



ANNUAL PROGRAM REPORT

College	CEAS
Department	Kinesiology
Program	BS and MS Kinesiology
Reporting for Academic Year	2018-2019
Last 5-Year review	2013-2014
Next 5-Year Review	2020-2021
Department Chair	Paul Carpenter
Date Submitted	10.1.2019

I. SELF- STUDY

A. Five-Year Review Planning Goals

The most recent 5-year review was submitted in Spring 2014 and 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. *Curriculum.* Even though the undergraduate and graduate curricula have been modified extensively in the previous 5-years, the move to semesters required 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 was 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 teaching space and equipment.

Enrollment. Major numbers have seen no slowing at the undergraduate level – there was some slowing post semester conversion due to the exceptionally large graduating class for the final year on quarters. The continued growth requires reviewing entry requirements to the major in order to continue to offer a quality experience and work within available resources (faculty, advisors, space, equipment, co-curricular programs). Additional Internship opportunities to accommodate all majors need to be developed to help students secure employment on graduation. For the MS, while enrollments are steady strategies for enrollment growth need to be developed. For the GE Program, changes to general education requirements has seen a decrease in enrollment in activity classes.

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 high undergraduate demand filling faculty work load it is becoming more difficult to offer the required rotation of graduate classes. Moreover, the development of high impact practices within the curriculum and co-curricular offerings has increased the need for additional faculty to ensure the continued success of these programs. Further, the success of faculty in securing research support for reassigned time has placed additional stress on having qualified instructors to cover student demand.

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, Get Fit, Stay Fit, and the Center for Sport and Social Justice. The available laboratory space is also 'unfit' for purpose given today's needs for kinesiology laboratory experiences for undergraduate and graduate students. Increased numbers also place pressure on available equipment both in terms of the amount of equipment needed and the increased maintenance and replacement demands. As course fees are no longer permitted consumables and equipment have to be acquired through submitting grant proposals creating uncertainty as to whether basic class materials will be available. Increased student numbers have also raised the need for additional support staff for advising and managing the kinesiology laboratory.

B. Progress Toward Five-Year Review Planning Goals

Curriculum. The BS and MS degrees in Kinesiology have been transformed for semesters and the transition between the BS and MS programs has been made more seamless as a way to encourage students to move to the MS degree on graduation. The program has a more coherent and stronger focus on evidence-based practice and social justice as well as an internship requirement. After one-year on semesters we now have a better idea of demand characteristics for scheduling and where to focus advising efforts.

Enrollment. Student numbers with respect to majors showed no decline. With the push to graduate before semesters there was an increase in the number of students graduating and the FTES generated and the year-post conversion FTES has dropped back to levels seen under quarters. The number of students in the program presents resource challenges and with significant numbers of students moving to the program from other majors has presented numerical as well as advising challenges. Under the revised program there is greater clarity in the requirements for success and through advising plans that have been developed and implemented students know what is needed to be successful. There has been a drop in the enrollment in activity classes, but an increase in GE lecture classes.

Faculty & Staff. The department has been successful in recruiting additional faculty, instructors, and staff to address growing enrollments. However, faculty are also very successful in securing reassigned time for research and service exacerbating demand for additional instructional resources. With continued enrollment growth and reassigned time student demand outstrips instructional resources. There is also a growing need for additional staff to support the increase in business transactions in the department around financial transactions related to A2E2. The growing internship program, a graduation requirement for the major, as well as the increased activity in community-based programs the department runs has brought about a need for a full-time staff position to coordinate these activities.

Resources. Significant challenges still exist with laboratory space given enrollments, faculty and student research needs, outreach projects as well as the space being unsuited to teaching, research, and outreach needs. Continued issues with adequate HVAC, power and lighting constrain our ability to provide the learning experience students need. A growing concern is the funding of essential laboratory operations. Increasingly required equipment and consumables have to be applied for through A2E2 funding which creates uncertainty as to whether we have the funds to be able to run the required laboratory

sections. The department did acquire additional laboratory space and this has eased some scheduling challenges but also increased the need to additional laboratory resource support (e.g., equipment, consumables, staff).

C. Program Changes and Needs

Program needs are much the same as when the 5-year plan was initiated – additional resources in personnel and space are still pressing to meet enrollment demand that has continued to grow at the undergraduate level. The appointment of a Faculty Advising Fellows (FAF) has had a positive impact on advisement and student progression and this position is budgeted to continue. A continuing pressing consideration is that the facilities (activity space and laboratories) need significant modification and upgrading to meet demand and also 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 constrains the acquisition of needed equipment and usage demand has also put pressure on the maintenance and life expectancy of the equipment. Challenges in seeking funding for these core services continues to grow. Attempts to secure additional space and renovating existing spaces have been unsuccessful.

One faculty member started FERPing in 2017, and along with demand in the area of Physical Education, an additional faculty member in the area of Sport Pedagogy was required and a successful search was completed in Spring 2019 and a new faculty started Fall 2019. The demand for qualified instructors to teach laboratory sections is high and to address this need a 1.0 Instructor position focused solely on teaching Exercise Science Laboratories was advertised and filled starting Fall 2019. A faculty member in Biomechanics retired Spring 2019 and the department is currently undertaking a search to fill this position. One of the department’s two full-time advisors moved to another position in the university as a student success coach. This position is currently being filled on a temporary basis and a search for a full-time replacement is underway. An area noted in need of additional resources in the last report was technical support for the exercise science laboratories. The department was able to increase support to one full-time 10-month position and one fulltime 12-month position. However, due to the resignation of the 12-month Laboratory Coordinator, and the move of the 10-month Laboratory Coordinator to fill that vacancy, we are currently in the process of searching to replace the 10-month position. There is also a growing need for additional staff to support the increase in business transactions in the department around financial transactions related to A2E2. The growing internship program, a graduation requirement for the major, as well as the increased activity in community-based programs the department runs has brought about a need for a full-time staff position to coordinate these activities.

D. SUMMARY OF ASSESSMENT

Program Learning Outcomes (PLO)

Undergraduate Program Student Learning Outcomes

- Acquire a multi-disciplinary perspective in kinesiology

- Explain the importance of life-long physical activity
- Explain the importance of professionalism and socially just practice in kinesiology
- Communicate using relevant and contextually compelling
- Use evidence-based practices in kinesiology
- Critically evaluate situations, questions, and issues in kinesiology

Graduate Program Student Learning Outcomes

- Synthesize and apply multiple cognate disciplinary perspectives.
- Design and implement professional applications.
- Make decisions using critical analysis of issues, theories, methods, ideas, and artifacts.
- Communicate persuasively using a contextually-grounded approach.
- Systematically reflect on the practice of social justice.

E. Program Learning Outcome(s) Assessed

In the current assessment cycle, the department assessed the undergraduate student learning outcome of Professionalism and Socially Just Practice that is aligned with ILO 2 (Diversity). In the graduate program, the learning outcome on making decisions using critical analysis (aligns with ILO 1, Thinking and Reasoning) was assessed.

F. Summary of Assessment Process

Undergraduate: The BS Kinesiology comprises of multi-disciplinary strands each with its own specialized content knowledge. For this cycle, the focus was on one of the Humanities courses, Social Justice in Kinesiology. One of the assignments is a research paper that requires students to develop a research question where power and dignity are central to their question. Students must explain key concepts of social justice, identify and explain common barriers to practicing social justice and explain 'best practices' to promote social justice. The rubric used was the one developed (attached) to evaluate the ILO on Social Justice (18 students were enrolled in the class).

Graduate: The MS Kinesiology, like the undergraduate degree, comprises multi-disciplinary strands. One learning outcome is focused on student's problem-solving ability and to make decisions using critical analysis of issues, theories, methods, ideas, and artifacts and this was the focus of this assessment cycle. The degree has a course "Issues in Kinesiology", where the focus is on contemporary issues in the discipline. This is assessed through a paper that students have to submit focused on a specific issue they have identified. A rubric was developed (attached) and used to evaluate the papers students presented (12 students were enrolled).

G. Summary of Assessment Results

Undergraduate: The program benchmark is that across the relevant criteria students will score at least the adequate level (levels 3 and 4). Summarizing the results, students were able to define main social justice concepts and provide some descriptive background or context to the issue pretty well (although not always organized well in the papers). What they struggled with was their ability to apply social justice concepts, especially to analyze

power dynamics. In short, their ability to describe basic parameters of a social justice issue was good, their ability to do a refined analysis needs improvement.

Reflecting on the findings and making recommendations, those teaching social justice issues need to provide many examples and models of analyzing power dynamics. Perhaps reducing quantity of content and taking more time to work through (short written work) how power is played out would aid in this. Perhaps the department could discuss how and in what ways we want student research to be practiced.

Table: Summary of Student Performance on Program Learning Outcome on Professionalism and Socially Just Practice

Criterion	4	3	2	1
Disciplinary/Interdisciplinary perspectives and values (e.g., equity, equality, inclusivity, justice, responsibility, respect, empathy, curiosity, humility) Critical evaluation of research and/or information (e.g., recognition of partisanship, bias, unethical practices)	50%	28%	22%	
Context Context (e.g., Historical, political, cultural, current, economic, environmental, artistic, geographic, global, social, disciplinary) and its influence (e.g., inequality; othering and inclusivity; intersectionality; interrelations; amplifying and silencing of narratives).	11%	55%	33%	
Power Structures Influences of power systems, structures, dynamics, and/or mechanisms (e.g., micro, mezzo, macro levels; intended, unintended; explicit, implicit) on social justice. Obstacles to achieving social justice (e.g., mechanisms through which power is institutionalized such as privilege, oppression, poverty, violence, marginalization, minoritization) and their disruption (e.g., mechanisms through which power is overcome such as resistance, civic engagement).	33%	28%	39%	

Graduate: The program benchmark is that across the relevant criteria students will score at least at the adequate level. Summarizing the results, in all but two areas the students met the benchmark of adequate or better. Students seemed very capable of identifying a problem and developing the context for the problem. In short, they were very good at

understanding important issues in kinesiology and why they need to be addressed. Integrating knowledge, while achieved at the adequate or better level saw only half the students fully meet the criterion. For the criterion developing a framework 17% of the students (2) did not meet the adequate or better criterion. For articulating the problem-solving process, one student failed to meet the adequate criterion and was one of the students not meeting the framework criterion. The low number of students assessed makes it difficult to provide definitive explanations for performance especially as it was only one student who seemed to struggle.

Reflecting on the findings it may be the case that the students need more support and guidance in developing interventions that draw on the many disciplines and knowledge bases in kinesiology. Possibly one approach would be to provide more real-world examples of problems in the field that have been resolved and the interventions devised. Deconstructing or reverse engineering these for students may help them better understand the problem solving process.

Table: Summary of Student Performance on Program Learning Outcome on Making Decisions Using Critical Analysis

OUTCOME	FULLY MET	ADEQUATELY MET	DID NOT MEET
Understanding the problem	8 of 12 (67%)	4 of 12 (33%)	
Contextualizes the problem	10 of 12 (83%)	2 of 12 (17%)	
Integration of knowledge of problem	6 of 12 (50%)	6 of 12 (50%)	
Framework for addressing the problem	4 of 12 (33%)	6 of 12 (50%)	2 of 12 (17%)
Problem solving process	4 of 12 (33%)	7 of 12 (58%)	1 of 12 (8%)

H. Assessment Plan for Next Year

The next assessment cycle for the BS and MS in Kinesiology is the 5-year review an accordingly will involve a comprehensive assessment of program and institutional learning outcomes.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. DISCUSSION OF TRENDS & REFLECTION

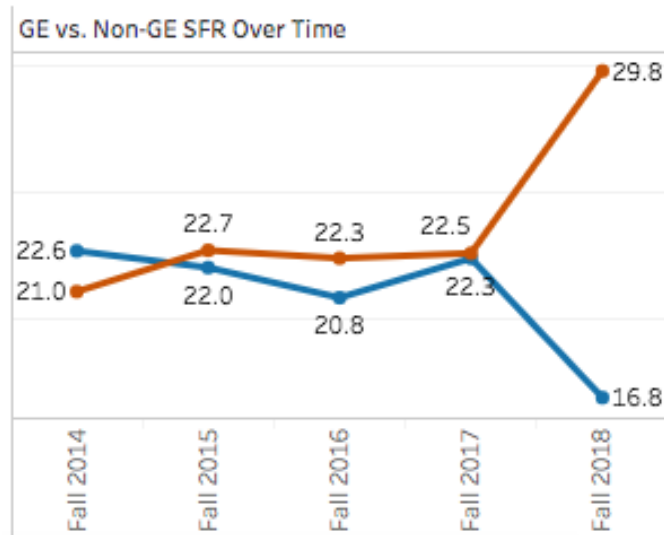
Notable Trends

Looking at student headcount and student demographics there is no discernable trend over the time frame for which data were presented. The program has year-on-year seen a similar breakdown in terms of ethnicity, gender, and URM and PELL status. In terms of overall student numbers there does seem to be a leveling out when compared to the substantial growth experienced pre-2013. Graduation rates have risen the past two-years likely as a result of students looking to graduate before semester conversion.

Looking at faculty data there is consistency both in terms of numbers of faculty and instructors as well as the ratio between the two as well as demographics. There has been a shift to more associate professors as faculty have successfully gone through the tenure and promotion process. This has been offset, to some degree, with two new tenure-track hires the past 2-years reflecting the increased number of majors being served. FTE rose in 2017 and was a result of offering more sections to help students graduate before semesters. There is also consistency in proportion of FTES accountable to instructors versus faculty although this does not reflect the proportion of faculty to instructors. Total FTES has been consistent across the reporting period although Fall 2017 saw the highest number of FTES in the past five years. The explanation lies with students taking more classes to graduate before semesters.

The SFR is consistently higher for instructors than faculty. However, this metric is flawed as the SFR is being impacted by counting the coaches. Historically, coaches held teaching assignments within the department and were assigned WTUs for Intercollegiate Courses. These courses gave students credit (1 SCU) for their involvement in team practices. Under the course classification system these courses have a k-factor of 6. This skews the FTEF data and therefore the SFR. The only students who can take these courses are the athletes in the respective sport and historically the department has been required to schedule them. For some sports this is just a few students. When Kinesiology split with Athletics, coaches no longer need to be assigned WTUs, but this practice has continued in terms of calculating course data. Removing the coaches from the data increase the program SFR.

One interesting change noted in the data for Fall 2018 is the shift in the ration of GE to non-GE FTES, FTEF, and SFR. Prior to this year, the ration of GE to non-GE was reasonably consistent. While the ration of FTES to GE and non-GE was consistent with prior years, the ratio of GE to non-GE FTEF and SFR saw a pronounced shift. The proportion of non-GE FTEF has risen sharply as has SFR. The graph below clearly shows this shift.



One possible explanation is that with changes to the major along with the higher workload assigned to laboratory sections the SFR for the major has dropped (16.8). In contrast, the reduction in the number of activity classes (assigned a higher FTEF) and the increase in the number of GE classes has resulted in the SFR going up (29.8). This will be a trend to watch as we enter year two of semesters. Overall, SFR is relatively unchanged.

Reflections on Trends & Program Statistics

While it is possible that student headcount for majors is leveling off, the rapid growth of the kinesiology program means that across the board resources have been stretched to accommodate the growth and the total number of majors. In addition, the general education program has also grown. It remains to be seen how numbers will play out for semesters given the deletion of Area F which was where the physical activity classes were located for general education. Under the semester model the physical activity classes are in Area E but this is prescribed. We are anticipating a continued drop in the number of students who will take these classes. This may in part be compensated by new lecture general education classes that were approved for semesters. It has been predicted that the number of students entering under the Star Act (SB1440) will grow and Kinesiology is one of the degree programs with a Transfer Model Curriculum.

The trend toward more high impact practices and hands-on experiences is impacting the department's ability to effectively deliver laboratory classes and those classes with an activity component at three levels. First, these classes come with a k-factor that increases the need for additional instructors. Finding qualified instructors in the Bay Area is challenging and this is compounded by the fact that all the Kinesiology programs are experiencing the same issue. Second, with restrictions on WTUs/semester and some of the k-factors being fractional it can be difficult to get people to a full-load. Third, these practices often require multiple and specialized teaching spaces for the one course. This creates further stress on limited space and creates challenges for scheduling.

The department has to some degree been a 'victim' of its own success. Faculty have been very successful in securing reassigned time for scholarship and/or being assigned to university level positions. It is good faculty are getting the due recognition for their expertise, but this has placed stress on covering core major classes. As already noted, finding replacement instructors is difficult.

B. REQUEST FOR RESOURCES

Request For Tenure-Track Hires

Currently, we have one-person FERPing and when this expires we will need to request a tenure-track position in the area of motor development. Currently underway is a search for a tenure-track position in Biomechanics to replace a faculty member who retired Spring 2019. No faculty positions are being requested for 2020/2021.

Request For Staff Positions

The department has two full-time laboratory support personnel (one 10-month, and one 12-month). This level of support was sufficient to meet the needs to support laboratory classes as well as faculty research, however, increasing community outreach programming (e.g., The Center for Sport and Social Justice, Bone Project, Get Fit Stay Fit, Exercise is Medicine, Kinesiology Research Group) necessitate exploring an additional full-time support person. In addition, this position is needed to coordinate the growing internship program. Typically, across the academic year (Fall, Spring, Summer) over 100 students will be engaged in a n internship experience.

Kinesiology and Recreation, Hospitality, and Tourism operate an administrative and advising collective. The current level of administrative support staffing does not address the departments need for supporting faculty and instructors with the day-to-day management of course delivery, budgeting, and general administrative support. An additional part-time budget administrator is needed to process the increase in the number of business transactions being undertake. The number of students in Kinesiology and Recreation, Hospitality and Tourism (currently a combined total of around 1000 majors) stretches the current advising team that comprises two full-time advisors and on part-time advisor. With the need to meet the targets set in the GI2025 additional advising support would improve retention and graduation rates.

When Athletics and Kinesiology split, one of many agreements in allocating resources was that Athletics would support the equipment room – checking equipment in and out, setting equipment up, and managing inventory. Due to a number of factors, the number of equipment room personnel hired by Athletics has fallen. Currently, much of the equipment support for Kinesiology is being provided by part-time personnel. While this is addressing some of Kinesiology's needs, it has resulted in a reduced level of service. A longer-term solution needs to be identified.

Request For Other Resources

Consumables & Equipment: Consumable and equipment resources needed for both activity classes as well as for laboratory classes that were once funded through course fees, is now a competitive process through A2E2 funds. The department has been successful in securing A2E2 funds to meet most of its equipment needs. However, this creates a lot of uncertainty as we are never sure what the funding level will be and if it will be sufficient to run the required classes. The department needs a base level of funding to ensure core curricular activities are adequately-funded on a consistent and reliable basis. Each year we need to request essential equipment for major classes to replace equipment that has passed its life expectancy. As long as A2E2 funds are available we should be able to meet student needs although a replacement process would allow this to be better managed. As a discipline, technology changes very quickly and as a result we need to acquire new technologies that students will use professionally. The number of students using Kinesiology equipment is high (over 4000 students in any given term). This creates substantial wear-and-tear and accelerates the need for replacement equipment.

Kinesiology Laboratory: As the enrollment data of the past 5-years shows, the BS in Kinesiology degree has experienced significant growth. This growth has led to numerous challenges in meeting student demand in terms of instructional faculty, support staff, equipment, and specialized teaching space. One area that has become particularly problematic is with respect to the laboratory experiences essential for student learning and preparing students for careers as well as for faculty engaging in research and outreach activities.

The current laboratory space for kinesiology on the Hayward campus has a number of limitations most of which cannot be rectified without significant expenditure of time and money. The space is one large open footprint making it impossible to run multiple laboratories at the same time and accommodate the different laboratory set-ups needed for the disciplinary areas in kinesiology. Separate laboratory spaces are needed for exercise physiology, biomechanics, motor control and motor learning, sport psychology, and wellness and nutrition. The single footprint space means we are also constrained in the number of laboratories we can offer in a week and this is now insufficient for the number of laboratories we need to schedule given student demand. A lack of laboratory space is creating graduation bottlenecks. These concerns are further compounded by the need to also use the existing laboratory space for ongoing research projects as well as testing for athletics and external constituents. The current space does not meet accepted standards for power and HVAC and recently we have been experiencing major difficulties in running needed software in our biomechanics labs.

Office & Classroom Space: The growth in student numbers and a corresponding growth in the number of tenure-track faculty has placed pressure on faculty office space. Currently several faculty have to share office space and if the new hire is successful additional space that currently does not exist in the Physical Education building will be required. Office space is also shared with the Athletics Coaches for Basketball (men's and women's) and

women's volleyball. In addition, the growth in Kinesiology majors has increased the need for specialized teaching space to address the integration of high impact teaching practices into the curriculum.

Fitness Center & Fitness Studios: The Fitness Center (PE202) was recently reconfigured to improve the flow of users and better accommodate the multiple groups who use this room. This single space is shared between Kinesiology classes (physical activity and major) as well as Athletics (strength and conditioning for the NCAA teams), the Get Fit, Stay Fit Program (in-house Fitness Program for Faculty and Staff), and Fitness assessments for community outreach programs. This creates scheduling pressures and the sharing of space is far from ideal from an instructional perspective. If these programs continue to grow, additional space will need to be found to accommodate the multiple users. The Fitness Studios (PE201A & B) are increasingly being requested for use by other university units as well as external groups as space on campus is pressured. A major concern with this is the wear and tear on the specialized equipment in PE201B, namely, the martial arts mat. This is difficult to lift and should not be used for any other activity other than the martial arts classes. Unfortunately, in some cases this requirement is over-ridden due to demands on space and the space inappropriately used. The department is responsible though for the cost of maintenance and replacing the mat when damaged.

Gym & Outdoor Space: Unauthorized use of the Stadium and associated spaces has risen. There is currently no effective way to secure entry into the Stadium. As with most space needed for Kinesiology, use is shared with Athletics. In general, we have been able to schedule such that each group's needs are met. One area in need of renovation is the upper field. It is no longer in a good enough state of repair to use for classes. In the gym, we have had ongoing issues with the basketball hoops (in need of repair) as well as cleaning and sealing of the gym floor and replacing the lights.

Physical Education Building: The level of deferred maintenance for the PE Building I understand is at over \$4M. In the last three years over 400 tickets been submitted to address damaged or non-functioning equipment and facilities. Recently, several water fountains had to be taken out of operation due to high lead levels. Overall, the facility needs substantial renovation and refurbishment to common spaces such as hallways and stair wells as well as office and classroom space, equipment rooms, gym, fitness center, fitness studios, and locker rooms. There have been ongoing issues with the level of janitorial support to keep spaces clean and appropriately sanitized as well as leaks and sewage back-up. A major source of concern is building security. It is impossible to regulate access and the number of unauthorized uses of the facility has risen. There have been instances of homeless individuals using the facility to shower. This creates potential health and safety problems.

The Physical Education building faces a number of challenges. With changes in the way both kinesiology and athletics now need to operate, the building as currently configured constrains what we need to accomplish. In addition, this is compounded by (a) the

budget situation and the accumulation of deferred maintenance and (b) the growth of our respective operations (faculty, staff and student number).

The building is the public face of CSUEB with the number of university functions, athletic events, and kinesiology programming (as well as Theater and Dance and Recreation, Hospitality, and Tourism) drawing internal and external constituents. A conservative estimate is that several thousand people pass through the building daily. Given this, it is imperative that a positive image is conveyed.

Compared to similar departments and programs at other CSU schools and across the USA, our facilities are outdated and no longer fit for purpose. This constrains not only our ability to attract the best students and faculty and to engage in the teaching and service activities that reflect best current practice, but also restricts the type of research we can conduct and instructional effectiveness.

Attachment A: Summary of Program Data (Fall 2014 – Fall 2018)

Kinesiology	Fall Term				
	2014	2015	2016	2017	2018
A. Students Headcount					
1. Undergraduate	715	793	733	764	725
2. Postbaccalaureate	1	0	0	0	0
3. Graduate	25	29	28	22	19
Gender					
4. U/G Females	351	370	343	365	353
5. U/G Males	364	423	390	399	372
6. G Females	9	10	8	5	7
7. G Males	16	19	20	17	12
Admit (U/G)					
8 Freshman	370	420	394	408	389
9. Transfer	345	373	339	356	336
Level (U/G)					
10. Freshman	155	178	143	140	129
11. Sophomore	83	84	95	86	85
12. Junior	180	199	169	217	195
13. Senior	297	332	326	321	316
1st Generation					
14. U/G YES	407	444	407	449	412
15. U/G NO	308	369	326	315	313
16. G YES	12	13	16	11	8
17. G NO	13	16	12	11	11
PELL (U/G)					
18. YES	356	410	359	392	331
19. NO	359	383	374	372	394
URM					
20. U/G YES	271	322	298	338	325
21. U/G NO	444	471	435	426	400
22. G YES	7	9	9	6	7
23. G NO	18	20	19	16	12
Ethnicity (U/G)					
24. American Indian	2	3	1	1	1
25. Asian	181	218	213	203	201
26. Black/African American	58	65	63	57	54
27. Hawaiian/Pacific Islander	3	3	4	6	6
28. Hispanic/Latino	209	253	234	280	270
29. International	17	18	20	17	16
30. Multiple Races	70	74	67	67	49
31. Unknown	40	36	22	30	40
32. White	135	123	109	103	88
Ethnicity (G)					

33. Asian	5	4	4	2	1
34. Black/African American	4	4	4	1	
35. Hawaiian/Pacific Islander		1	1		
36. Hispanic/Latino	3	5	5	5	7
37. International	1	1	1	3	2
38. Multiple Races	3	6	6	4	3
39. Unknown	2			3	1
40. White	7	7	7	4	5
Total Number of Majors	741	822	761	786	744
	College Years				
B. Degrees Awarded	13-14	14-15	15-16	16-17	17-18
1. Undergraduate	110	113	154	147	178
2. Graduate	6	6	7	14	9
Total	116	119	161	161	187
	Fall Term				
	2014	2015	2016	2017	2018
C. Faculty					
Tenured/Track/Lecturer Headcount					
1. Tenure track	12 (29%)	12 (29%)	12 (29%)	14 (32%)	14 (33%)
2. Lecturer	28 (67%)	28 (67%)	30 (71%)	30 (68%)	29 (67%)
3. Teaching Associate	2 (5%)	2 (5%)			
4. FTE Count	34.91	25.73	24.96	27.37	26.31
Grand Total All Faculty	42	42	42	44	43
Ethnicity					
5. Asian	5 (14%)	4 (11%)	4 (11%)	4 (11%)	5 (14%)
6. Black/African American	4 (11%)	4 (11%)	4 (11%)	4 (11%)	4 (11%)
7. Hispanic/Latino	3 (8%)	2 (6%)	2 (6%)	3 (8%)	3 (8%)
8. International	2 (6%)	2 (6%)	2 (6%)	1 (3%)	1 (3%)
9. Unknown	4 (11%)	4 (11%)	4 (11%)	5 (14%)	5 (14%)
10. White	18 (50%)	19 (54%)	20 (56%)	20 (54%)	18 (50%)
Gender					
11. Female	22 (61%)	23 (66%)	23 (64%)	22 (59%)	21 (58%)
12. Male	14 (39%)	12 (34%)	13 (36%)	15 (41%)	15 (42%)
Rank					
13. Full	5 (14%)	5 (14%)	5 (14%)	5 (14%)	5 (14%)
14. Associate	2 (6%)	1 (3%)	4 (11%)	5 (14%)	5 (14%)
15. Assistant	5 (14%)	6 (17%)	3 (8%)	4 (11%)	4 (11%)
16. Lecturer	24 (67%)	23 (66%)	24 (67%)	23 (62%)	22 (61%)
D. Instructional Data					
1. FTES	566.85	613.44	596.62	631.56	582.1
2. FTEF	26.2	27.3	27.4	28.1	26.0
3. SFR***	21.7	22.4	21.8	22.5	22.4
4. FTEF Tenure-track (%)	7.6 (29%)	8.7 (32%)	9.8 (36%)	10.2 (36%)	9.6 (37%)
5. FTEF Instructors (%)	18.6 (71%)	18.6 (68%)	17.6 (64%)	18 (64%)	16.4 (63%)
Course Level Data					
6. FTES Lower Division	258.8 (46%)	251.4 (41%)	260.3 (44%)	249.8 (40%)	235.8
7. FTES Upper Division	295.3 (52%)	349.2 (57%)	324.3 (54%)	372.2 (59%)	338.8

8. FTES Graduate	12.7 (2%)	12.8 (2%)	12 (2%)	9.5 (2%)	7.5 (1%)
9. FTEF Lower Division	9.8 (38%)	9.3 (34%)	9.6 (35%)	8.9 (32%)	8.4 (32%)
10. FTEF Upper Division	15.2 (58%)	17.1 (62%)	16.8 (61%)	18.5 (66%)	17 (65%)
11. FTEF Graduate	1 (4%)	1 (4%)	1 (4%)	0.7 (2%)	0.7 (3%)
12. SFR Lower Division	26.3	27.1	27	28.0	28.2
13. SFR Upper Division	19.4	20.4	19.3	20.1	20.0
14. SFR Graduate	12.8	12.8	12	14.3	11.3
General Education					
15. FTES GE	330.6 (58%)	415.8 (68%)	389.4 (65%)	461 (65%)	333.4 (57%)
16. FTES NON-GE	236.3 (42%)	197.7 (32%)	207.2 (35%)	220.5 (35%)	248.7 (43%)
17. FTEF GE	15.7 (60%)	18.4 (67%)	17.4 (64%)	18.2 (65%)	11.21 (43%)
18. FTEF NON-GE	10.4 (40%)	9 (33%)	10 (36%)	9.9 (35%)	14.8 (57%)
19. SFR GE	21	22.7	22.3	22.5	29.8
20. SFR NON-GE	22.6	22	20.8	22.3	16.8

Notes:

*** The SFR inappropriately includes the Coaches in the calculation (see text for detailed explanation).



Attachment B: Rubric for Program Learning Outcome (Professionalism and Ethics)

Draft ILO Social Justice Rubric-Approved by ILO Subcommittee 1-28-19

Description: Advocacy for social justice is an ongoing process given the changing landscapes in our communities, state, nation, and the world. (Note: include narrative of categories in the final description. Also consider including, “sustainable action” and look at diversity rubric description.)

Course assignment focused on first 3 criteria

Criteria	4	3	2	1
<p>Disciplinary/Interdisciplinary perspectives and values (e.g., equity, equality, inclusivity, justice, responsibility, respect, empathy, curiosity, humility)</p> <p>Critical evaluation of research and/or information (e.g., recognition of partisanship, bias, unethical practices)</p>	<p>Skillfully demonstrates disciplinary/interdisciplinary perspectives and values based on appropriate use of sources.</p> <p>9 of 18 50%</p>	<p>Adequately demonstrates disciplinary/interdisciplinary perspectives and values based on appropriate use of sources.</p> <p>5 of 18 28%</p>	<p>Somewhat demonstrates disciplinary/interdisciplinary perspectives and values based on appropriate use of sources.</p> <p>4 of 18 22%</p>	<p>Little or no demonstration of disciplinary/interdisciplinary perspectives and values based on appropriate use of sources.</p>
<p>Context Context (e.g., Historical, political, cultural, current, economic, environmental, artistic, geographic, global, social, disciplinary) and its influence (e.g., inequality; othering and inclusivity; intersectionality; interrelations; amplifying and silencing of narratives).</p>	<p>Thoroughly explains context and influence.</p> <p>2 of 18 11%</p>	<p>Adequately explains context and influence.</p> <p>10 of 18 55%</p>	<p>Somewhat explains context and influence.</p> <p>6 of 18 33%</p>	<p>Little to no explanation of context and its influence.</p>
<p>Power Structures Influences of power systems, structures, dynamics, and/or mechanisms (e.g., micro, mezzo, macro levels; intended, unintended; explicit, implicit) on social justice.</p>	<p>Comprehensively explains the influence of power and obstacles to achieving social justice.</p> <p>6 of 18 33%</p>	<p>Adequately explains the influence of power and obstacles to achieving social justice.</p> <p>5 of 18 28%</p>	<p>Somewhat explains the influence of power and obstacles to achieving social justice.</p> <p>7 of 18 39%</p>	<p>Little to no explanation of the influence of power and obstacles to achieving social justice.</p>

<p>Obstacles to achieving social justice (e.g., mechanisms through which power is institutionalized such as privilege, oppression, poverty, violence, marginalization, minoritization) and their disruption (e.g., mechanisms through which power is overcome such as resistance, civic engagement).</p>				
<p>Critical perspectives Reflects on own and others' perspectives and roles regarding social justice (e.g., lived experiences; positionality and status quo; values and attitudes; biases and stereotypes; identity and intersectionality; harm and compassion).</p>	<p>Comprehensively demonstrates critical reflection of self and others' perspectives.</p>	<p>Adequately demonstrates critical reflection of self and others' perspectives.</p>	<p>Somewhat demonstrates critical reflection of self and others' perspectives.</p>	<p>Little or no critical reflection of self and others' perspectives.</p>
<p>Advocacy Identify opportunities and explore actions intended to advance change (e.g., civic engagement, policy, future research, building/supporting coalitions /communities, elevating awareness).</p>	<p>Thoroughly identifies opportunities and explores actions.</p>	<p>Mostly identifies opportunities and explores actions.</p>	<p>Somewhat identifies opportunities and explores actions.</p>	<p>Inadequately identifies opportunities and explores actions.</p>

Draft ILO Social Justice Rubric-Approved by ILO Subcommittee 1-28-19 for pilot

Description: Advocacy for social justice is an ongoing process given the changing landscapes in our communities, state, nation, and the world. (Note: include narrative of categories in the final description. Also consider including, “sustainable action” and look at diversity rubric description.)

**Trends for KIN 302, spring semester. Course assignment focused on first 3 criteria
Ideally our students should be in the 3 or 4 range**

Criteria	4	3	2	1
<p>Disciplinary/Interdisciplinary perspectives and values (e.g., equity, equality, inclusivity, justice, responsibility, respect, empathy, curiosity, humility)</p> <p>Critical evaluation of research and/or information (e.g., recognition of partisanship, bias, unethical practices)</p>	<p>Skillfully demonstrates disciplinary/interdisciplinary perspectives and values based on appropriate use of sources.</p>	<p>Adequately demonstrates disciplinary/interdisciplinary perspectives and values based on appropriate use of sources.</p>	<p>Somewhat demonstrates disciplinary/interdisciplinary perspectives and values based on appropriate use of sources.</p>	<p>Little or no demonstration of disciplinary/interdisciplinary perspectives and values based on appropriate use of sources.</p>
<p>Context Context (e.g., Historical, political, cultural, current, economic, environmental, artistic, geographic, global, social, disciplinary) and its influence (e.g., inequality; othering and inclusivity; intersectionality; interrelations; amplifying and silencing of narratives).</p>	<p>Thoroughly explains context and-influence.</p>	<p>Adequately explains context and influence.</p>	<p>Somewhat explains context and influence.</p>	<p>Little to no explanation of context and its influence.</p>

<p>Power Structures Influences of power systems, structures, dynamics, and/or mechanisms (e.g., micro, mezzo, macro levels; intended, unintended; explicit, implicit) on social justice.</p> <p>Obstacles to achieving social justice (e.g., mechanisms through which power is institutionalized such as privilege, oppression, poverty, violence, marginalization, minoritization) and their disruption (e.g., mechanisms through which power is overcome such as resistance, civic engagement).</p>	<p>Comprehensively –explains the influence of power and obstacles to achieving social justice.</p> <p>6 of 18 33%</p>	<p>Adequately explains the influence of power and obstacles to achieving social justice.</p> <p>5 of 18 28%</p>	<p>Somewhat explains the influence of power and obstacles to achieving social justice.</p> <p>7 of 18 39%</p>	<p>Little to no explanation of the influence of power and obstacles to achieving social justice.</p>
<p>Critical perspectives Reflects -on own and others’ perspectives and roles regarding social justice (e.g., lived experiences; positionality and status quo; values and attitudes; biases and stereotypes; identity and intersectionality; harm and compassion).</p>	<p>Comprehensively demonstrates critical reflection of self and others’ perspectives.</p>	<p>Adequately demonstrates critical reflection of self and others’ perspectives.</p>	<p>Somewhat demonstrates critical reflection of self and others’ perspectives.</p>	<p>Little or no critical reflection of self and others’ perspectives.</p>
<p>Advocacy Identify opportunities and explore actions intended to advance change (e.g., civic engagement, policy, future research, building/supporting coalitions /communities, elevating awareness).</p>	<p>Thoroughly identifies opportunities and explores actions.</p>	<p>Mostly identifies opportunities and explores actions.</p>	<p>Somewhat identifies opportunities and explores actions.</p>	<p>Inadequately identifies opportunities and explores actions.</p>

Attachment C: Rubric for Student learning Outcome (Making decisions using critical analysis of issues, theories, methods, ideas, and artifacts)

OUTCOME	FULLY MET (Comprehensive evidence that is consistent and compelling with depth and breadth and integration and synthesis)	ADEQUATELY MET (Some evidence but lacking in consistency and quality with some depth and breadth but limited integration and synthesis)	DID NOT MEET (Limited or no evidence lacking any depth or breadth or integration or synthesis)
Understanding the problem	Clearly defines the problem and outlines necessary objectives in an efficient manner.	Problem statement has some ambiguity or misses some important issues.	Problem is defined incorrectly or too narrowly. Key information is missing or incorrect.
Contextualizes the problem	Identifies several sources of information.	Relies on a few sources only. Does not gather extensive information.	Not clear as to how the problem relates to the wider context.
Integration of knowledge of problem	Effectively applies past research to current problem. Integrates with new information to assist problem solving process.	Applies limited amount of prior knowledge to current problem. Does not consistently use information effectively.	Unable to make connection to previous research.
Framework for addressing the problem	Creates and applies an appropriate framework to address the problem.	Can create a framework but may not use it consistently in an effective manner.	Creates a vague framework that doesn't move the problem-solving process along.
Problem solving process	Critically reflects on problem-solving techniques, strategies, and results. Identifies those most helpful to solve the problem.	Can identify some problem-solving techniques that are helpful and applies them.	Unable to articulate problem-solving techniques.