

**California State University, Fullerton**  
**Department of Kinesiology**



**Department Response to Site Visit Team Report**

**Program Performance Review**  
2016-2022

## Department of Kinesiology Response

The Department of Kinesiology, faculty and staff, truly appreciate the efforts of the Review Team (Dr. Tamar Semerjian, Dr. Ray de Leon, and Dr. Jason Shepard) in participating in our Program Performance Review (PPR). Their review of the Self-study Report and in-person visit on February 22<sup>nd</sup>, 2023, culminated in the Site Team Report. The Site Team Report has been carefully reviewed by Department members and Chair. The recommendations and observations on the report will contribute to our sustained self-reflection, to plan, and to move forward in fulfilling our mission.

The Review Team met with faculty, students, staff and administrators. Additionally, they reviewed the PPR self-study and acknowledged that the review cycle was atypical as it included the COVID-19 pandemic. We concur with the Review Team and we appreciate this aspect was considered.

The Site Team Report included: 1) Overall Strengths and Challenges/Weaknesses; 2) Structure and Governance; 3) Mission, Goals, and Long-Term Planning; 4) Curriculum and Assessment; 5) Student Feedback; 6) Advising; 7) Administrative Support; 8) Centers. Our response is organized following the structure below and we have addressed the *Strengths and Challenges/Weaknesses* and *Recommendations* presented by the Site Team within each section.

1. Structure and Governance
2. Mission, Goals, Long-Term Planning
3. Curriculum and Assessment
4. Advising
5. Student Feedback
6. Administrative Support Challenges
7. Centers
8. College Support
9. Challenges developed during COVID 19

### Structure and Governance

The Department is recognized for and proud of a collegial and non-competitive atmosphere. The Department believes that tenure-track and non-tenure-track (lecturers) faculty have different roles and the department moves forward as a team by faculty playing to their strengths. To that extent, the involvement of faculty in scholarly activities and service activities is not a one size fits all so long as faculty meet the tenure, retention, and promotion benchmarks.

In 2021, the Department reported 1,976 undergraduate majors, 50 graduate majors, 27 tenure line faculty, 3 faculty in the early retirement program, 7 full time lectures, and 51 part-time lectures. Currently the Department has 2208 undergraduate majors, 50 graduate majors, 25 tenure line faculty, 2 faculty in the early retirement program, 6 full-time and 51 part-time lectures. The Department shares facilities with Athletics, the Department of Public Health, and the School of Nursing. The Department emphasizes that to conduct day-to-day operations as well as to continue to be a leader in the field of Kinesiology the Department needs a fulltime Chair position (12 WTUs) and a part-time Vice Chair position (3 WTUs). This structure is presently in place with Dr. Joao Barros serving as Chair and Dr. Daniela Rubin serving as vice-chair. This structure is minimally required to sustain operations of a

department of this size and complexity. Given the perceived amount and complexity of the work involved, it has been an issue, previously and currently, to identify faculty willing to serve in the Chair role. Moreover, without assigned time it would be challenging to identify a faculty member willing to serve in a Vice-chair role. The chair position has been filled in the past mostly with faculty members who are considering/close to retirement. This presents the problem of institutional knowledge being lost as the faculty member retires can't mentor another faculty member on the job duties. Having the structure of chair and vice chair not only makes the workload more manageable but also serves to create potentially a pipeline of faculty members trained that can ensure continuity.

There are other key leadership positions in the Department that have traditionally received 3 units of reassigned time a semester (Undergraduate Program Coordinator, Graduate Program Coordinator, Performance Course Coordinator, MSAT program director, MSAT clinical coordinator, PETE Credential Program, and coordinator of key laboratory courses). These positions play a large role in managing the size and complexity of the programs offered by the department.

The Department is highly productive in scholarship. One strength highlighted by the Review team was:

- A plan to provide reduced teaching loads for research-intensive faculty (moving to a 3-3 teaching load for faculty with active research agendas).

At the moment, the College of Health and Human Development has put in place a pilot program to provide reassigned time for research (Faculty Scholarship for Impact Program - FSI). Twelve faculty members in the Department of Kinesiology have received reassigned time for the Fall 2023 as part of this program and fourteen will be part in the Spring 2024. It is noteworthy that a few eligible faculty members voluntarily chose not to participate given the limited faculty members to teach/meet the needs of their Kinesiology area. The Department will continue to explore how to support a 3-3 teaching load for faculty with active research agendas should the program from the HHD College were to be discontinued or otherwise reduced.

### Department Mission, Outcomes

As indicated in the Self-Study and in the External Review Report, the Department is committed to engage in strategic planning process and will continue to align the Department Mission and Outcomes with the University. Additionally, the Department has had conversations on the topics of current trends in the subdisciplines of Kinesiology, job markets and their considerations related to the Department Mission and Goals. There were no recommendations for this section from the Team Report.

The priorities listed will continue to be reevaluated. This Fall 2023 the faculty were asked about short-term priorities for the department to begin tackling this 2023-2024. One of the major issues the Department faces is that these decisions require data driven processes and currently the resources provided by the University related to data gathering or data provided at the Institutional level are perceived to be inefficient to help the Department make some of these changes. Moreover, there is no support provided to the Department to sustain systematic data collection and analyses efforts needed to make informed decisions related to the graduate and undergraduate programs and the workload of our faculty and use and availability of resources specifically in areas included below. Some of which were identified as strengths and weaknesses of the Department by the Review Team.

Strengths highlighted by the Review Team:

- Multiple opportunities for students to engage in high impact programs and applied learning, including service learning and working with clients.
- Strong reputation for student preparedness for professional careers.

Weaknesses highlighted by the Review Team:

- Perceived inequities among faculty for supervising graduate students

We welcome the assistance of external units in gathering this important data so we can better align efforts and goals to maintain what were recognized as strengths and address the weakness of our program. Data we have identified as necessary to be systematically collected and analyzed are included below:

- faculty attendance at professional conferences/workshops (important for faculty to maintain currency in the field or andragogical expertise)
- faculty and student participation in scholarly presentations
- faculty and student publications
- faculty and student grantsmanship and funding
- exposure and participation in High Impact Practices of undergraduate and graduate students through internship, independent study, thesis, project, honor projects
- faculty and student community engagement
- faculty and student attainment of professional credentialing/certifications
- faculty and student membership in professional organizations
- student continuation with graduate education (master, doctoral)
- graduated student employment in related area

All these activities contribute to the Mission of our Department and the student acquisition of knowledge and preparedness for employment upon graduation. These items also represent the Faculty productivity from all aspects (teaching, scholarship, service) which are not captured in enrollment numbers or retention/graduation rates.

The perceived inequities mentioned by the external team in the number of supervised graduate students by some faculty are partly due to faculty choices. For example, some faculty may prefer to work with and supervise five students whereas another prefers to work with just two. Since faculty members are involved in admitting students into the graduate program, and are the ones deciding which students they supervise, this inequity is self-imposed. To consider this topic and begin discussions at a department level, the graduate committee has surveyed faculty related to their preferences regarding the supervision of graduate students. The data provided by faculty members will drive the discussion of this topic.

We recognize that there is a sustained interest in occupations in our field which will likely translate into continued growth in our programs. This leads to questions relevant to the shape and direction of our undergraduate program in terms of size of the student body that we can serve with our current faculty

and staff, budget allocation (particularly regarding Operation Expenses and Equipment) and facilities. As increased student enrollment places a demand not just on course offerings, course sizes, meetings and email exchanges with students, coordinators of content areas, committee work etc.

### Curriculum and Assessment

Our Department of Kinesiology offers a Bachelor of Science with 8 concentrations, and a minor in Kinesiology. During the period of study, the undergraduate concentrations have been revised and roadmaps constructed for students to help them navigate the different concentrations. Streamlining of the concentrations continues to be one of the priorities identified by our Department; with one of the goals being better matching course offerings to the student demand and contributing to the University graduation rates initiatives. The general studies concentration has been identified for serving this purpose and allows more flexibility in units completion towards graduation.

In the Bachelor of Science in Kinesiology pre-requisite requirements include completing 9 or 10 units including 3-4 units of Human Anatomy or Physiology and 6 units of Performance Courses. A major change to the Bachelor of Science in Kinesiology Program had to do with realignment of Performance courses into three categories: Aquatics, Individual Physical Activities, Group Physical Activities. Students must select a minimum of 1 unit from each of the three performance areas. Previously, students had to complete 1 unit of a performance course from each of the following areas: Fitness, Aquatics, Martial arts/Combative, Individual Sports, Racquet Sports, Team Sports. Please see Appendix A which includes the 2023-2024 year catalog for the Bachelor of Science in Kinesiology requirements. Additionally, as part of this change a new class was developed for students who had no previous swim or water experience and are terrified of the water. This course named “Adaptive Swimming” serves students who may have had little exposure to opportunities to experience water activities because of geographical location of their upbringing, financial, cultural, or other reasons. This class has the goal to ease these students into experiencing water activities safely and to develop confidence so they can engage in life-long activities related to water. Of note, this is very important because of the geographical location of CSUF with beaches and lakes nearby where water sports can be practiced year-long.

At this time, striking a balance between in person and online course offering for undergraduate students is a challenge to meet demand and quality of instruction while considering full and part time faculty size and budgetary constraints. As presented in our self-study students in the College of Health and Human Development take an average of 12 units a semester. Better prediction of enrollment of students in our major, achievement of the necessary full-time Faculty members through new hires and a sizeable pool of adequately qualified part-time lecturers are certainly a must to meet courses scheduling needs and the new full-time equivalents of students (FTES) demand that have been presented for the Fall 2023-Spring 2024 for the Department. While the Department has not had a problem with meeting the FTES in the past, the new FTES for the Fall 2023 (1589.25) are ~20% above the FTES for the review period in this PPR and we have achieved 1368.5 FTES or 86.1%. For the Spring 2024 the new targets will be 1375 FTES for undergraduate and 51 FTES for graduate courses.

Regarding the Master of Science in Kinesiology, the department has been aware of the stagnant number of student applications and enrollment since 2019. As indicated it is one of our priorities to “*Revise graduate program (MS in Kinesiology) to increase quality and sustainability while meeting the needs of the community*”. Since the Fall 2022 this has been a topic of conversation and discussion during faculty

meetings and is part of the agenda of the Graduate Program Committee. Efforts have been directed since Fall 2022 to increase our presence in activities such as regional research conferences where undergraduate students attend (Southwest Chapter of the American College of Sports Medicine), updating the Department website, consistent involvement of undergraduate students in research with the aim of attracting these students into our graduate program to name a few activities. Our faculty have been more proactively participating in programs on campus that fund, and mentor undergraduate students interested in research to attract those students into our graduate program. Additionally, the faculty has been part of campus initiatives (such as the Pa'lante Fellowship and Mentorship program) that aim at increasing retention and graduation rates of graduate students of color. Since the program begun in 2019, we have had 12 Fellow recipients in Kinesiology and multiple faculty members as mentors.

It is a key priority for the Department to discuss the future of the Master of Science in Kinesiology program. To that extent, not only discussions related to attracting students, but also related to the curriculum in the program will take place this coming year. Discussions related to the program capacity, a potential cohort model, culminating experiences, schedule of classes, admission requirements will take place at the Graduate Committee level to then bring back to the whole faculty for discussion potential recommendations.

As shown in our self-study, the Department has implemented a strategy to conduct assessment practices for core courses in the undergraduate program and for key courses common to all students in the Master in Kinesiology program. Reassigned time was allocated for the Vice-Chair who spearheaded the effort and developed a structure with course coordinators for core courses to sustain the assessment efforts. The Department realizes the need to periodically review assessment results and tools used for assessment. The system in place, in which there are faculty course coordinators who collect and process data from core undergraduate courses and graduate courses, appears to be effective. The support needed for continued coordination of this system is to be examined. With regards to the graduate program assessment, one of the task lists in Graduate Program Committee FY23-24 involves revising the Student Learning Outcomes to align them with the university's strategic plan goals and the Western Association of Schools and College (WASC) Senior College and University Commission graduate learning goals, with particular emphasis on "teamwork," "community perspective," and "global community."

One aspect that will need careful consideration in the coming period is the examination of in-person vs. online course classes. There is concern among the faculty about balancing the offering of in-person, hybrid and online courses. This concern has multiple facets including: the need for more section of courses offered to match student demand, the nature of the course and its suitability for online vs. in person instruction, the quality of training undertaken by faculty to develop fully online courses (technical skills, pedagogical knowledge among others), the perceived increased violation of academic integrity rules in students participating in online courses and the increased demand placed on the faculty to deal with the issue, and last the perceived workload inequality of teaching online vs. in person. From an operations perspective, the Department Chair will continue to review and revise the offering of courses with different modalities of instruction to offer sufficient sections in each modality to serve a diverse student body. Please see summarized comparison of core courses offered in different modalities for the Fall 2022 and Spring 2022 in Table 1. Not all courses were offered in different modalities so some courses are not included in Table 1 (KNES 191B and KNES 348 were all sections offered in person). Please see full data on the breakdown of offering of foundation and core courses for the Fall

2022 and the Spring 2022 including the modality of the instruction, enrollment, GPA, percent of students achieving or not a passing grade (Appendix B). Inspection of data in the table suggests that an effort must be made to offer a similar number of sections in person and online as CSUF is not an online University. As the Department further collects data, data should be analyzed to determine any meaningful differences between instruction modality in terms of passing rates, or preference for enrollment.

Table 1. Kinesiology foundation and core courses Spring-Fall 2022 divided by modality of instruction (hybrid, in person and online), number of sections (N), enrollment, GPA and % grades achieved presented as median (minimum-maximum)

| Course   | Modality  | N  | Enrollment  | GPA                 | % C or better        | % C-or D          | % F, WU, W         |
|----------|-----------|----|-------------|---------------------|----------------------|-------------------|--------------------|
| KNES 202 | Hybrid    | 2  | 42 (40-45)  | 2.56<br>(2.03-3.09) | 77.6<br>(64.1-91.1)  | 0.0               | 22.3<br>(8.9-35.9) |
|          | In person | 4  | 44 (21-48)  | 3.16<br>(2.63-3.51) | 92.1<br>(75-95.8)    | 5.5<br>(2.2-15)   | 3.4<br>(0-10)      |
|          | Online    | 5  | 41.00       | 2.84<br>(1.65-3.00) | 85.4<br>(48.8-94.9)  | 9.7<br>(2.6-20.0) | 7.3<br>(2.6-39.5)  |
| KNES 210 | In person | 4  | 36 (24-45)  | 2.13<br>(1.46-2.72) | 71.8<br>(50-91.1)    | 9<br>(6.7-15.4)   | 20.4<br>(0-34.6)   |
|          | Online    | 5  | 45 (44-45)  | 2.92<br>(2.91-3.10) | 93.2<br>(91.1-97.7)  | 4.4<br>(0-.6.7)   | 2.3<br>(0-6.7)     |
| KNES 349 | In person | 9  | 38 (35-44)  | 2.53<br>(2.32-3.71) | 82.1<br>(78.4-100)   | 5.1<br>(0-11.4)   | 6.8<br>(0-16.2)    |
|          | Online    | 9  | 39 (37-40)  | 2.75<br>(2.17-3.10) | 92.1<br>(76.9-100.0) | 2.6<br>(0-7.7)    | 5.3<br>(0-17.5)    |
| KNES 360 | In person | 9  | 39 (37-43)  | 2.58<br>(2.01-3.03) | 84.6<br>(74.4-97.4)  | 10.3 (0-15.4)     | 5.1<br>(0-10.8)    |
|          | Online    | 4  | 87 (42-125) | 2.87<br>(2.63-2.99) | 93.4<br>(88.1-94.4)  | 2.4<br>(0-4.0)    | 3.8<br>(1.6-7.1)   |
| KNES 361 | In person | 6  | 38 (19-42)  | 2.92<br>(2.72-3.06) | 94.9<br>(89.5-97.3)  | 2.5<br>(0-6.5)    | 2.6<br>(0-5.3)     |
|          | Online    | 10 | 38 (29-40)  | 2.79<br>(2.49-2.94) | 96.6<br>(86.5-97.5)  | 2.7<br>(0-5.0)    | 0<br>(0-10.8)      |
| KNES 371 | In person | 8  | 40 (36-41)  | 3.13<br>(2.51-3.35) | 93.5<br>(74.4-97.6)  | 5.1<br>(2.4-13.9) | 1.3<br>(0-7.7)     |
|          | Online    | 8  | 41 (39-45)  | 2.92<br>(2.82-3.49) | 85.7<br>(82.2-94.9)  | 5.0<br>(2.6-9.8)  | 5.5<br>(0-9.8)     |
| KNES 380 | In person | 6  | 39 (38-43)  | 2.96<br>(2.72-3.46) | 88.8<br>(82.1-95.2)  | 3.8<br>(0-15.4)   | 3.9<br>(2.4-9.3)   |
|          | Online    | 17 | 40 (31-51)  | 3.33<br>(2.82-3.62) | 93.5<br>(82.5-98.0)  | 0<br>(0-4.4)      | 5.3<br>(0-12.5)    |
| KNES 381 | In person | 8  | 40 (39-41)  | 3.04<br>(2.72-3.53) | 90.2<br>(87.2-100)   | 1.2<br>(0-5.0)    | 4.9<br>(0-10.3)    |

|             |              |    |            |                     |                     |                 |                   |
|-------------|--------------|----|------------|---------------------|---------------------|-----------------|-------------------|
|             | Online       | 12 | 40 (39-43) | 2.98<br>(2.38-3.64) | 92.5<br>(77.5-97.5) | 1.3<br>(0-5.1)  | 7.4<br>(2.5-22.5) |
| KNES<br>383 | In<br>person | 7  | 39 (36-40) | 2.58<br>(2.22-3.01) | 87.2<br>(77.8-100)  | 7.7<br>(0-10.3) | 5.1<br>(0-13.9)   |
|             | Online       | 12 | 39 (36-40) | 2.88<br>(2.51-3.39) | 93.3<br>(77.8-97.4) | 2.5<br>(0-5.6)  | 5.2<br>(0-16.7)   |

### Student Feedback

Two major strengths included by the Review Team:

- Appreciative students who report faculty and advising staff care about their success and make themselves available.
- Strong reputation for student preparedness for professional careers.

In response to the feedback provided by the undergraduate students to the Review Team, we want to include the Department efforts to continue to refine the course schedule for the upcoming semesters. It has been an intentional effort to organize a course schedule for undergraduate classes with sufficient sections to meet enrollment, adequate coordination of core courses offerings in a Monday-Wednesday or Tuesday-Thursday schedule so students can attend courses in a two-day schedule to meet the requirements and avoid overlapping of elective courses offered with potential for competing interest. With that in mind, many sections of courses have been moved to an online format with the limitation that this modality may not be preferred for some students, but it does suit some students. It is also reassuring to the Department that our students receive good feedback from employers related to their preparation received during their programs.

The candid feedback of graduate students provided to the Review Team is also very valuable. It is reinforcing to learn that the students considered the graduate program to have high rigor and that the level of mentorship and teaching they received meet their expectations. The comment related to one course in which instruction consisted of having videos to be watched by students is of concern and part of the issues identified in the previous section related to online instruction. This most certainly sparks the need to assess quality of instruction for online course offerings. Perhaps, future conversations among the faculty are needed as to how is academic freedom maintained while also ensuring consistency in quality of instruction across courses offered by the department.

The salary compensation of graduate students with teaching associate appointments has been an issue of concern at the Department level. A better salary range for teaching associates or the inclusion of other benefits such as health insurance or tuition remission has been a topic of discussion across multiple departments with graduate programs that have active research programs at CSUF. The pay for teaching associates and the lack of tuition remission or health insurance coverage, can be a deterrent for graduate students potentially attending CSUF. Specifically, when considering many institutions with quality programs in Kinesiology offer full or partial tuition remission to their graduate students with assistantships assignments in addition to a stipend and our teaching associates only receive a stipend. This factor has been considered by Faculty working with graduate students and when funding has been available, Faculty have provided opportunities for students for additional work in research projects. The



faculty is also very proactive in advising graduate students to apply to available fellowships and scholarship programs on and off campus to help with the financial need. The Faculty are committed to supporting the graduate students but a change in salary is unfortunately outside of the funding scope of the Department.

### Advising

The following strength was cited by the Review Team:

- An advising system led by two lecturer faculty that manages huge advising loads with high student satisfaction that should be a model for other academic departments.

The department of Kinesiology is very proud of the advisement model used and that the Review Team found this model to be successful. The Department is aware of campus and college-wide restructuring of advising. The Department of Kinesiology hopes to integrate its best practices into the new model. We agree with the Review Team that our advising allows for: building a sense of community for incoming students upon enrollment into the program, effective dissemination of information through video messages, effective tracking by the two full time lecturers directing advising efforts and their team, use of media and technology to conduct group advising. Additionally, as shown in the Self-Study “Survey data collected from 1,731 incoming students (FTF and Transfers F20-F22 cohorts) indicated an overall feeling of confidence and support resulting from the online welcome material provided by the Kinesiology advisors, whereby 98% of students indicated they felt supported by their KNES team. Notably, our students feel connected to our advising team. Our internal survey indicates that 100% of the 1,731 respondents accurately identified their advising team (Julia Cappelli and Sarah Hamamoto).” Therefore, this model of advisement is tied to high student satisfaction.

### Facilities

The Department’s activities (classes, community outreach, research) are spread through the Kinesiology and Health Sciences Building and the Ruby Gerontology Center. The Department of Kinesiology shares the KHS building with the Athletics, the Department of Public Health, and the School of Nursing. In the Ruby Gerontology Center, the Center for Successful Aging (CSA) has dedicated space in the Movement Enhancement Lab. In the Movement Enhancement Laboratory take place community outreach programming as well as research activities led by Kinesiology faculty associated with the CSA (Dr. Fisher, Dr. Lee, Dr. Patel, Dr. Rubin, and Dr. Wilson).

The utilization of space and maintenance of these multiple diverse spaces (classroom, teaching gyms, laboratories) continues to be an issue for the Department on multiple fronts. We continue to accommodate classes across campus to meet our in-person course offerings. Upkeep and maintenance of classrooms, teaching gyms and equipment, and laboratories continue to be a major concern for the Department. The Department has been proactive to try and create plans for room improvements/renovations and will continue to address equipment and maintenance expenses through means other than the budget provided by Academic Affairs (operating budget), e.g., philanthropic donations or revenue generated through IDC. In addition, the inflated service rates utilized by the University far exceeds those of external service groups which at times have precluded installation of 220 mV dedicated outlets in laboratories and hence equipment that has this need is not being used. The

Department would welcome any guidance on this matter.

Additionally, the overall management of facilities falls on the Department Chair which increases the administrative duties of the faculty member serving on that role. Additionally, since there are vacant positions of staff responsible for equipment maintenance, other faculty have to assume this time-demanding role to ensure equipment in the multiple laboratories and spaces with programming (like CSA, Employee Wellness Center, and KHS 204 to name a few). For example, KHS 204 is a gymnasium space that the Department of Kinesiology shares with Athletics every day. Events led by Athletics, and the division of Student Affairs are also held in the gymnasium at night and weekends on a regular basis. Faculty that utilizes this space (in the area of Teacher Education, for example) have been working diligently to ensure the cleanliness of the gymnasium so classes can be held there and that the equipment used for classes is safely stored. However, because of multiple entities sharing the space issues arise and the faculty and the Department Chair need to figure out solutions to resolve the issues. This type of coordination places more time demands not only on the Department Chair but also faculty.

### Staff and Administrative Support

Two of the weaknesses highlighted by the Review Team include:

- Lack of office staff dedicated to the department (shared with another department) remains a problem.
- High office staff turnover which has affected the department's ability to maintain high functionality.

In the previous PPR it was recommended that the Departments of Kinesiology and Public Health each had their own staff based on size of the department and physical infrastructure demands. At the time there were analyst staff shared by the departments. However, the recommendations have not been implemented as it would have required additional staff members for each Department and this has not been approved by the College.

Of great concern are the multiple vacant staff positions that most certainly increase the workload on current staff. The understaffing situation in KNES, where there is just one academic support coordinator for the department, is urgent. The list of activities listed in the position description for the academic support coordinator II in 2023 are accurate but the position description does not account for the volume and complexity of the work required in a department as large as Kinesiology. The Table 2. presents staff positions held in 2015 and current positions in 2023. Of note in 2015, the Department had 1496 undergraduate students enrolled, 61 graduate students, 28 full time faculty, 5 full time lecturers, and 71 part time lecturers, which is less undergraduate students, more faculty, and more staff positions compared to 2023.

Table 2. Department of Kinesiology Staff positions in 2015 and 2023

|                              | 2014-2015 | 2023-2024          |
|------------------------------|-----------|--------------------|
| Academic support coordinator | N=1       | N=1                |
| Academic support assistant   | N=1       | N=.5 (vacant)      |
| Analyst                      | N=1       | Not available      |
| IT                           | N=1       | Requested position |

In comparison, Table 3. presents staff positions for comparable programs across comparable departments in the College of Health and Human Development that serve a large number of undergraduate students. Even a very quick comparison clearly illustrates that the Department of Kinesiology serves the largest number of undergraduate students in the college, has the largest number of faculty members and instructional staff, brings the largest section of FTES, yet currently has the least amount of administrative support.

Table 3. Fall 2023 Frequency of students served, FTES generated, faculty and instructional staff and office support staff by Department in the College of Health and Human Development

|                                    | Kinesiology (n) | Public Health (n) | Child & Adolescent Studies (n) | Human Services (n) |
|------------------------------------|-----------------|-------------------|--------------------------------|--------------------|
| B.S. student new enrollment        | 660             | 234               | 412                            | 169                |
| B.S. continuing student            | 1467            | 862               | 1133                           | 453                |
| M.S. student new enrollment        | 28              | 22                | N/A                            | N/A                |
| M.S. continuing student            | 18              | 28                | N/A                            | N/A                |
| FTES                               | 1322.05         | 889.90            | 727.73                         | 417.43             |
| Tenure & tenure-track faculty      | 25              | 21                | 20                             | 10                 |
| Lecturers                          | 57              | 31                | 34                             | 22                 |
| FERP                               | 2               | 1                 | N/A                            | 2                  |
| Administrative Support Coordinator | 1               | 1                 | 1                              | 1                  |
| Administrative Support Assistant   | .5 (vacant)     | .5 (vacant)       | 1                              | .5                 |
| IT Support                         | .5 (vacant)     | .5 (vacant)       | N/A                            | N/A                |

Note: data compiled using the mytab.fullerton.edu See Appendix C

The administrative support coordinator has tasks under the following categories: 1) administrative support (16 hours/week) including general admin support, curriculum management support, campus community support; 2) Finance support/budget (14 hours/week); 3) Graduate support coordination (4 hours/week); 4) Special projects (2 hours/week). A simple comparison is that administrative support coordinators in the departments of PUBH and KNES have as part of the 40 hours week to allocate time for the graduate program support while departments without graduate programs do not need to allocate this time for the position, yet the Departments of Child and Adolescent Studies (CAS) and Human Services (HS) have the same number of positions allocated while their staff completes one less task.

To exemplify the overload of this position in KNES several comparisons are provided below. If one considers the staff prepares contracts for hiring of instructional faculty and instructional student assistants, in KNES one position prepares contracts for 57 lecturers, but in CAS the same position processes contracts for 34 lecturers and no graduate student (instructional student assistant). Likewise, the administrative support coordinator prepares faculty workload reports in KNES for 27 faculty while the same position in HS prepares 12 reports.

Another task under Curriculum Management Support is to “schedule courses”. An administrative support coordinator in the Department of CAS for the Fall 2023 had to schedule 150 course sections and the one in HS scheduled 92 course sections while the same position in Kinesiology had to schedule more than 300 course sections for undergraduate courses and 152 sections for the graduate courses. This twice as large offering in courses in KNES compared to other departments in the College is not just an issue of overload of time needed to complete the task but also the task is more complex as it requires extra work to find classroom spaces to cover the scheduling of so many course sections.

With regards to tasks under Finance/Budget support the administrative support coordinator reconciles expenditures for more faculty, multiple centers (three housed in KNES), and 7 laboratories also housed in the Kinesiology and Public Health Building compared to the other divisions in the College of Health and Human Development. Last, to further quantify the disproportionate workload, the coordinator provides information from CMS and CFS on salaries of twice as many instructional faculty and student instructional assistants compared to other departments in the College included in Table 3.

The administrative support coordinator also assists in addressing issues and provides institutional knowledge of procedures and policies to faculty, instructional faculty and students. This position in Kinesiology interacts with 300% the number of students and instructional staff (lecturers and instructional student assistants) in Human Services and 250% more faculty. Thus, either the staff in this position in the Department of Kinesiology is overloaded or the staff in this position in other Departments (namely CAS or HS) are underutilizing the hours allocated to the position. There is also the possibility that staff in other departments are also overloaded, making the staff in KNES extra-overloaded.

As a point of comparison see Table 4 below which presents the staff allocation for Departments in Kinesiology in other CSU sister institutions. The data presented in this table also emphasizes the issue of understaffing the Department of Kinesiology has at CSUF.

More activities and duties require more time and when all the duties are relegated to one person, issues inevitably arise. The increased number of duties this office staff is expected to carry out forces the personnel to do tasks as quickly as possible and complete several tasks simultaneously. Consequently, there is less review of the work done, a greater potential for mistakes, and a higher likelihood of having to re-do the task as there is little time to devote appropriate due diligence to each individual task. Furthermore, the numerous changes in administrative platforms at CSUF further places extra demand on the staff as they do not have the necessary time to receive the required training for each of the new tasks associated with the use of new platforms. It is possible that this work environment leads to a significant degree of stress for this staff member and the very high potential for burnout.

At the time of the preparation of this report, a meeting to discuss the staffing of the KHS office and Department of Kinesiology has been scheduled.

Two positions have been requested: an equipment specialist to fill a vacancy from last year's retirement, an analyst position vacant since 2021 that will be an Administrative Support Coordinator position split between KNES (50%) and PUBH (50%). The equipment specialist position will alleviate the workload placed on the faculty related to maintenance of spaces for instruction, research, and programs. The new Administrative Support Coordinator position dedicated half-time (50%) to KNES will alleviate the work demand placed on our current staff and the faculty, who need to fill in and complete administrative tasks to compensate for the lack of administrative support. A potential position is being advocated for a facilities manager to supervise the pool, multiple gym spaces, courts, and field areas operations. As a comparison Athletics has three positions that currently cover the operations of these areas for the afternoon hours while KNES must manage all morning hours for these spaces with no specific position allocated for work. Currently this work is done by the Chair.

Considering the many staff vacancies and the multiple demands on Kinesiology as a unit (instruction, facilities, etc), the Department is, as previously indicated, in an unsustainable situation. The high turnover of staff has many negative "knock on" effects, including: 1) the temporary overload of staff in position as they need to absorb the tasks that are left unattended during periods of staff vacancy and /or transition; 2) the inefficient use (waste) of work hours due to the need for constant retraining of staff to perform tasks; 3) the increased inefficiency as current staff must multi-task to accomplish a list of tasks that surpasses the work hours available, the increased levels of stress, mental, and physical burnout experienced by the office staff due to this constant work pressure, which can lead to lower productivity levels.

Understanding of the specific reasons as to why staff leaves would be important but the faculty is not privy to this information. It would be most helpful if the Human Resources office collects such information so the Department and College can address issues. At this point, the Department can speculate staff leaves because of low pay, work overload, better opportunities elsewhere, potentially dissatisfactions with supervisors or a combination of factors. What the Department of Kinesiology has historically seen high rates of staff migration to other divisions on campus due to the lack of a pathway for professional growth and salary range elevation. This places the Department at a distinct disadvantage as it contributes to the loss of talent, high staff turnover, and requires the constant training of new staff.

Furthermore, in recent years, there has been a large campus wide transition and changes in travel operations and other administrative tasks that significantly affect faculty activities. Consequently, faculty have been required to learn multiple platforms to run day-to day business related to travel, assigned online learning courses, certifications for compliance, and auxiliary services corporations budget managements, reimbursement requests etc. These changes increasing the administrative duties of faculty, combined with staffing shortages are placing even more demands on faculty and specifically more administrative work that faculty are not trained for.

**Table 4. Staff and resources allocation for sister institutions in the CSU system with a Kinesiology program**

| Univ<br>ersit | Chair<br>/Dire | Staff<br>ASCII | Staff<br>ASCI | Acco<br>untin | Othe<br>r | Staff<br>Lab | Equi<br>pme | IT<br>Supp | #<br>Tenu | #<br>Full- | #<br>Part- | Unde<br>rgrad | Grad<br>uate | Chair<br>Com | Stud<br>ent | Stud<br>ent |
|---------------|----------------|----------------|---------------|---------------|-----------|--------------|-------------|------------|-----------|------------|------------|---------------|--------------|--------------|-------------|-------------|
|---------------|----------------|----------------|---------------|---------------|-----------|--------------|-------------|------------|-----------|------------|------------|---------------|--------------|--------------|-------------|-------------|

| Faculty        | Director         | Full-time | Part-time | Technical or II | Administrative Staff (# and classification) | Tech Support | Student Attendance | Student | Re-Track Faculty | Time Temporary Faculty (Lecturers) | Time Temporary Faculty | Enrollment (head count) | Enrollment (head count) | Enrollment Model | Lab workers | Office Workers |
|----------------|------------------|-----------|-----------|-----------------|---|--------------|--------------------|---------|------------------|------------------------------------|------------------------|-------------------------|-------------------------|------------------|-------------|----------------|
| CSUF           | Joao Barros      | 1         | 0         | 0               | 0   | 0            | 0                  | 0.4     | 24               | 6                                  | 52                     | 2127                    | 46                      | 12 WTUs          |             | 1.5            |
| San Bernardino | Nicole Dabbs     | 1         | 1         | 0               | 0   | 0            | 1.5                | 1       | 18               | 1                                  | 30                     | 930                     | NA                      | 12 WTUs          | 2-3         | 0              |
| Sonoma State   | Lauren Mori moto | 0         | 1         | 1               | 0   | 0            | 0                  | 0       | 4                | 1                                  | 10-12                  | 300                     | NA                      | 6 WTUs           |             | 0              |
| Cal State LA   | Christine Dy     | 1         | 1         | 0               | 1 ASA                                       | 1            | 2                  | 0       | 14               | 4                                  | 68                     | 1067                    | 29                      | 12               |             | 1              |
| SFSU           | Matt Lee         | 0         | 1         | 0               | 1 (AOC)                                     | 0            | 0                  | 0       | 13               | 0                                  | 14                     | 793                     | 45                      | 9 WTUs           | 1           | 1              |
| CSUDH          | Mike Ernst       | 0         | 1         | 0               | 0   | 0            | 1.5                | 0       | 8                | 1                                  | 18                     | 550                     | NA                      | 9 WTUs           | 0           | 1              |

### Centers

We appreciate the Review Team including the activities of the Centers led by Faculty in the Department of Kinesiology. This section was not included in the PPR self-study. In response to the Review Team, we have added a section that outlines the activities performed in our Centers. However, the Centers are autonomous and they self-govern in terms of their programs. While the Department provides indirect supports for the work done in the Centers through support provided to the laboratories and facilities used by the Centers, there is no faculty assigned time allocated from the Department to the Centers.

The Department houses three Centers with distinct activities and scopes. The differences in activities and scopes explain differences in the structure and funding/revenue model for each Center. The Department recognizes the unique contributions of each Center to the overall Mission of Department. Both the Center for Successful Aging (CSA) and the Center for Sport Performance (CSP) serve as internship sites for our students and the Center for Sociocultural Sport and Olympic Research (CSSOR)

hosts an annual travel abroad program to Greece. All three Centers have faculty members that are highly productive in scholarship and both the CSA and CSSOR hold conferences that are open to the community. CSSOR publishes the peer-review, Journal of Olympic Studies, <https://olympicstudies.org/> which contributes to connecting CSUF with the scholar community. The Journal of Olympic Studies is published by the University of Illinois Press. CSSOR also hosts an annual (every March) academic conference. This attracts over 50 scholars from around the globe. The conference also includes two keynote speakers (the recipients of our Distinguished Scholar and Distinguished Leadership Awards) who regularly speak on sporting issues related to social justice and inclusion. The conference is free for the CSUF community to attend. In 2024, the CSSOR will host its 6<sup>th</sup> annual conference.

Regarding community outreach, the CSA hosts exercise classes for older adults that run year-long. These are programs offered for a fee and open to all community members. The Center Director manages day-to-day operations including: budget, recruiting, training, and managing the instructors (teaching associates) and student interns (students enrolled in KNES 495, KNES 550), equipment and space maintenance, class programming, website maintenance, conference planning, etc. The CSP, as part of their community outreach, offers consultations to community partners for device testing, team performance evaluations etc. The CSP receives donations and fees for services.

While not included in the PPR report, the Department of Kinesiology highly values the work done in the three Centers housed in the Department.

#### Other challenges developed during COVID 19

One of the weaknesses highlighted in the Team Review is that both “COVID and increased virtual teaching has diminished the sense of community that leaves some junior faculty feeling disconnected to their colleagues”. This is of great concern to the Department and seriously considered. The Faculty realizes that one junior faculty was hired just before the COVID 19 pandemic in 2019 (Dr. Jingwen Liu) and another faculty member was hired in the Fall 2020 (Dr. Matthieu Hoffman). This situation led to little-to-none campus life exposure to a Department with an earlier high on-campus presence. It wasn't until Summer and Fall 2021 that faculty returned consistently to campus for in-person courses and in-person activities in laboratories. Still, currently Faculty in the Department are not yet up to speed in carrying out research projects in person. This has probably placed a higher burden on junior faculty compared to senior faculty in their ability to connect with colleagues and develop a sense of belonging and community in the Department. Additionally, the fact that for new faculty orientation occurs the same day the Department has its usual Fall retreat is also a hurdle for new faculty to get to know their colleagues. The engaging of junior faculty in Center-related activities (for example Dr. Patel is a member in the CSA, and Dr. Brice is a member of the Center for Sociocultural Sport and Olympics Research) is a step forward in the on-boarding of new faculty. Resuming in-person faculty meetings and research projects in the different laboratories is also a step forward to help in this issue. However, it is still a fact that faculty presence on campus has decreased and that limits the interaction opportunities for junior faculty.

The Department used to have a formal mentor program to guide junior faculty through the Tenure and Promotion process, and a faculty mentor used to be assigned to all new faculty members the semester they were hired. The program has not been completely in place for this last cohort of junior faculty. Though the junior faculty had expressed they had received mentorship from different members of the faculty and they engage in peer mentoring within their cohort, the reignition of the formal program is

needed. Specifically, as the Department will be hiring new members in 2024, re-starting the program is a priority. The Vice-chair will assume the responsibility of following up on this action item by working with the junior faculty and seeking input from the full Department, so the program's scope is defined, and the program is formalized and in place by the end of Fall 2023. Additionally, it would be good to have faculty course coordinators for core courses to reach out to new faculty to supply syllabi and offer resources to make the transition of the new faculty members more seamless so they can receive mentorship in this regard. Last, fostering a sense of community among members of the Department is also accomplished by social activities throughout the year. These are opportunities for faculty to come together in a relaxed and non-work environment. The COVID19 pandemic disrupted activities that were held in the Fall and in the Spring (like an end-of the year party, bowling night, golf outing, faculty-graduate students evening of non-traditional sports). These are activities that would be good to restart as benefits the Department as a whole. Last year Fall 2022 and Spring 2023 we had Kinesiology Field Day, and these are great events in which faculty and students come together. This Fall 2023, "informal office hours" have been restarted as an opportunity to get together outside of CSUF on a weeknight. The Department will proactively gather feedback of junior faculty in this topic again in the Fall 2024.

## Appendix A

### **Prerequisite Requirements for the Major (9 or 10 units)**

#### **Human Anatomy and Physiology (3 or 4 units)**

- [KNES 191A - Integrated Human Anatomy and Physiology A \(4\) \\*](#)
- [KNES 210 - Human Anatomy and Physiology \(3\)](#)

#### **Note:**

\* Required for the Pre-Allied Health concentration

#### **Performance Courses (6 units)**

Select a minimum 1 unit from each performance area.

##### **Aquatics**

- [KNES 110A - Beginning Swimming \(1\)](#)
- [KNES 110B - Intermediate Swimming \(1\)](#)
- [KNES 112A - Beginning Surfing \(1\)](#)
- [KNES 112B - Intermediate Surfing \(1\)](#)
- [KNES 214A - Basic Scuba \(3\)](#)

##### **Individual Physical Activities**

- [KNES 100 - Physical Conditioning \(1\)](#)
- [KNES 102A - Beginning Jogging \(1\)](#)
- [KNES 103 - Fitness Walking \(1\)](#)



- [KNES 114A - Beginning Rock Climbing \(1\)](#)
- [KNES 117A - Beginning Bowling \(1\)](#)
- [KNES 117B - Intermediate Bowling \(1\)](#)
- [KNES 119A - Beginning Golf \(1\)](#)
- [KNES 144 - Aerobic Exercise and Weight Control \(1\)](#)
- [KNES 145 - Cardio Kick-Boxing \(1\)](#)
- [KNES 146 - Resistance Training \(1\)](#)
- [KNES 150 - Beginning Wrestling \(1\)](#)
- [KNES 151A - Beginning Aikido \(1\)](#)
- [KNES 152A - Beginning Karate \(1\)](#)
- [KNES 154 - Self Defense \(1\)](#)
- [KNES 155A - Beginning Fencing \(1\)](#)
- [KNES 156 - Tai Chi \(1\)](#)
- [KNES 172 - Intercollegiate Cross Country \(2\)](#)
- [KNES 173M - Intercollegiate Men's Golf \(2\)](#)
- [KNES 173W - Intercollegiate Women's Golf \(2\)](#)
- [KNES 174 - Intercollegiate Track-Field \(2\)](#)
- [KNES 175 - Intercollegiate Women's Tennis \(2\)](#)
- [KNES 214A - Basic Scuba \(3\)](#)
- [KNES 242 - Teaching Lifetime Physical Activity \(3\)](#)
- [KNES 243 - Teaching Human Movement Forms in Physical Education \(3\)](#)
- [KNES 246A - Basic Hatha Yoga \(2\)](#)

## Group Physical Activities

- [KNES 130A - Beginning Badminton \(1\)](#)
- [KNES 130B - Intermediate Badminton \(1\)](#)
- [KNES 131A - Beginning Tennis \(1\)](#)
- [KNES 131C - Intermediate Tennis \(1\)](#)
- [KNES 131D - Advanced Tennis \(1\)](#)
- [KNES 160 - Ultimate Frisbee \(1\)](#)
- [KNES 161 - Slow Pitch Softball \(1\)](#)
- [KNES 164A - Beginning Volleyball \(1\)](#)
- [KNES 164B - Intermediate Volleyball \(1\)](#)
- [KNES 164C - Advanced Volleyball \(1\)](#)
- [KNES 165A - Beginning Soccer \(1\)](#)
- [KNES 165B - Intermediate Soccer \(1\)](#)
- [KNES 167B - Intermediate Basketball \(1\)](#)
- [KNES 167C - Advanced Basketball \(1\)](#)
- [KNES 179 - Intercollegiate Men's Baseball \(2\)](#)
- [KNES 185 - Intercollegiate Women's Volleyball \(2\)](#)
- [KNES 186 - Intercollegiate Women's Softball \(2\)](#)
- [KNES 240 - Teaching Team Sports \(3\)](#)
- [KNES 241 - Teaching Nontraditional Team Sports \(3\)](#)

## Additional Information

Students in the Teacher Education concentration intending to pursue the SMPP-PE are strongly advised to take [KNES 240](#), [KNES 241](#), [KNES 242](#) and [KNES 243](#) (consult adviser for details).

Appendix B. Foundation and core courses modality of instruction, enrollment, grade distribution, percentage of students achieving a passing grade for Fall 2022 and Spring 2023

| Course Abbrev | Course # | Section | Term      | Mode      | Enrl Limit | Total Enroll | Empty seats | GPA2    | C or better | C- or D | F, WU or W |
|---------------|----------|---------|-----------|-----------|------------|--------------|-------------|---------|-------------|---------|------------|
| KNES          | 191      | 01      | S2023     | In-Person | 20         | 20           | 0           | 1.885   | 60.00%      | 5.00%   | 35.00%     |
|               | 191      | 15      | F2022     | In-Person | 13         | 14           | 0           | 1.886   | 57.14%      | 28.57%  | 14.29%     |
|               | 191      | 07      | S2023     | In-Person | 18         | 18           | 0           | 2.328   | 66.67%      | 22.22%  | 11.11%     |
|               | 191      | 11      | F2022     | In-Person | 15         | 18           | 0           | 2.344   | 72.22%      | 27.78%  | 0.00%      |
|               | 191      | 13      | F2022     | In-Person | 12         | 18           | 0           | 2.494   | 83.33%      | 5.56%   | 11.11%     |
|               | 191      | 09      | F2022     | In-Person | 15         | 21           | 0           | 2.671   | 85.71%      | 9.52%   | 4.76%      |
|               | 191      | 03      | S2023     | In-Person | 17         | 18           | 0           | 2.689   | 77.78%      | 16.67%  | 5.56%      |
|               | 191      | 05      | S2023     | In-Person | 18         | 20           | 0           | 2.700   | 85.00%      | 10.00%  | 5.00%      |
|               | 191      | 05      | F2022     | In-Person | 20         | 20           | 0           | 3.015   | 95.00%      | 0.00%   | 5.00%      |
|               | 191      | 03      | F2022     | In-Person | 12         | 20           | 0           | 3.135   | 90.00%      | 10.00%  | 0.00%      |
|               | 191      | 01      | F2022     | In-Person | 13         | 20           | 0           | 3.300   | 95.00%      | 0.00%   | 5.00%      |
| 191           | 07       | F2022   | In-Person | 20        | 20         | 0            | 3.450       | 100.00% | 0.00%       | 0.00%   |            |
| 202           | 05       | S2023   | In-Person | 45        | 21         | 24           | 2.635       | 75.00%  | 15.00%      | 10.00%  |            |
| 202           | 05       | F2022   | In-Person | 45        | 44         | 1            | 3.050       | 88.64%  | 6.82%       | 4.55%   |            |
| 202           | 03       | F2022   | In-Person | 45        | 45         | 0            | 3.260       | 95.56%  | 2.22%       | 2.22%   |            |
| 202           | 02       | F2022   | In-Person | 45        | 48         | 0            | 3.515       | 95.83%  | 4.17%       | 0.00%   |            |
| 202           | 06       | F2022   | Online    | 45        | 43         | 2            | 1.653       | 48.84%  | 11.63%      | 39.53%  |            |
| 202           | 50       | F2022   | Online    | 45        | 45         | 0            | 2.513       | 71.11%  | 20.00%      | 8.89%   |            |
| 202           | 04       | S2023   | Online    | 40        | 41         | 0            | 2.844       | 87.80%  | 4.88%       | 7.32%   |            |
| 202           | 02       | S2023   | Online    | 40        | 41         | 0            | 2.866       | 85.37%  | 9.76%       | 4.88%   |            |
| 202           | 01       | S2023   | Online    | 40        | 39         | 1            | 3.005       | 94.87%  | 2.56%       | 2.56%   |            |
| 202           | 03       | S2023   | Hybrid    | 40        | 40         | 0            | 2.038       | 64.10%  | 0.00%       | 35.90%  |            |
| 202           | 01       | F2022   | Hybrid    | 45        | 45         | 0            | 3.089       | 91.11%  | 0.00%       | 8.89%   |            |
| 210           | 01       | S2023   | In-Person | 45        | 28         | 17           | 1.462       | 50.00%  | 15.38%      | 34.62%  |            |
| 210           | 05       | S2023   | In-Person | 45        | 24         | 21           | 1.732       | 59.09%  | 9.09%       | 31.82%  |            |
| 210           | 03       | S2023   | In-Person | 45        | 45         | 0            | 2.529       | 84.44%  | 6.67%       | 8.89%   |            |

|     |    |       |           |    |    |   |       |         |        |        |
|-----|----|-------|-----------|----|----|---|-------|---------|--------|--------|
| 210 | 01 | F2022 | In-Person | 45 | 45 | 0 | 2.724 | 91.11%  | 8.89%  | 0.00%  |
| 210 | 50 | S2023 | Online    | 45 | 45 | 0 | 2.911 | 91.11%  | 2.22%  | 6.67%  |
| 210 | 02 | S2023 | Online    | 45 | 45 | 0 | 2.913 | 95.56%  | 4.44%  | 0.00%  |
| 210 | 03 | F2022 | Online    | 45 | 45 | 0 | 2.924 | 91.11%  | 6.67%  | 2.22%  |
| 210 | 06 | S2023 | Online    | 45 | 44 | 1 | 2.941 | 97.73%  | 0.00%  | 2.27%  |
| 210 | 02 | F2022 | Online    | 45 | 44 | 1 | 3.095 | 93.18%  | 4.55%  | 2.27%  |
| 348 | 07 | S2023 | In-Person | 40 | 40 | 0 | 1.660 | 55.00%  | 20.00% | 22.50% |
| 348 | 03 | F2022 | In-Person | 40 | 40 | 0 | 1.703 | 52.50%  | 17.50% | 30.00% |
| 348 | 08 | F2022 | In-Person | 40 | 44 | 0 | 1.795 | 68.18%  | 2.27%  | 27.27% |
| 348 | 06 | F2022 | In-Person | 39 | 39 | 0 | 1.918 | 66.67%  | 17.95% | 12.82% |
| 348 | 02 | F2022 | In-Person | 39 | 38 | 1 | 1.968 | 60.53%  | 21.05% | 18.42% |
| 348 | 08 | S2023 | In-Person | 40 | 38 | 2 | 1.982 | 68.42%  | 15.79% | 13.16% |
| 348 | 01 | F2022 | In-Person | 40 | 40 | 0 | 2.110 | 65.00%  | 17.50% | 15.00% |
| 348 | 03 | S2023 | In-Person | 40 | 43 | 0 | 2.209 | 74.42%  | 4.65%  | 16.28% |
| 348 | 07 | F2022 | In-Person | 40 | 41 | 0 | 2.239 | 68.29%  | 17.07% | 14.63% |
| 348 | 09 | S2023 | In-Person | 40 | 40 | 0 | 2.270 | 72.50%  | 27.50% | 0.00%  |
| 348 | 04 | F2022 | In-Person | 40 | 39 | 1 | 2.423 | 76.92%  | 15.38% | 7.69%  |
| 348 | 10 | F2022 | In-Person | 40 | 41 | 0 | 2.537 | 85.37%  | 7.32%  | 7.32%  |
| 348 | 09 | F2022 | In-Person | 40 | 40 | 0 | 2.600 | 90.00%  | 2.50%  | 5.00%  |
| 348 | 04 | S2023 | In-Person | 40 | 43 | 0 | 2.721 | 86.05%  | 6.98%  | 4.65%  |
| 348 | 02 | S2023 | In-Person | 40 | 45 | 0 | 3.111 | 97.78%  | 0.00%  | 2.22%  |
| 349 | 06 | S2023 | In-Person | 40 | 39 | 1 | 2.323 | 79.49%  | 5.13%  | 15.38% |
| 349 | 04 | F2022 | In-Person | 44 | 44 | 0 | 2.439 | 81.82%  | 11.36% | 6.82%  |
| 349 | 07 | F2022 | In-Person | 39 | 39 | 0 | 2.456 | 82.05%  | 5.13%  | 12.82% |
| 349 | 03 | S2023 | In-Person | 38 | 37 | 1 | 2.468 | 78.38%  | 5.41%  | 16.22% |
| 349 | 05 | S2023 | In-Person | 36 | 36 | 0 | 2.531 | 80.56%  | 8.33%  | 11.11% |
| 349 | 04 | S2023 | In-Person | 40 | 40 | 0 | 3.451 | 97.44%  | 0.00%  | 2.56%  |
| 349 | 01 | F2022 | In-Person | 39 | 37 | 2 | 3.570 | 100.00% | 0.00%  | 0.00%  |
| 349 | 06 | F2022 | In-Person | 38 | 38 | 0 | 3.671 | 97.37%  | 0.00%  | 2.63%  |
| 349 | 01 | S2023 | In-Person | 36 | 35 | 1 | 3.711 | 100.00% | 0.00%  | 0.00%  |
| 349 | 05 | F2022 | Online    | 40 | 39 | 1 | 2.167 | 76.92%  | 7.69%  | 15.38% |
| 349 | 52 | S2023 | Online    | 40 | 40 | 0 | 2.338 | 80.00%  | 2.50%  | 17.50% |
| 349 | 02 | S2023 | Online    | 40 | 39 | 1 | 2.549 | 84.62%  | 5.13%  | 10.26% |
| 349 | 50 | S2023 | Online    | 40 | 38 | 2 | 2.663 | 92.11%  | 2.63%  | 5.26%  |
| 349 | 02 | F2022 | Online    | 40 | 37 | 3 | 2.751 | 91.89%  | 0.00%  | 8.11%  |
| 349 | 51 | S2023 | Online    | 40 | 38 | 2 | 2.763 | 92.11%  | 5.26%  | 2.63%  |
| 349 | 51 | F2022 | Online    | 40 | 39 | 1 | 2.764 | 94.87%  | 5.13%  | 0.00%  |
| 349 | 53 | F2022 | Online    | 40 | 40 | 0 | 3.093 | 95.00%  | 0.00%  | 5.00%  |
| 349 | 52 | F2022 | Online    | 40 | 40 | 0 | 3.100 | 100.00% | 0.00%  | 0.00%  |
| 360 | 07 | F2022 | In-Person | 40 | 39 | 1 | 2.008 | 74.36%  | 15.38% | 7.69%  |
| 360 | 06 | F2022 | In-Person | 40 | 41 | 0 | 2.134 | 78.05%  | 14.63% | 7.32%  |

|     |    |       |           |     |     |    |       |        |        |        |
|-----|----|-------|-----------|-----|-----|----|-------|--------|--------|--------|
| 360 | 02 | S2023 | In-Person | 38  | 37  | 1  | 2.235 | 75.68% | 13.51% | 10.81% |
| 360 | 04 | S2023 | In-Person | 40  | 41  | 0  | 2.315 | 80.00% | 12.50% | 7.50%  |
| 360 | 04 | F2022 | In-Person | 40  | 39  | 1  | 2.585 | 84.62% | 10.26% | 5.13%  |
| 360 | 05 | S2023 | In-Person | 43  | 43  | 0  | 2.740 | 93.02% | 0.00%  | 4.65%  |
| 360 | 01 | F2022 | In-Person | 39  | 39  | 0  | 2.777 | 89.74% | 5.13%  | 5.13%  |
| 360 | 06 | S2023 | In-Person | 42  | 41  | 1  | 2.902 | 95.12% | 4.88%  | 0.00%  |
| 360 | 02 | F2022 | In-Person | 39  | 39  | 0  | 3.026 | 97.44% | 0.00%  | 2.56%  |
| 360 | 50 | S2023 | Online    | 40  | 42  | 0  | 2.633 | 88.10% | 0.00%  | 7.14%  |
| 360 | 03 | F2022 | Online    | 125 | 125 | 0  | 2.778 | 92.80% | 1.60%  | 5.60%  |
| 360 | 01 | S2023 | Online    | 125 | 125 | 0  | 2.962 | 94.40% | 3.20%  | 1.60%  |
| 360 | 05 | F2022 | Online    | 40  | 50  | 0  | 2.988 | 94.00% | 4.00%  | 2.00%  |
| 361 | 02 | F2022 | In-Person | 40  | 31  | 9  | 2.719 | 93.55% | 6.45%  | 0.00%  |
| 361 | 03 | F2022 | In-Person | 40  | 19  | 21 | 2.811 | 89.47% | 5.26%  | 5.26%  |
| 361 | 01 | F2022 | In-Person | 40  | 39  | 1  | 2.900 | 94.87% | 2.56%  | 2.56%  |
| 361 | 01 | S2023 | In-Person | 40  | 40  | 0  | 2.945 | 95.00% | 0.00%  | 5.00%  |
| 361 | 05 | S2023 | In-Person | 42  | 42  | 0  | 2.998 | 95.24% | 2.38%  | 2.38%  |
| 361 | 02 | S2023 | In-Person | 40  | 37  | 3  | 3.057 | 97.30% | 0.00%  | 2.70%  |
| 361 | 50 | F2022 | Online    | 40  | 37  | 3  | 2.495 | 86.49% | 2.70%  | 10.81% |
| 361 | 52 | F2022 | Online    | 40  | 40  | 0  | 2.608 | 92.50% | 5.00%  | 2.50%  |
| 361 | 05 | F2022 | Online    | 40  | 40  | 0  | 2.698 | 90.00% | 5.00%  | 5.00%  |
| 361 | 51 | F2022 | Online    | 40  | 29  | 11 | 2.738 | 96.55% | 3.45%  | 0.00%  |
| 361 | 51 | S2023 | Online    | 40  | 36  | 4  | 2.750 | 91.67% | 2.78%  | 5.56%  |
| 361 | 50 | S2023 | Online    | 40  | 34  | 6  | 2.826 | 97.06% | 0.00%  | 0.00%  |
| 361 | 54 | F2022 | Online    | 40  | 30  | 10 | 2.853 | 96.67% | 3.33%  | 0.00%  |
| 361 | 53 | F2022 | Online    | 40  | 39  | 1  | 2.887 | 97.44% | 2.56%  | 0.00%  |
| 361 | 52 | S2023 | Online    | 40  | 39  | 1  | 2.936 | 97.44% | 2.56%  | 0.00%  |
| 361 | 53 | S2023 | Online    | 40  | 40  | 0  | 2.943 | 97.50% | 2.50%  | 0.00%  |
| 371 | 01 | S2023 | In-Person | 40  | 39  | 1  | 2.508 | 74.36% | 10.26% | 7.69%  |
| 371 | 05 | S2023 | In-Person | 40  | 37  | 3  | 2.761 | 80.56% | 13.89% | 5.56%  |
| 371 | 04 | F2022 | In-Person | 40  | 40  | 0  | 2.978 | 87.50% | 7.50%  | 5.00%  |
| 371 | 01 | F2022 | In-Person | 40  | 36  | 4  | 3.083 | 94.44% | 2.78%  | 0.00%  |
| 371 | 06 | S2023 | In-Person | 40  | 40  | 0  | 3.180 | 95.00% | 2.50%  | 2.50%  |
| 371 | 03 | F2022 | In-Person | 40  | 40  | 0  | 3.288 | 97.50% | 2.50%  | 0.00%  |
| 371 | 03 | S2023 | In-Person | 40  | 41  | 0  | 3.337 | 97.56% | 2.44%  | 0.00%  |
| 371 | 02 | F2022 | In-Person | 40  | 40  | 0  | 3.348 | 92.50% | 7.50%  | 0.00%  |
| 371 | 51 | F2022 | Online    | 40  | 41  | 0  | 2.824 | 85.37% | 4.88%  | 9.76%  |
| 371 | 51 | S2023 | Online    | 40  | 45  | 0  | 2.840 | 82.22% | 6.67%  | 6.67%  |
| 371 | 50 | S2023 | Online    | 40  | 45  | 0  | 2.864 | 84.44% | 4.44%  | 4.44%  |
| 371 | 50 | F2022 | Online    | 40  | 41  | 0  | 2.871 | 82.93% | 9.76%  | 7.32%  |
| 371 | 52 | S2023 | Online    | 40  | 43  | 0  | 2.960 | 86.05% | 4.65%  | 9.30%  |
| 371 | 53 | F2022 | Online    | 40  | 39  | 1  | 3.021 | 94.87% | 5.13%  | 0.00%  |

|     |    |       |           |    |    |   |       |         |        |         |
|-----|----|-------|-----------|----|----|---|-------|---------|--------|---------|
| 371 | 52 | F2022 | Online    | 40 | 39 | 1 | 3.215 | 94.87%  | 5.13%  | 0.00%   |
| 371 | 05 | F2022 | Online    | 40 | 39 | 1 | 3.495 | 94.87%  | 2.56%  | 2.56%   |
| 380 | 01 | S2023 | In-Person | 40 | 40 | 0 | 2.715 | 85.00%  | 12.50% | 2.50%   |
| 380 | 03 | S2023 | In-Person | 40 | 39 | 1 | 2.751 | 82.05%  | 15.38% | 2.56%   |
| 380 | 02 | F2022 | In-Person | 39 | 38 | 1 | 2.808 | 86.84%  | 5.26%  | 5.26%   |
| 380 | 06 | F2022 | In-Person | 40 | 38 | 2 | 3.108 | 94.74%  | 0.00%  | 5.26%   |
| 380 | 03 | F2022 | In-Person | 42 | 42 | 0 | 3.150 | 95.24%  | 2.38%  | 2.38%   |
| 380 | 05 | S2023 | In-Person | 40 | 43 | 0 | 3.456 | 90.70%  | 0.00%  | 9.30%   |
| 380 | 75 | S2023 | Online    | 10 | 1  | 9 | 0.000 | 0.00%   | 0.00%  | 100.00% |
| 380 | 57 | F2022 | Online    | 40 | 40 | 0 | 2.823 | 82.50%  | 2.50%  | 12.50%  |
| 380 | 54 | F2022 | Online    | 40 | 39 | 1 | 2.892 | 89.74%  | 0.00%  | 7.69%   |
| 380 | 54 | S2023 | Online    | 40 | 38 | 2 | 3.071 | 92.11%  | 0.00%  | 5.26%   |
| 380 | 55 | F2022 | Online    | 40 | 41 | 0 | 3.098 | 90.24%  | 0.00%  | 7.32%   |
| 380 | 50 | S2023 | Online    | 40 | 37 | 3 | 3.116 | 89.19%  | 0.00%  | 10.81%  |
| 380 | 58 | F2022 | Online    | 40 | 31 | 9 | 3.245 | 93.55%  | 0.00%  | 6.45%   |
| 380 | 51 | S2023 | Online    | 40 | 40 | 0 | 3.250 | 92.50%  | 0.00%  | 7.50%   |
| 380 | 55 | S2023 | Online    | 40 | 45 | 0 | 3.273 | 91.11%  | 4.44%  | 4.44%   |
| 380 | 59 | F2022 | Online    | 40 | 42 | 0 | 3.331 | 92.86%  | 0.00%  | 7.14%   |
| 380 | 53 | S2023 | Online    | 40 | 46 | 0 | 3.424 | 93.48%  | 0.00%  | 4.35%   |
| 380 | 56 | S2023 | Online    | 40 | 40 | 0 | 3.439 | 94.74%  | 0.00%  | 5.26%   |
| 380 | 52 | S2023 | Online    | 40 | 45 | 0 | 3.451 | 97.78%  | 0.00%  | 2.22%   |
| 380 | 56 | F2022 | Online    | 40 | 39 | 1 | 3.462 | 94.87%  | 2.56%  | 2.56%   |
| 380 | 52 | F2022 | Online    | 40 | 40 | 0 | 3.478 | 95.00%  | 0.00%  | 5.00%   |
| 380 | 50 | F2022 | Online    | 40 | 44 | 0 | 3.489 | 95.45%  | 0.00%  | 4.55%   |
| 380 | 51 | F2022 | Online    | 40 | 51 | 0 | 3.545 | 98.04%  | 1.96%  | 0.00%   |
| 380 | 53 | F2022 | Online    | 40 | 40 | 0 | 3.620 | 95.00%  | 0.00%  | 2.50%   |
| 381 | 03 | F2022 | In-Person | 40 | 39 | 1 | 2.721 | 87.18%  | 2.56%  | 10.26%  |
| 381 | 03 | S2023 | In-Person | 40 | 40 | 0 | 2.845 | 90.00%  | 5.00%  | 5.00%   |
| 381 | 02 | F2022 | In-Person | 40 | 41 | 0 | 2.880 | 90.24%  | 4.88%  | 4.88%   |
| 381 | 01 | F2022 | In-Person | 40 | 40 | 0 | 3.038 | 90.00%  | 0.00%  | 10.00%  |
| 381 | 02 | S2023 | In-Person | 40 | 40 | 0 | 3.043 | 97.50%  | 0.00%  | 2.50%   |
| 381 | 05 | S2023 | In-Person | 40 | 39 | 1 | 3.256 | 100.00% | 0.00%  | 0.00%   |
| 381 | 04 | S2023 | In-Person | 40 | 41 | 0 | 3.510 | 90.24%  | 2.44%  | 4.88%   |
| 381 | 04 | F2022 | In-Person | 40 | 40 | 0 | 3.528 | 95.00%  | 0.00%  | 5.00%   |
| 381 | 51 | S2023 | Online    | 40 | 40 | 0 | 2.380 | 82.50%  | 2.50%  | 15.00%  |
| 381 | 50 | S2023 | Online    | 40 | 41 | 0 | 2.527 | 92.68%  | 0.00%  | 7.32%   |
| 381 | 52 | F2022 | Online    | 40 | 39 | 1 | 2.595 | 79.49%  | 5.13%  | 15.38%  |
| 381 | 55 | S2023 | Online    | 40 | 43 | 0 | 2.858 | 77.50%  | 0.00%  | 22.50%  |
| 381 | 50 | F2022 | Online    | 40 | 40 | 0 | 2.880 | 92.50%  | 0.00%  | 7.50%   |
| 381 | 53 | F2022 | Online    | 40 | 40 | 0 | 2.928 | 90.00%  | 2.50%  | 7.50%   |
| 381 | 54 | F2022 | Online    | 40 | 40 | 0 | 3.030 | 95.00%  | 2.50%  | 2.50%   |

|     |    |       |           |    |    |   |       |         |        |        |
|-----|----|-------|-----------|----|----|---|-------|---------|--------|--------|
| 381 | 51 | F2022 | Online    | 40 | 40 | 0 | 3.103 | 92.50%  | 5.00%  | 2.50%  |
| 381 | 52 | S2023 | Online    | 40 | 39 | 1 | 3.385 | 89.74%  | 2.56%  | 7.69%  |
| 381 | 54 | S2023 | Online    | 40 | 41 | 0 | 3.575 | 97.50%  | 0.00%  | 2.50%  |
| 381 | 05 | F2022 | Online    | 40 | 40 | 0 | 3.615 | 95.00%  | 0.00%  | 5.00%  |
| 381 | 53 | S2023 | Online    | 40 | 40 | 0 | 3.643 | 95.00%  | 0.00%  | 5.00%  |
| 383 | 01 | F2022 | In-Person | 40 | 36 | 4 | 2.222 | 77.78%  | 8.33%  | 13.89% |
| 383 | 02 | S2023 | In-Person | 40 | 39 | 1 | 2.513 | 87.18%  | 7.69%  | 5.13%  |
| 383 | 01 | S2023 | In-Person | 40 | 38 | 2 | 2.553 | 86.84%  | 2.63%  | 10.53% |
| 383 | 02 | F2022 | In-Person | 40 | 40 | 0 | 2.575 | 90.00%  | 5.00%  | 5.00%  |
| 383 | 03 | S2023 | In-Person | 39 | 39 | 0 | 2.608 | 84.62%  | 10.26% | 5.13%  |
| 383 | 05 | F2022 | In-Person | 40 | 40 | 0 | 2.825 | 90.00%  | 10.00% | 0.00%  |
| 383 | 08 | F2022 | In-Person | 40 | 40 | 0 | 3.008 | 100.00% | 0.00%  | 0.00%  |
| 383 | 52 | F2022 | Online    | 40 | 36 | 4 | 2.517 | 77.78%  | 5.56%  | 16.67% |
| 383 | 53 | S2023 | Online    | 40 | 40 | 0 | 2.543 | 82.50%  | 5.00%  | 12.50% |
| 383 | 07 | F2022 | Online    | 40 | 40 | 0 | 2.645 | 90.00%  | 0.00%  | 10.00% |
| 383 | 04 | F2022 | Online    | 40 | 40 | 0 | 2.678 | 90.00%  | 5.00%  | 5.00%  |
| 383 | 06 | F2022 | Online    | 40 | 39 | 1 | 2.797 | 94.87%  | 0.00%  | 5.13%  |
| 383 | 50 | F2022 | Online    | 40 | 39 | 1 | 2.844 | 94.87%  | 2.56%  | 2.56%  |
| 383 | 55 | S2023 | Online    | 40 | 40 | 0 | 2.913 | 87.18%  | 2.56%  | 10.26% |
| 383 | 54 | S2023 | Online    | 40 | 38 | 2 | 2.992 | 92.11%  | 0.00%  | 5.26%  |
| 383 | 52 | S2023 | Online    | 40 | 39 | 1 | 3.015 | 97.44%  | 0.00%  | 2.56%  |
| 383 | 50 | S2023 | Online    | 40 | 38 | 2 | 3.032 | 97.37%  | 2.63%  | 0.00%  |
| 383 | 51 | S2023 | Online    | 40 | 40 | 0 | 3.080 | 95.00%  | 2.50%  | 2.50%  |
| 383 | 51 | F2022 | Online    | 40 | 37 | 3 | 3.392 | 94.59%  | 0.00%  |        |

Appendix C. Support information for Table 2.