



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

College	CEAS
Department	Kinesiology
Reporting for Academic Year	2013-2014
Department Chair	Penny McCullagh, Ph.D.
Date Submitted	7/23/2014

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

*******All of this was reported in Five Year Review Completed May 2014.**

Since the last five year review, the athletic program changed from Division III to Division II and moved out of the department. This was a difficult modification at first due to heavy demands from both departments for activity and fitness center space. Kinesiology had to hire additional lectures to cover the activity program which has continued to grow even though the RAW center opened and there was some concern that enrollments would decline.

The graduate program was completely overhauled and the undergraduate options and curriculum changed. Two options were eliminated and two new options were added at the undergraduate level.

One new tenure track was hired in 2012 and three new tenure tracks were hired in 2013. During the 2013-2014 an external search was conducted and an outside Chair was hired and will begin Fall 2014. An additional tenure track position was approved for 2014-2015 and is currently being advertised.

Student learning outcomes were tweaked for both the graduate and undergraduate programs.

Assessment efforts continue and are being used to modify the program.

Introduction to Kinesiology was started and is now part of the Transfer Model Curriculum

Kinesiology in Conjunction with LEEP started a Get Fit Stay Fit program for faculty and staff and two faculty members started a Kinesiology Research Group that now hosts up to 50 students involved in various aspects of research and service.

Kinesiology submitted a Five Year Review, Outside Reviewer Report and Response to CAPR in May of 2014.

B. Five-year Review Planning Goals Progress

From MOU with Provost March 2009

1. Growth in the department continues and there are now nearly 700 majors in Kinesiology. Up from 389 in Fall of 2008.
2. Athletics has moved out of the department which has allowed the department to focus on teaching, research, and service activities without focusing on intercollegiate athletics.
3. The department name changed from Kinesiology and Physical Education to Kinesiology to align with programs within the CSU and across the nation.
4. The department has benefited from 5 new hires since the last program review.
5. Assessment has progressed and is now being used to modify contents of various programs.
- 6 The program offered through DCIE continues to benefit professional development in the department.
7. The department would like to see Room 201 remodeled and that is underway as of Summer 2014.
8. The cooperation with Athletics has improved with the appointment of a new athletic director and the two units are trying to cooperate in terms of facilities and programs.
9. The department will continue to explore ideas for enhancing the graduate program.

C. Program Changes and Needs

a. Curriculum

The Kinesiology program has made significant changes in curriculum over the last five years. If we change to semesters additional major changes will need to be made.

Some of the options currently have a KIN 4031 Professional Field Experience required in the option. Some of our options do not have this and the faculty will examine how to incorporate this into the other options.

In addition to major classes KIN also offers GE classes across four areas (Humanities, Social Science, Science and Performance).

b. Resources (Faculty, Staff, Space, Equipment)

Faculty – The number of tenure track faculty has increased to 10 but KIN is still in need of additional faculty to cover courses for the over 700 majors. Kinesiology is one of fastest growing majors in the CSU as well as in the nation. Also since there is no doctoral program in Kinesiology in the state of California, it is often difficult to hire faculty qualified to teach with the highly specialized major that spans from the humanities, to the behavioral to the life sciences. (SEE SCHEMATIC BELOW).

Staff – Currently KIN operates in a staff cooperative within CEAS and share staff with the Hospitality, Recreation and Tourism department. KIN also has one staff member who serves as a “Lab Tech” but due to the number of labs increasing from 6 a week to 18 a week need additional support.

Space – KIN is in need of additional space. There are space constraints since KIN shares activity space with athletics and both programs have significantly increased in size and on space demands. The laboratory space is not sufficient to house all our laboratory activities and we are in need of additional fitness center space. We are currently pursuing some additional options.

Equipment – New programs on campus have helped enormously in gaining much needed equipment for a highly intensive laboratory based program.

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2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

Undergraduate Student Learning Outcomes

- Department of Kinesiology-Revised -March 13, 2013

1. 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)
2. 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)
3. 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)
4. 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)
5. 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)
6. 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)Student Learning Outcomes and CSUEB Institutional Learning Outcomes.

Graduate Program Student Learning Outcomes - Department of Kinesiology- Revised March 13, 2013

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 S LOs, 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 impactful 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 which the details are described below. The last part of this report addresses plans to “close the loop” on how we will use this data to improve our curriculum.

The outcomes also align with national developed outcomes by the American Kinesiology Association.

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.

D. Summary of Assessment Results

Closing the Loop

Our department has a fall faculty retreat every year. In the upcoming 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 a 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.

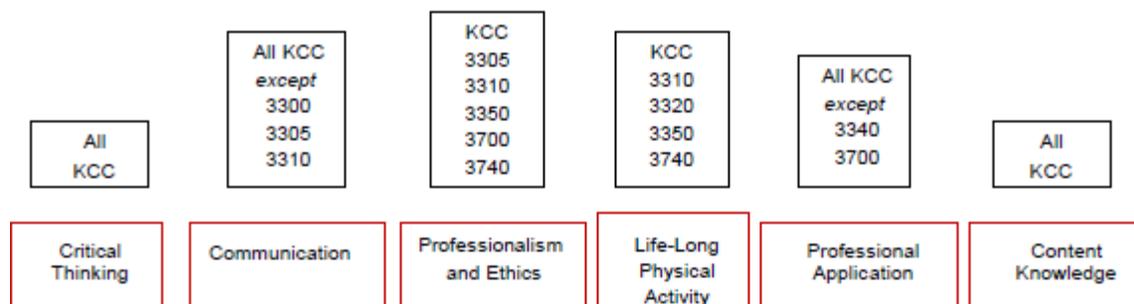
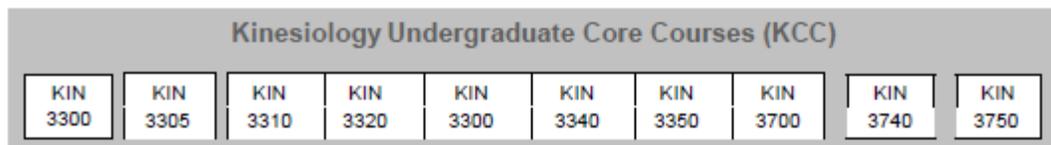
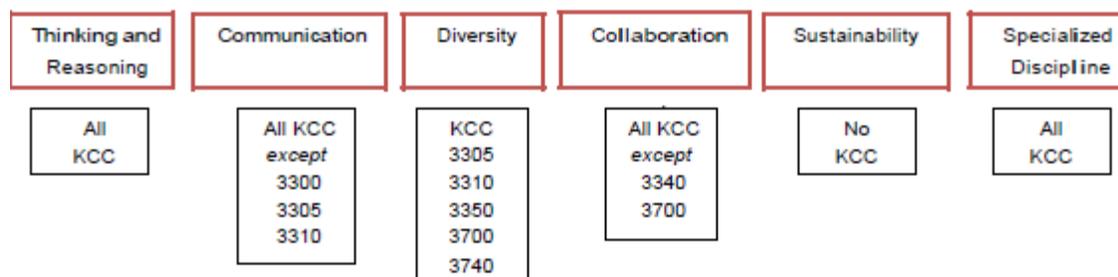
We hired two new faculty members starting Fall 2014 to primarily teach our Measurement in Kinesiology. All faculty worked with these two new faculty to redesign this course which will be called Critical Inquiry in Kinesiology and has been expanded to include both qualitative and quantitative research methods. This course is also designed to help students with their critical thinking skills.

APPENDICES:

Undergraduate Curricular Map, showing how undergraduate courses meet

BOTH the undergrad SLOs and the ILOs

Institutional Learning Outcomes



* Sustainability could perhaps be linked with commitment to lifelong physical activity

The American Kinesiology Association

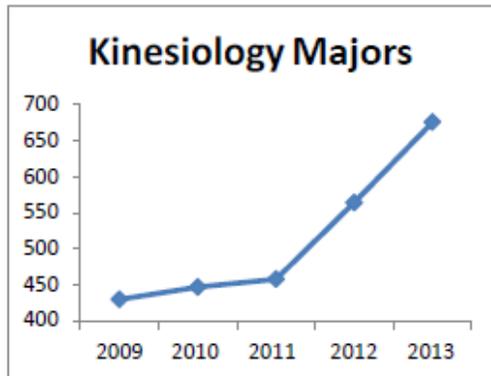
Kinesiology on the Move:

One of the Fastest Growing (But Often Misunderstood) Majors in Academia

In universities across the country, kinesiology programs continue to expand and evolve as they address some of society's greatest concerns, with larger departments often enrolling well over 1,000 majors. Kinesiology, the academic discipline that studies physical activity and its impact on health, society, and quality of life, has emerged in recent years as the undergraduate degree of choice for many students seeking careers in a variety of allied health/medical fields, as well as in more traditional areas such as fitness, health promotion, physical education, recreation, and sport.

The Multi-Faceted Scientific Nature of Kinesiology

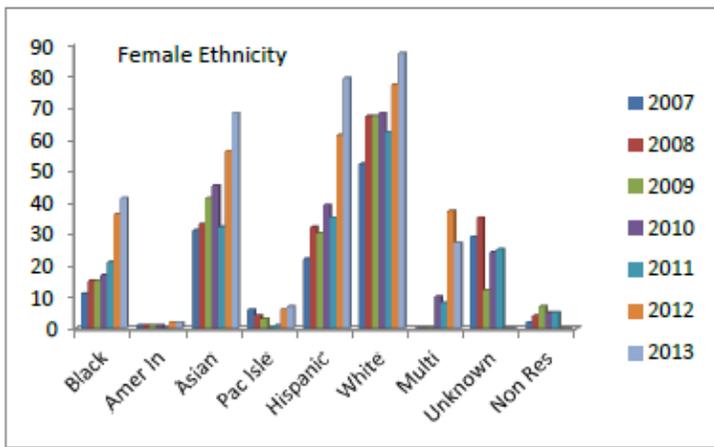
A key factor in kinesiology's unprecedented growth and increased popularity as an undergraduate degree choice has been its expanded scientific basis and its increased professional application opportunities. Kinesiology departments are generally comprised of several specialized areas of study such as biomechanics, sociocultural foundations of sport, sport and exercise psychology, exercise physiology, motor behavior, physical education teacher education, athletic training, sport medicine, and sport management, all of which are viewed by the American Kinesiology Association as either fundamental building blocks of the field or professional applications.



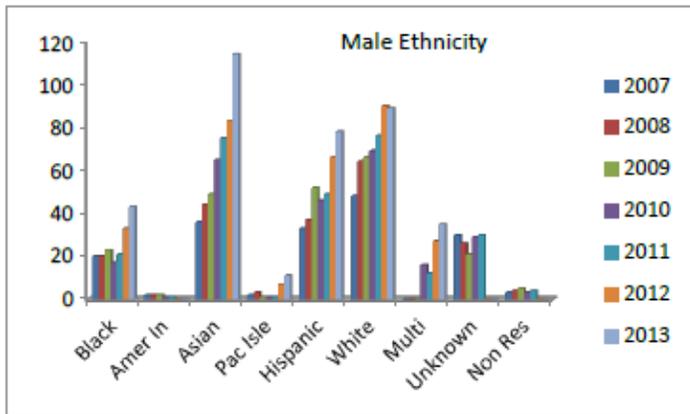
The number of students has nearly doubled over the last five years. Many of our required classes have wait lists of over 20 students and many seniors are scrambling to get classes to graduate in a timely fashion.



The SFR ratios for tenure track is actually higher than for lecturers. One data point that does skew this data however is that Intercollegiate Athletic Teams are still offered with a KIN prefix and while almost all our lower division classes have 32 to 40 students, intercollegiate athletic classes are relatively small in comparison yet still count in this ratio.



The data presented in the following figures was derived from Institutional Data Sources. As can be seen from the graphs below, Kinesiology is a fairly diverse major. While the majority of students are classified as white, the remaining spread across many ethnicities and in the past year Black, Asian, and Hispanic have all increased.



California State University, East Bay

APR Summary Data

Fall 2006 - 2010

Kinesiology & Physical Education					
Item	Fall Quarter				
	2006	2007	2008	2009	2010
A. Students Headcount					
1. Undergraduate	249	303	353	385	415
2. Postbaccalaureate	2	2	4	5	1
3. Graduate	38	25	36	40	31
4. Total Number of Majors	289	330	393	430	447
College Years					
B. Degrees Awarded					
	05-06	06-07	07-08	08-09	09-10
1. Undergraduate	35	54	51	71	64
2. Graduate	14	13	17	16	16
3. Total	49	67	68	87	80
Fall Quarter					
	2006	2007	2008	2009	2010
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	5	7	7	7	7
2. Part-Time	3	3	2	2	1
3a. Total Tenure Track	8	10	9	9	8
3b. % Tenure Track	40.0%	45.5%	27.3%	26.5%	27.6%
Lecturer Headcount					
4. Full-Time	1	1	2	2	1
5. Part-Time	11	11	22	23	20
6a. Total Non-Tenure Track	12	12	24	25	21
6b. % Non-Tenure Track	60%	55%	73%	74%	72%
7. Grand Total All Faculty	20	22	33	34	29
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	6.4	8.1	6.0	7.0	5.8
9. Lecturer FTEF	19.2	16.6	22.1	21.7	19.9
10. Total Instructional FTEF	25.5	24.7	28.1	28.8	25.7
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	83.9	107.2	108.9	152.5	114.1
11b. % of FTES Taught by Tenure/Track	24.3%	30.5%	23.6%	32.5%	30.3%
12a. FTES Taught by Lecturer	261.8	244.3	353.3	317.5	262.5
12b. % of FTES Taught by Lecturer	75.7%	69.5%	76.4%	67.5%	69.7%
13. Total FTES taught	345.7	351.5	462.2	470.0	376.5
14. Total SCU taught	5185.0	5272.0	6933.0	7050.0	5648.0
D. Student Faculty Ratios					
1. Tenured/Track	13.2	13.3	18.1	21.7	19.9
2. Lecturer	13.7	14.7	16.0	14.6	13.2
3. SFR By Level (All Faculty)	13.5	14.2	16.4	16.3	14.7
4. Lower Division	20.9	20.9	24.7	27.0	27.3
5. Upper Division	12.6	12.4	14.4	13.3	11.3

6. Graduate	5.7	6.9	9.4	14.7	12.0
E. Section Size					
1. Number of Sections Offered	128.0	132.0	139.0	127.0	104.0
2. Average Section Size	22.2	21.0	24.9	25.7	29.2
3. Average Section Size for LD	25.3	28.4	33.4	33.8	37.4
4. Average Section Size for UD	21.7	20.1	23.7	23.7	24.3
5. Average Section Size for GD	13.8	8.4	9.4	17.0	11.8
6. LD Section taught by Tenured/Track	2	8	7	8	3
7. UD Section taught by Tenured/Track	15	24	16	23	15
8. GD Section taught by Tenured/Track	8	8	11	5	6
9. LD Section taught by Lecturer	80	85	76	69	39
10. UD Section taught by Lecturer	50	45	58	50	42
11. GD Section taught by Lecturer	2	0	3	0	0

Source and definitions available at:

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