



College	CEAS
Department	Kinesiology
Program Unit	
Reporting for Academic Year	2012-2013
Department Chair	McCullagh
Date Submitted	2/10/2014

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

**1. SELF-STUDY (about 1 page)**

**A. Five-year Review Planning Goals**

At the time of the last Five Year Review athletics was still housed in Kinesiology and a Provost appointed committee was reviewing whether it would remain or separate from the department. Shortly after the last five year review athletics moved out of the department. This required Kinesiology to hire additional lectures to teach activity courses and allowed the department to focus on teaching and scholarship within the discipline of Kinesiology.

The graduate curriculum was completely overhauled and modified.

The undergraduate curriculum was completely overhauled. Two options were eliminated in the Spring of 2013 (Pre-Physical Therapy and Pre-Athletic Training). Two new options were developed and will begin in the Fall of 2013 (Therapeutic Studies which will replace the pre-PT option and is designed to appeal to a wider array of allied health field, and Physical Activity Studies that will serve as a general option.

One new tenure track faculty was hired last year and three new tenure track were hired to begin in the Fall of 2013.

Student learning outcomes have been developed for both the graduate and undergraduate curriculum and assessment is underway.

An Introduction to Kinesiology class was added and there is now a Transfer Model Curriculum for Kinesiology that provides a clear road map for community college transfers.

## 5. Five-year Review Planning Goals Progress

Capstone course - Due to the high unit requirements a new course has not been added but KIN 4031 Professional Field experience now requires students to integrate materials from a broad cross-disciplinary perspective into their internship experience.

Advising was a major concern at that time of last program review. Since that time office staff within CEAS has been rearranged into two cooperative and along with that KIN and HRT merged staff and HRT brought with them an academic advisor. This has greatly assisted in helping students move through the curriculum and allows faculty to advise on careers beyond assisting with class scheduling.

It was noted that enhancement of facilities was needed. KIN has more than doubles the number of majors but we do not have new facilities or additional space. Also with the separation of athletics from the department there is now a tension on the available space for KIN to offer activity classes and a wellness program and for athletics to use many of the same spaces. One of the units is clearly in need to additional space.

## C. Program Changes and Needs

Curriculum – Both the undergraduate and graduate programs have been overhauled and the department is now in the process of assessment that should provide information on how programs may need to be modified. It is not expected that extreme changes will be made but with the addition of new faculty and some new courses, there will likely be slight modifications.

Resources – Our annual budget in terms of operating expenses has remained relatively stable despite the fact we have doubles in the number of majors and have increased tenure track faculty. We typically hire between 20 and 25 adjunct lectures who teach primarily our activity classes and GE classes. A2E2 funds have definitely helped improve the equipment needed for our laboratory and these equipment needs will continually need to be met on an annual basis.

Staff/Faculty – With over 600 majors there will be a need to hire additional tenure track faculty. We have a staff member who oversees our laboratory but additional demands are being placed on that person since we have increased the number of labs per week from 5 to 10 and expect additional labs to be added during 2013-2014. We have 1.5 staff who do advising and need to increase that to 2.0 due to the fact that the advisor cover two large (KIN and HRT) undergraduate departments.

## 2. SUMMARY OF ASSESSMENT (about 1 page)

### A. Program Student Learning Outcomes

#### Undergraduate Student Learning Outcomes and Alignment with ILO Department of Kinesiology

- **Content Knowledge** – Students will demonstrate foundational knowledge and skills related to the broad domain of physical activity, and will have the ability to apply perspectives from the humanities and the social, behavioral, and life sciences. (Aligns with ILO number 6, specialized discipline)
- **Professional Application** – Students will be able to identify and integrate relevant information to design, act, and evaluate within disciplinary practice. (Aligns with ILO number 1, critical thinking and number 6, specialized discipline)
- **Critical Thinking** – Students will demonstrate critical thinking skills when evaluating situations, questions, and issues related to physical activity. (Aligns with ILO number 1, critical thinking and number 6, specialized discipline)
- **Communication Skills** – Students will be able to use appropriate, relevant, and compelling content to articulate physical activity issues in both oral and written forms. (Aligns with ILO number 2, communication skills)
- **Professionalism and Ethics** – Students will demonstrate professional dispositions--such as integrity, personal and cultural sensitivity, collaboration, and leadership--and commitment to social justice for physical activity participants. (Aligns with ILO number 3, social justice and ILO number 4, leadership)

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

### **Graduate Program Student Learning Outcomes and Alignment with ILOs**

1. **Cross-Disciplinary Knowledge:** Students will demonstrate the ability to synthesize and apply perspectives from the humanities, and the social-, behavioral-, and life-sciences. (Aligns with ILO number 1, critical thinking and ILO number 6 specialized discipline)
2. **Problem Solving:** Students will be able to use disciplinary knowledge to design and implement innovative professional applications. (Aligns with ILO number 1, critical thinking and ILO number 6 specialized discipline)
3. **Critical Thinking:** Students' thought process will be characterized by the exploration of discipline-relevant issues, ideas, artifacts, and events before accepting or formulating a perspective. (Aligns with ILO number 1, critical thinking)
4. **Communication Skills:** Students will be able to use contextually-grounded and compelling content to articulate physical activity issues in both oral and written form. (aligns with ILO number 2, communication)
5. **Leadership:** When leading others in a kinesiology-relevant domain, students will demonstrate professional dispositions – such as integrity, personal and cultural sensitivity, and collaboration – as well as a commitment to social justice for physical activity participants. (Aligns with ILO number 3, social justice and to ILO number 4, leadership)

#### **B. Program Student Learning Outcome(s) Assessed**

The department of Kinesiology took several steps toward institutionalizing assessment practices this past year. We refined our undergraduate student learning outcomes (SLOs) and then mapped those to our core curriculum (see appendix). We developed graduate student learning outcomes and then mapped those to the core curriculum of our graduate program. In both cases we also correlated our SLOs with the Institutional Learning Outcomes

We also assessed one of our undergraduate SLOs, critical thinking. We used the AAC&U critical thinking value rubric and applied that to an appropriate assignment from one of our core classes. We held a practice session with the faculty in which we worked through applying the rubric to student work and were able to discuss how we interpreted and used the different criteria. This conversation was quite significant in having our faculty reflect on what we consider significant to critical thinking and how that gets structured into our curriculum. We then systematically assessed student work.

#### **C. Summary of Assessment Process**

*Data.* The stratified sample data comprised 10 student 'Blog' assignments from the upper division KIN 3350 core course ("Introduction to Sport and Exercise Psychology"; Appendix A). Four assignments represented the "Pre-Physical Therapy" option, three assignments represented the "Exercise, Nutrition, and Wellness" option, two assignments represented the "Physical Education Teaching" option, and one assignment represented the "Pre-Athletic Therapy" option. This division of number of assignments among the various Kinesiology options represented the relative percentage contribution from each Kinesiology option toward the total number of Kinesiology Seniors ( $n = 137$ ) identified as having met all graduation requirements in the 2012-2013 academic year.

*Measure.* The critical thinking rubric selected for this assessment was the Association of American Colleges and Universities' (AACU) Critical Thinking Value Rubric (AACU, n.d.). The Rubric was developed by teams of faculty experts representing colleges and universities across the U.S., in a process involving extensive examination of existing U.S. campus rubrics and related documents for critical thinking and faculty input. The Rubric articulates fundamental factors for critical thinking (i.e., "Explanation of Issues", "Evidence", "Influence of Context and Assumptions", "Student's Position", and, "Conclusions and Related outcomes"), and employs performance descriptors which demonstrate progressively more sophisticated levels of attainment ("1" = "Under-developed" critical thinking; "4" = "highly developed" critical thinking). The AACU (AACU, n.d.) notes that the Rubric is intended only for institutional-level evaluation and discussion on student learning (i.e., not for student grading purposes).

*Procedure.* In order to assess the current quality of critical thinking demonstrated among Kinesiology Majors (graduating Seniors, only) the Department SLO Assessment Committee (i.e., Beal and O) selected a signature assignment (i.e., KIN 3350 Blog assignment) to be

independently rated by five tenure-track Kinesiology faculty members. Prior to independent rating of the assignments, a familiarization session was held with all Department faculty members wherein the Assessment Committee introduced the AACU scoring rubric to faculty members and facilitated a discussion of faculty members' perceptions, concerns, and questions regarding the rubric. Prior to this session, all faculty were asked to independently score two sample signature assignments (KIN 3350 Blog assignments) using the Rubric in order to provide a scoring-experience context upon which faculty could base their initial perceptions. The familiarization session did not conclude until all faculty members verbally expressed that he/she was comfortable with the scale employed on the rubric, with the operational definition of 'critical thinking' being employed, and with the scoring task, itself.

Following the familiarization session, the Departmental SLO Assessment Committee compiled the signature assignment package consisting of 10 anonymous student Blog assignments, the scoring rubric, a scoring-data spreadsheet template, and the outline of the KIN 3350 Blog assignment. The packages were delivered electronically to faculty, who were asked to electronically return their scores within a 10-day period.

#### **D. Summary of Assessment Results**

Inter-rater reliability was assessed using two-way mixed, consistency, average-measures intra-class correlations (ICCs) to assess the degree of consistency among the five independent scorers' ratings for each factor of critical thinking. Descriptive data was computed for each factor of critical thinking assessed in the Rubric (i.e., "Explanation of Issues", "Evidence", "Influence of Context and Assumptions", "Student's Position", and, "Conclusions and Related outcomes"). Last, to explore the differences between mean scores of each of the five critical thinking factors assessed, a single-group repeated measures analysis of variance (RM-ANOVA;  $p = .05$ ) and subsequent post hoc analyses were conducted. No independent variables were entered into the RM-ANOVA analyses (i.e., there were no groups), and each critical thinking factor was entered as a dependent variable for the analysis.

#### **Results**

*ICCs.* The resulting ICCs were all in the acceptable range ( $ICC = 0.79-0.94$ ), indicating that raters demonstrated an acceptable degree of inter-rater reliability (e.g., Cicchetti, 1994) and consistent ratings for each of the five factors of critical thinking assessed.

*Descriptive statistics.* Descriptive statistics for each of the five critical thinking factors are provided in Table 1. Values ranged from 1.91-2.67 (out of 4), with a grand mean rating of 2.23 ( $SD = 0.31$ ). This indicates that graduating Kinesiology Seniors at CSUEB currently demonstrate critical thinking skills that are "Minimally Developed" (based on classifications within the AACU Rubric).

*Main analysis.* Results of the single-group repeated measures ANOVA indicated that significant differences existed among mean ratings for the various factors of critical thinking ( $F(1.75, 7.01) = 13.18, p = .005, \eta^2 = .96$ ). To explore this significant effect further, post hoc analyses were calculated for each pair of critical thinking factors (10 paired-sample  $t$ -tests; adjusted  $\alpha = 0.01$ ). The post hoc analyses indicated that the significant main effect centered on significant differences between the mean score for critical thinking factor: "Explanation of Issues" and that of all remaining critical thinking factors (i.e., factor "Explanation of Issues" demonstrated a significantly higher mean score than each remaining factor of critical thinking assessed). Moreover, all of the remaining paired critical thinking factors failed to demonstrate statistically significant differences in mean scores ( $p > 0.01$ ). A summary of the results of the post hoc analysis is presented in Table 2. Taken collectively, the data and subsequent analyses indicate that, based on the current sample, graduating Seniors in Kinesiology at CSUEB demonstrate significantly greater critical thinking skills relative to the "Explanation of issues", as compared to the other factors of critical thinking (i.e., "Evidence", "Influence of Context and Assumptions", "Student's Position", and, "Conclusions and Related outcomes").

#### **Implications of results**

The Department of Kinesiology's assessment of the critical thinking SLO indicated that graduating Kinesiology seniors at CSUEB are demonstrating minimally-developed critical thinking skills ( $M = 2.23(0.31)$  out of 4.00) as independently assessed by Kinesiology faculty raters based on a stratified sample of 10 KIN 3350 Blog Assignments (the assignment is geared toward challenging students to think critically). In addition, results indicated that graduating Kinesiology seniors at CSUEB are most-skilled at explaining an issue critically (see Appendix B to review Rubric), and significantly less skilled at critically presenting evidence, taking context and assumptions into consideration, critically presenting their position, and, advancing critically- driven conclusions and related outcomes.

#### **Closing the loop**

Our department has a fall faculty retreat. We will be discussing the results of our assessment and how those can impact our curriculum and teaching practices. We have already agreed that we need to create standardized signature assignment (but with flexibility for specific options) that would serve as our main

evidence to assess all our SLOs. With regard to teaching, we will use the rubric as a guideline to discuss what faculty currently do to focus on/teach CT skills. We will also discuss our perceptions on the effectiveness of the current CT teaching methods identified and generate a pool of pedagogical resources that faculty can use in their classrooms. This heightened intentionality to teaching critical thinking can allow for common reference across classes so that students' awareness and practice of critical thinking can be enhanced.

3. STATISTICAL DATA

CAPR Table 1

California State University, East Bay

Kinesiology		Fall 2007			Fall 2008			Fall 2009			Fall 2010			Fall 2011							
		Degree Level			TOTAL	Degree Level			TOTAL	Degree Level			TOTAL	Degree Level			TOTAL				
		Bachelor	PostBaccalaureate	Master		Bachelor	PostBaccalaureate	Master		Bachelor	PostBaccalaureate	Master		Bachelor	PostBaccalaureate	Master					
Female	Black, non-Hispanic	10		1	11	13		2	15	14		1	15	15		2	17	20		1	21
	American Indian or Alaska Native					1			1	1			1	1			1				
	Asian	29	1	1	31	29	2	1	32	33		3	36	41		4	45	31		1	32
	Pacific Islander	5		1	6	4			4	3			3					1			1
	Hispanic	22			22	30		2	32	27	1	2	30	37		2	39	32	1	2	35
	White	43		9	52	49	1	17	67	57	2	8	67	60	1	7	68	57		5	62
	Multiple ethnicity													10			10	8			8
	Race/ethnicity unknown	27		5	32	29		3	32	35		2	37	12		3	15	24		1	25
	Nonresident aliens	2			2	4			4	4			4	7			7	5			5
Male	Black, non-Hispanic	19		1	20	23			23	20		3	23	16		1	17	21			21

	<b>American Indian or Alaska Native</b>																					
		2			2	1		1		2	2		1	3	2		1	3	1		1	
	<b>Asian</b>	35		1	36	43		1		44	45		4	49	64		1	65	74		1	75
	<b>Pacific Islander</b>	2			2	3				3	1			1	1			1	1			1
	<b>Hispanic</b>	32		1	33	35	1	1		37	46		6	52	43		3	46	44		5	49
	<b>White</b>	44	1	3	48	58		6		64	56	2	8	66	65		4	69	71		5	76
	<b>Multiple ethnicity</b>														15		1	16	10		2	12
	<b>Race/ethnicity unknown</b>																					
		29		1	30	25		1		26	37		2	39	21		2	23	29		1	30
	<b>Nonresident aliens</b>	2		1	3	6		1		7	4			4	5			5	3		1	4
<b>Total</b>	<b>Black, non-Hispanic</b>																					
		29		2	31	36		2		38	34		4	38	31		3	34	41		1	42
	<b>American Indian or Alaska Native</b>																					
		2			2	2		1		3	3		1	4	3		1	4	1			1
	<b>Asian</b>	64	1	2	67	72	2	2		76	78		7	85	105		5	110	105		2	107
	<b>Pacific Islander</b>	7		1	8	7				7	4			4	1			1	2			2
	<b>Hispanic</b>	54		1	55	65	1	3		69	73	1	8	82	80		5	85	76	1	7	84
	<b>White</b>	87	1	12	100	107	1	23		131	113	4	16	133	125	1	11	137	128		10	138
	<b>Multiple ethnicity</b>															25		1	26	18		2
<b>Race/ethnicity unknown</b>																						
		56		6	62	54		4		58	72		4	76	33		5	38	53		2	55
	<b>Nonresident aliens</b>	4		1	5	10		1		11	8			8	12			12	8		1	9

The SAS System

Kinesiology		CY07-08			CY08-09			CY09-10			CY10-11			CY11-12YTD		
		Degree Level		Total	Degree Level		Total	Degree Level		Total	Degree Level		Total	Degree Level		Total
		Bccalaureate	Master		Ed Doctor	Bccalaureate		Master	Ed Doctor		Bccalaureate	Master		Ed Doctor	Bccalaureate	
Female	Black, non-Hispanic				2		2	2	1	3	1	1	2	3	1	4
	American Indian or Alaska Native		1	1			1		1				1			1
	Asian	3	2	5	9		9	2	1	3	8		8	2	1	3
	Pacific Islander	2		2	1		1									
	Hispanic	6		6	3		3	1	1	2	8	1	9	2		2
	White	12	5	17	9	5	14	17	4	21	16	2	18	10	1	11
	Multiple ethnicity							1		1				2		2
	Race/ethnicity unknown	1	1	2	5	3	8	14	4	18	6	1	7	2	1	3
	Nonresident aliens										1		1			
Male	Black, non-Hispanic	3	1	4	3		3	1		1	1		1	2		2





Academic Program Review SFR Table - Subject

California State University, East Bay

SFR BY COURSE LEVEL: TERM FULL-TIME EQUIVALENT STUDENTS / ALL FACULTY AND LECTURERS

Fall 2008 through Fall 2012

		Total SCU					term_ftes					term_ftef					term_sfr				
		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
KIN	Tenured & Tenure Track	.	.	1711	2049	2509	.	.	114.1	136.6	167.3	.	.	5.75	6.66	6.86	.	.	19.9	20.5	24.4
	Lecturer	.	.	3937	5581	5373	.	.	262.5	372.1	358.2	.	.	19.9	24.4	23.7	.	.	13.2	15.2	15.1
	Lower Division	.	.	2209	3727	3684	.	.	147.3	248.5	245.6	.	.	5.41	9.47	9.23	.	.	27.3	26.3	26.6
	Upper Division	.	.	3230	3784	4041	.	.	215.3	252.3	269.4	.	.	19.1	20.4	20.5	.	.	11.3	12.4	13.2
	Graduate	.	.	209	119	157	.	.	13.93	7.93	10.47	.	.	1.16	1.25	0.86	.	.	12	6.36	12.1
	Total	.	.	5648	7630	7882	.	.	376.5	508.7	525.5	.	.	25.7	31.1	30.6	.	.	14.7	16.4	17.2
KPE	Tenured & Tenure Track	1634	2288	.	.	.	108.9	152.5	.	.	.	6.01	7.04	.	.	.	18.1	21.7	.	.	.
	Lecturer	5299	4762	.	.	.	353.3	317.5	.	.	.	22.1	21.7	.	.	.	16	14.6	.	.	.
	Lower Division	2348	2551	.	.	.	156.5	170.1	.	.	.	6.33	6.3	.	.	.	24.7	27	.	.	.
	Upper Division	4348	4267	.	.	.	289.9	284.5	.	.	.	20.1	21.4	.	.	.	14.4	13.3	.	.	.
	Graduate	237	232	.	.	.	15.8	15.47	.	.	.	1.68	1.05	.	.	.	9.39	14.7	.	.	.
	Total	6933	7050	.	.	.	462.2	470	.	.	.	28.1	28.8	.	.	.	16.4	16.3	.	.	.

Source: CSU Academic Planning Data Base (APDB); Section Master File (BKPD SMF) and Faculty Master File(BKPD FMF)

TOTAL FTES will differ slightly between ERSS and APDB. ERSS FTES is the official figure for CSU System reporting.

TERM FTES: Student Credit Units/15; FTEF: Instructional Faculty FTE only. Administrative and Other support fractions excluded.

Student Faculty Ratio(SFR) = TERM FTES / TERM FTEF

FTES generated is assigned to the department of record for the course subject area.

Document: Cal State East Bay Fact Book



**Course History Table 10.1c**  
**California State University, East Bay COURSE HISTORY**  
**By Quarter from Summer 2007 through Spring 2012**

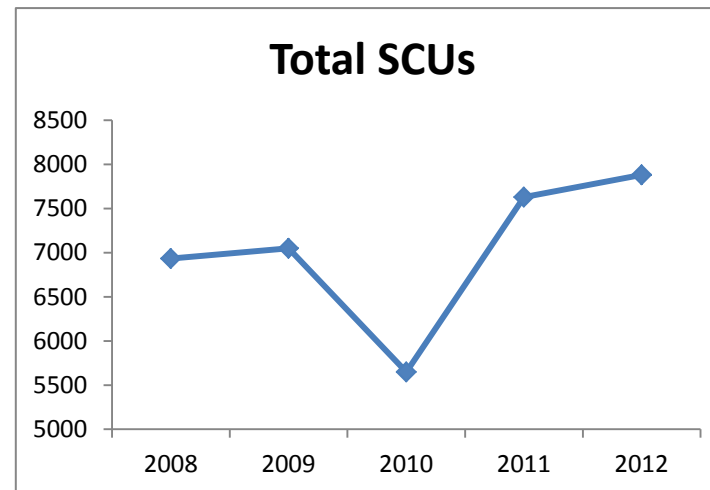
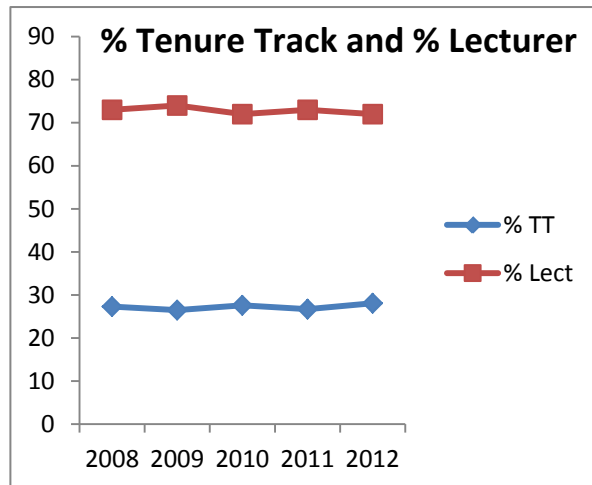
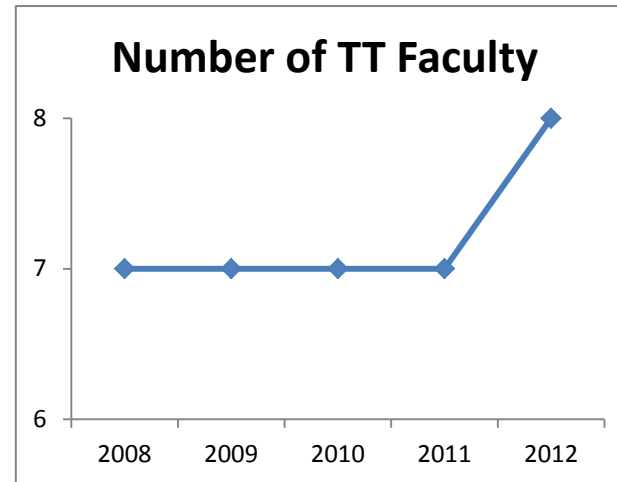
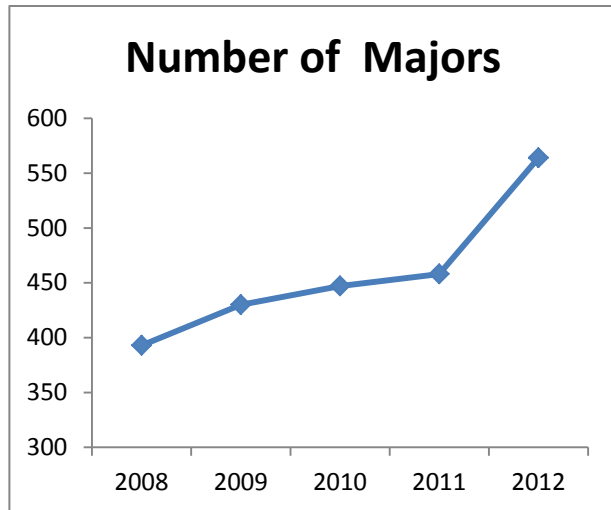
KIN

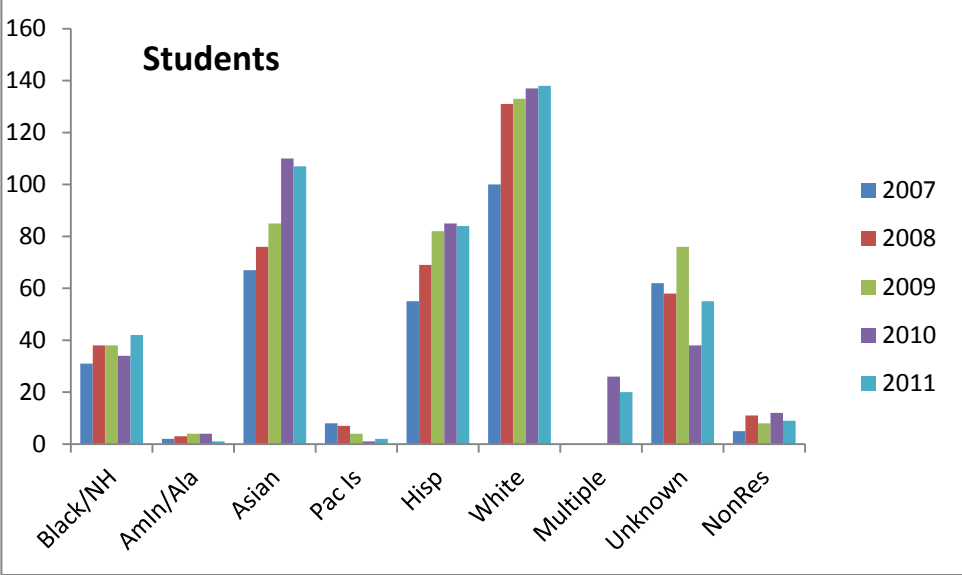
		Summer			Fall		Winter		Spring	
		Sumr 2011	Fall 2010	Fall 2011	Wntr 2011	Wntr 2012	Sprg 2011	Sprg 2012		
<b>Lower</b>	<b>Number Sections</b>	10.0	41.0	73.0	55.0	62.0	73.0	72.0		
	<b>Total Enrollment</b>	285	1,552	2,303	1,997	2,111	2,495	2,536		
	<b>Avg Section Size</b>	28.5	37.4	31.5	36.0	34.0	34.1	35.2		
<b>Upper</b>	<b>Number Sections</b>	14.0	57.0	57.0	65.0	62.0	58.0	65.0		
	<b>Total Enrollment</b>	374	1,291	1,387	1,350	1,541	1,353	1,503		
	<b>Avg Section Size</b>	26.7	24.3	24.8	21.4	25.2	24.1	26.1		
<b>Graduate</b>	<b>Number Sections</b>	.	6.0	4.0	5.0	5.0	15.0	6.0		
	<b>Total Enrollment</b>	.	49	27	45	32	42	30		
	<b>Avg Section Size</b>	.	11.8	8.7	11.0	10.0	3.3	9.0		
<b>DISCIPLINE TOTAL</b>	<b>Number Sections</b>	24.0	104.0	134.0	125.0	129.0	146.0	143.0		
	<b>Total Enrollment</b>	659	2,892	3,717	3,392	3,684	3,890	4,069		
	<b>Avg Section Size</b>	27.5	29.2	28.1	27.6	29.2	27.3	30.7		

KPE

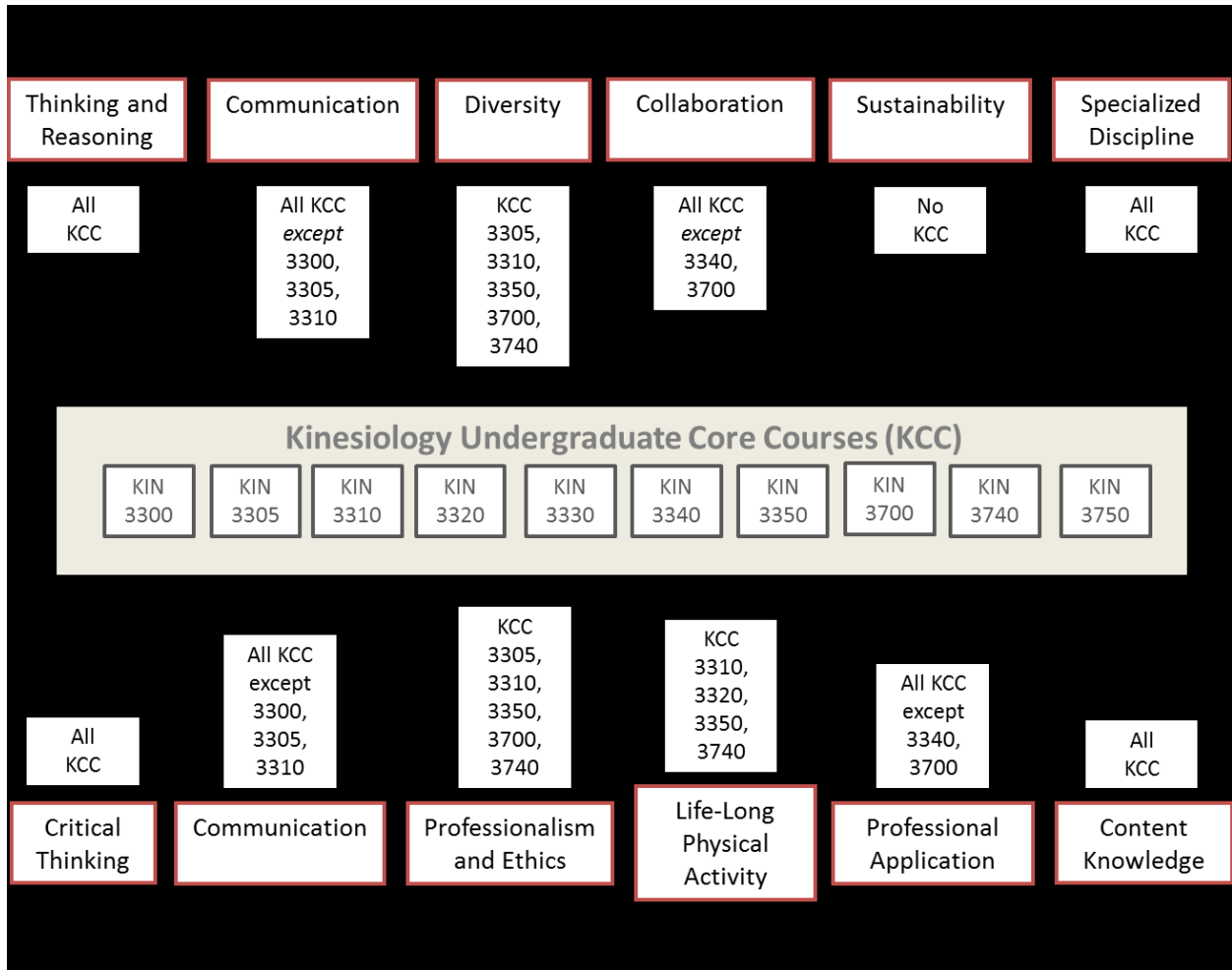
		Summer			Fall			Winter			Spring		
		Sumr 2007	Sumr 2008	Sumr 2009	Fall 2007	Fall 2008	Fall 2009	Wntr 2008	Wntr 2009	Wntr 2010	Sprg 2008	Sprg 2009	Sprg 2010
<b>Lower</b>	<b>Number Sections</b>	11.0	11.0	7.0	55.0	51.0	49.0	49.0	41.0	40.0	53.0	50.0	34.0
	<b>Total Enrollment</b>	286	313	231	1,553	1,586	1,636	1,499	1,592	1,483	1,901	1,932	1,416
	<b>Avg Section Size</b>	23.1	27.1	32.8	28.4	33.4	33.8	29.5	35.9	37.1	30.3	34.6	40.7
<b>Upper</b>	<b>Number Sections</b>	5.0	14.0	7.0	69.0	74.0	73.0	58.0	62.0	53.0	60.0	64.0	47.0
	<b>Total Enrollment</b>	104	210	162	1,369	1,733	1,708	1,188	1,424	1,314	1,164	1,351	914
	<b>Avg Section Size</b>	20.8	15.0	23.1	20.1	23.7	23.7	21.2	24.1	26.2	19.7	22.8	20.2
<b>Graduate</b>	<b>Number Sections</b>	2.0	.	.	8.0	14.0	5.0	10.0	12.0	7.0	7.0	7.0	20.0
	<b>Total Enrollment</b>	2	.	.	45	56	53	35	54	54	45	41	65
	<b>Avg Section Size</b>	.	.	.	8.4	9.4	17.0	5.2	7.7	12.3	10.5	7.2	12.0
<b>DISCIPLINE TOTAL</b>	<b>Number Sections</b>	18.0	25.0	14.0	132.0	139.0	127.0	117.0	115.0	100.0	120.0	121.0	101.0
	<b>Total Enrollment</b>	392	523	393	2,967	3,375	3,397	2,722	3,070	2,851	3,110	3,324	2,395
	<b>Avg Section Size</b>	22.2	19.7	26.6	21.0	24.9	25.7	21.7	25.7	30.2	21.8	24.8	28.0

## Department of Kinesiology





**Undergraduate Curricular Map, showing how undergraduate courses meet BOTH the undergrad SLOs and the ILOs Graduate Curricular Map, showing how graduate courses meet both the graduate SLOs and the ILO**



**Graduate Curricular Map, showing how graduate courses meet both the graduate SLOs and the ILOs**

