiology across the CSU are presented in Appendix I. Generally, East Bay's options and core curriculum at the graduate level are aligned with other programs. Like most other CSU's a small core is the standard and includes classes in Measurement/Evaluation and Research Methods. East Bay's requirements include a 5-quarter unit class that combines the two areas. Pedagogy and Exercise Physiology make up the most popular options within graduate Kinesiology programs in the CSU. East Bay offers both of these options. Two of the leading universities in the United States in terms of graduate education in Kinesiology, Penn State University and the University of Maryland both offer core curricula that include research methods and research design. Both offer more options at the graduate level, which might be expected given the size of their departments, which are much larger than East Bay. However, despite the size differential Penn State, Maryland, and East Bay share options in Exercise Physiology, Pedagogy, Sport & Exercise Psychology, and Cultural Studies (History and Philosophy at Penn State and Physical Cultural Studies at Maryland).
C. Students, Advising, and Retention

The number of undergraduate majors continues to climb (see Appendices J, K, and L). The latest IRA enrollment data, through fall 2007, are presented in Appendix K. The sharp rise (from 249 in 2006 to 303 in 2007) in one year can be attributed to a much larger University freshmen class than in past years. The 303 majors in 2007 represent the largest undergraduate population in Kinesiology at Cal State East Bay since the 1990s. The slow, yet steady increase in the number of undergraduate students in Kinesiology from 2001 to 2006 occurred despite the slight decline in the overall number of undergraduate students across the University more generally. The number of undergraduates who graduate from the program dipped from 64 in 2001 to 35 in 2006. Obviously, this drop could be the result of the relatively low number of overall majors from 2001-2004. As the number of majors increases we hope and anticipate a gradual rise in the number of graduating students. Moreover, we anticipate that as the number of tenure track faculty increase the percentage of FTES taught by lecturers will decline from the high of 71.6% in 2006.

Though the number of graduate students remained the same in terms of 2001 and 2006 numbers, the enrollments are off their high for the period under review of 62 students established in 2003. In addition, a healthy Student Faculty Ratio (SFR) of approximately 10:1 in 2001 dropped to under 6:1 in 2006. The latest IRA data underscore a decline in the number of graduate students in the program. The fall 2007 numbers suggest only 27 students are enrolled in the Kinesiology graduate program. The department’s plan will speak to strategies for increasing enrollments since it is difficult to sustain a program with so few students.

Data on ethnicity and gender of our students yield interesting highlights (see Appendix M). Importantly, the number of undergraduate KPE students who identified as Black, Asian/Pacific, or Hispanic doubled, or more than doubled, in each of the respective categories. While these numbers are encouraging they are far less so if underserved racial and ethnic minorities are not graduating at rates relatively equal to enrollment statistics. This appears to be the case, in the period under review, as the number of racial and ethnic minorities increased, yet overall graduation rates for these students did not (see Appendix N). Also of note is the number of men versus women enrolled as KPE majors. In 2002 the numbers reflected overall University statistics as women outnumbered men 121 to 83 respectively in the Department. In 2006 the number of female majors remained stable at 122 while the number of men increased to 127.

Over the past year, under the new leadership of President Qayoumi, the University has set forth on an ambitious effort to recruit more students. This has been the case in the Department as well. We send a representative to every major or minor fair on campus in an effort to recruit students. Moreover, the Chair or the Undergraduate/Graduate Coordinator attends as many community college recruitment events as possible. Finally, we pay far more attention to our website than in the past. Changes and updates are made often to remain current and to ensure that information is accurate as well as current.
A note on the Institutional Research and Assessment (IRA) Data: At present the IRA data do not separate out or make clear the category of lecturers from coaches. It would be useful if these data were fleshed out, separating coaches from lecturers. Moreover, FTEF numbers are misleading as only 40% of the coaches' load (100%) is instructional. Coaches are given 60% assigned time to carry out their coaching duties.
D. Faculty

The decline in the number of tenure track faculty, as illustrated in the Institutional Research and Assessment data, remains the most significant inhibitor to delivering the major and maintaining quality across programs. As the data reveal the department’s full time tenure track faculty (non FERP) dropped from 9 in 2001 to a low of 5 in 2006. Moreover, the Chair’s time base ratio for administrative versus teaching responsibilities is .8 and .2 respectively. So what appear to be 5 tenure track faculty members is actually 4.2 when the Chair’s time base is calculated in the equation for the year 2006-2007. The loss of tenure track faculty in 2006-2007 required the department to rely, more heavily than ever before, on part and full time lecturers to meet the curriculum. Said another way, lecturers accounted for nearly 72% of all FTES generation in the Fall 2006 (247.7 out of the 345.7 total FTES in the Fall 2006).

In addition to the loss of tenure track faculty in core and option classes in the major is the impact on the other aspects of a department’s ability to complete its “work.” The ability of the remaining tenure track faculty to advise students and carry out the responsibilities of numerous committees at the department, college, and university levels is negatively impacted. This has been in evidence, and was especially so, during the 2006-2007 academic year.

With the hire of Dr. David Kinnunen in Pedagogy and the return of Dr. Penny McCullagh from the Interim Associate Dean Position in the fall 2007 the Department is currently at 7 tenure track faculty members (1 full professor, 5 associate professors including the Chair, and 1 assistant professor – non tenured).

The department is pleased that the University agreed to convert a current 1.0 lecturer position (Humanities/Cultural Studies) into a tenure track line to be hired Fall 2008. In addition a second tenure track search (Exercise Physiology/Nutrition) was approved this year with a Fall 2008 start date as well. Two successful searches have the potential to raise the full time tenured/tenure track number to 9 by the Fall 2008.

The table below outlines the tenure track searches and hires in the department over the past five years.

<table>
<thead>
<tr>
<th>Position</th>
<th>Start Date</th>
<th>Rank at Hire</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomechanics</td>
<td>Fall 2003</td>
<td>Assistant Professor</td>
<td>Spiros Prassas, PhD</td>
</tr>
<tr>
<td>Exercise Psychology</td>
<td>Fall 2003</td>
<td>Assistant Professor</td>
<td>Jeff Simons, PhD</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>Fall 2006</td>
<td>Failed Search</td>
<td></td>
</tr>
<tr>
<td>Pedagogy</td>
<td>Fall 2007</td>
<td>Assistant Professor</td>
<td>David Kinnunen, PhD</td>
</tr>
</tbody>
</table>

*Job descriptions/announcements for each of the above positions can be found in Appendices O-R.*

Importantly, the department has a good record of retaining tenure track faculty once they arrive on East Bay’s campus. Only one hire, a joint appointment with Teacher Education, stayed one year and then left the University in 2000. The list below illustrates all tenure track faculty, including FERP faculty in KPE for 2007-2008.
Tenured/Tenure-Track
Cathy Inouye, Associate Professor
David Kinnunen, Assistant Professor
Rita Liberti, Associate Professor
Penny McCullagh, Professor
Spiros Prassas, Associate Professor
Jeff Simons, Associate Professor
Jin Yan, Associate Professor

FERP
Cal Caplan, Professor Emeritus
Tim Tierney, Professor Emeritus
Bob Zambetti, Professor Emeritus

Full-time temporary lecturer
Lauren Morimoto

Full-time coaches*
Will Biggs, men's basketball
Lisa DeRossi, women's water polo
Jair Fory, men's soccer
Anthony Garcia, women's swimming
Amy Gerace, women's soccer
Sara Judd, women's basketball
Dirk Morrison, baseball
Barbara Pierce, softball
Greg Ryan, men's and women's cross-country
Jim Spagle, women's volleyball
Alan Sue, men's and women's golf

*Coaches are on 1.0 annual appointments. A coach's annual 45 WTU load is calculated as follows: 18 WTU or 40% instruction and 27 WTU or 60% coaching.

Full-time athletic trainers
Glen Borgeson
Renee (Gigi) Miranda

In addition 10-15 (it varies by quarter) part-time lecturers are appointed quarter-to-quarter to cover courses mainly in the physical activity program, general education, and the options.
E. Resources

Facilities

Unlike many other departments on campus, KPE relies very heavily on the various units within facilities (custodial, grounds, etc.) to maintain instructional spaces that include the swimming pools, fields and courts, the fitness center, the kinesiology lab, and the mat room. The work performed by personnel in these areas, though largely unnoticed, supports our curriculum in fundamental ways. KPE’s ability to maintain its offerings rests, at least in part, on adequate staffing levels within facilities. When staffing levels decline or positions remain unfilled the potential negative impact on our ability to deliver classes and programs is present.

As was noted in section A of this self-study, over the past five years several upgrades were made to facilities utilized by the KPE Department. The most significant of all were the changes and improvements to the old “weight room” and the computer upgrades for students in the Kinesiology lab. There remains a host of issues and concerns that are outlined in more detail in the “Plan” section of this document. Included among those concerns are the facilities needs directly related to athletics, as well as the academic department of Kinesiology and Physical Education.

Library*

The University Libraries support undergraduate and graduate students throughout the KPE curricula, options, minors, and majors. The Libraries also support the teaching and research of tenure track and part-time faculty and lectures in KPE. The liaison librarian provides direct instruction through invited lectures in the department’s courses, as well as direct research support for students and faculty upon request. The liaison librarian also collects materials to support learning, teaching and research needs of the departments’ students and faculty including physical, teaching, print, and online resources.

In response to additional online course offerings in KPE and to student demand for online access, the Libraries collect a variety of electronic and streaming resources. In addition to online databases and journal subscriptions, the Libraries are actively building e-book, e-reference, and streaming media collections. The cost of building electronic library collections is substantial. Many e-book, e-reference, and streaming video titles duplicate the print collection. Further the cost of electronic titles and streaming media licenses can be significantly higher than print or physical formats of the same title.

The demand for document delivery of unsubscribed journal articles is increasing. From 2005 to 2007 the three most requested journal titles from inter-library loan (via document delivery) were in KPE fields (International Journal of Sports Medicine, European Journal of Applied Physiology and Occupational Physiology, and Journal of Sports Sciences). As an example, a one-year online institutional subscription to the Journal of Sports Sciences costs $2703.00. Historically, database and journal subscription costs outpace inflation each year, often by more than 5%.
In addition to the collection costs described above, is the unknown impact of the ATI mandate. Most database vendors and journal publishers are at or expect full accessibility before 2009. However both streaming and physical media and print and electronic texts are more problematic in part because of the variety of formats and diversity of publishers and distributors. What is certain is that there will be costs associated with making library collections fully accessible.

*Library narrative provided by CEAS' Library Liaison, Kyzyl Fenno-Smith*
F. Requirements

Justification for the Pre Physical Therapy Option whose units (187) exceed the typical number of units (180).

The Pre Physical Therapy Option is the only KPE option that exceeds 180 units and presently requires 187 total units. Students must complete the undergraduate Kinesiology core (46 units), lower division option units (51 units) which rely heavily on year long courses in natural and physical sciences, upper division courses (13 units) and electives (5 units). In addition, students complete the required 72 units of General Education. The option requires the larger number of units because Physical Therapy graduate programs have clearly defined requirements to gain entrance to their programs. It should be noted that the curriculum covers only 90% of the requirements for acceptance to most Physical Therapy programs and dependent on school, students are required to take additional units.
CALIFORNIA STATE UNIVERSITY, EAST BAY
DEPARTMENT OF KINESIOLOGY AND PHYSICAL EDUCATION
COLLEGE OF EDUCATION AND ALLIED STUDIES

CAPR FIVE-YEAR REVIEW

2002-2007

PART II
PLAN
Introduction

Throughout the Fall quarter 2007 department faculty met several times to discuss both the self-study and the plan as well as reflect, more generally, on the current state of the department and our vision for the future of our unit. Throughout the process the department reaffirmed its commitment to the broad sub-disciplinary approach to Kinesiology and the important, visible role we should and must play in the context of the College of Education and Allied Studies and the University. It is also worth noting that this plan is simply that; it should not be deemed a static document but always under constant scrutiny and thus change is always possible.

The Department, College, and University mission statements guided the discussion and the process of envisioning KPE over the next five-year period. The Department’s mission is as follows:

To prepare graduates who are knowledgeable, professional, experienced and idealistic regarding the significance and values of sport and exercise phenomenon.

The College of Education and Allied Studies’ mission:

To prepare collaborative leaders, committed to social justice and democracy, who will influence a highly technological and diverse world.

The University’s mission:

To provide an academically rich, multicultural learning experience that prepares all its students to realize their goals, pursue meaningful lifework, and to be socially responsible contributors to their communities, locally and globally.

Kinesiology and Physical Education has reason to be optimistic about the state and strength of our department and our ability to maintain and improve the programmatic offerings to students. Part of this optimism blends with, and is fed from, the changes at the University level over the past 18 months. There seems to be a renewed and inspired sense of direction and purpose under President Qayoumi’s leadership. Within this broader University context of change lies enormous change within KPE’s faculty ranks as 6 of the current 7 full-time tenure-track faculty members joined East Bay’s faculty since 1998. Using the best parts and ideas from the department’s past as our guide, newer faculty to KPE are eager to bring new conceptualizations of the discipline to bear on the work we do as university faculty for our students and our community.

With that said, and prior to embarking on a discussion of the department’s plan with regard to curriculum, students, faculty, and resources there are at least two “unknowns” about the next five years that make planning somewhat difficult. The first is the construction of the student funded recreation/wellness center scheduled to be complete as early as 2010. The second “unknown” has been created by the broad campus discussions...
concerning the divisional status of intercollegiate athletics on campus. For the past year discussions, mainly driven and led by voices outside of the department, debate whether the intercollegiate program at East Bay should remain in Division III or move to Division II. Both issues, the construction of a recreation/wellness center and a possible move to Division II intercollegiate athletics have the potential (the latter possibly more than the former) to greatly impact the Kinesiology and Physical Education Department. The implications of each issue will be discussed in more detail within the plan. While KPE faculty opinions on these issues are far from seamless, we remain clear and united on one crucial point: it is important that KPE voices be heard. It is imperative, especially on the intercollegiate athletic issue that we are a part of the on-going campus discussion. To date, KPE faculty members – including the Chair as well as the Director of Athletics - have not been integral (and at times barely peripheral) to these discussions despite our best efforts to the contrary.

**Curriculum**

Core: With regard to the core curriculum the department does not envision any major changes to the ten-course catalog, which currently includes the following (units in parentheses):

- KPE 3300 Kinesiological Measurement (5)
- KPE 3305 Structural Kinesiology (5)
- KPE 3310 Biomechanics (5)
- KPE 3320 Exercise Physiology (5)
- KPE 3330 Motor Learning and Control (5)
- KPE 3700 History of Sport and Physical Education (4)
- KPE 3740 Philosophical Foundations of Sport and Physical Education (4)
- KPE 3750 Sport in Contemporary Society (4)
- KPE 4340 Motor Development (4)
- KPE 4410 Sport and Exercise Psychology (5)

Faculty members in KPE continue discussions concerning two possible changes to the core. The first is the reduction of KPE 3305 to a lecture only course (worth 4 units), eliminating the lab. The second is the addition of a capstone or integrative seminar. KPE faculty members have discussed a capstone in the past as an important way for us to help students make connections across what may seem like disparate sub-disciplinary perspectives. KPE faculty members are mindful of the fact that the core is already large adding to it might not be wise. With that in mind a consideration is to adapt a current class for inclusion as a capstone (possibly Motor Development or Philosophy). These ideas have formed the core of our discussion. Both of these issues (KPE 3305 and the Capstone) are in the discussion stage only, so more formal assessments about time-lines for completion and cost are somewhat premature. However, if an existing course is reconfigured as a capstone, then additional costs are negated as faculty loads might just be shifted off one course to another, without a WTU increase.
Options: For the most part our plan is to maintain the status quo within the four option areas at the undergraduate level. With that said, however, there are a few issues the faculty will consider and possibly take action on over the next five years.

Pre Physical Therapy: As Physical Therapy graduate programs move more and more from a Master of Physical Therapy to a Doctor of Physical Therapy (DPT) it is vital that the department remain mindful and attentive to entry level requirements to ensure that our Pre Physical Therapy option stays current and in line with graduate program requirements. Over the next five years this will be an on-going responsibility of the Chair.

Physical Education Teaching: First and foremost the department must get our single-subject matter document to the California Commission on Teacher Credentialing (CCTC) by our self-imposed deadline of June 2008. All currently certified single-subject programs in Physical Education are approved until July 2010. The June 2008 deadline is to permit the needed time for the document to move its way through the process as well as allow time for revisions if needed. While all faculty members are contributing to meet this important deadline, Dr. David Kinnunen has the lead on the project.

In terms of curricular changes in the PET Option the faculty discussed the real need to include more coaching related courses since so many of our majors are already coaches and need to hone their skills or are eager to begin a coaching career. In either case the faculty are committed to examining the possibility of an applied motor behavior course as an elective in this option. In addition, faculty discussed the possibility that KPE 1630 Coaching Young Athletes, currently an elective for 1 unit in the department, could be revamped and bolstered to meet the needs of our students interested in a more thorough understanding of coaching practices and strategies. Though no conclusions were reached in the Fall 2007 quarter we anticipate taking this up again in early 2008.

Pre Athletic Training: Given the requirements for accreditation we do not anticipate moving this option out of its non-accredited status. The addition of a few more accredited graduate programs on the west coast certainly help us by providing more opportunities for our students once they leave East Bay. However the addition of the new undergraduate major in Athletic Training – to be offered by a handful of CSU campuses, including SJSU and Sacramento State, will not help us retain the few remaining students who enroll in Pre Athletic Training at East Bay.

In terms of the curriculum, the faculty, led by Head Athletic Trainer, Glen Borgeson, examined the offerings and determined that the addition of Biology 2020 (Human Anatomy and Physiology II) better prepares our students to step more easily into an accredited graduate program in Athletic Training. There are no budgetary implications for the department since the class is taught in Biology. In addition, the option is well below the 180-unit standard even with the additional 5 units. An option modification request will be processed to instigate this change.
Exercise, Nutrition and Wellness: As noted in the self-study, minor course modifications to KPE 4610 Exercise Prescription and KPE 4010 Contemporary Perspectives in Exercise Nutrition have been completed, or are soon to be complete, to better prepare students in this option to sit for the Health/Fitness Instructor Certificate offered by the American College of Sports Medicine. Follow-up assessments are needed to determine student success rates in satisfactorily completing the test. The exercise physiology faculty are the point people in carrying out this process both in terms of course modification and follow-up assessment.

Graduate Program: In the months leading up to the writing of this document, graduate faculty met to discuss the program. A number of faculty raised concerns (raised in the last review) that the course groupings in at least one of the options are inappropriate. For example, typically an option similar to our Skill Acquisition/Sport Psychology option would include classes dealing with motor behavior: Motor Learning/Control, Motor Development, and Sport & Exercise Psychology. Because all three courses take a behavioral approach to individual involvement in sport and exercise it is more appropriate for them to be linked within an option. As mentioned in the self-study graduate faculty members have discussed the arrangement of courses within options and will continue to do so until we reach agreement on the best groupings that are conceptually sound.

The four graduate options are as follows:

Sports Humanities Option

KPE 6430 Seminar in the History of Sport (4)
KPE 6440 Seminar in Sport in Contemporary Society (4)
KPE 6460 Seminar in Philosophy of Sport (4)

Exercise Physiology Option

KPE 6420 Seminar in Exercise Physiology (4)
KPE 6470 Seminar in Exercise Nutrition (4)
KPE 6650 Seminar in Sports Medicine (4)

Skill Acquisition/Sport Psychology Option

KPE 6400 Seminar in Biomechanics (4)
KPE 6410 Seminar in Sport Psychology (4)
KPE 6415 Seminar in Motor Learning and Control (4)

Professional Perspectives Option

KPE 6450 Seminar in Motor Development (4)
KPE 6610 Seminar in Physical Education Programs and Facilities (4)
KPE 6620 Seminar in Athletic and Sport Management (4)
General Education: The department’s involvement in General Education has grown substantially in the past five-year period. Our intent has been strategic growth in GE that comes without expense or impact on the major. We are eager to continue the current list of courses offered up for GE if support to maintain (both full and part time) faculty members remain in place. In addition there are two additional courses under consideration by the department as possible GE courses. The department has (re)created a racism and sport class (officially titled “Racism, Ethnicity, and Sport – KPE 3735) and hopes to offer it as an upper division social science GE course as well as a cultural groups/women elective in GE beginning in the Fall 2008. The course will most likely be taught by the new tenure track hire in sport and cultural studies to start in the Fall 2008. In addition, the department has been invited to participate in a first year social science cluster on sport with the departments of Statistics and Economics. Though the details are still getting ironed out, the tentative title of the KPE course will be “Inequality in Sport” and will focus on structural and ideological tensions and inequalities around gender, race, sexuality, and (dis)ability.

There has been some unease and concern among KPE faculty that in recent years classes on “sport” offered up by other departments have appeared across the curriculum. In the most recent case, KPE was not even consulted about the addition of a course on sport in another department/college. Obviously, it is difficult for KPE to raise an objection to a class when we were not even made aware of it until after the fact. While KPE does not intend to use this document as a forum to make a claim of ownership to “sport” we ask that in the spirit of collegiality other departments share their intent with the KPE department to offer courses on “sport.”

Liberal Studies: Beginning in the Fall 2008, the department, working in conjunction with Liberal Studies will change curricular offerings for students enrolled in the multiple subject matter preparation program. Starting next fall students will be required to complete two (2) rather than one (1) course in physical education. In the past a student’s exposure to physical education was limited to KPE 3250, Kinesiological Foundations of Physical Education in which we tried “to do everything.” In 2008, two courses (KPE 3251 Physical Education for the Classroom Teacher: Physical Considerations and KPE 3252 Physical Education for the Classroom Teacher: Psycho-Social Considerations) will cover much more ground and better prepare classroom teachers to handle physical education duties, if assigned. There are minimal budget implications as existing faculty will be able to take the additional class into their load.

Impact of Student Funded Recreation Center on Curriculum:

Like many others, KPE is excited about the construction of a student recreation and wellness building on campus. Once completed the building will serve to improve students’ physical and emotional well-being as well as create a more vibrant university community. Slated for completion in 2010, there is however potential for a negative impact upon KPE’s curriculum. Will students enroll in physical activity courses, offered through KPE in our 40 year old facility, when they will instead have access to a cutting
edge fitness and recreation complex? It is our understanding that because the recreation/fitness center will be built with student fees, KPE and other academic departments will not have use of the facility for instructional purposes without a rental or usage fee. Thus, the threat to our enrollments comes if we don't have use of the facility for classes and students choose not to take activity classes with us for credit, but rather decide to complete their workout in the new facility.

Obviously, students enroll in physical activity classes for a variety of reasons, including for General Education credit (Area F – Performing Arts and Activities). As a result we may continue to see those students long after the new center is built. However, a survey conducted by the KPE department in 2001 sheds some light on students’ motivations for enrolling in physical activity courses. In that study GE credit was not listed among the top three reasons why students enrolled in physical activity courses. Instead the three most important reasons for taking activity classes were to get in better physical condition, gain strength/flexibility, and for aerobic conditioning (KPE Five Year Review 2002-2003, p. 21). Satisfying a GE elective was not among the top reasons listed for enrolling in the course. With approximately 25-30% of the department’s FTES generated from physical activity classes the department’s concerns are warranted.

**Intercollegiate Athletics – Possible Changes:**

The intercollegiate athletic program is housed within the KPE department. This blends well with the historical foundation on which the program was established, that intercollegiate sport is curricular, rather than extracurricular. Thus, the addition or elimination of a sport has impact on KPE’s curriculum. Assuming we remain within the National Collegiate Athletic Association’s (NCAA) Division III we must be prepared to have 6 sports for men by 2010 as the governing body has mandated (we currently have 5 men’s sports). The "easiest" solution is to push men’s track to the 12 minimum participants, keeping the same single coach and a continued focus on middle & long distance with mainly the same people as cross country. This gives us a 6th sport while minimizing potential problems associated with budget, facilities, gender equity, and personnel. In consultation with the Director of Athletics, the department faculty have reopened a dialog on what sports we offer and what directions we should go, not only to meet the 6th sport mandate by 2010, but to improve the opportunities for our students. These discussions are ongoing but our hope is to have a decision about the 6th men’s sport by mid to late 2008.

**Students:**

We anticipate the growth witnessed among undergraduate majors over the past five years will continue, especially if the University’s enrollment continues to climb. In addition, forecasts suggest that the need for health professionals, teachers, and especially physical therapists will continue to be intense over at least the next decade. For these reasons we believe enrollments in KPE will grow.

Adjustments to scheduling patterns will have to be made to ensure program quality in the
face of growing undergraduate enrollments. A greater array of offerings in the summer quarter will help to ease the enrollment crunch during the regular school year. This past summer we placed KPE 3700 (both a requirement for students in the major and a GE elective for the wider campus population). Not surprisingly, the course quickly filled to capacity. If funding is available the department would like to continue to expand its offerings in the summer, scheduling one core lab course and one core non-lab course. In this way we hope to move our majors through the curriculum in a more efficient and timely manner. In December 2007 we offered an inter-session course – KPE 4650 First Aid and Safety (a one-week 4 unit class that was scheduled from 8am to 5pm December 17-21). The course enrolled to near capacity within the first few days of registration. Given this pattern we envision offering more classes within inter-session times if those offerings make good pedagogical sense.

Of course curricular scheduling patterns and offerings are just one piece of a larger puzzle to maintain and increase enrollments. Advising is a crucial element in serving our students and improving the quality of their experience while at East Bay. The need for both career/graduate school advisement as well as answering students’ questions about course selection and sequencing are in evidence. Both are important and both are the responsibility of the department to ensure that the students’ needs are being met and their questions are being answered in an accurate and prompt manner. On another level advising is important because it provides another opportunity for students to engage with faculty beyond the classroom. All too often we believe these interactions are best for students – while this may well be so – they also benefit faculty in gaining a deeper understanding of individual students and our students as a larger collective.

In an attempt to create as many avenues as possible to assist students through the major KPE faculty members are committed to initiating a peer advising program. We believe a well-trained group of our best undergraduates could aid faculty in providing sound advising assistance and create greater bonds between and among our undergraduates at the same time. We will likely pilot this program in the spring 2008 or the fall 2008 with a few peer advisors and limited hours during the week. We anticipate that program costs (hourly wages for peer advisors) will be minimal and met using the department’s Continuing Education money. Ultimately, we hope that another positive outcome of the peer advising system is that it enables faculty members to spend even more time with students on questions related to career advising, graduate opportunities, etc. Finally, our aim is that peer advising will assist us in retaining students because their overall experience in the department will be enhanced by obtaining prompt and accurate information from a variety of sources - faculty, staff, and their peers.

It is vital for the department to maintain and foster open lines of communication between faculty and students. Creating more opportunities for advisement is certainly one way to accomplish this task. Other ways include email contact with students as often as time permits. Toward this end over the past 18 months the current Chair remains in fairly constant communication with undergraduate and graduate students in the major via email through the Blackboard (Bb) site. At least twice each month students receive updates on scheduling, important dates to remember, etc. Based on numerous student comments they
find the communication to be helpful, but also they feel much more connected to the larger collective of students – and the major more generally. This is precisely the kind of environment we wish to nurture and thus plan to continue our efforts to open up avenues of communication and dialog with students.

Improving the quality of a student’s experience once on campus and in the major is part of a larger process of recruiting them to campus in the first place. Recruitment strategies include the Chair’s attendance (or her designee) and any and every community college recruitment event that is held. Last year we were also awarded a small grant from Graduate Programs to advertise our master’s program. In an effort to further publicize our undergraduate and graduate programs the department has decided to invest some funds in brochures and updated literature. Our aim is to complete new brochures and other related promotional material by the summer orientation period.

The declining enrollments in the graduate program must be addressed. On one level it is wise to collect information from current students about their perspectives on the program. In addition, the formation of an advisory panel or board of past graduates might also serve to generate useful “data” about students’ perceptions of the graduate program’s strengths and weaknesses. Since the department just received the 2007 graduate enrollment information during the second week of December 2007 we have not had the opportunity meet and discuss the implications of the data and how best to move forward. The Chair will direct the faculty to this issue at the KPE faculty meeting in January 2008.

Faculty:

The ability to successfully follow-through on this plan, as well as other initiatives not even envisioned, hinges on the University’s commitment to hiring more tenure track faculty and the department’s ability to recruit and retain incredible faculty who are eager to teach at Cal State East Bay. The addition of two faculty members for the Fall 2008 will bring our full-time tenure track faculty numbers to nine (9), with two (2) faculty remaining in FERP (Caplan, two years remaining of FERP and Zambetti, one year remaining of FERP). In the next five years we anticipate proposing at least one tenure track request for someone whose expertise is fitness and health in an applied, community based setting. We are especially interested in hiring faculty who can link purely theoretical discussions and research with the very real need for practical work in communities whose health and fitness needs are traditionally underserved due to the dynamics of class, racial, and gender inequalities. This direction meets with the needs of our local community as well as the established mission of the College and the University.

Though not a tenure track request, the department faculty will request a full-time lecturer to “backfill” the Chair’s teaching assignment. Since the Chair’s assignment is .8 administrative and .2 teaching a major hole in the schedule is created when a faculty members steps in the department leadership role. As mentioned in this document, with no Ph.D. programs in Kinesiology in California it is especially difficult to find and recruit faculty to the institution solely for part-time employment. We have a much greater chance of successfully filling a full-time (rather than part-time) lecturer position for the
duration of a Chair’s tenure. We will request this position for the Fall 2008.

As is similar to the case with student retention, recruiting faculty to campus is one part of the equation. Solving the equation requires a plan to retain faculty once on campus. With this in mind, the department tenure track faculty members remain very concerned about workload issues. The 36 WTU load is excessive, especially when combined with increasing expectations around scholarly production and the continual demands placed on fewer and fewer faculty to engage in service. There is little or no flexibility built into the system to give allowance for special projects, innovative work within the department, or creating something new to benefit students. When assigned time is awarded there seems to be little consistency in its distribution. For example, how can one department in the college give assigned time for faculty serving as the major advisor to a graduate student thesis, yet in another department no assigned time is distributed for the same work?

One additional (and probably unique) issue confronting KPE with regard to faculty is the place (and protection) of coaches teaching loads amid those lecturers who have earned entitlements. Up until quite recently this was a non-issue as lecturer entitlements are a relatively new piece of the collective bargaining process. According to the contract, coaches cannot build entitlements. As mentioned, coaches in KPE are hired on annual, temporary full-time appointments with 60% of their load to coach and 40% to teach. Like any employee, offering full-time work enables the department to recruit and retain quality coaches that it might not otherwise be able to attract with a less than full-time offer. Generally there is a distinction between the courses coaches teach and those taught by lecturers. So coaches’ teaching assignments were “safe” to a certain extent. However, as the undergraduate offerings expand that distinction becomes less clear as multiple sections of courses are offered to meet student demand. Growing the department may mean offering a class to a lecturer that was once only taught by a coach. This opens the door to the possibility that at some point in the future a coach could get “bumped” off a class as one and three year lecturer entitlements get built in the department. One-year entitled lecturers have already begun to “bump” coaches off courses they used to teach and if personnel remains the same the problem will remain and may even worsen. Thus far the University administration has not developed a strategy or a plan to assist KPE in confronting the problem.

One final comment is warranted in this section and that involves faculty office space. Those outside of the ranks of the faculty may rarely think of a faculty office as important “instructional space” but it is if one considers mentoring and advising as crucial elements in the work faculty do to improve student learning, retention, and growth. Sharing office space with one or more other full-time faculty may be East Bay’s reality, but it is far from an ideal setting in which to mentor students.
Resources:

The KPE department is far from the largest department on campus but we certainly are one of the more complex. This complexity is reflected and underscored in this section on resources. For organizational purposes the section is divided into sub-sections, which include: personnel, equipment, facilities, travel funds, and a brief statement about faculty budget concerns.

Personnel: Beyond faculty there are several staff members in the department. The Director of Athletics (a Management rather than a faculty position) and the Sports Information Director are dedicated entirely to the athletic program. The Office Manager for athletics is primarily responsible for the day-to-day fiscal operation of the athletic program with relatively minor duties to the academic department’s budget. In addition the department has three athletic equipment attendants whose responsibilities are shared between athletics and the academic department. Two administrative assistants are responsible for the duties in the KPE office. Finally a technician in the lab has hybrid responsibilities in the kinesiology lab as well as desktop support for computer operations in the department.

The increasing complexity of intercollegiate athletics warrants the University’s reconsideration of staffing levels in that unit. One possible solution offered up by the Director of Athletics is to look at two NCAA grant programs, one for an intern and one for assistance to create a new position. The intern position requires that we commit only $4000 per year for 2 years and the NCAA pays $21,000 per year. For the new position, the University must commit fiscal responsibility to a longer term. The NCAA pays 3/4 of the salary in year one, 1/2 in year two, 1/4 in year three. The University commits to funding the position after year three. The positions, especially the latter one, may help to “pay for itself” by including promotion and fundraising duties within the assignment.

A possible move to Division II creates an entirely different and expanded set of staffing requirements. The current staff (three people) would need to be doubled, as would the ranks of the assistant coaches. Again, we hope that before the University makes a decision on the issue, we will not only be consulted but actually be placed in a position to drive a discussion on the point.

Equipment: The department’s equipment needs are great and varied. As noted in the self-study, major equipment upgrades were made this past summer to the new fitness center. The department shouldered a major share of the fiscal burden to equip the 6500 square foot space in spending $60,000-$70,000 in new and refurbished strength and aerobic pieces as well as flooring. The Dean’s Office contributed another $20,000 as well as covering the $4,000 yearly maintenance agreement. The fitness center is, first and foremost, an instructional space. This year we will offer at least 30 sections of weight training or circuit training classes to more than 900 students! These enrollments generate over 60 FTES for the department. The department is unable to continue this level of funding to maintain the fitness center and will require financial support from the Provost. Thus far this year the department generated approximately $7,000 in
revenue from selling memberships largely to faculty and staff to use the facility. Even if we expect this revenue stream to continue, the $7,000 covers the maintenance agreement and little else except for very minor equipment purchases and will not begin to cover major repair and replacement of ellipticals that cost upwards of $5,000 each.

The Kinesiology lab presents another area of concern for the department as items can cost well into the thousands of dollars, if not more. The department’s operating expense allocation has remained the same for several years and provides only a fraction of the funds to cover lab costs. The department is currently creating an inventory and repair/replacement plan for equipment in the fitness center as well as the lab, so that expenditures can be anticipated.

Facilities: Given its nature KPE is an expensive department relative to other departments whose instructional facilities do not include fields, pools, gyms, labs, exercise rooms, and fitness centers.

In order to make the “mat room” or martial arts room (KPE 201) a much more user-friendly space it should be walled off. At present, it is incredibly difficult to hold a class in 201 while an activity is happening on the main gym floor and vice versa. With no wall, noise radiates between the two spaces, undercutting the ability to instruct in either location. It is especially difficult to hold meditative activities (pilates, yoga, etc) in 201 with an activity in the gym. Pilates, yoga, etc are incredibly popular activities among students and not having a desirable location in which to teach these activity classes is a problem for the department. If 201 is walled off, special consideration and forethought must be given to appropriate air handling/heating and cooling for the main gym, 201, and 202 (the fitness center). Currently there is no ability to cool the KPE building, precluding use of the facility during the warmest periods.

There are a number of facilities upgrades and improvements that must be made in athletics regardless of Division level. The Director of Athletics lists improvements in priority order: widen the stadium field to make it primarily a soccer facility with a practice field as a soccer practice area with 2-3 lanes of measured resurfaced track around it; create dedicated softball field with a permanent outfield fence and dugouts comparable to baseball; reconstruct the locker rooms, balancing for projected gender use and creating dedicated team rooms for water polo and swimming; a new pool configuration to meet both athletic and recreational needs of the University.

At the beginning of the Fall quarter 2007 the University lined part of the practice athletic field to alleviate the parking problems on campus. While the department was eager to cooperate in assisting the University out of a major problem, it would have been useful if the administration had informed the department of its decision to use the field for a parking lot. We have been promised that once the parking crisis is remedied the field will, once again, be used for athletic events.

While this has yet to be confirmed, there appears to have been a change in policy around
the rental income the University takes in from community groups who want to use our facilities. In the past if the gym, pool, athletic fields, etc were rented by the University to an outside entity a very small fraction of the total income was returned to KPE so that we could replace used and worn equipment. For example, KPE’s share of a $6,000 rental was in the $360 range, the remainder of the charges was split among various University units as well as a central equipment reserve fund. Beginning in the Fall 2007 it is the department’s understanding that no revenue will be returned to the department as happened in the past. Instead all outside rental revenue will be placed in a central fund to be drawn from as needed. KPE doesn’t “own” the athletic and PE facilities, the University/State does, so in some ways one central fund makes fiscal and organizational sense. Obviously, however no unit likes to lose control over its resources and there is some unease in KPE over the change in policy. Our allocations remained the same this year, despite this change in policy. How are we expected to cover our expenses when a revenue stream that we counted on for this year has been taken away? Will the department need to request money from the central fund and if so how does this work? These issues are yet to be resolved but will certainly need to be if the department is going to be able to plan realistic budgets in upcoming years.

Travel Funds: Support for professional travel for faculty engaged in scholarship is woefully inadequate. This year seven (7) tenure track faculty will share approximately $2,000 from the College of Education and Allied Studies. Less than $300 each for the year, the department adds another $700 to each faculty member’s allotment. Unfortunately, $1,000 still leaves many faculty in the department far short of the amount spent on professional travel. Obviously, presenting research at professional conferences and simply attending those meetings enables faculty members to remain engaged as contributing members of their disciplines. The benefits extend well beyond the faculty member, but to the students we serve. The University cannot continue to rely on the department to cover this important part of doing business.

Budget Concerns:

For many years the department offered a series of courses through Continuing Education. For the past three years a share of the revenue from that program has been deposited into a department account. The yearly deposit is substantial and as a result the tenure track faculty who worked with Continuing Education to build this program have two concerns about the budget balance and how that balance is “seen” outside the department. First, if the fund has a balance from year to year will the University attempt to claim the money, arguing that a carry over balance must mean the department does not really need it? Second, we fear that the University will use the fund balance as ammunition not to fund standard operating expenses and expect the department to use its Continuing Education money to do so.

The tenure track faculty met several times this Fall to discuss a strategic plan to spend down the money in this fund. While we are planning our hope is the University does not spend the money for us.
5 Year Program Review  
California State University, East Bay  
Department of Kinesiology & Physical Education

On January 31 and February 1, 2008 a review team composed of two external reviewers, Dr. Carole Oglesby (Professor and Chair, Department of Kinesiology; California State University, Northridge) and Dr. Emily Wughalter (Professor, Department of Kinesiology; San Jose State University) visited the campus of California State University, East Bay (CSUEB) to review the programs offered by the Department of Kinesiology and Physical Education (KPE). Approximately 45 days prior to the site visit the review team received the department self study that presented the current status, past outcomes, and future ideas for KPE. A comprehensive and broad agenda for the 1.5 day site visit facilitated rich conversations with undergraduate and graduate students, the Provost and College Dean, faculty, coaches, and staff. The implementation of this meeting agenda, the self study, and other supportive materials (such as: the Dempsey and Leland Report, the CSUEB Catalog, and marketing materials) allowed the review team to assess multiple and varied components of KPE.

Re-visioning and Strategic Goals

KPE continues to achieve many of its goals as shaped by the recommendations made in the last 5 year review; however, it is time for the KPE faculty to organize strategically around a vision and a set of goals and to develop a specific SLO/assessment based plan for achieving them over the next 5 year review period. The diverse composition of this faculty and their differing responsibilities generate somewhat divergent motivations and objectives for accomplishing their employment goals, causing some tension in the department. With this current diverse make-up of faculty and coaches, a common vision and direction will be challenging but worthwhile to design. KPE faculty (tenured/tenure track) and staff must move toward this end to continue to produce good academic outcomes for students. Further to be able to take part in the marketplace, and to recruit and sustain a successful kinesiology faculty a viable program with a unified vision and a set of goals for achieving it is necessary. Reasonable continuity in department leadership will be crucial in the next five year period.

Currently KPE offers four undergraduate options and four graduate options leading to the Bachelor of Science and Master of Science degrees. With regard to number of majors KPE is ranked 12th largest of over 40 majors on the CSUEB campus. The undergraduate major and its options are built on a core requirement that provides breadth of knowledge regarding the field of Kinesiology, a multi-disciplinary perspective including social, behavioral, physical, and biological approaches, and tools for analysis of movement and physical activity are presented. The undergraduate core presently lacks a capstone course in which students are given the opportunity to integrate knowledge and skills gained through these multi-disciplinary sources. The undergraduate major core provides well for options leading to advanced degrees in the
rehabilitation and movement sciences as is reflected in the attraction of students to KPE curriculum offerings. Students’ interest reflects growing attention to the physical and social significance of physical activity and movement in our lives. Growing concern about obesity and the related health consequences of being overweight in children and adults as well as the impact of physical activity on the reduction of certain forms of cancer, heart disease, diabetes, and cognitive declines with aging explain this rising trend of undergraduate majors since the last 5 year review. Additionally, a solid curriculum for preparing teachers of physical education is presented in the teaching option available for students in KPE.

Undergraduate students provided positive feedback about the department in their responses to the KPE Club Survey and in our meeting on campus. They reported a very positive experience in KPE and a growing sense of community for students in the department with the reintroduction of the student major club. Students attributed much of this change to the Department Chair, her open door policy, and her ability to relate well with people. This attribution of the Department Chair was reflected by students, faculty, and staff.

Undergraduate student advising seems just barely adequate; undergraduate majors reported they get better advising in the department than in the university where they find it difficult to garner needed information about general education and options available to them in careers such as teaching. The coaches reported that they may be better able to do advising with majors especially as regards general education requirements and they report a wish to make this contribution. Further, greater collaboration across the university is necessary for students needing advising in the pre-physical therapy option and teaching option. Students explained that few students from the teaching option choose CSUEB as the institution to do their post baccalaureate work required to receive their credential to teach in the State of California because of poor communication across departments. KPE should consider strategies to increase communication among students, faculty, and staff through listserves, discussion groups, and newsletters within and outside of the department.

The graduate curriculum offers four specializations for students. There is a minimum of one faculty to support each of these areas. With two additional hires this year, KPE will be better able to handle the load of graduate students. Graduate students reported in our meeting that they were dissatisfied with the availability of the faculty in the evening for advising. Further, the requirement that graduate students repeat the graduate seminar in their area of interest should be revisited. Students should not be forced to repeat information for two quarters when there is a great deal of information and coursework to be mastered at the graduate level.

KPE has moved forward over the last several years by rebuilding its tenured and tenure track faculty. Three recent tenure track hires have increased the number of tenured/tenure track faculty from 4 to 7 disciplinarians. These scholars bring depth to the undergraduate and graduate curricula as is evidenced by the number of faculty and students publishing over the last five year period. The involvement of graduate students with faculty in research to complete the thesis process has worked well to increase the scholarly productivity and focus of
KPE. Students are often richly benefited by the experience of publishing with a faculty mentor. This approach has also provided support for the faculty with their publication records. The new tenure track hires seem to have strengthened the morale of the academic faculty and students though at the same time caused a rift between newer tenured tenure track and coaches. The addition of disciplinarians shifts the focus of the department in a manner necessary in contemporary Kinesiology.

KPE has a long standing history at CSUEB for its academic offerings and athletics. Throughout this history of the department, faculty members from KPE have been broadly recognized for their achievements and their leadership. They have held significant appointments within and across the university as College Associate Dean, a Statewide Senator, and a recent appointment to the position as Chief of Staff for the University President. Further KPE has expanded its presence in the university through its offerings to the general education community. KPE has offered integrated courses in the CSUEB freshman cluster program as well as provided several lower division general education courses that represent the enormous breadth of the field of kinesiology. KPE contributes to the university general education curriculum in the humanities, social sciences, and natural sciences. The involvement of KPE in these and other endeavors provides evidence of how KPE is ingrained in the fabric at CSUEB. These general education and the physical activity courses offered by the department expose students to the importance of movement and physical activity in the development of a whole, liberally educated person with knowledge of body and mind.

Activity course outlines are standardized. This is a move in the right direction. The standardized form allows any instructor to drop in his or her course specifics with regard to the physical and cognitive basis of physical education/activity. The reviewers had the opportunity to observe a Judo class in session. Students were engaged in their learning and provided evidence of physical skill as they worked and the professor provided feedback. This observation clearly indicated the incorporation of mechanics in a physical activity environment and how a mixed gender environment works well.

As part of their strategic plan, KPE should address the offering of Athletic Training as an option for students. To be currently accepted into a graduate athletic training program a student should be certified by the NATA because clinical graduate assistantships are generally required. It is not clear what a Pre Athletic Training option is because it does not reflect current trends in the education and training of athletic trainers. We believe the department faculty are quite aware of the resource needs for delivering an athletic training major; clearly KPE attempted to gain these resources and their request to hire 1.5 new faculty was denied. At this point, though the courses such as Prevention and Care of Athletic Injuries and other athletic training type courses may continue to be offered, it does not seem appropriate to be offering Athletic Training as an option (University Catalog, p. 268). Some of the students from the three other options areas (Physical Education Teaching, Exercise Nutrition and Wellness, and Pre-Physical Therapy) will continue to enroll in these athletic training courses.
A review of the university catalog reflects that KPE is made up of a diversity of courses in the undergraduate and graduate curricula. As the department shifts along a clearer vision of who they are and where they want to be then one might expect the renewed options and cutting edge courses to emerge that provide a niche for KPE students and alumni. This will distinguish KPE from other programs in the bay area, CSU, and nationally.

The make-up of KPE at CSUEB and in many physical education departments (hereafter Kinesiology) at other institutions of higher education evolved from a time when the academic faculty taught disciplinary foundations and principles and served as the athletic coaches. Over the last 25 years, faculty responsibilities have shifted and clearly faculty now must provide evidence of scholarly activity in addition to teaching and service. They no longer coach. The responsibilities of coaches shifted too with greater intensity on recruiting athletes, implementing cutting edge training regimens, and traveling with their teams. Today KPE has two clear components housed in one department: tenured/tenure track faculty and full time lecturers; and coaches of athletic teams with academic appointments that include teaching in the KPE department.

KPE can offer a cutting edge curriculum and program if time is allotted for a reorganization and provision of focus. A wide range of perceptions and opinions exist regarding the placement of KPE with Athletics in a single department. This schism must be healed and/or removed for the department to move ahead.

Athletics

Although Athletic operations are only a portion of the KPE focus, discussion and attention to the location of Athletics in the CSUEB of the future was extensive and intense during the time of the visitation of the Review Team. Both the KPE and Athletic administrators appeared to feel that they and their units had not been extensively consulted to that point. In a Review Team meeting with the Interim Dean and Provost, we were completely assured that "no decision has been reached" on this matter and that, indeed, it was very early in the campus examination process. Thus, we treat the various decisions facing appropriate campus officials as an open question requiring logical, dispassionate, and informed dialogue and fastidious attention to optimal process.

It is perhaps easy to tangle together two questions best to separate. The first question, in matters of logic and philosophy, is that of the "nature of a thing". The disposition/treatment of a thing best flows from that which is integral to nature/character. In the behavioral sub-disciplines of Kinesiology, we are committed to the notion of sport/athletic enterprise as a human creation. We (in this instance the CSUEB community) create sport in the service of our purposes and goals. So CSUEB and KPE have a serious and important task; whether the nature of Athletics for CSUEB is to be an activity of those students who come without athletic external support for education goals best served by a faculty and staff of an academic department (Div. Ill orientation) or is an enterprise belonging administratively to the community at large carried
on with the participation of students recruited and supported for their performance (Div. II orientation).

We felt as external reviewers that we were being asked to help by sharing our thoughts and we wish to do so. It seems important to explicitly identify two elements not a consideration in these deliberations; 1) whether CSUEB Athletics will, or will not, have an "educational orientation". Div II Athletics can definitely be educationally sound, as the Dempsey and Leland report describes. Sport, and coaches, can continue to be an integral part of the student-athletes educational experience; 2) whether CSUEB Athletics will, or will not, be excellent. Div. III Athletics can be of excellent caliber and examples can be found across the USA.

So what WILL emerge as crucial elements to CSUEB decisions? In our opinion, there are at least three important considerations from the Athletic perspective: 1) appropriate competitive schedules; 2) appropriate structured goals of achievement such as are found in league/conference championships or culminating tournaments of some type; 3) financial considerations for the university. The Dempsey/Leland Report recommends the Division move but with a strong caveat "pending availability of increased revenue" and in another section" without funding, don’t move."

Financial considerations

We want to pause for a moment to add our own list of costs (additional to those presented by Dempsey/Leland and the self study review):

1. Provide one to 1.5 million for facility upgrades; mostly “one time” but repair/maintenance increases will be significant
2. Increase scholarship support to $500,000 annually plus added recruitment dollars and coaching time
3. Increase Athletics staff with 5 new hires—continuing costs
4. Increase general O&E budget—of 10 “companion schools” only one with smaller budget than CSUEB present budget with range of expenditures from 2 to 5.7 million
5. Replace coaches’ contribution to KPE academic curriculum. Currently 12 coaches assume roughly .40 teaching responsibilities. A little “easy math” reveals a gap of 4.5 (almost 5 persons) in KPE. Some, or all, of this replacement will have to occur unless the university determines it has decided to end, rather than grow as is now the case, the activity program. In light of all research on weight gain and sedentary life patterns of college students, this seems to be an unsound step. Thus, faculty additions would be called for in KPE.
6. Add a .75 assigned time position to be given to a tenure track faculty as “associate chair”. If the Athletic Program goes to Div II and stays within the department, more administrative help will be needed by the Chair.
Moving the Activity Program out to a “Dept. of Physical Activity” (description in Dempsey/Leland Report) is unknown in collegiate ranks and the cadre of activity teachers would still have to be hired so there is no benefit to university budgeting with this step and KPE would be severely damaged in FTE, size and spirit.

So where will the funding be found for a Div. II program?

1) Gate? CSUEB will compete with the Bay area professional sport world and Div. I powers such as UC Berkeley and Stanford. The experience of other CSUs in the Bay area and Los Angeles area has not been promising.

2) Donor/Sponsor/Alumni – Perhaps on a one time basis but will such patrons “endow” Athletics at CSUEB in perpetuity?

3) Student fees or General Fund dollars. At this heady time, this could seem a positive possibility but experience (at so called ‘middle time’ Athletic programs) shows that the drain on such resources undermines the very reason for a division move; to pleasure and unify students and faculty.

What about #1 of our “crucial considerations”; competitive and appropriate scheduling of athletic contest?

Finding, and scheduling, “like schools” may mandate a Division change at some future date. When CSUEB adds its projected 10,000 students, the present competition may not be sustainable no matter who wants to maintain. Can any Division move be stretched out in time; approached gradually through time for “mid-course corrections” in process?

Planned change in stages would allow facilities upgrades on a time table with increases in rate if funds become available. The enlargement of staff approached on a 5-10 year plan could be feasible. Each sport could begin to include a “stretch challenge” match being added each year so that teams in higher divisions might be non conference or “scrimmage opportunities.” Such efforts could circumvent experiencing a 2-4 year period of athletic “trauma” where CSUEB recently Division elevated teams might experience blow-outs until new skill level standards were approached on a total team basis. Assistant coaches could be added in a gradual, planned growth process.

If Athletics is moved now to Div. II and out of present KPE, the structuring of Athletics is relatively standardized by regulations and policies of Div. II and league projections. Severe restructuring would be required in KPE with replacing of activity program faculty.

If Athletics is to remain within, hard work will be required to better integrate coaching personnel into faculty. Difficulties of coaches role in faculty/department governance suggests that perhaps a “diversification” of faculty/coach roles needs to take place. For example, if grad faculty, undergraduate faculty, and activity faculty were identified and types of decisions to be made by each group identified, then “voting” could vary from person to person but on basis of
educational background and involvement in specific program rather than on basis of coach/tenure track faculty distinctions.

Another sticking point is the office space matter. Coaches were doubled up (or more) but mainly due to no space at all available as KPE faculty size expanded. More office space must be located or individuals feel their instructional role is being ignored. The coaches expressed the idea that KPE “should be pumping out coaches/teachers (in secondary schools) and athletic trainers. These are areas we could help.” Lastly, and ironically, coaches reported that cooperation/collaboration between the Athletic Department with both Alumni Relations and Development Office had diminished in last few years. The Central Administration role needed to be stronger in “University related events” such as Homecoming, Hall of Fame Banquet, Golf Tournament and Student awards banquet.

KPE Facility

KPE faculty, coaches, staff, and students were excited about their new weight/fitness facility, a beautifully redesigned space in the KPE Building that reopened for use in fall 2007. The purpose of this space is to connect the campus to the department by offering classes and an alternative space for faculty and staff to use the facility for a fee. This facility appears to be working efficiently; however, as the facility demand increases there will be associated costs for upkeep, maintenance, and equipment repair. The department is cautious about the future of the facility because of resource allocation needed to sustain it.

Generally the KPE facility is old and could use renovation of the space available. The department needs additional space to house its classes, labs, and faculty offices. With the recent hires of tenure track faculty the department administration determined that a rearrangement of office space was necessary. Tenured/tenure track faculty now have their own personal office spaces whereas many coaches have been required to share space. Currently, women’s water polo, baseball, women’s volleyball, and women’s basketball do not share office space. Some discussions have been held about a building renovation and other alternatives available to add space. The reviewers felt that this step is a necessity in the near future if Kinesiology is to grow as the faculty (and recent demographics in the community) suggest.

Classrooms are small but adequate for the student faculty ratio observed in the department. Recent renovation of the classroom facilities now provides smart applications, new floors, and flexible seating.

The Athletic Training Lab is a teaching area and used as a clinical setting for athletic training. The department employs long term lecturers in athletic training that also have part of their assignment to the practice of athletic training for the athletic teams. Another laboratory facility is shared by exercise physiology, biomechanics, and motor behavior faculty. It provides for a very large teaching space though there is some indication that more space will be needed as some faculty are using their office spaces to conduct their scholarly work.
Assessment

The undergraduate major club assisted the department with the implementation of a student satisfaction survey. Generally the students provided positive feedback and ideas for changes based upon strengths and weaknesses identified in the department. A more formal assessment program should be planned where the faculty show how student learning objectives are being met. Faculty should contribute to this assessment by indicating how each of the student learning objectives is being met through course completion by specifically indicating what activities do students engage in to meet the objectives. The assessment plan should be integrated with the strategic plan to evaluate the effectiveness of KPE and its programs in general.

Summary

In summary, we commend the Department of Kinesiology and Physical Education for several of their significant achievements since the last 5 year review and under the leadership of Dr. Rita Liberti as Department Chair. KPE has successfully hired three new tenure track faculty members; faculty members have collaborated successfully with students on research and scholarship; the department has creatively designed a new space in an older facility that could eventually bring resources to the department through faculty/staff contributions as well as alumni giving; the department has increased its general education contributions to university curriculum and faculty involvement university wide; and, students are very satisfied with faculty and the departmental operations.

The report contains some specific recommendations that are highlighted here:

1. Develop strategic plan for department that is student learning objective and assessment-focused;
2. Address the matter of continuity of leadership for department;
3. Consider addition of a capstone course as part of the assessment plan;
4. Review possible utilization of selected coaches more extensively in undergraduate major;
5. Increase communication with relevant university units in regard to matters such as registration, retention, advisement and placement of graduates;
6. Review the requirement for graduate students to repeat one of their seminars;
7. Revisit recent decisions and handling of the athletic training option;
8. Consider moving athletics out of the department if the university moves athletics to Div II status.
On January 31 and February 1, 2008, two external reviewers, Dr. Carole Oglesby (Professor and Chair, California State University, Northridge) and Dr. Emily Wughalter (Professor, San Jose State University) visited the Department of Kinesiology and Physical Education at California State University, East Bay. Several weeks prior to their visit the reviewers received documents from the department that included the Self-Study and the Departmental Plan as well as accompanying appendices to support the documents. The 1.5 day visit enabled reviewers to meet with students, faculty, staff, and administration. As the reviewers note, the visit provided them with an opportunity to “assess multiple and varied components of KPE” (Introduction).

For consistency this response will parallel the structure as outlined in the reviewers’ report. Headings will include: Re-visioning and Strategic Goals, Athletics, KPE Facility, Assessment, and finally, summative comments.

**Re-visioning and Strategic Goals**

In many ways developing a department Plan and formulating a response to the reviewers’ report are difficult tasks because KPE is in a state of flux at the moment with regard to the place and divisional status of the intercollegiate athletic program. Though, as of this writing, no official decision has been made about the divisional standing of our athletic program (NCAA Division III or II) it does appear as though the University is leaning heavily towards a move to Division II. If the Athletic Program is moved to Division II the reviewers’ observations, at the end of the re-visioning and strategic goals section, are correct - “a wide range of perceptions and opinions exist regarding the placement of KPE with Athletics in a single department. This schism must be healed and/or removed for the department to move ahead.” The reviewers’ observations are correct, there are differences of opinion that exist among the faculty, coaches, and staff over the place of a Division II athletic program (in or out of the Department of KPE). The various perspectives have been presented to the Provost and Interim Dean of the College. So while we can address a variety of the reviewers’ comments, the Athletic Program issue does not exist in a vacuum. So it is a bit difficult to “re-vise” and “strategize” goals for the future when we are simply not sure if a Division II Athletic Program will be housed in the Department of Kinesiology and Physical Education or be moved out of the Department.

With that said, we would like to respond to the comments made by the reviewers. We agree that our students miss a great opportunity to integrate the knowledge learned from the multi-disciplinary sources in Kinesiology without the presence of a capstone course (see reviewers’ report, p. 35). The faculty will work much more deeply over the next several quarters to explore the possibility of a capstone much more deeply than we have to date. Our first area of investigation may well be to determine if an entirely new course should be developed or if an existing course can be restructured to suit our needs and those of our students.

In terms of advising students, the reviewers note that undergraduate advising is “barely adequate” although “majors reported they get better advising in the department than in
the National Athletic Trainers Association has revealed that 70% of all ATC’s hold a Master’s degree. Over the last 2 years at least 4 institutions have begun an accredited Graduate Entry-level Athletic Training Education program. Currently we have 2 students in these types of programs, at Texas Tech and University of North Carolina-Greensboro. Two more students are in the process of applying to California Baptist University and have reached the interview phase.

*Pre Athletic Training section written by Rita Liberti and Glen Borgeson

**Athletics**

The timing of the department’s five-year review coincided with internal campus discussions about the possible move to Division II athletic status. Because of this the external reviewers were asked to weigh in on the issue after their on-site visit with several different constituents and reviewing various documents, including the Dempsey and Leland Report. The reviewers raise a number of points including the fact that a change in Divisional status (Division III to II) is not just an operational and fiscal decision, but one that can signal a change in a University’s perspective on Athletics and its role at the institution.

The budgetary implications, both one-time and ongoing, are significant. The university needs to address both deferred maintenance such as bleacher replacement and scoreboards at all venues and the long-term issues. Currently we have a gender equity issue with baseball having an exclusive facility and softball sharing a field with soccer. The long term plan that we hope would be included in the university’s capital campaign is to widen the stadium field to allow it to be the soccer venue with 3 or 4 measured lanes for track on the outside. Then softball needs a permanent outfield fence and both softball and baseball can be upgraded. The pools need to be addressed with the ideal solution creating one 50 meter pool. Locker rooms are also addressed as an area where space is available to modify, but ongoing maintenance is needed as well as the creation of team rooms for swimming and water polo similar to what basketball and volleyball currently have. The reviewers suggest 1.5 million, but the costs need to be estimated and are well in excess of this number. Our recommendations actually exceed the numbers as outlined in the “financial considerations” on pages 39-40 of the reviewers’ response.

We reiterate our position (and that of the reviewers) that University discussions about the place and status of the Athletic Program must include voices from coaches and tenured/tenure track faculty in Kinesiology and Physical Education. The issues surrounding both a move from Division III to II and whether or not the program should continue to be housed in the Department of Kinesiology and Physical Education are numerous and complex. A thorough planning process, including the allotment of sufficient time and enormous resources, must be central to the University’s commitment to Kinesiology and the Athletic Program if (when) the move to Division II is decided.

*Portions of the above section authored by Debby DeAngelis.*
KPE Facility

The upgrade to the fitness facility during the summer 2007 on the building’s second floor represents a major point of change and improvement within the department. The space is utilized by hundreds of students enrolled in classes each quarter as well as over 100 faculty and staff members. The fitness center is a wonderful addition to our department and the campus, a fabulous teaching station, and a great place for folks to workout. According to the reviewers, “the department is cautious about the future of the facility because of resource allocation needed to sustain it.” Indeed, we are cautious because of the University’s inability to provide funding for this new facility. The equipment in the new space was purchased largely with department funds earned from the Division of Continuing and International Education (DCIE) and another non-state fund. The pace of maintaining existing equipment and purchasing new items cannot be sustained without support beyond the Department.

The same can be said of the Kinesiology Lab, which houses equipment for use in several core classes as well as a number of classes in various options in the major. We realize that it is not feasible or realistic for the University to contribute 100% towards the Department’s needs both in the Lab and the Fitness Center. However, both spaces are instructional sites first and foremost and while the Department is doing everything in its power to create revenue streams via entrepreneurial opportunities we cannot be expected to continue to fund our instructional needs at the current rate.

In terms of the building itself – we recognize that many facilities across the campus do not meet minimal expectations in terms of size and aesthetic – the KPE building can be added to that list. We also are aware that an entirely new state-of-the-art building is not on the master plan, so we should not anticipate a ground breaking any time soon. However, with that said, a growing undergraduate major and an imminent move to Division II warrants creative problem-solving strategies in terms of space. We argue that there is actually space in this building to accommodate more students, coaches, staff, lecturers, and tenure track faculty. The majority of the men’s locker room facility, for example, isn’t just underutilized – it is unused. In the short term, can a portion of this location be reconfigured to create office, meeting, and classroom space at a cost far lower than constructing an entirely new building or new wing to the existing building?

Another space issue is the fact that the “mat room” (where we hold martial arts, pilates, yoga classes) is increasingly unusable for these activities. The “mat room” (KPE 201), which is directly opposite the fitness center on the second floor, is not walled off, so noise from the gym carries up to the mat room and vice versa. Holding concurrent classes in both spaces, the gym and the mat room, is difficult and sometimes impossible given the noise level. This has a direct impact on FTES generation as we try to coordinate instruction in both areas, which may not be possible, so a class is not offered or is rescheduled at a less popular time for students. These alternatives are unacceptable as we grow and aim to meet the needs of all students. The cost of walling off the mat room is in the $200,000 range. The department is willing to raise up to half of this total cost,
with the promise that the University will fund the remaining $100,000. As of this writing, the University has not responded to our proposal.

Assessment

As we noted and the reviewers’ observations make clear, we must, for the benefit of our students, commit to an assessment plan. More than ever current faculty realize that an assessment plan can be created but cannot be successful without group “buy-in” to the process and to the idea of assessment. Dr. Penny McCullagh and Dr. Jeff Simons are coordinating our efforts in assessment. Dr. McCullagh was selected to join a handful of faculty across the University to participate in a Faculty Learning Community on assessment offered through the office of Faculty Development. As a department we look forward to joining Penny and Jeff in this process.

Summary

The department made great strides over the past five years, building on past successes and creating new paths to grow and add strength to our programs. In fact, one indication of our growth is the success of our two most recent tenure track searches. Our full-time tenure track faculty will grow to nine individuals starting this fall 2008. These additions greatly increase our ability to continue and build upon the number of good things happening in the department as we move into the beginning of the next five-year review cycle. The excitement of these new hires and all of the wonderful happenings in the department is tempered by the uncertainty surrounding the athletic issue. Whether the athletic program remains in or moves out of Kinesiology and Physical Education, we look forward to working with the University to ensure that all are served by the final decision.
Appendix A

CALIFORNIA STATE UNIVERSITY, EAST BAY
COLLEGE OF EDUCATION AND ALLIED STUDIES
DEPARTMENT OF KINESIOLOGY AND PHYSICAL EDUCATION

MEMORANDUM
March 28, 2007

TO: Committee on Academic Planning & Review (CAPR)

FROM: Rita Liberti, Chair Kinesiology & Physical Education

RE: Annual Report

As described in the 05-06 CAPR 9 Document dated February 20, 2006, this annual report for the Department of Kinesiology and Physical Education is presented as follows: Part I: Self-Study; Part II: Summary of Assessment Results; Part III: Institutional Research Data.

Part I: Self-Study

The continuing decline of the number of full-time tenured and tenure track faculty creates the biggest challenge for the KPE Department in terms of meeting its goals. As is evidenced in the table below, the 5 regular tenure/tenure-track (T/TT) faculty members represent only 18% of all instructional faculty. It is incredibly difficult to adequately serve nearly 250 undergraduates and approximately 50 graduate students with so few regular faculty members.

<table>
<thead>
<tr>
<th>FIT</th>
<th>FERF</th>
<th>Lecturers</th>
<th>Coaches</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.00</td>
<td>1.58</td>
<td>4.25</td>
<td>16.74</td>
<td>27.57</td>
</tr>
<tr>
<td>%</td>
<td>18.14%</td>
<td>5.73%</td>
<td>15.42%</td>
<td>60.72%</td>
</tr>
</tbody>
</table>

Data provided by the CEAS Dean's Office, February 20, 2007

The Physical Education Pedagogy position, vacant for the past several years, has been filled. The new tenure track hire will join the faculty in the Fall 2007. It is anticipated and expected that this new hire will lead the Physical Education Teaching Option as well as be the first author on the California Commission on Teacher Credentialing document (CCTC) to be submitted to the State by September 2008.

Total FTES continue to rise over the past two or so years. The Fall 2006 saw significant growth from the previous Fall quarter (343 versus 295 FTES respectively). The Winter 2006 to 2007 enrollments also grew by nearly 35 FTES. Growth appears to be the result of small increases to the number of KPE majors as well as the continuing expansion of General Education courses.

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Part II: Summary of Assessment Results

As of this date, a pilot study is underway to evaluate the feasibility of the planned assessment data collection and analysis process essential to the department assessment plan. This pilot study entails the assessment of Student Learning Outcomes for three programs in the department—KPE Core, Physical Education Teaching Option, and Graduate program. These were as follows:

1. KPE Core – SLO 5: understand how motor skills are acquired and refined;
2. KPE PET Option – SLO 7: use and apply measurement instruments and principles for qualitative and quantitative assessment of human movement with an emphasis on sport and exercise phenomenon;
3. KPE Graduate – SLO 3: acquire an understanding and appreciation of a variety of research methods including both qualitative and quantitative techniques employed in the various sub-disciplines in Kinesiology.

Assessment indicators include 1) a writing assignment on the nature of motor learning from KPE 3330, 2) multiple choice and essay exam questions on reliability and validity of measures from KPE 3300, and 3) a methodology review term paper from KPE 6000. These data were collected in Fall term and will be combined with data collected in Winter term. Five-point scoring rubrics will be used to assess the selected indicators (see attached sample rubric). Data will be examined to address student learning in the selected objective, and to determine the applicability and appropriateness of the chosen assignments, indicators, and rubrics. These data and the pilot project process evaluation will serve as input to faculty discussion and decisions made for assessment of student learning outcomes for the 2007–2008 academic year.

Above narrative in Part II submitted by Jeff Simons, KPE Assessment Committee Chair

Other strategies to assess the major are as follows: In the Winter 2007 several KPE graduate students constructed a survey, distributed and collected it, and are currently in the process of compiling and organizing the qualitative and quantitative data. Nearly 50% of all undergraduates and graduate students were surveyed. We anticipate that this data will be quite useful as we move toward better meeting the needs of our students.

Finally, data from student exit surveys (which have been collected for the past 16 years) are being compiled. We anticipate that review and analysis of the data can begin in earnest, preferably by the middle of the spring quarter 2007.

Part III: Institutional Research Data
See next page.
Appendix B

Selected Student Achievements 2002-2007 (noted in bold)

Publications


Wilson, J., Simons, J., Wilson, G., Theall, S., & Rodriguez, W. (June 2007). A test of self-efficacy and parameterization changes as possible explanations for the especial skills phenomenon at the 60.5-foot distance for highly experienced baseball pitchers. Journal of Sport & Exercise Psychology, 29, S140.

Published Abstracts and Proceedings


Academic Presentations


Honors, Awards, Scholarships, and Grants

Robin Dunn - recipient of the President’s Educational Equity Scholarship. Western Society for the Physical Education of College Women (2005).

Tamika Tobar - recipient of the President’s Educational Equity Scholarship. Western Society for the Physical Education of College Women (2006).

Gabriel Wilson - recipient of the Graduate Student Research Grant. Statewide first place winner of 2007 CSU Graduate Student Research Competition in category of Behavioral and Social Sciences for presentation entitled: A test of parameter changes, and self efficacy as possible explanations for the especial skills phenomenon at the 60.5 foot distance in highly experience baseball players.

Accepted into Ph.D. Programs/Graduates of Ph.D. and DPT programs

Robin Dunn (Pedagogy) – Ohio State University (Began program Fall 2006).

Jacob Wilson (Nutrition) - Florida State University (Began program Fall 2006).

Gabriel Wilson (Nutrition) – University of Illinois (Began program Fall 2007).

Cori Lane (Physical Therapy – DPT) – Hardin-Simmons University, Abilene, Texas (Began program Fall 2007).

Cindy Walton (B.S. in Kinesiology 2002); graduated from Samuel Merritt College with a DPT in 2005; currently with Kaiser in Santa Clara.
Jennifer Jones (M.S. in Kinesiology 2000); graduated with a Ph.D. in Exercise Science from the University of Maryland in 2004 and is now a Senior Clinical Research Scientist with Abbott Vascular Incorporated in Santa Clara, California.

Chancellor's Doctoral Incentive Program

Sonya SooHoo
Gabriel Wilson
Appendix C

PROFESSIONAL ACHIEVEMENTS - FACULTY (2002 to present).

Published Articles and Book Chapters

Cathy Inouye, Ed.D. Associate Professor (Exercise Physiology)


David Kinnunen, Ph.D. Assistant Professor (Pedagogy)


Rita Liberti, Ph.D. Associate Professor (Sport and Cultural Studies)


Penny McCullagh, Ph.D. Professor (Sport and Exercise Psychology)


Spiros Prassas, Ph.D. Associate Professor (Biomechanics)


Jeff Simons, Ph.D. Associate Professor (Sport and Exercise Psychology)


Jin Yan, Ph.D. Associate Professor (Motor Learning)


Edited Volumes


Other Academic Publications (book reviews, published proceedings, encyclopedia entries, online articles, and abstracts).

Rita Liberti


**Penny McCullagh**


**Presentations**

**David Kinnunen**


**Rita Liberti**


Liberti, R. (October 2006). “The History of Women’s Athletics at Local Universities and Beyond.” Santa Clara University, Female Athlete Series. Santa Clara University.


Penny McCullagh


Spiros Prassas


Jeff Simons


Simons, J. P. (December 2006). "Winning" is a Limiting Factor. Invited presentation to the 2006 USA Track & Field Elite Sprint & Hurdle Coaches Seminar, Las Vegas, NV.


Simons, J. (September 2006). Understanding and communicating the Blueearth Discovery approach to physical activity education. Invited seminar presentation to Blueearth Institute coaches and professional staff, Melbourne, Australia.


Simons, J. P. (December 2005). Learning and performing in the language of the body. Invited presentation to the 2005 USA Track & Field Elite Sprint & Hurdle Coaches Seminar, Las Vegas, NV.


Simons, J. P. (September 2004). The Discovery School Experience: Psycho-social aspects. Invited presentation to teachers, coaches, and administrators:

- Fremantle public schools, Fremantle, Western Australia
- Geraldton catholic diocese schools, Geraldton, Western Australia
- Sandhurst catholic diocese schools, Bendigo, Victoria, Australia

Simons, J. P. (October 2003). *Character education through physical activity programs*. Invited presentation to the CSUH Center for Character Education K-12 Workshop, California State University Hayward.


**Jin Yan**


Yan, J.H. (November 2004). Practice improves motor performance of AD and MCI patients. The 3\textsuperscript{rd} Asia Pacific Conference on Evidence-Based Medicine-Bridging Developed and Developing Countries. Hong Kong, China.

Yan, J.H. (November 2004). Effects of exercise on cardiovascular fitness of seniors: A meta-analysis. The 3\textsuperscript{rd} Asia Pacific Conference on Evidence-Based Medicine-Bridging Developed and Developing Countries. Hong Kong, China.


**Robert Zambetti**

Zambetti, R. (February 2007). Presentation on Self Defense at the BAYPEHP (Bay Area Physical Education-Health Project). San Jose State University.

INTRODUCTION – This questionnaire pertains to a marketing survey on behalf of KPE Club officers at CSUEB. The purpose is to understand what KPE students value most and what projects should the Club prioritize in 2007. This should only take 5 to 10 minutes to complete, and all responses will remain strictly confidential (Examiners will not see Net IDs). Thank you for your time and input.

### KPE STUDENT PREFERENCES

1. Listed below are a set of tasks or projects the Club might develop this year. On a scale of 1 to 5, 1 being “least important” and 5 being “most important,” how would you rate the following tasks/projects? (CHECK YOUR ANSWER √)

<table>
<thead>
<tr>
<th>Statements</th>
<th>Least Important</th>
<th>Not Very Important</th>
<th>Somewhat Important</th>
<th>Quite Important</th>
<th>Most Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchanging career tips and promoting job opportunities (i.e., bulletin board or job bank)</td>
<td>1.☐</td>
<td>2.☐</td>
<td>3.☐</td>
<td>4.☐</td>
<td>5.☐</td>
</tr>
<tr>
<td>Creating a forum of ideas and a KPE alumni</td>
<td>1.☐</td>
<td>2.☐</td>
<td>3.☐</td>
<td>4.☐</td>
<td>5.☐</td>
</tr>
<tr>
<td>Inviting guest speakers from pertinent associations, companies, or universities</td>
<td>1.☐</td>
<td>2.☐</td>
<td>3.☐</td>
<td>4.☐</td>
<td>5.☐</td>
</tr>
<tr>
<td>Negotiating discounts on certifications, Sportswear, and so forth</td>
<td>1.☐</td>
<td>2.☐</td>
<td>3.☐</td>
<td>4.☐</td>
<td>5.☐</td>
</tr>
<tr>
<td>Providing KPE students with extra advice on course selection and graduate/doct. programs</td>
<td>1.☐</td>
<td>2.☐</td>
<td>3.☐</td>
<td>4.☐</td>
<td>5.☐</td>
</tr>
<tr>
<td>Improving student life (BBQ, activities, …)</td>
<td>1.☐</td>
<td>2.☐</td>
<td>3.☐</td>
<td>4.☐</td>
<td>5.☐</td>
</tr>
<tr>
<td>Enhancing communication with faculty members, and contributing to the orientation goals of our department</td>
<td>1.☐</td>
<td>2.☐</td>
<td>3.☐</td>
<td>4.☐</td>
<td>5.☐</td>
</tr>
<tr>
<td>Creating a welcome/orientation committee for new students</td>
<td>1.☐</td>
<td>2.☐</td>
<td>3.☐</td>
<td>4.☐</td>
<td>5.☐</td>
</tr>
<tr>
<td>Creating a graduation committee</td>
<td>1.☐</td>
<td>2.☐</td>
<td>3.☐</td>
<td>4.☐</td>
<td>5.☐</td>
</tr>
<tr>
<td>Becoming visible on campus and getting more students to learn about kinesiology</td>
<td>1.☐</td>
<td>2.☐</td>
<td>3.☐</td>
<td>4.☐</td>
<td>5.☐</td>
</tr>
</tbody>
</table>

Other (Specify: )

2. Some of the above-mentioned projects will obviously require funding. To do so, what would you be willing to contribute as a yearly membership fee? (CHECK ONLY ONE ANSWER √).

| Amount     | 1.☐ $0 | 2.☐ $5. | 3.☐ $10. | 4.☐ $15. | 5.☐ $20 |

### OPINION OF STRENGTHS & WEAKNESSES IN KPE

According to you, what are some of the strengths and weaknesses of the KPE Department at CSUEB?
**Appendix D**

**OPINION SURVEY ON KPE CLUB’S PRIORITY AGENDA**

### CERTIFICATIONS

4. Would you be interested in learning more about some of the following? (CHECK ALL THAT APPLY)

1. [ ] ACE (American Council on Exercise)
2. [ ] ACSM (American College of Sports Medicine)
3. [ ] NASM (National Academy of Sports Medicine)
4. [ ] NSCA (National Strength and Conditioning Association)
5. [ ] NATA (National Athletic Trainers Association)
6. [ ] AED (Automatic Electronic Defibrillator)
7. [ ] APTA (American Physical Therapy Association)
8. [ ] AASP (Association for Applied Sport Psychology)
9. [ ] CPR (CardioPulmonary Resuscitation) or ACLS (Advanced Cardiac Life Support)
10. [ ] First Aid
11. [ ] Other (Specify: ________________________ )

5. Do you currently hold one or several certificates from the above list? (PLEASE SPECIFY)

[ ] Yes  [ ] No (If yes, specify: ________________________ )

### BACKGROUND INFORMATION

This section will enable us to categorize data. Please respond as honestly as possible.

6. What is your gender? 1. [ ] Male  2. [ ] Female

7. To what age group do you belong?

1. [ ] Less than 18  3. [ ] 26 to 35
2. [ ] 18 to 25  4. [ ] Over 35

8. What is your current academic status? (CHOOSE ONLY ONE ANSWER)

1. [ ] Freshman  5. [ ] Graduate or Postbaccalaureate
2. [ ] Junior  6. [ ] Other (Specify: ________________________ )
3. [ ] Sophomore
4. [ ] Senior

9. Are you a Full-time or a Part-time student?

1. [ ] Full-time undergraduate
2. [ ] Full-time postbaccalaureate/graduate
3. [ ] Part-time undergraduate
4. [ ] Part-time postbaccalaureate/graduate

10. Based on your experience so far, would you recommend the KPE program to a friend?

1. [ ] Yes  2. [ ] No

11. What option(s) are you pursuing in KPE?

Undergraduate Options

1. [ ] Exercise Nutrition Wellness
2. [ ] Physical Education Teaching
3. [ ] Pre-Physical Therapy
4. [ ] Special Studies
5. [ ] Don’t know yet

Graduate Options

6. [ ] Exercise Physiology
7. [ ] Professional Perspectives
8. [ ] Skill Acquisition/Sport Psychology
9. [ ] Sport Humanities
10. [ ] Other (Specify: ________________________ )

12. How did you initially find out about the kinesiology program at CSUEB?

1. [ ] Friend/family  4. [ ] Radio
2. [ ] Other school  5. [ ] Television
3. [ ] Internet  6. [ ] Other
4. [ ] Newspaper  (Specify: ________________________ )

感恩您宝贵的时间和合作!
Appendix E
Quantitative Results from KPE Student Survey - Winter 2007

1 Listed below are set of tasks that KPE Club might develop.
On a scale of 1 (least important) to 5 (most important) rate these potential needs

<table>
<thead>
<tr>
<th>Task</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchanging career tips and promoting job opportunities</td>
<td>4.1</td>
</tr>
<tr>
<td>Creating a forum of ideas and a KPE alum</td>
<td>3.1</td>
</tr>
<tr>
<td>Inviting guest speakers</td>
<td>3.6</td>
</tr>
<tr>
<td>Negotiating discounts on certifications, sportswear, etc</td>
<td>3.6</td>
</tr>
<tr>
<td>Providing KPE students with extra advice on courses and grad programs</td>
<td>4.6</td>
</tr>
<tr>
<td>Improving student life (BBQ, activities, etc.)</td>
<td>3.4</td>
</tr>
<tr>
<td>Enhancing communication with faculty and contributing to orientation</td>
<td>3.9</td>
</tr>
<tr>
<td>Creating a welcome orientation committee for new students</td>
<td>3.4</td>
</tr>
<tr>
<td>Creating a graduation committee</td>
<td>3.5</td>
</tr>
<tr>
<td>Becoming visible on campus and getting more students to learn about Kine</td>
<td>3.5</td>
</tr>
</tbody>
</table>

2 Some of projects require funding - How much would you be willing to contribute?

<table>
<thead>
<tr>
<th>Contribution Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>30%</td>
</tr>
<tr>
<td>Five dollars</td>
<td>17%</td>
</tr>
<tr>
<td>Ten dollars</td>
<td>21%</td>
</tr>
<tr>
<td>Fifteen dollars</td>
<td>10%</td>
</tr>
<tr>
<td>Twenty dollars</td>
<td>17%</td>
</tr>
<tr>
<td>No Reply</td>
<td>4%</td>
</tr>
</tbody>
</table>

4 Would you be interested in learning more about certifications available to kineiology majors?
Responses for the 10 different certifications varied but depending on the certification, 15 to 61 students responded positively.

5 Do you currently hold any of these certifications?
Students indicated that collectively they already held about 40 of these certifications

6 Males
73 (53%)
Females
63 (47%)

7 Indicate age group
<table>
<thead>
<tr>
<th>Age Group</th>
<th>N (% of 138)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 18</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>18 to 25</td>
<td>100 (72%)</td>
</tr>
<tr>
<td>26 to 35</td>
<td>24 (17%)</td>
</tr>
<tr>
<td>Over 35</td>
<td>10 (1%)</td>
</tr>
</tbody>
</table>

8 Current academic status
<table>
<thead>
<tr>
<th>Status</th>
<th>N (% of 138)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>4 (2%)</td>
</tr>
<tr>
<td>Junior</td>
<td>63 (46%)</td>
</tr>
<tr>
<td>Senior</td>
<td>40 (29%)</td>
</tr>
<tr>
<td>Graduate</td>
<td>19 (14%)</td>
</tr>
<tr>
<td>Other</td>
<td>1 (&lt;1%)</td>
</tr>
</tbody>
</table>
9 Student status
Full time undergrad 103 (74%)
Full time graduate 12 (5%)
Part-time undergrad 13 (5%)
Part-time grad 8 (5%)

10 Based on your experience so far, would you recommend the KPE program to a friend?
Yes 125 (91%)
No 11 (7%)

11 What is your option?
Undergrad
  Exercise Nutrition and Wellness 16 (12%)
  Physical Education Teaching 40 (29%)
  Pre-Physical Therapy 31 (22%)
  Special Studies 5 (3%)
  Undeclared 2 (1%)
Grad
  Exercise Physiology 7 (5%)
  Professional Perspectives 2 (1%)
  Skill Acquisition/Sport Psychology 3 (2%)
  Sport Humanities 3 (2%)

12 How did you initially find out about KINE program at CSUEB?
Friend 50 (35%)
Other school 24 (17%)
Internet 31 (22%)
Newspaper 0
Radio 0
Television 24 (17%)
Other 0
Appendix F
PARTIAL KPE CLUB SURVEY RESULTS
(by Diane Lacroix – February 1, 2007)

The following comments were typed as written with regard to question #3 – “opinion of strengths and weaknesses in KPE” on the student surveys distributed in January 2007.

**Opinion of Strengths & Weaknesses in KPE**

3. According to you, what are some of the strengths and weaknesses of the KPE Department at CSUEB?

- Activities or events are not promoted enough. Students should be more involved in department. Should have special events.
- Not enough encouragement.
- Strength: teacher/knowledge; weakness: support/spirit/student clubs and involvement.
- Lot of professors, for advice.
- Not enough classes and no summer classes are detrimental.
- Faculty interactions with students. And no student life (activities, BBQs, etc.). Students don’t have opportunity to know each other in social situations.
- Need more info about credential programs.
- Weak: Need more of job opportunities after graduation.
- Getting students more involved in KPE certifications.
- They are good to communicate – need to get info out on campus.
- Strengths: office workers are nice and very helpful! Weakness: no tutoring available.
- Office staff is very helpful and friendly.
- N/A Don’t go there much.
- No experience; I am not a matriculated student. I am not participating in KPE clubs & do not have a sense of the department as a whole.
- Block schedules makes it difficult to organize class.
- It’d be nice to have a football team.
- Specific moderators or advisors that emphasize each option and only that option.
- The office personnel is very friendly and helpful. Guidance as far as what classes to take needs some work.
- It is a balanced program.
- Faculty – hard to get a hold of and hard searching for advice and counseling.
- Weaknesses: Lack of advising or at least consistent advising & info.
- The same teachers for some classes. Structural Kines. Teacher does not know how to teach. Horrible curriculum.
- Advisor should be more aware of graduate exams, potential colleges & req.
- Not sure at this time.
- More classes online!
- Strengths: great teachers. Weaknesses: no advertising of the program.
- Strength is people that are in KPE want to be here. Weakness not enough appreciation for KPE.
- No other tutoring sources for specific KPE courses other than KPE students.
- Not enough info & help on getting into a good grad school.
- I think we need more info on courses etc. for graduation.
- Better desk.
- Unsure at this point.
- Ability to convey knowledge to students in a couple cases is port.
- Leaving students transferring into the grad program from another major out of the loop while they are taking the pre-req courses to get into the program.
- N/A
Appendix F
PARTIAL KPE CLUB SURVEY RESULTS
(by Diane Lacroix – February 1, 2007)

- The advisors need to be more helpful.
- Communication – strength.
- None.
- Strength: very helpful dept. Weaknesses: time of class offered.
- Improve weight room!!!
- We have good teachers but counselors need to meet with student more often.
- Strengths: Small faculty, challenging courses. Weaknesses: when instructor is poor no other teacher available to take for that course.
- The office is a great place for assistance/help – thanks to Barbara & Nancy
- The students and community.
- Strong on sports. Weak on wellness and mind-body connections.
- The linkage between all disciplines in KPE & how each discipline influences or relates to the others.
- Accessibility to professors; friendly staff & students; small faculty.
- Biggest weakness: overworked instructors that you can’t get in touch with. Needs better communication.
- Weakness: No summer classes offered. Strengths: Flexibility among staff.
- Better facilities, more funds in KPE. Good instructors is a strength.
- Need practical, remodel, technology, innovation. Have to love teaching. Fair to every students that can learn. Very nice department.
- Strengths are the excellent teaching core we have.
- Strengths: great staff. Weakness: better classrooms.
- KPE is not very known here on campus. More activities should be held to make students aware of the KPE Department.
- Instructors seem legitimate.
- Needing more information about KPE.
- Need more counselors to help map out courses.
- Strength: good teachers.
- Weakness: counseling.
- Small lecture class sizes & not available during summer. Good advisers and instructors.
- Need more classes.
- Strength: computer lab. Weakness: Print cards. I would rather use the same one that can be used at the library.
- Not enough teaching option classes from what I have heard.
- Some strengths are practical option. Weakness: crowded classes. (not enough offered.)
- A weakness is that the teaching option classes do not prepare you for the credential program, form what I’ve heard in the past.
- Not having a flexible advisor, but I do really appreciate the office staff.
- The KPE Department really needs help at CSUEB with helping students with disabilities.
Appendix G

<table>
<thead>
<tr>
<th></th>
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*Minor variations to the “common core” are in evidence. For example, two of three options at San Marcos require Exercise Physiology for Special Populations. The teaching option does not require the class. Common core requirements could not be identified at Dominguez Hills and Monterey Bay.
Appendix H

(UNDERGRADUATE) OPTIONS WITHIN KINESIOLOGY DEPARTMENTS IN THE CSU SYSTEM

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*Dominguez Hills and East Bay have Pre-Athletic Training Education Options – but neither program is accredited by NATA.*
## Appendix I

### CSU KINESIOLOGY GRADUATE PROGRAMS

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*Cal State East Bay's "Professional Perspectives" Option is a hybrid area, incorporating both pedagogy and educational leadership/management components.*
## Appendix J
### California State University, East Bay

### Kinesiology

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<td>61.5%</td>
<td>61.2%</td>
<td>59.9%</td>
<td>54.6%</td>
<td>63.9%</td>
</tr>
<tr>
<td>12. % FTES Taught by Lecturer</td>
<td>189.3</td>
<td>179.8</td>
<td>195.6</td>
<td>160.5</td>
<td>190.9</td>
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<tr>
<td>13. % FTES Lecture/FTES Generated</td>
<td>61.5%</td>
<td>61.2%</td>
<td>59.9%</td>
<td>54.6%</td>
<td>63.9%</td>
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<table>
<thead>
<tr>
<th>D. Student Faculty Ratios</th>
<th>Fall Quarter</th>
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<tbody>
<tr>
<td></td>
<td>2001</td>
</tr>
<tr>
<td>1. Tenured/Track</td>
<td>15.0</td>
</tr>
<tr>
<td>2. Lecturer</td>
<td>14.0</td>
</tr>
<tr>
<td>3. SFR By Level (All Faculty)</td>
<td>14.4</td>
</tr>
<tr>
<td>4. Lower Division</td>
<td>19.2</td>
</tr>
<tr>
<td>5. Upper Division</td>
<td>12.7</td>
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<tr>
<td>6. Graduate</td>
<td>10.5</td>
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<td>7. Number of Sections Offered</td>
<td>131</td>
</tr>
<tr>
<td>8. Average Section Size</td>
<td>18</td>
</tr>
</tbody>
</table>
Appendix K

CAPR Table 1

California State University, East Bay

OVERALL ENROLLMENT PROFILE BY DEPARTMENT

College Years 2002-03 through 2007-08

<table>
<thead>
<tr>
<th>CAMPUS MAJOR</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinesiology</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Graduate</td>
<td>62</td>
<td>48</td>
<td>38</td>
<td>40</td>
<td>27</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>213</td>
<td>218</td>
<td>246</td>
<td>249</td>
<td>303</td>
</tr>
<tr>
<td>TOTAL</td>
<td>275</td>
<td>266</td>
<td>284</td>
<td>289</td>
<td>330</td>
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<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>62</td>
<td>48</td>
<td>38</td>
<td>40</td>
<td>27</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>213</td>
<td>218</td>
<td>246</td>
<td>249</td>
<td>303</td>
</tr>
<tr>
<td>TOTAL</td>
<td>275</td>
<td>266</td>
<td>284</td>
<td>289</td>
<td>330</td>
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</table>

Source: CSU ERSS Statistical Extract

College Year: Summer, Fall, Winter and Spring.

Document: Cal State East Bay Fact Book

Produced by SAS 9.1 on Tuesday, 04DEC2007, jzhang
### Appendix L

**CAPR Table 2**

California State University, East Bay

**OVERALL DEGREES CONFERRED PROFILE BY MAJOR**

**College Years 2001-02 through 2006-07**

**Kinesiology & Physical Education**

<table>
<thead>
<tr>
<th>pgm_major</th>
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<th>CY03-04</th>
<th>CY04-05</th>
<th>CY05-06</th>
<th>CY06-07</th>
<th>CY07-08 YTD</th>
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<td>Kinesiology</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>41</td>
<td>48</td>
<td>51</td>
<td>35</td>
<td>54</td>
<td>6</td>
</tr>
<tr>
<td>Master's</td>
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<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>55</td>
<td>55</td>
<td>72</td>
<td>49</td>
<td>67</td>
<td>9</td>
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<td>Department Total</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Baccalaureate</td>
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<td>48</td>
<td>51</td>
<td>35</td>
<td>54</td>
<td>6</td>
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<tr>
<td>Master's</td>
<td>14</td>
<td>7</td>
<td>21</td>
<td>14</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>55</td>
<td>55</td>
<td>72</td>
<td>49</td>
<td>67</td>
<td>9</td>
</tr>
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</table>

Source: CSU ERS SD Statistical Extract

College Year: Summer, Fall, Winter and Spring.

Document: Cal State East Bay Fact Book

Produced by SAS 9.1 on Tuesday, 11DEC2007, jzhang
Appendix M

California State University, East Bay

MAJOR HEADCOUNT ENROLLMENT PROFILE


<table>
<thead>
<tr>
<th>Kinesiology</th>
<th>Bachelor</th>
<th>Postbaccalaureate</th>
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<td>STATUS</td>
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<td>Fall 2003</td>
<td>Fall 2004</td>
<td>Fall 2005</td>
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<tr>
<td>Full-time</td>
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<td>177</td>
<td>173</td>
<td>211</td>
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<tr>
<td>Part-time</td>
<td>43</td>
<td>36</td>
<td>45</td>
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<tr>
<td>ETHNICITY</td>
<td></td>
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</tr>
<tr>
<td>Black</td>
<td>12</td>
<td>19</td>
<td>26</td>
<td>25</td>
</tr>
<tr>
<td>Asian/Pacific</td>
<td>30</td>
<td>23</td>
<td>37</td>
<td>47</td>
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<tr>
<td>Hispanic</td>
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<td>33</td>
<td>32</td>
<td>46</td>
</tr>
<tr>
<td>White</td>
<td>81</td>
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<td>International</td>
<td>11</td>
<td>11</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>GENDER</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>121</td>
<td>117</td>
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<tr>
<td>Male</td>
<td>83</td>
<td>96</td>
<td>93</td>
<td>118</td>
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<tr>
<td>MEAN AGE</td>
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<td>24</td>
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<tr>
<td>MEAN GPA</td>
<td>2.83</td>
<td>2.86</td>
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<td>MEAN UNIT LOAD</td>
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<td>14.1</td>
<td>14.6</td>
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<tr>
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<td>205</td>
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<td>GEOGRAPHIC ORIGIN</td>
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<td></td>
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</tr>
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</table>
A postbaccalaureate student holds a baccalaureate degree and has not been admitted to a Master's program. Postbaccalaureate includes students seeking a second Bachelor's degree or credential or subject waiver programs.

Document: Cal State East Bay Fact Book

Institutional Research and Assessment (03JUL07)
Appendix N

OVERALL DEGREES CONFERRED PROFILE BY MAJOR

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>Baccalaureate</th>
<th>Master's</th>
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</tr>
<tr>
<td>Asian / Pacific</td>
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<td>7</td>
<td>5</td>
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<tr>
<td>Black</td>
<td>1</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Hispanic</td>
<td>7</td>
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<td>3</td>
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<tr>
<td>International</td>
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<td>2</td>
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<tr>
<td>White</td>
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<th>TOTAL</th>
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<td>CY04-05</td>
</tr>
<tr>
<td>Female</td>
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<td>26</td>
</tr>
<tr>
<td>Male</td>
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<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GEOGRAPHIC ORIGIN</th>
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<th>Master's</th>
<th>TOTAL</th>
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<td></td>
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<td>CY04-05</td>
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<td>Contra Costa County</td>
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<td>Other California Counties</td>
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<td>Other Countries</td>
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<tr>
<td>CAL STATE EAST BAY TOTAL</td>
<td>41</td>
<td>48</td>
<td>51</td>
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</table>
Appendix O

Department of Kinesiology and Physical Education

Assistant Professor

Biomechanics and Structural Kinesiology

Position No. 02-03 KPE-Assist Prof – FT (2)

Duties of the Position:

• Instruct undergraduate and graduate-level courses in Biomechanics, Structural Kinesiology and one other area within Kinesiology (e.g., pedagogy, nutrition)
• Supervise student research
• Conduct a personal program of scholarship and research
• Advise students and assist the department with committee work as well as assume campus-wide committee responsibilities
• Teaching assignments may include courses at the Contra Costa campus
• Other duties as assigned

Qualifications:

Candidates holding a doctorate in Kinesiology or related field by the time of appointment preferred. University level teaching is desirable. Ability to conduct an independent scholarly research program required. Ability to teach, advise, and mentor students from diverse educational and cultural backgrounds. To be recommended for tenure the candidate must demonstrate satisfactory performance in the areas of teaching; research, scholarship, and/or creative activities; and service to the university, the department, the profession, and the community.

Rank/Salary

Assistant Professor, tenure track. Salary is dependent on educational preparation and experience.

Date of Appointment:

September, 2003

Application Procedure:

Screening of applicants will begin December 1, 2002 and continue until the position is filled. Send a letter of introduction, vita, copies of transcripts and three letters of reference.

Dr. Penny McCullagh, Chair

Department of Kinesiology and Physical Education

California State University, Hayward

25800 Carlos Bee Blvd.

Hayward, CA 94542-3062

Phone: (510) 885-3061

Fax: (510) 885-2282

Pmcculla@csuhayward.edu

www.edschool.csuhayward.edu/departments/kinesiology
Appendix P
Department of Kinesiology and Physical Education
Assistant Professor

Psychological Kinesiology and Humanities

Position No. 02-03 KPE-Assist Prof – FT (1)

EMPLOYMENT OPPORTUNITY

The University: California State University, Hayward occupies 342 acres in the Hayward hills, affording a panoramic view of nearly the entire San Francisco Bay Area. Cal State Hayward’s proximity to the major Bay Area cities provides unique cultural opportunities including museums, art galleries, aquariums, planetariums, plays, musicals, sports events, and concerts. Its nearness to the Pacific Ocean and Sierra Nevada Mountains offers recreational diversion as well as excellent laboratories for educational studies. The nine major buildings contain 150 classrooms and teaching laboratories, 177 specialized instructional rooms, numerous student oriented computer labs and a library which contains a collection of over one million items accessible through HAYSTAC, its on-line catalog. The University has an enrollment of approximately 13,000 students with 600 faculty.

CSUH is organized into four schools: Arts, Letters, and Social Sciences; Business and Economics; Education and Allied Studies; and Science. The University offers bachelor’s degrees in 41 fields and master’s degrees in 28 (in addition to Special Majors). Other programs lead to teaching, specialists, pupil personnel services, and administrative services credentials. CSUH also operates the Contra Costa Campus, a branch center in Concord which provides instructional support for over 1,600 upper division and graduate students.

The Department: The mission of the Department of Kinesiology and Physical Education is to prepare graduates who are knowledgeable, professional, experienced and idealistic regarding the significance and value of sport and exercise. The department is one of five in the School of Education and Allied Studies. The Department offers Bachelor of Science and Master of Science degrees in Kinesiology. About 300 undergraduate and 50 graduate majors are enrolled. NOTE: California State University, Hayward hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee’s identity and eligibility to work in accordance with the provisions of the Immigration Reform and Control Act.

CSUH is an Equal Opportunity Employer and does not discriminate on the basis of race, color, national origin, sex, sexual orientation or disability. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment of its diverse student body.

Duties of the Position

- Instruct undergraduate and graduate-level courses in Sport Psychology and Humanities areas (history, philosophy, sociology). Ability to instruct in pedagogy or nutrition areas desirable.
- Supervise student research
- Conduct a personal program of scholarship and research
- Advise students and assist the department with committee work as well as assume campus-wide committee responsibilities
- Teaching assignments may include courses at the Contra Costa campus
- Other duties as assigned

Qualifications:

Candidates holding a doctorate in Kinesiology or related field by the time of appointment preferred. University level teaching is desirable. Ability to conduct an independent scholarly research program required. Ability to teach, advise, and mentor students from diverse educational and cultural backgrounds. To be recommended for tenure the candidate must demonstrate satisfactory performance in the areas of teaching; research, scholarship, and/or creative activities; and service to the university, the department, the profession, and the community.

Rank/Salary

Assistant Professor, tenure track. Salary is dependent on educational preparation and experience.

Date of Appointment:

September, 2003

Application Procedure:

Screening of applicants will begin December 1, 2002 and continue until the position is filled. Send a letter of introduction, vita, copies of transcripts and three letters of reference.

Dr. Penny McCullagh, Chair
Department of Kinesiology and Physical Education
California State University, Hayward
25800 Carlos Bee Blvd.
Appendix Q
CALIFORNIA STATE UNIVERSITY, EAST BAY

FACULTY EMPLOYMENT OPPORTUNITY
DEPARTMENT OF KINESIOLOGY AND PHYSICAL EDUCATION
Pedagogy & Professional Applications of Kinesiology
FULL-TIME TENURE-TRACK
OAA Position No. 05-06 KPE-ACT/PEDAGOGY-TT

THE UNIVERSITY: California State University, East Bay occupies 342 acres in the Hayward hills, affording a panoramic view of nearly the entire San Francisco Bay Area. Cal State East Bay’s proximity to the major Bay Area cities provides unique cultural opportunities including museums, art galleries, aquariums, planetariums, plays, musicals, sports events, and concerts. Its nearness to the Pacific Ocean and Sierra Nevada Mountains offers recreational diversion as well as excellent laboratories for educational studies. The nine major buildings contain 150 classrooms and teaching laboratories, 177 specialized instructional rooms, numerous student oriented computer labs and a library which contains a collection of over one million items accessible through HAYSTAC, its on-line catalog. The University has an enrollment of approximately 13,000 students with 600 faculty. CSUH is organized into four colleges: Arts, Letters, and Social Sciences; Business and Economics; Education and Allied Studies; and Science. The University offers bachelor's degrees in 41 fields, minors in 66 fields, and master's degrees in 28 (in addition to Special Majors). Other programs lead to teaching, specialist, pupil personnel services, and administrative services credentials. CSUEB also operates the Contra Costa Campus, a branch center in Concord, which provides full instructional support for over 1,600 upper division and graduate students. To learn more about CSUEB visit http://www.csueastbay.edu.

THE DEPARTMENT: The mission of the Department of Kinesiology and Physical Education is to prepare graduates who are knowledgeable, professional, experienced, and idealistic regarding the significance and value of sport and exercise. The department is one of five within the College of Education and Allied Studies and offers Bachelor of Science and Master of Science degrees in Kinesiology. The department takes a disciplinary approach to the study of Kinesiology and its related professions.

DUTIES OF THE POSITION:
• Instruct undergraduate and graduate-level courses in pedagogy and other areas of Kinesiology discipline and professional practice.
• Provide leadership for the Physical Education Teaching Option
• Advise students, and participate in department, college, and university committees
• Conduct a personal program of scholarship and professional activities
• Other duties as assigned

Please note that teaching assignments at California State University, East Bay include courses at both the Hayward and Concord campuses.
RANK AND SALARY: Assistant/Associate Professor. Rank and salary are dependent upon educational preparation and experience, and subject to budgetary authorization.

BENEFITS: The CSU system offers excellent medical, dental, vision benefits as well as an excellent retirement plan.

DATE OF APPOINTMENT: Fall 2006

QUALIFICATIONS:
Candidates must hold a doctorate in kinesiology or related field. Candidates must have demonstrated ability to apply kinesiological knowledge to professional practice; ability to teach, advise, and mentor students from diverse educational and cultural backgrounds; and ability to conduct independent scholarly work. Candidates should have university teaching experience, K-12 teaching knowledge or experience, and practical background such as movement education, exercise leadership, or coaching.

APPLICATION DEADLINE: Screening of applicants will begin November 1, 2005 and continue until the position is filled. Please submit a letter of application; a complete and current vitae and the names (not letters) of three references. Additional materials such as teaching evaluations, reference letters, transcripts, and copies of publications may be requested at a later date.

Donald Sawyer, Ed.D., Chair
Department of Kinesiology and Physical Education
California State University, East Bay
25800 Carlos Bee Blvd.
Hayward, CA 94542
Office Phone: 510-885-3061
Office Fax: 510-885-2282
E-Mail Address: donald.sawyer@csueastbay.edu

NOTE: California State University, East Bay hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act.

As an Equal Opportunity Employer, CSUEB does not discriminate on the basis of any protected categories: age, ancestry, citizenship, color, disability, gender, immigration status, marital status, national origin, race, religion, sexual orientation, or veteran's status. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.
Appendix R

CALIFORNIA STATE UNIVERSITY, EAST BAY

FACULTY EMPLOYMENT OPPORTUNITY
DEPARTMENT OF KINESIOLOGY AND PHYSICAL EDUCATION
Pedagogy & Professional Applications Kinesiology
FULL-TIME TENURE-TRACK
OAA Position No. 05-06 KPE-ACT/PEDAGOGY-TT

THE UNIVERSITY: California State University, East Bay occupies 342 acres in the Hayward hills, affording a panoramic view of nearly the entire San Francisco Bay Area. Cal State East Bay's proximity to the major Bay Area cities provides unique cultural opportunities including museums, art galleries, aquariums, planetariums, plays, musicals, sports events, and concerts. Its nearness to the Pacific Ocean and Sierra Nevada Mountains offers recreational diversion as well as excellent laboratories for educational studies. The nine major buildings contain 150 classrooms and teaching laboratories, 177 specialized instructional rooms, numerous student oriented computer labs and a library which contains a collection of over one million items accessible through HAYSTAC, its on-line catalog. The University has an enrollment of approximately 13,000 students with 600 faculty. CSUEB is organized into four colleges: Letters, Arts, and Social Sciences; Business and Economics; Education and Allied Studies; and Science. The University offers bachelor's degrees in 45 fields, minors in 66 fields, and master's degrees in 31 (in addition to Special Majors). Other programs lead to teaching, specialist, pupil personnel services, and administrative services credentials. CSUEB also operates the Concord Campus, a branch center in Concord, which provides full instructional support for over 1,600 upper division and graduate students. To learn more about CSUEB, visit http://www.csueastbay.edu.

THE DEPARTMENT: The mission of the Department of Kinesiology and Physical Education is to prepare graduates who are knowledgeable, professional, experienced, and idealistic regarding the significance and value of sport and exercise. The department is one of five within the College of Education and Allied Studies, and offers Bachelor of Science and Master of Science degrees in Kinesiology. The department takes a disciplinary approach to the study of Kinesiology and its related professions.

DUTIES OF THE POSITION:
- Instruct undergraduate and graduate level courses in pedagogy and other areas of Kinesiology discipline and professional practice.
- Provide leadership for the Physical Education Teaching Option.
- Advise students, and participate in department, college and university committees.
- Conduct a personal program of scholarship and professional activities.
- Other duties as assigned.

Please note that teaching assignments at California State University, East Bay include courses at both the Hayward and Concord campuses.

RANK AND SALARY: Open rank. Rank and salary are dependent upon educational preparation and experience ($60,000-$80,000), and subject to budgetary authorization.
DATE OF APPOINTMENT: Fall 2007.

QUALIFICATIONS: Doctorate in Kinesiology or related field. Candidates must have demonstrated ability to teach, advise and mentor students from diverse educational and cultural backgrounds. Ability to conduct independent scholarly work. Candidates should have university teaching experience, K-12 teaching knowledge or experience, and practical background such as movement education, exercise leadership, training or coaching experience.

APPLICATION DEADLINE: Review of applications will begin January 3, 2007, and will continue until the position is filled. Please submit a letter of application; a complete and current vita; graduate transcripts; copies of major publications; and three letters of recommendation to:

Chair, PPAK Search Committee
Department of Kinesiology and Physical Education
California State University, East Bay
25800 Carlos Bee Blvd.
Hayward, CA 94542
Office Phone No.: 510/885-3061
Office Fax No.: 510/885-2282

NOTE: California State University, East Bay hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act.

As an Equal Opportunity Employer, CSUEB does not discriminate on the basis of any protected categories: age, ancestry, citizenship, color, disability, gender, immigration status, marital status, national origin, race, religion, sexual orientation, or veteran's status. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.
Appendix S
Vitae
Carole A. Oglesby

Professor/Chair
2003-present

Department of Kinesiology
California State University, Northridge

Educational Background
1999 PhD Temple University
   Major - Counseling Psychology
1969 PhD Purdue University
   Major - Physical Education
1964 MS University of California, Los Angeles
   Major - Physical Education
1961 BS (Cum Laude) University of California, Los Angeles
   Major - Physical Education; Minor - Music

Professional Experience
2003-present Professor, CSUN and Department Chairperson
2001-present Emeritus Professor, Temple University
1993-2001 Professor, Temple University 1992-1993 Psychologist Intern, Veteran Administration Hospital, Coatesville, PA
1991-1992 Research and Study Leave, Temple University
1980-1988 Professor, Temple University
1980-1981 Visiting Professor (Research and Study Leave), University of Massachusetts
1975-1980 Associate Professor, Temple University
1972-1975 Assistant Professor, University of Massachusetts, Amherst
1969-1972 Assistant Professor, Purdue University
1964-1969 Graduate Instructor, Purdue University
1961-1964 Instructor, Mt. St. Mary's College, Brentwood, CA

Teaching – see complete vita

Scholarship
Books and Monographs


Book Chapters


Articles


Refereed Abstracts


Honors and awards

Oglesby, C. 2005, Women of Distinction Award, Soroptimist International of Los Angeles


Oglesby, C. and all AIAW Presidents, 2002, Lifetime Achievement Award, National Association of Collegiate Women Athletic Administrators

Oglesby, C. 2002, Recipient, AAHPERD Charles D. Henry Award for contributions to African American professionals in sport and AAHPERD professions


Oglesby, C. 2001, Purdue University Department of Health, Kinesiology and Leisure Studies Charles C. Cowell Lecturer.

Oglesby, C., 1999. Endowed scholarship funded, Temple University, $100,000 donation by Deborah Larkin to encourage the conduct of research on African American Women in Sport.

Oglesby, C., 1999. Included in HBO special on women's sport. "Dare to Compete" video, honorary MC at the Philadelphia screening.


Oglesby, C., 1979. AIAW Award of Merit.

Professional Experience
San José State University

Professor, Department of Kinesiology
Fall 1991 – Present
Promoted to full professor in Fall 1994
Appointed as associate professor in Fall 1991

- Coordinated Graduate Program (Interim), fall 2007
- Coordinated Department of Kinesiology undergraduate program (1993-2002)
- Teach undergraduate, graduate, general education, and activity courses in Department of Kinesiology
- Direct motor learning laboratory
- Chair master’s theses
- Provide service to university and professional committees
- Advise undergraduate and graduate students in Kinesiology and Human Factors & Ergonomics
- Conduct research

Associate Dean for First Year Experience
Office of Undergraduate Studies
Summer 2005 - Present

- Provided leadership and coordination for all first year experience programs on campus
- Served as representative for Office of Undergraduate Studies on campus and off campus
- Director, Metropolitan University Scholar’s Experience (MUSE) Program, a university-wide first year initiative
- Recruited faculty to develop and teach MUSE seminars
- Developed MUSE schedule of classes for 50-100 seminars
- Recruited students to enroll in MUSE seminars
- Oversaw seminar classrooms and technology
- Interacted with prospective students and families
- Provided leadership and management of a large metropolitan university wide program
- Designed, executed and evaluated MUSE assessments
- Planned and organized MUSE faculty development workshops
- Communicated orally and in writing to large audiences of students, faculty, staff, and administrators
- Planned co-curricular programs integrating academic and student affairs activities

New York University
Associate Professor, Program in Physical Education and Sport
Fall 1981 - Summer 1991
Promoted to associate professor in Fall 1988
Appointed as assistant professor in Fall 1981

- Coordinated movement science program
- Taught graduate courses and seminars in movement science
- Directed dissertation and thesis committees
- Supervised student teachers and internship students
- Advised master’s and doctoral students for program of study
- Provided service to university and professional committees
- Conducted research

University of Georgia
Graduate Assistant
Division of Health, Physical Education, Recreation and Dance
Fall 1978 - Summer 1981

- Coordinated proficiency testing for basic skills program (enrollment averaged 600 per quarter)
- Designed, evaluated, and coordinated administration of written and skills tests
- Advised students (26 basic activities)
- Taught undergraduate activity courses

Boulder City Parks and Recreation
Instructor
1977

- Taught volleyball conditioning, skill, and strategy development
Hebrew Academy of West Queens

Physical Education Teacher
1976 - 1977

- Planned curriculum and taught physical education (grades K-8)

St. Pius High School, Bronx

Physical Education Teacher
1976-1977

- Planned curriculum and taught physical education (grades 9-12)

COMPASS House, New York

Math Teacher
1977

- Provided math instruction for high school equivalency exam preparation in a drug rehabilitation facility; funding through New York State Title I funds

Education

University of Georgia, Athens
Doctor of Education, Physical Education, Motor Learning
1981

University of Colorado, Boulder
Master of Science, Physical Education, Motor Learning
1978

Herbert H. Lehman College, CUNY
Bachelor of Arts, Physical Education, Teaching
1977

Publications

Book


Book Chapter


Journal Editorial


Journal Articles


**Journal Articles in Progress**

Bettendorf, B.L., & Wughalter, E.H. Effects of task difficult on lumbar spine postural control.

**Curriculum Materials**


**Book Reviews**


**Published Abstracts**


Effects of varying levels of physical activity on VO₂ max and psychomotor function of older men. *Research Quarterly for Exercise and Sport*, 72 (1) (Supplement), A45.


**Presentations**

**International Presentations**


**National Institutes**


**National Presentations**


Wughalter, E.H., & Del Rey, P. Gender and expertise as they relate to the contextual interference effect. AHPERD National Convention. Atlanta, Georgia on April 19, 1996.


Regional Presentations


Wughalter, E.H. Putting it on paper... Write Now! Eastern District Association of HPERD on March 3, 1990.


State Presentations

Cooper, R., & Wughalter, E.H. The Metropolitan University Scholar's Experience at San Jose State University. California State University Chancellor's Office, Long Beach, CA on December 5, 2003.


Local Presentations


Wughalter, E.H. What is the MUSE Program at San José State University. Palo Alto Chamber of Commerce on October 2002.

Wughalter, E.H. Scholarly writing: Keys to success. Center for Faculty Development and Support, San José State University on March 5, 2002.


Wughalter, E.H. You don’t have to run through the forest alone, or you should never swim without a buddy. HuP Graduation dinner on May 26, 2000.


Wughalter, E.H. What does motor learning research have to say to the practitioner? Bay District meeting of California Association of HPERD. San Francisco State University, CA on October 15, 1994.


Grants

**Lottery Equipment Grant**
- provided money for computer support of the motor learning lab, Fall 2002

**Lottery Travel Grant**
- provided money for professional travel, Fall 2001

**Good Samaritan Foundation**
- provided grant for research on motor behavior, fitness, and aging project (with Christensen, C., Payne, V.G., & Cisar, C.), Fall 1994

**San José State University Foundation Award**
- provided financial assistance for motor behavior, fitness, and aging project for preliminary data collection
  (with Christensen, C., and Payne, V.G.), Fall 1993

**Graduate Student Stipend, San José State University**
- directed research assistant for development of preliminary research data on motor behavior and physical fitness of active and sedentary males between the ages of 60 and 70 years, Spring 1993

**Curricular Challenge Grant, New York University**
- codirected summer symposium, Designing Fitness Programs for Special Populations, 1987 and 1991

**New Agenda Regional Conference, Women’s Sports Foundation**
- directed regional conference on Women and Sport at New York University, Spring 1985

**Spencer Foundation Young Scholars Grant for Research Award**
- codirected research project, Contextual interference and elaboration effects on memory performance of learning disabled and normal children, Fall 1982 - Spring 1983

Professional and Academic Honors

- NAGWS Pathfinder for California, 2007
- Honor Award, NAGWS, 2005
- Presidential Award, NAGWS, 2005
- Distinguished Service Award, AAHPERD Research Consortium, 2004
- Outstanding Professor, College of Applied Sciences and Arts, 2003
- Faculty in Residence, Teacher Scholar Program, Center for Faculty Development and Support, SJSU, 2003-2004
- Teacher Scholar, Center for Faculty Development and Support, SJSU, 2002-2003
- Amy Morris Homans Honorary Lecture, National Association for Physical Education in Higher Education, 2002
- Recognition for Outstanding Service, AAHPERD Research Consortium, 1999
- Disability Awareness Faculty Award, San José State University, 1995
- Mabel Lee Award, AAHPERD, 1992
- Recognition Award, New York City Zone of NYSAHPERD, 1989 and 1990
- Research Consortium Fellow, AAHPERD, Spring 1987
- President’s Certificate of Appreciation, New York University Graduate Student Association (SEHINAP) 1987 and 1986
- Dissertation Microfilm Project, AAHPERD, University of Oregon Microfilms, 1982
- Certificate for Academic Excellence, Division of Hebrew University, University of Georgia, 1981
- Graduate Student Award (for Outstanding Character and Research Abilities), Division of HPERD, University of Georgia, 1980
- The Mary Ella Lunday Soule Scholarship Award (for Outstanding Scholarship, Character, and Service), Division of HPERD, University of Georgia, 1980
- Award for Outstanding Scholarship, Service, and Character, Herbert H. Lehman College, Department of Physical Education, 1976

Professional Service

National Committees

**AAHPERD National Standing Committees**
- Social Justice and Diversity Committee, 2005-2008

**AAHPERD Board of Governors**
- Representative, AAHPERD Board of Governors, 2002-2005
  - Ex Officio member, AAHPERD Student-Senior Committee, 2004-2005
  - Ex Officio member, Alliance Scholar Committee, 2003-2004

**AAHPERD Research Consortium**
- Member, Distinguished Lectures Committee, Fall 2005
- Chair, Distinguished Lectures Committee, Fall 2003
- President, AAHPERD Research Consortium, Spring 2000-Spring 2002
- Past President (2001-2002)
  - Chaired Past Presidents’ Report on Future Directions for the Research Consortium
  - Selected 2 scholar lectures for national convention
  - Presided over 3 scholar lectures (McCloy, Weiss, McKenzie) at AAHPERD National Convention
  - Chaired Nominations Committee for President-elect and Secretary
  - Reviewed and revised operating code

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• Provided future directions committee report for Research Consortium

**President (2000-2001)**

• Maitre d’ McCloy Breakfast; introduced Weiss and McKenzie lecturers at 2001 AAHPERD National Convention
• Chaired RC Board of Directors Meeting in Spring 2001 and Summer 2000
• Served as observer to the AAHPERD Board of Governors (Fall 2000, Spring 2001)
• Appointed 6 standing committees with approximately 36 fellows of the RC
• Appointed new grant committee chair and 2 grant committee members
• Appointed co-editor of Physical Activity Today
• Appointed chair for the ROES editorial board
• Wrote Spring 2001, Winter 2000, Summer 2000 president’s messages for Research Tracks, the newsletter of the Research Consortium, an on-line newsletter for AAHPERD members only

**President-elect (1999-2000)**

• Organized 42 free communication sessions, symposia, and business meetings for the AAHPERD National Convention program
• Chaired peer review of approximately 350 abstracts through 13 review panels defined by disciplinary areas provided by the RC (approximately 68% acceptance rate)
• Assigned presiders for 42 sessions
• Chaired review process for selection of graduate student award
• Served as special supplement editor of the RQES, including: a preface, the program, and abstracts for all accepted papers and symposia presented at the national convention
• Presented written and oral president-elect reports for the RC board and business meetings in March 2000

**AAHPERD, National Association for Girls and Women in Sport**

• Executive Committee, NAGWS Association Representative, 1989 to 1994, 1995 to 1999
• Research Writing Award Committee for RQES, 1998 to 1999
• Future Directions Committee, Chair 1991 to 1992
• Fellows Credentials Committee, 1994
• District Research Council, 1986 to 1987

**National Association for Kinesiology and Physical Education in Higher Education**

• Research Consortium Representative to the NAPEHE Board, 1999 to 2001
• Future Directions Committee, 1996 to 1998, Chair 1997 to 1998
• Presidential Advisory Committee, Spring 1993

**Regional Committees**

**Western Society for Physical Education of College Women**

• President-elect 2005; President 2006, Past President, 2007
• Strategic Planning Committee, Co-chair, 2000 to 2002
• Program Chair, Fall 1998 Conference
• Site Coordinator, Fall 1993 Conference
• Research Committee, 1991 to 2002; Chair, 1994 to 1997
• Equity Committee, 1992 to 1994

**Greater New York Chapter of the American College of Sports Medicine**

• Member-at-Large, Executive Committee, 1990-1991

**Eastern District of the AAHPERD**

• Research Committee 1982-1988 (Chair, 1984-1987)

**State Committees**

**New York State Department of Education**

• Fitness Education Advisory Committee Member for development of New York State Health-Related Physical Fitness Program 1991-1992, document published 1993

**Local Committees**

• Mayor’s Commission on American Basketball League 1996
• San Jose Lasers
Chancellor's Task Force on Sex Equity, New York City Public Schools  
1986-1991
• National Women in Sports Day Celebration Coordinator, New York City High Schools, 1988-1989 
• Women's History Month Celebration of Women in Sport Coordinator, New York City Schools, 1987 
• Athletics Task Force, CO-chair

University Committees  
San José State University  

San José State University Committee
• Review Committee for Associate Vice President for Academic Technology, Chair, 2007 
• First Year Experience Committee, Chair, Fall 2005-January 2007 
• Associate Deans Committee, Fall 2005- January 2007 
• Student Success Committee, Fall 2005-January 2007 
• University Undergraduate Studies Committee, Ex Officio member, Fall 2005-January 2007 
• Campus Reading Program Committee, Fall 2004- January 2007 
• Search Committee College of Applied Sciences Dean, Chair, Provost’s Office, Spring 2005 
• Academic Integrity Faculty Advisory Board, Spring 2005 
• Board of General Studies, 2004-2005 
• Associate Vice President for Student Affairs Search Committee, Spring 2004 
• Metropolitan University Scholar’s Experience (MUSE) Advisory Committee, Spring 2001 to Present; Chair, Fall 2002 to present; 
• New Student Task Force, 2002 to 2004 
• Silicon Valley Ergonomics Institute Advisory Committee and Human Factors/Ergonomics Curriculum Committee, Fall 1992 to Present 
• University Welcome Week Steering Committee, 2003, 2004, 2005 
• Admitted Student Reception Committee, 2004, 2005 
• Hallmarks For Excellence Task Force (Chair), Spring 2003 
• Subcommittee on Gender Equity for NCAA Certification, 1995 to 1996 
• University Graduate Committee, 1994 to 1997; Chair, 1996 to 1997

College of Applied Sciences and Arts Committees
• Health Science Retention, Tenure, and Promotion Committee, Fall 2007 
• Occupational Therapy Retention, Tenure, and Promotion Committee, Fall 2004 
• Recreation and Leisure Studies Retention, Tenure, and Promotion Committee, Fall 2003 
• Multicultural Ethnic Equity Committee, College of Applied Sciences and Arts, Fall 1992 
• Future Directions Committee, College of Applied Sciences and Arts, Spring 1993

Department of Kinesiology Committees
• Graduate Committee, Fall 2002 to Present 
• General Education Committee, Spring 2007 
• Search Committee Chair, Athletic Training Undergraduate Clinical Coordinator, Spring 2002 
• Search Committee, Athletic Training Director, Spring 2002 
• Assessment Coordinator for Department Self-Study, Fall 2001 
• PETE Search Committee, Spring 2000 
• Undergraduate Athletic Training Certification Committee, 1999 to 2000 
• Chair, Graduate Committee, 1993 to 2002 
• Faculty Merit Increase Committee, Fall 1999 
• 100W Assessment Committee Chair, Department of Kinesiology, 1998, 1999, 2000 
• Graduate Committee, Department of Kinesiology, 1992 to 1995; Interim Chair, 2007 
• Computer Committee, Chair, Department of Kinesiology, 1992 to 1993 
• General Education Committee, Department of Kinesiology, 1992 to 1993 
• Ad hoc Retention, Tenure and Promotion Committee, Department of Kinesiology, 1992 
• Library Committee, Department of Kinesiology, 1991 to 1992

New York University
• Senate, School of Education, Health, Nursing and Arts Professions (SEHNAP), 1988 to 1991 
• Education Programs Standing Committee (Senate Standing Committee), Co-chair, 1988 to 1991 
• Committee on Courses and Programs (SEHNAP), 1987 to 1991 
• Doctoral Appeals Committee (SEHNAP), 1988 to 1991 
• Women's Studies Commission (SEHNAP), 1983 to 1991; Chaired, 1984 to 1985 
• Teacher Education Commission (SEHNAP), 1986-1991 
• Search Committee for Bilingual Fellows (Department of Curriculum and Instruction), 1982 
• Personnel Committee (Department of Recreation, Leisure, Physical Education, & Sport)

University of Georgia
• Physical Education Basic Activity Program Committee, 1979 to 1980 
• Vice President of Palonia Forum (Graduate Student Club for Physical Education), 1979 to 1980 
• Women's Studies Program Committee (University)

Manuscript Reviews

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Journals
*Quest,* (Member, Editorial Board, 1999 to 2007)
*Women Sport and Physical Activity Journal*
*Perceptual and Motor Skills*
*Strategies: A Journal for Physical and Sport Educators*
*Research Quarterly for Exercise and Sport*
*Leisure Information Quarterly* (Associate Editor, 1983 to 1990)

Textbooks

Professional Affiliations
- American Alliance of Health, Physical Education, Recreation and Dance
- National Association for Physical Education in Higher Education
- North American Society for the Study of Psychology of Sport and Physical Activity
- National Association for the Study of the Sociology of Sport
- Western Society for Physical Education College Women
- Human Factors and Ergonomics Society
- Women’s Sports Foundation
- Associate Member, Association of American Colleges and Universities

Courses Taught at San José State University
- Kin 70, Introduction to Human Performance - UG
- Kin 166 Lecture and Activity, Motor Learning Lecture and Laboratory – UG
- Kin 175, Lecture and Activity, Measurement and Evaluation in Human Performance - UG
- Kin 185, Senior Seminar - UG
- Kin 100W, Writing Workshop in Human Performance – GE
- CD/Kin 67, Developing Human Potential – GE
- Kin 36, Cross Training - Activity
- Kin 250, Research Methods in Human Performance - Grad
- Kin 251, Analysis of Research and Critical Issues in Human Performance – Grad
- Kin 266, Principles and Concepts of Advanced Motor Learning – Grad
- MUSE/Kin 100, You’ve Come a Long Way Baby: From Bloomers to Sport Bras
- Course Approved for General Education Recertification (2005-2008)

Advisement of Graduate Student Theses and Projects at San Jose State University

Thesis Committee Chair


Mattson, E. (1993). Effects of contextual interference on acquisition, retention, and transfer accuracy in shooting a moving soccer ball.

Thesis Committee Member


Dawson, J. (2000). Female athletic trainers in the NFL.


San José State University Mentor in Education Program

Student Mentees
Gregory Thomas, Kara Simcox, Judi Lopez, Julie Luna, Matthew Castillo, Sam Kapau, Ralph Gomez, Carlos Castillo

New York University

Doctoral Committee Chair


Lazar, M. (1989). The effects of contextual interference on the acquisition, retention, and transfer of a gross motor skill in two separate experiments for educable mentally retarded and normal high school girls.


Professional Consulting

External Reviewer
General Education and First Year Experience
California State University, East Bay
Spring 2007

External Reviewer
Department of Kinesiology
California State University, Northridge (CSUN)
Spring 2004

Exercise Science Consultant and Trainer
Young Women’s Christian Association
Encore Project
Encore Project
(1989 - 1995)

- prepared chapter on exercise concepts and exercise program for cervical cancer survivors and women recovering from hysterectomy
- prepared training for exercise specialists on cervical cancer and hysterectomy exercises for Encore Project
- developed materials and manual for ENCORE: an educational, exercise, and social support program for women following mastectomy

Measurement, Design, and Evaluation Consultant
New York Alliance for the Public Schools
MENTOR in Education
(1989-1991)

- designed and conducted survey research of students enrolled in the MENTOR in Education program
- prepared evaluation reports and presentations for Executive Committee
- created proposal for fund development

Physical Fitness Research and Evaluation
New York City Affiliate
American Heart Association
(1989-1991)

- developed and implemented project with 82 physical education teachers to evaluate physical fitness of junior and senior high school students in New York City Public Schools
- implemented the new AHPERD Physical Best physical fitness program
- trained physical education teachers
- purchased equipment
- designed data collection and conducted statistical analysis of 4200 students’ physical fitness
- prepared evaluation and recommendations for Executive Committee
From: Michael Mahoney, Provost and Vice President, Academic Affairs
To: Jodi Servatius, Interim Dean, CEAS
Rita Liberti, Chair, Kinesiology and Physical Education

Subject: MOU Meeting – B.S. in Kinesiology, M.S. in Kinesiology

On March 10, 2009, I met with Barbara Storms, Associate Dean, CEAS; Rita Liberti, Chair, Kinesiology and Physical Education; Aline Soules, Chair, CAPR; and Carl Bellone, AVP Academic Programs and Graduate Studies to discuss the Program Review for the B.S. in Kinesiology and the M.S. in Kinesiology and to develop an MOU as required by CAPR 9.

Since the submission of the CAPR Report, Intercollegiate Athletics has moved out of the Department of Kinesiology and Physical Education. This was a major change. Happily, the change is having a positive effect on the Department. Without Athletics the Department has found more time to concentrate on issues such as growth of the major and course scheduling for the major. The Department has experienced strong growth at the undergraduate level and is now the 6th largest undergraduate major on campus.

The Department is proposing that its name be changed from Kinesiology and Physical Education to simply Kinesiology which is more common in the CSU.

The Department has benefited from new faculty hires several of whom have replaced retired faculty. Faculty in the Department are working on four major issues: 1) growing and serving the 400 undergraduate majors, 2) managing the activities courses, 3) offering GE courses including upper division B6, and 4) revitalizing the graduate program which has experienced a drop in enrollment.

Newly hired faculty members are in tune with the need for assessment. As a result, the Department now has a culture that supports assessment and has made significant gains in assessing student learning outcomes. The Department has four student learning outcomes for the undergraduate program and is working on assessing one of these outcomes at present.

The Department’s Operating, Expense and Equipment budget has been stable but not sufficient. Fortunately, the Sports Performance Series offered by the Division of Continuing and International Education (DCIE) has provided the Department with revenue that has been used to buy equipment. The Kinesiology Lab has benefitted greatly from the partnership with DCIE.
The Fitness Lab in the Gym was remodeled in 2007. The remodel was greatly needed and the Fitness Lab is now a good facility. The Department is unsure of what impact the Recreation and Wellness Center will have on the Fitness Lab once it is completed. It may be harder to generate FTE from courses in the Fitness Lab.

The Department would like to have Room 201 in the Gym remodeled. Currently this is an open space. A wall is needed to separate this space from the activities on the floor of the basketball courts which would make the space usable for activities such as Tai Chi classes. Other remodeling needs include the locker rooms and the Field House especially given the move to Division II.

The Department has experienced some tension with Facilities Reservations which occasionally engages in actions without prior notification or discussion that impact the Department’s staff. It is recommended that Facilities Reservations work more closely with the Department about scheduling and staffing events. The Department has an MOU with Intercollegiate Athletics which was agreed to by all concerned following lengthy negotiations. It will need to be re-negotiated next year.

The CAPR Report from May 2008 made the following observations in its analysis of the B.S. and M.S. in Kinesiology: 1) the Department needs to create student learning outcomes (SLOs) at the undergraduate and graduate levels, 2) the Department needs to measure and analyze its SLOs and use this data to for program and course modifications, 3) the Department needs to address the decline in graduate enrollment and develop a plan to revise its master’s degree, 4) the Department needs to carefully consider the implications of the possible moving out of Athletics (note that this is no longer an issue), 5) the Department and the university need to work together to see that the any negative impacts on FTE from the new Recreation and Wellness Center are mitigated, and 6) it is critical that the Department’s facilities are upgraded and that space is created for classes and faculty offices.

The results of the MOU meeting are as follows:

1. It is encouraging to learn that the new faculty members have helped the Department create a culture supportive of assessment and that progress is now being made on assessment of student learning outcomes. The Department is encouraged to work with the assessment coordinator or the CEAS Dean’s Office to develop an assessment plan that will include both the undergraduate and graduate programs. The assessment plan should include a description of the assessment methodology and how the results of assessment will be used to inform curricular decisions. Progress on assessment should be noted in the Annual Reports submitted to CAPR.

2. The Department is encouraged to continue its development of a plan to address the decline in enrollment in its graduate program including a revision of the curriculum.
3. The Recreation and Wellness Center will be a major improvement for the university. However, it is possible that it may negatively impact the amount of FTE currently generated in activities courses for the Department. The Department, the College and the university should monitor this and develop strategies to mitigate significant negative impacts should they occur.

4. The Department is encouraged to continue its partnership with DCIE as a means of generating non-state funds to help with space and facilities upgrades. The Department, through the Dean’s Office, should work with Administration and Finance to identify as source of funding for a remodel of Room 201 in the Gym.

AVP Carl Bellone and I are impressed with the Department’s management of the effects of the complicated transition of Intercollegiate Athletics out of the department. We are also impressed with the Department’s transition over time into a more academically oriented department. This transition has been enhanced further by the removal of Athletics. It’s apparent that the Department is a strong department that works well together for the benefit of our students. The Department is to be congratulated for its efforts to promote a variety of classes and programs for students.

We would like to thank the CAPR members for their time and informative report.

cc: Aline Soules
    Carl Bellone
    Sue Opp
    Barbara Storms