



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

College	CEAS
Department	Kinesiology
Program Unit	BS and MS Kinesiology
Reporting for Academic Year	2014/2015
Department Chair	Paul Carpenter
Date Submitted	6.24.2015

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

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

1. Curriculum. Even though the undergraduate and graduate curricula have been modified extensively in the previous 5-years, the move to semesters will require a transformation of the core classes in the major, the concentrations available to students, and the culminating program experience (Professional Field Experience/Theses Project) at both the undergraduate and graduate levels. In addition, the department focus on evidence-based practice and hands-on experience through laboratory experiences will also need to be transformed to address the number of units available in the undergraduate program as well as resource issues related to the number of students and available space and equipment.

2. Enrollment. Major numbers have seen no slowing at the undergraduate level. This may require reviewing entry requirements to limit numbers in order to continue to offer a quality experience and work within available resources (faculty, advisors, space, equipment, co-curricular programs). Internship opportunities for students to help them secure employment on graduation need to be further developed. For the MS enrollments are steady but strategies for enrollment growth need to be developed.

3. Faculty. With the current number of majors additional faculty are needed to cover the required major classes as well as the general education classes the department offers. With the undergraduate demand it is becoming more difficult to offer the required rotation of graduate classes as we do not have the number of faculty needed. Moreover, the development of a number of high impact practices within the department through having established several programs has created the need for additional faculty as has the success of faculty in securing research support and active research programs.

4. Resources. The impact of the number of majors is also evident in pressure now on space for laboratories, lectures, activity classes, and the outreach programs offered such as the Kinesiology Research Group. The available space is also 'unfit' for purpose given today's needs for kinesiology laboratory experiences for undergraduate and graduate students. Increased numbers also puts pressure on available equipment both in terms of the amount of equipment needed and

the increased maintenance and replacement demands. As numbers have risen, so has the need for additional support staff for advising and the laboratory.

B. Five-year Review Planning Goals Progress

As the 5-year plan was only recently proposed, and in light of the move to semesters is under review, much is still at the development phase. In terms of curriculum, semester conversion is underway with several faculty meetings this current academic year having focused on reviewing the program outcomes, reviewing the core and current concentrations, and examining the culminating experience for both the BS and MS in Kinesiology. This summer a group of 5 faculty will be working on a proposal to submit to the faculty that will document the proposed changes and rationale for both the BS and MS in Kinesiology.

As the transformed undergraduate and graduate curriculum is being developed, we are examining the pre-requisites required for core classes. Conversations are underway with Athletics to develop a formal internship program between them and the department. We are exploring a more seamless transition between the undergraduate and graduate programs as one way of addressing enrollment in the MS program.

A tenure-track faculty member was hired and starts 15/16 in the area of exercise physiology. This replaces the person who was in lecturer position and as such has not addressed the additional coverage we need in this area and other disciplinary areas to deliver the major and general education classes the department offers as well as the graduate curriculum. The department had an affinity hire approved for a start date of 16/17 in the area of Physical Activity Epidemiology and this will help cover classes as well as provide expertise in a growing area of the profession.

The HRT cooperative secured a third advisor and the department is one piloting the EAB advising software. The department also was able to hire a 50% laboratory support assistant who starts July 1 2015. Applications have been submitted for an array of funding to support student activities and equipment needed for teaching, research, and service.

C. Program Changes and Needs

As the 5-year plan began this current academic year, the program changes and program needs mirror the plan. The curriculum needs to be transformed with the move to semesters and of particular note will be to address the kinesiology core, the laboratory experiences, and the culminating experience. The department cannot handle any more students and needs to address how to limit students coming into the major and also their concentration choice. Additional faculty are needed to cover the classes the department offers for general education and majors and to better support the graduate program. Using the EAB advising system the process of advising students needs to be formalized. A pressing consideration is that the facilities (activity space and laboratories) need significant modification and upgrading to meet not only demand, but the needs of the educational experiences students must have to be competitive in today's job market as well as meet faculty needs for research, and growing amount of service work the department undertakes. The current state of the facilities also provides constraints on the equipment needed and usage demand has also put pressure on the maintenance and life expectancy of the equipment.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

Undergraduate Student Learning Outcomes

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

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

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

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

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

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

Graduate Program Student Learning Outcomes

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

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

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

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

Leadership: When leading others in a kinesiology-relevant domain, students will demonstrate professional dispositions – such as integrity, personal and cultural sensitivity, and collaboration – as well as a commitment to social justice for physical activity participants. (Aligns with ILO number 3, social justice and to ILO number 4, leadership)

B. Program Student Learning Outcome(s) Assessed

The department continues to refine its assessment processes at both the BS and MS levels. As part of semester conversion a new assessment plan for both degrees is being developed that will require mapping of all outcomes (ILOs, PLOs, SLOs) with each other as well as to the curriculum and to all assessment methods. Benchmarks for each assessment are also being

devised in order to drive change. The plan will also include a semester review of assessment data to be used to develop annual quality improvement plans to align not only with institutional and program outcomes but those of the profession as articulated by the American Kinesiological Association at both the undergraduate and graduate levels.

In the current assessment cycle we evaluated student oral communication skills to address ILO2 and PLO4 (communication skills) for the undergraduate majors. We used the AAC&U oral communication rubric and applied it to an oral presentation assignment in one of the core undergraduate major classes.

C. Summary of Assessment Process

An upper division core class was used to assess oral communication. A total of 35 students were involved in the assessment. The students made a 20-minute oral presentation in groups of 3 with each group member required to present. As the class is a core major requirement it included students from all the different degree paths and represented both seniors and majors. The class also included some kinesiology minors. The AACU rubric was applied to each presentation and the result tabulated. In evaluating the results a benchmark was set that required that 85% of the students met the Milestone level 2 criteria for each facet of the rubric (organization, language, delivery, supporting material, and central message). In addition, across all presentations a median score of 3 was set as a minimum benchmark for each category of the rubric. Lastly, a benchmark of a minimum score of 12 was established for the total presentation score.

D. Summary of Assessment Results

The data indicated that 100% of the students surpassed the level 2 criteria for all facets of the oral presentation meeting the established benchmark (rubric runs from a high of 4 to a low of 1). In terms of the median score for each category, two areas fell below the benchmark of a score of 3, organization and delivery. In terms of total score, 100% of the presentations met the benchmark of a minimum score of 12 (the average presentation score was 15 out of a possible 20 points on the rubric).

These data will be reviewed during a faculty meeting in the Fall 2015 quarter and an action plan will be developed to address the areas identified as not meeting the established benchmarks, namely, organization and delivery. Strong delivery skills are identified by employers as an important skill for career success and an element of this is good organization.

3. STATISTICAL DATA (about 1 page)

Institutional Research, Analysis and Decision Support (IRAD) produces program statistics annually in standard format. These statistics (available on their page [here](#)) will be attached to the Annual Report of the Program Unit. This statistical document is expected to be approximately one page long and will contain the same data as required for the five-year review including student demographics of majors, student level of majors (e.g. Juniors, Seniors), faculty and academic allocation, and course data.

The Annual Report may include one or two pages of supplemental information, as appendices, in the form of graphical presentation (e.g., line graphs), tables, and pertinent discussion which summarize the data of the last several (3-5) years to make changes and trends more apparent.

Kinesiology Data	FALL QUARTER				
	2009	2010	2011	2012	2013
ITEM					
<i>Student Headcount</i>					
Undergraduate	385	415	432	538	653
Postbaccalaureate	5	1	1	0	0
Graduate	40	31	25	25	23
Total Number of Majors	430	447	458	564	676
<i>Student demographics</i>					
Female	193	202	189	257	309
Male	237	245	269	307	367
Black, non-Hispanic	38	44	45	55	69
American Indian or Alaska native	4	1	1		1
Asian	85	118	121	137	171
Pacific Islander	4	5	5	6	9
Hispanic	82	78	86	140	168
White	138	125	136	144	159
Multiple Ethnicity	16	32	33	51	62
Race/ethnicity Unknown	55	21	22	21	29
Nonresident Aliens	8	8	9	10	8
	COLLEGE YEARS				
<i>Degrees Awarded</i>	08-09	09-10	10-11	11-12	12-13
Undergraduate	71	64	82	62	89
Graduate	16	16	17	9	7
Total	87	80	99	71	96
	FALL QUARTER				
<i>Faculty: Tenure/Tenure Track Headcount</i>					
Full-time	7	7	7	8	10
Part-time	2	1	1	1	1
Total Tenure Track	9	8	8	9	11
% Tenure Track	26.5	27.6	26.7	28.1	28.9
<i>Lecturer: Tenure/Tenure Track Headcount</i>					
Full-time	2	1	4	3	2
Part-time	23	20	18	20	25
Total Non Tenure Track	25	21	22	23	27
% Non Tenure Track	74	72	73	72	71
Total All Instructional Faculty	34	29	30	32	38
<i>Instructional FTE Faculty</i>					
Tenure/Tenure Track	7.0	5.8	6.7	6.9	7.7
Lecturer	21.7	19.9	24.4	23.7	24.2
Total Instructional FTEF	28.8	25.7	31.1	30.6	31.9
<i>Lecturer Teaching</i>					

FTES Taught by Tenure/Tenure Track	152.5	114.1	136.6	167.3	174.1
% FTES Taught by Tenure/Tenure Track	32.5	30.3	26.9	31.8	29.9
FTES Taught by Lecturer	317.5	262.5	372.1	358.2	407.2
% FTES Taught by Lecturer	67.5	69.7	73.1	68.2	70.1
Total FTES Taught	470.0	376.5	508.7	525.5	581.3
Total SCU Taught	7050	5648	7630	7882	8719
<i>Student Faculty Ratios</i>					
Tenure/Tenure Track	21.7	19.9	20.5	24.4	22.7
Lecturer	14.6	13.2	15.2	15.1	16.8
SFR by Level (All Faculty)	16.3	14.7	16.4	17.2	18.2
Lower Division	27.0	27.3	26.3	26.6	27.2
Upper Division	13.3	11.3	12.4	13.2	15.0
Graduate	14.7	12.0	6.4	12.1	5.3
<i>Section Size</i>					
Number Sections Offered	127	104	134	138	146
Average Section Size	25.7	29.2	28.1	27.9	29.1

Kinesiology		CY08-09				CY09-10				CY10-11				CY11-12				CY12-13			
		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	Master	Ed Doctor		Bccalaureate	Master	Ed Doctor	
Female	Black, non-Hispanic	2			2	2	1		3	1	1		2	3	1		4	1		1	
	American Indian or Alaska Native					1			1					1			1				
	Asian	9			9	2	1		3	8			8	2	1		3	7		7	
	Pacific Islander	1			1					1			1					1		1	
	Hispanic	3			3	1	1		2	8	1		9	2			2	8	1	9	
	White	9	5		14	17	4		21	14	2		16	10	1		11	15	3	18	
	Multiple ethnicity					1			1	1			1	2			2	2		2	
	Race/ethnicity unknown	5	3		8	14	4		18	6	1		7	2	1		3	4		4	
	Nonresident aliens									1			1					2		2	
Male	Black, non-Hispanic	3			3	1			1		1		1	3			3	4		4	
	American Indian or Alaska Native										1		1								
	Asian	10			10	4	1		5	7	2		9	10			10	19		19	
	Pacific Islander																				
	Hispanic	7			7	5	1		6	8	2		10	1	2		3	6	2	8	
	White	15	7		22	12	1		13	17	1		18	15	3		18	11		11	
	Multiple ethnicity									3	2		5					4		4	
	Race/ethnicity unknown	6	1		7	4	2		6	6	2		8	9			9	4	1	5	
	Nonresident aliens	1			1					1	1		2	2			2	1		1	
Total	Black, non-Hispanic	5			5	3	1		4	1	2		3	6	1		7	5		5	
	American Indian or Alaska Native					1			1		1		1				1				
	Asian	19			19	6	2		8	15	2		17	12	1		13	26		26	
	Pacific Islander	1			1					1			1					1		1	
	Hispanic	10			10	6	2		8	16	3		19	3	2		5	14	3	17	
	White	24	12		36	29	5		34	31	3		34	25	4		29	26	3	29	
	Multiple ethnicity					1			1	4	2		6	2			2	6		6	
	Race/ethnicity unknown	11	4		15	18	6		24	12	3		15	11	1		12	8	1	9	
	Nonresident aliens	1			1					2	1		3	2			2	3		3	

SFR

		Total SCU					term_ftes					term_ft					term_sfr				
		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
KPE	Tenured & Tenure Track	2288.0	0	0	0	0	152.53	0	0	0	0	7.04	0	0	0	0	21.68	0	0	0	0
	Lecturer	4762.0	0	0	0	0	317.47	0	0	0	0	21.73	0	0	0	0	14.61	0	0	0	0
	Lower Division	2551.0	0	0	0	0	170.07	0	0	0	0	6.30	0	0	0	0	26.98	0	0	0	0
	Upper Division	4267.0	0	0	0	0	284.47	0	0	0	0	21.41	0	0	0	0	13.29	0	0	0	0
	Graduate	232.0	0	0	0	0	15.47	0	0	0	0	1.05	0	0	0	0	14.70	0	0	0	0
	Total	7050.0	0	0	0	0	470.00	0	0	0	0	28.76	0	0	0	0	16.34	0	0	0	0

Course History Table 10.1c
California State University, East Bay
COURSE HISTORY
By Quarter from Summer 2009 through Spring 2014

KIN

		Summer			Fall				Winter			Spring		
		Sumr 2011	Sumr 2012	Sumr 2013	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Wntr 2011	Wntr 2012	Wntr 2013	Sprg 2011	Sprg 2012	Sprg 2013
Lower Division	Number Sections	10.0	10.0	13.0	41.0	73.0	73.0	75.0	55.0	62.0	69.0	73.0	72.0	71.0
	Total Enrollment	285	348	425	1,552	2,303	2,355	2,494	1,997	2,111	2,381	2,495	2,536	2,598
	Avg Section Size	28.5	34.8	35.3	37.4	31.5	32.0	32.8	36.0	34.0	34.3	34.1	35.2	36.6
Upper Division	Number Sections	14.0	9.0	14.0	57.0	57.0	62.0	66.0	65.0	62.0	62.0	58.0	65.0	65.0
	Total Enrollment	374	232	276	1,291	1,387	1,454	1,687	1,350	1,541	1,601	1,353	1,503	1,436
	Avg Section Size	26.7	25.8	19.7	24.3	24.8	23.8	25.8	21.4	25.2	26.5	24.1	26.1	23.4
Undergraduate	Number Sections	24.0	19.0	27.0	98.0	130.0	135.0	141.0	120.0	124.0	131.0	131.0	137.0	136.0
	Total Enrollment	659	580	701	2,843	3,690	3,809	4,181	3,347	3,652	3,982	3,848	4,039	4,034
	Avg Section Size	27.5	30.5	26.9	29.9	28.5	28.3	29.5	28.2	29.7	30.6	29.6	31.2	30.4
Graduate	Number Sections	0	0	0	6.0	4.0	3.0	5.0	5.0	5.0	6.0	15.0	6.0	10.0
	Total Enrollment	0	0	0	49	27	37	25	45	32	29	42	30	48
	Avg Section Size	0	0	0	11.8	8.7	12.3	7.7	11.0	10.0	12.0	3.3	9.0	13.7
DISCIPLINE TOTAL	Number Sections	24.0	19.0	27.0	104.0	134.0	138.0	146.0	125.0	129.0	137.0	146.0	143.0	146.0
	Total Enrollment	659	580	701	2,892	3,717	3,846	4,206	3,392	3,684	4,011	3,890	4,069	4,082
	Avg Section Size	27.5	30.5	26.9	29.2	28.1	27.9	29.1	27.6	29.2	30.3	27.3	30.7	30.0