

**California State University,
Fullerton**

Department of Kinesiology



**Program Performance Review
2016-2021**

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INTRODUCTION

The Department of Kinesiology (KNES) offers Bachelor of Science (BS) and Master of Science (MS) degrees in Kinesiology and a MS degree in Athletic Training (AT). The current program performance review (PPR) focuses on the BS and MS degrees in Kinesiology. The MS in AT program is scheduled for review in academic year 2026-2027. The PPR process “serves as a reflective assessment and a provides forward-looking evidence-based planning tool” (UPS 410.200¹). Programs are reviewed every seven years in accordance with procedures established in university policy UPS 410.200 and guidelines provided by the Office of Assessment and Educational Effectiveness (see Program Performance Review Guidelines and Procedures, last updated in April 2021) for the AY21-22 review cycle. The current PPR covers the period between Fall 2016 and Fall 2022.

The PPR process was led by the department’s vice-chair who received 3 units of assigned time from the department for that role. With the intent of creating a more meaningful experience for the department, different groups of full-time faculty members, were asked to review, provide feedback, and, when appropriate, edit the draft of each of the sections. These different groups of faculty reviewers were formed based on their expertise and previous experience. All full-time faculty members were asked to serve as reviewers for at least one section of the document (see [Table 11](#)). The section of the document was then discussed and tentatively approved in a department meeting where all faculty could suggest edits. The process and document were discussed the 2022 Fall Department Retreat and on regularly scheduled department meetings on August 19, August 31, September 28, October 12, November 9, and December 7 of 2022.

REFLECTION ABOUT THE PAST REVIEW

In the period since the last review the department has made considerable progress in addressing some of its priorities and the recommendations received through the PPR process. Improving the assessment of our programs was identified as priority by the department and was a strong recommendation by the external review team, the dean, and the provost. The department was very successful in its efforts to improve assessment of the BS in Kinesiology as detailed in section 3.A. Since PPR 15-16 the university has consistently prioritized undergraduate programs. In this context, work on the assessment of the MS in Kinesiology program has not been equally prioritized. Despite that, progress has been made and it is still ongoing.

A few priorities related to curriculum were also identified by the department and by reviewers. One of the department’s key curricular priorities was to create a phase-out of our undergraduate AT program and to start an MS program in AT. We have been very successful in accomplishing these tasks.

Another concern raised through the PPR was the complexity of the BS in Kinesiology curriculum. To address this issue, the department modified some of the program’s concentrations, created academic roadmaps, revised some of its performance courses, and created new advising practices. In all those areas there is still potential for improvement and work is ongoing, as outlined in sections II.A, V.A.

The department has also made progress in its goal of increasing General Education (GE) course offerings. One course, KNES 380 (Philosophy of Human Movement), has been approved as part of the university’s GE program. Given the potential impact on our student numbers, a major issue in the previous PPR, some faculty were hesitant in pursuing an increase in GE course offerings. Currently, as the university operationalizes a new GE program, the department is revisiting the offering of GE courses as will be detailed in section II.A.

¹ UPS 410.200 – Program Performance Review Policy

Some issues related to curriculum (i.e., creation of capstone experiences and development of coursework for the Recreation and Physical Activity Promotion concentration) have not been addressed. The creation of a capstone experience was considered in the context of the assessment of the BS in Kinesiology program. The department found alternative ways to assess the program and the idea of a single capstone experience for all Kinesiology majors was abandoned. The number of students in the Recreation and Physical Activity Promotion concentration remained very small and the development of courses in the absence of a tenure-track line attached to that concentration also lost urgency.

The department also prioritized the addition of full-time temporary faculty (i.e., lecturers) to address needs in foundation courses (i.e., anatomy/physiology), in courses in the Pre-Allied Health concentration, and courses in the Recreation and Physical Activity Promotion concentration. Some progress has been made in this area. One full-time lecturer was hired to direct the Anatomy and Physiology Lab and teach anatomy and physiology courses (KNES 210,191a and 360) and another was hired to teach courses in the Recreation and Physical Activity Promotion concentration in Fall 2016. Additional requests have been made, specifically to support advising and teach intro/internship courses, but the positions were not granted.

The department also considered creating a board of advisors. However, that priority did not gain traction within the department faculty, perhaps because the goals of the board of advisors were poorly defined. A board of advisors may be reconsidered during the future strategic planning process.

The PPR 15-16 process highlighted, through the self-study and feedback received from reviewers (i.e., external review team, dean, and provost), key areas in which the department could improve. The department followed-up on some of these areas with varying degrees of success. Perhaps some of these mixed results in addressing the areas for improvement might be traced to the process in which previous PPRs have been produced. In the past, most of the faculty have been shielded from the PPR as it would pull faculty away from their other, arguably more urgent, activities. The lack of engagement with the PPR process perhaps led faculty to be less invested in the PPR outcomes and subsequent action.

In this cycle the department attempted a more collaborative, albeit more onerous for the faculty, approach in preparing the self-study (see INTRODUCTION). Ideally, however, the university would provide resources to assign time for faculty to be actively engaged in the PPR process while maintaining productivity and quality in service, research, and teaching activities.

The department was also challenged by reviewers to provide evidence to indicate that its decisions and actions were data-driven. Despite that request, the department has not yet created systems to facilitate the use of currently available data in its decision-making processes. Here too, university support, likely in the form of compensated training, would produce positive results. Similarly, the external review committee challenged the department to provide evidence of experiential learning as a key activity of the department (e.g., number of students enrolled in independent study, internship, thesis or project and community/scholarly activities in which students participated) and highlighted the need for a core database of performance indicators attached to each department goal. In response, these types of data will be included in the current self-study (see section V.B).

It is important to note that since the last review, the Mission and Goals statements for the university have changed, a new Strategic Plan has been developed, there have been numerous changes in university, college and department leadership, along with considerable change in the department's faculty. Additionally, the global pandemic has impacted student and faculty expectations and produced disruptions to university operations, budget, and staffing. These issues notwithstanding, the department continues a tradition of excellence in instruction, research, and service.

I. Department/Program Mission, Goals and Environment

A. *Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the University mission, goals, and strategies.*

In expressing its core mission, the Department of Kinesiology leads with the following: “The Department of Kinesiology advances the understanding and practice of human movement across the lifespan within the context of a diverse and changing society”. It expresses the following vision statement: “We aspire to be a premier kinesiology department recognized nationally and internationally for our creation, dissemination, and application of high-quality knowledge related to human physical activity across the sub disciplines of kinesiology” through the cutting-edge delivery of well-rounded curricula, research, leadership, and by embracing diversity and inclusion and the highest integrity and ethical principles.

The department’s current Mission Statement was established in Spring of 2010 and the department’s Vision Statement was established in Spring 2014. The Department’s goals (see [Table 12](#)) were developed in line with University and College 2013-2018 goals and strategies. However, the University and College then updated their respective strategic plans for the 2018-2023 period.

The results of a recent department survey indicate that the faculty generally feel the department’s mission and vision statements align well with those of the University² and College³. However, a prioritization of undergraduate student success across the university during the review period in association with CSUF’s Graduation Initiative 2025⁴ was strongly reflected in the University’s and College’s current Mission/Vision statements. Specifically, the Mission/Vision statements by the University and College, arguably, appear to be more focused on what is provided to the undergraduate students, while the Mission/Vision statements by the Department appear to be more focused on the department’s contributions to the field of Kinesiology, even if the role of students and community are heavily implied. As this self-study will demonstrate, the faculty and staff in the Department of Kinesiology engage in several activities that demonstrate a much stronger student focus than its Mission/Vision statements might suggest.

The same survey indicated that the perception of the impact of these statements on faculty’s day-to-day activities varies greatly within the faculty. It is possible that the individual faculty’s role in the department, role in establishing the mission and vision statements, or when faculty joined the department may impact their attachment to the department’s mission and vision statements. It is also possible that considerable changes in the Department’s faculty (detailed in section IV.A) may also help explain the variability in faculty’s attachment to the current mission/vision statements. Regardless, there appears to be opportunities to further embed our mission and vision into the department’s day-to-day activities.

Because of new University and College Mission/Vision statements, strategic plans, goals, and strategies, considerable changes in the department’s faculty, changes in University/College leadership, transformational changes in the field of Kinesiology and higher education caused by the global COVID-19 pandemic, and an increased awareness about issues related to diversity, equity, inclusion, and social justice the Department is planning to review and, as necessary, update its mission/vision statements. Additionally, the department is planning to engage in a strategic planning process in Spring 2023 to

² California State University, Fullerton enriches the lives of students and inspires them to thrive in a global environment. We cultivate lifelong habits of scholarly inquiry, critical and creative thinking, dynamic inclusivity and social responsibility. Rooted in the strength of our diversity and immersive experiences, we embolden Titans to become intellectual, community, and economic leaders who shape the future.

³ The mission of the College of Health and Human Development is to prepare students to thrive in a globalized era in their chosen field. We provide education, conduct research, and engage diverse communities to advance human health, development, and well-being.

⁴ Graduation Initiative 2025 – In 2015, the CSU system unveiled this initiative with the goal of improving graduation rates and bolster the workforce statewide.

review and, if necessary, update its goals and strategies, beginning with a long-range planning process in January of 2023. The preparation of this PPR has been fundamental in preparing the department for the discussions that will occur during the process of updating our mission, vision, goals, and strategies.

- B. *Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify the external factors that impact the program (e.g., community/regional needs, placement, and graduate/professional school).*

The Department of Kinesiology is a founding member of the American Kinesiology Association (AKA), which “promotes and enhances kinesiology as a unified field of study and advances its many applications”. Additionally, a few of our faculty members attend the annual conference for the National Academy of Kinesiology, an organization “dedicated to educational concerns and scientific advancements in the field”, on a regular basis. Through faculty participation in these organizations and other national organizations, the faculty are informed of current trends. The department formally collects data from recent graduates⁵ and the faculty is also in contact with alumni (e.g., Teacher Credential mentors), community partners, and job market trends, although there is no formal process to incorporate that information into department decisions.

Overall, it appears that the job market for Kinesiology related careers will continue to expand. The Occupational Outlook Handbook⁶ published by the Bureau of Labor Statistics indicates the project percent increase in employment from 2021-2031 will be “faster than average” or “much faster than average” for the occupations of Fitness Trainers and Instructors, (Sport) Coaches and Scouts, Recreation Workers, Athletic Trainers, Chiropractors, Exercise Physiologists, Massage Therapists, Occupational Therapists, Occupational Therapy Assistants and Aides, Physical Therapists, Physical Therapist Assistants and Aides in comparison to other occupations. In that sense, the department expects continued interest in the BS and MS in Kinesiology.

The department had to respond to the announcement in 2015 of the change in the standards for becoming a certified athletic trainer by the Commission on Accreditation of Athletic Training Education (CAATE), the National Athletic Trainers’ Association (NATA) and the national credentialing agency, the Board of Certification (BOC). Previously students needed to graduate from either an accredited bachelors-level program or an accredited master’s level AT program. The standards changed to only allowing students to be eligible for the national certification exam if they graduated from an accredited master’s level program, thereby eliminating the bachelor’s level programs in the US. Planning for the degree change at the department, college, and university level began soon after the announcement in 2015. In October of 2018, the Chancellor’s office approved the MS in Athletic Training (MSAT) and in 2019, the CAATE approved the substantive change application for degree change. The last year that undergraduate students were admitted into the bachelor’s level Athletic Training program was in Spring 2018. The first MSAT students matriculated in Summer of 2019. They were delayed one semester due to the COVID-19 pandemic and graduated in December 2021., as were students admitted in 2020. The expectation is to admit 12 students MS in AT per year (24 students in total in the program). The change required minor adjustments in course offerings, faculty teaching, and enrollment, with no noticeable impact on the BS and MS in Kinesiology programs.

Additionally, due to the global COVID-19 pandemic, faculty and students were forced into virtual learning and working environments. As a result, several Kinesiology courses were approved for online teaching and there was an expansion of the use of technology and virtual environments in Kinesiology-related careers. The lessons from that experience are still not clear and the discussion

⁵ Our faculty advisers conduct a formal survey on graduating students covering a variety of topics.

⁶ www.bls.gov/ooh/

about how the changes in the job market and faculty and student perceptions of online education will change the work of the department has not yet occurred. Additionally, the global pandemic changed staff expectations about work modalities, compensation for work, and work/life balance. For CSUF generally, and for our department in particular, these different expectations appear to exacerbate an already high turnover of staff. The high turnover has led to vacant staff positions, staff without institutional knowledge to perform key tasks, and consequently large amounts of time spent on staff training. This significantly impairs the department's ability to execute its functions and overloads current staff and faculty, detracting for their typical job duties.

C. *Identify the unit's priorities for the next three (short term) and seven years (long term).*

On January 19, 2023 the department engaged in a planning workshop facilitated by a representative of the American Kinesiology Association through its Strategic Planning and Assessment Support Program. The workshop focused specifically on development of the short- and long-term priorities called for in this section, with the intention of having these priorities serve as the basis for the long-range plan called for in Section VII. Once the current university and college strategic planning processes are complete, the department will use these priorities to develop a strategic plan that aligns with these larger strategic plans. The department's short- and long-term priorities for the next three and seven years, respectively, are as follows:

Short-term priorities:

- Develop a mission and vision, revise core program objectives, and set enrollment goals for the MS in Kinesiology.
- Streamline concentrations and align enrollment goals with department resources for the BS in Kinesiology.
- Improve faculty, staff, and advisor recruitment, retention, and workplace satisfaction.
- Maintain current instructional quality while implementing planned changes in teaching load.

Long-term priorities:

- Revise graduate program (MS in Kinesiology) to increase quality and sustainability while meeting the needs of the community.
- Identify opportunities to improve the undergraduate experience (BS in Kinesiology).
- Continue to advance research to promote health and human performance.
- Create a supportive environment conducive to faculty and staff professional growth and development.
- Strengthen alumni relations.

D. *If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/program (e.g., new student groups regionally, nationally, internationally, new delivery modes, etc.).*

The Department offers courses in summer/winter semesters, through self-support. However, the Department does not offer complete programs in Special Session self-support mode. Most of the courses offered during summer/winter semesters are core courses (i.e., required courses) for the BS in Kinesiology program but a few are elective courses and may also be helpful for students pursuing the MS in Kinesiology program (i.e., 400 level courses). Additionally, a few of those courses are associated with study abroad programs (KNES 380, 381, KNES 383, KNES 499). The offering, through self-support,

of courses in Summer/Winter sessions is in line with the Department's mission to advance "the understanding and practice of human movement across the lifespan within the context of a diverse and changing society."

There has been small increase in enrollments in these courses during the review period. Since 2018 (see [Table 13](#)), the average Kinesiology enrollments for summer was 548.4 and the average Kinesiology enrollments for winter was 141.5. Anecdotally, the offering of summer and winter courses allows students some flexibility to meet their personal, professional, and educational commitments while they complete their programs. This may, in turn, improve retention and graduation rates. Additionally, the opportunity to earn additional pay by teaching additional courses in the Summer/Winter sessions is attractive to current faculty and a valuable faculty recruiting tool. Although there has been some increase in enrollments for summer/winter semesters, it is possible that recent changes to the compensation and fee structures⁷ may impact the number of sections offered and students served during summer and winter semesters.

II. Department/Program Description and Analysis

A. *Identify substantial curricular changes in existing programs and new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?*

There have been no major changes to the MS in Kinesiology since the last review. However, there have been significant changes to our BS in Kinesiology. As detailed in section I.B, the most substantial change was the conversion of our bachelor's level Athletic Training (AT) program into a master's level AT program. The last year that undergraduate students were admitted into our bachelor's level AT program was in Spring 2018. The first MS in AT students matriculated in Summer of 2019. This initial cohort was delayed one semester due to the COVID-19 pandemic and consequently graduated in December 2021.

Additionally, the department has made modifications to the concentrations offered as part of the BS in Kinesiology (see [Table 14](#)). These modifications were made considering student interests, as well as faculty and academic advisor input. The first year the department used concentrations was 2015-2016. Prior to that the department used "advising tracks," which provided some guidance to students but would not appear in the students' diplomas. The most popular concentration by a wide margin has consistently been the General Studies concentration (see [Table 14](#)). The "Clinical Movement Science" concentration was introduced to accommodate students who were interested in using exercise as therapeutic tool. The "Fitness and Health Promotion" concentration was updated to "Recreation, Fitness and Health Promotion" because of the numerous recreation jobs available in the region, and further updated to "Recreation and Physical Activity Promotion" in 2021 to reflect trends in the field. "Special Studies," originally intended to accommodate students with unique interests related to Kinesiology, was being used to help students graduate (i.e., students who took an unusual, often "unfocused", academic path used that concentration to graduate) and the faculty decided to eliminate in 2020. The "Clinical Movement Science" concentration, originally designed for students who were interested in using exercise as therapeutic tool was updated in 2021 to "Pre-Allied Health" as a more direct path to programs like Physical Therapy.

⁷ Up until the summer of 2020, students enrolling in summer classes had to pay for at least 6 units of course work which encouraged students to enroll in at least 2 courses (Kinesiology courses are typically 3-unit courses). Starting in the summer of 2021 students could pay for only 3 units. Additionally, the university has become stricter in enforcing minimum course enrollment requirements (although departments may still request exceptions) and faculty pay became tied, to some degree, to course enrollment. These factors place downward pressure on the number of viable course offerings.

- B. *Describe the structure of the degree program (e.g., identify required courses, how many units of electives, expected modalities of courses in the program) and identify the logic underlying the organization of the requirements and alignment of the requirements with the department resources.*

In addition to university requirements (which include a 3 units “Upper Division Writing Requirement” course), students pursuing the BS in Kinesiology are required to complete pre-requisites for the major (9 or 10 units, depending on concentration), foundation courses (9 units), disciplinary core courses (18 units), and the required and elective courses of their chosen concentration (varied).

The major pre-requisite courses are designed to ensure students have a basic understanding of the human body/physiology and basic experience of common physical activity/sport/fitness practices. These courses give students basic “language” to fully benefit from courses in the major. Foundation courses introduce students to Kinesiology and its methods and movement anatomy while disciplinary core courses focus on the research that sustains Kinesiology as a field of study. The elective courses generally focus on the application of the knowledge gained in the disciplinary core courses. The Upper Division Writing Requirement course is a graduation requirement for all students. Although the specific courses may vary, this curricular structure (pre-requisite courses, foundation courses, core disciplinary courses, and “application” courses) is relatively common for BS in Kinesiology programs.

Most courses are offered in-person (i.e., not using online or hybrid formats). As mentioned earlier in this document, there hasn’t been a department-wide discussion about which courses, if any, should be taught in-person or online/hybrid or how many sections of each course could be offered in online/hybrid formats.

- C. *Using data provided by the Office of Assessment and Institutional Effectiveness to discuss student demand for the unit’s offerings; discuss topics such as over/under enrollment (applications, admissions, and enrollments), retention, (native and transfer) graduation rates for majors, and time to degree. Address equity gaps in retention and graduation rates.*

Data from 2019-2020⁸ indicate that CSUF conferred the second largest number of bachelor’s degree in “Parks, recreation, leisure, and fitness studies” in the United States. The department recognizes that the large number of students affords valuable opportunities (e.g., varied teaching/research labs, faculty with a broad variety of specialties, potential for faculty collaborations and increased productivity, etc.). However, the faculty also note the challenges and consequences of having an undergraduate program of such a large size. These challenges will be discussed here in four broad themes. The first is department culture. The faculty in the department generally prefer an informal work environment. A large number of students, and consequently a large number of instructors, requires a more formal/structured/hierarchical organizational culture (e.g., vice-chair, course coordinators, voting on matters that would have been decided by consensus with a smaller faculty, etc). Additionally, faculty tend to feel disconnected and siloed from each other when there are too many instructors, and there is a risk of faculty “hiding in the crowd.” The second theme is workload. Added students and, consequently, instructors increase the workload of the faculty. There are more tenure-track files to review, more lecturer files to review, more meetings with course coordinators to align course objectives and assessment, more scholarship applications to review, and more proposals for spending of annual allocations of funds to review. Meetings with more people take longer and require more emails to schedule, lab directors and program coordinators must

⁸ https://www.chronicle.com/article/which-colleges-have-conferred-the-most-bachelors-degrees?cid2=gen_login_refresh&cid=gen_sign_in

respond to more emails, and some faculty are overburdened by student interest in their research agendas. The third theme is support. The large number of students does not come with additional funding to maintain the educational experiences we provide them. More lifeguarding hours (to accommodate the larger number of sections of aquatics courses), supervision of lab experiences outside of a class time, consumables for additional lab demonstrations, and maintenance/replacement of equipment due to overuse are not part of the department's base budget. The final theme is logistics. Identifying local and qualified instructors for the additional course sections required, providing faculty offices, and identifying classrooms that are available at times that are convenient for our students become particularly challenging when the department is at its current size.

Overall, the BS in Kinesiology has continued to have strong and growing enrollment despite some decrease in applications/admissions. Reassuringly, the department's retention and graduation rates improved or remained relatively stable during the review period. The MS in Kinesiology, however, has had a significant drop in enrollment. Although some of the decline may be attributed to the pandemic, it appears the decline trend started in 2019. For the MS in Kinesiology, retention and graduation rates have improved during the review period. Unfortunately, however, equity gaps (Pell and URM status) have increase drastically over the pandemic and at a rate greater than that observed for the university in general. The detailed description of the data follows.

BS IN KINESIOLOGY

Application/Admissions/Enrollment – [Table 1-A](#) (see [Appendix A](#)) indicates a decrease of 7.9% in First-Time Freshmen applications between 2015 and 2021. Despite the drop in applications, admissions of First-Time freshmen increased by roughly 65% ([Table 1-A](#), see [Appendix A](#)), while enrollments increased by roughly 43%. Program applications for Upper-Division Transfers in the same period increased by 20.9%. Admissions of Upper-Division Transfers increased by roughly 214%, while enrollments increased by roughly 180% ([Table 1-B](#), see [Appendix A](#)). The overall increase in enrollments appears to indicate that the BS in Kinesiology program at CSUF has generally been insulated from the overall drop in enrollment observed in higher education institutions⁹. This is likely due to the program's reputation, general interest in the area, and public perception of job market trends (see section 1.B).

Retention/Graduation rates for major and time to degree – In 2015 the California State University system launched Graduation Initiative 2025 which, amongst other things, set graduation rate goals for students enrolled in undergraduate programs. For CSUF, for first-year students, the 4-year graduation rate goal is 44% and the 6-year graduation rate goal is 75%. Additionally, for CSUF, for transfer students, the 2-year goal is 44% and the 4-year goal is 85%¹⁰.

As indicated in [Table 3-A](#), the 4-year graduation rate for first-time freshmen has improved from 31.5% (for students who entered in Fall 2012) to 42.7% (for students who entered in Fall 2018). Further, the 6-year graduation rate for first-time freshmen has improved from 74.1% (for students who entered in Fall 2012) to 78% (for students who entered in Fall 2018), thus meeting the GI2025 target early. The department also improved retention rates. For first-time freshmen a 23% dropout rate (with 35% of these happening in the first year) was observed for students entered in Fall 2012, while a 18% dropout rate (with 39% of those happening in the first year) was observed for students entered in Fall 2018.

[Table 3-B](#) indicates that for transfer students, 2-year graduation rates improved from 32.4% (for students entered in 2014) to 52.2% (for students entered in 2019). This GI2025 target has also been

⁹ <https://nscresearchcenter.org/current-term-enrollment-estimates/>

¹⁰ <http://www.fullerton.edu/grad2025/goals-progress/index.php>

met early. The 4-year graduation rates however have decreased from 81.1% (for students entered in 2014) to 77.5% (for students entered in 2017). For transfer students an 18% dropout rate (with 63% of these happening in the first year) was observed for students entered in Fall 2012, and an 18% dropout rate (with 31% of those happening in the first year) was observed for students entered in Fall 2018. Although the 4-year graduation rate for transfer students has decreased, overall, the BS in Kinesiology program is in good position to help CSUF reach its GI2025 targets.

Equity gaps – The data in [Table 3](#) (see [Appendix A](#)) indicate a large increase in the program’s equity gap by both Pell and under-represented minority (URM) status for students entered in Fall 2015. This is also observed in university wide data¹¹. This was likely caused by the outsized impact of the COVID-19 pandemic, which started as these students approached the end of their programs, on poorer communities and on people of color. Prior to that the average equity gap for students entering in 2012, 2013 and 2014 in the BS in Kinesiology (by Pell – 2.86; by URM – 4.8) was lower than in the university overall (by Pell – 4.16; by URM – 5.06). However, while the university’s equity gap increased to 5.5 (by Pell) and to 7.8 (by URM), the program’s equity gap increased to 11.6 (by Pell) and to 12.3 (by URM). It appears that Pell and URM students were particularly supported by the in-person experiences they had in our program prior to the pandemic.

MS IN KINESIOLOGY

Application/Admissions/Enrollment – Table 5 (see [Appendix B](#)) indicates a decrease of 32.6% in graduate program applications between 2015 and 2021. Admissions into the MS in Kinesiology program decreased by roughly 46%, while enrollments decreased by 44%. The “conversion” rates of admitted students into enrolled students improved slightly from 61% to 62.5%. The data suggests that graduate program enrollment numbers might benefit from a more robust recruitment strategy and from a revision of its admission criteria and process.

Retention/Graduation rates for major and time to degree – As indicated in Table 3-B, the 2-year graduation rate for the MS in Kinesiology has improved from 36.1% (for students who entered in Fall 2014) to 48% (for students who entered in Fall 2019). Further, the 4-year graduation rate has improved from 83.3% (for students who entered in Fall 2014) to 88% (for students who entered in Fall 2017). Anecdotally, scheduling of graduate courses has somewhat prevented students from taking the courses they originally planned to take, although it does not appear to have impacted students from completing the program in a timely way.

Equity gaps – The number of students in the MS in Kinesiology program is small enough that a meaningful discussion of potential equity gaps would be challenging. Nevertheless, it appears that in the review period URM status students have generally had better 2-year graduation rates than non-URM students (see Table 15). It is unlikely, however, that the barriers faced by URM students completing the BS in Kinesiology program do not exist for URM students completing the MS in Kinesiology program.

¹¹ University data indicate (<http://www.fullerton.edu/grad2025/goals-progress/data-tables/table3-1.php>) that students entered in 2014 (and graduating in 2020) had an URM equity gap of 2%, while students entered in 2015 (and graduating in 2021) had an URM equity gap of 7.8%. The data also indicate (<http://www.fullerton.edu/grad2025/goals-progress/data-tables/table3-2.php>) that students entered in 2014 (and graduating in 2020) had a Pell equity gap of 1.9%, while students entered in 2015 (and graduating in 2021) had a Pell equity gap of 6.2%.

- D. *Discuss the unit's enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program.*

Enrollment targets for the department have increased slightly in the review period (see Table 16). Notably, the department FTES has progressively increased and exceeded targets every year (see Table 2-A, [Appendix B](#)). Data in Table 5 and Table 9 (see [Appendix B](#)) indicate that, between Fall 2017 and Fall 2021, as the number of full-time equivalent students (FTES) increased by approximately 34%, the number of full-time equivalent faculty (FTEF) decreased by approximately 4%. Consequently, the number of students per FTEF has increased through the review period. The department has sufficient undergraduate and graduate students and faculty to constitute a community of scholars to conduct its programs.

- E. *Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions, or discontinuances. Relate these plans to the priorities described above in section I. C (unit's future priorities).*

The department does not anticipate significant program changes in either the short or long term to the BS in Kinesiology. It is possible that some additional changes to the concentrations may occur and that some of the elective courses may be discontinued but those should not have significant impact on FTES. The department will likely consider changes to the MS in Kinesiology program. As the university returns to in-person activities it is expected that graduate student recruitment in our classes will improve enrollment numbers. The department will also consider solutions to the scheduling of graduate classes. Anecdotally, a relatively large number of low-enrolled courses are cancelled every semester, requiring students to forgo their planned graduate program experience for the sake of a timely graduation.

- F. *Include information on any Special Sessions self-support programs offered by the department/program.*

The department plans to continue to offer a limited number of courses during summer/winter sessions based on student need and faculty interest. The department plans to monitor the impacts of the change in the funding model for summer/winter sessions on course enrollment numbers.

III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

- G. *Describe the department/program assessment plan (e.g., general approach, timetable, etc.) and structure (e.g., committee, coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR.*

For the period under review, assessment of the department's programs has been the responsibility of the vice-chair of the department. Assessment was a major issue raised by reviewers in the previous PPR. The department has devoted significant amount of time and resources to address the issue. There was concern the department was not sufficiently invested in the assessment process. To address the issue, the department restructured the assessment of its BS and MS in Kinesiology programs with significant participation from the faculty (i.e., created an Assessment committee to revise SLOs, continued to support the vice-chair with 3 WTUs, and engaged course coordinators to oversee assessment activities in their area).

The current assessment plan for the BS in Kinesiology was first implemented in the 2020-2021 academic year. The assessment of the BS in Kinesiology involves three Student Learning Outcomes (SLO), each with 3 subcomponents (A, B, and C) (see Table 17). Generally, each SLO subcomponent is assessed in one Kinesiology course. Exceptionally, SLO 1.A is assessed via a questionnaire administered at the beginning and end of the semester in all Activity Courses. The department's plan is to assess all three subcomponents of a SLO per year. This generally involves reporting data collected in three Kinesiology courses every year (except for the evaluation of SLO 1.A which requires data collected in all activity courses). Since our assessment methods and processes are relatively new, the department has decided to collect data for all SLO subcomponents every semester although annual reports only include data on one SLO and its subcomponents. This is aimed at identifying issues with the methods and processes as well as creating a culture of collecting assessment data. Reports are due in November. The results are shared at least annually with the faculty during regularly scheduled department meetings.

The current assessment plan of the MS in Kinesiology was first implemented in the 2021-2022 academic year. The assessment of the MS in Kinesiology involves three SLOs each with two or three subcomponents (see Table 18). SLOs 1 and 2 are assessed in our Research Methods course and Statistics course, respectively. SLO 3 is assessed using the program's culminating experiences. The plan involves reporting on one SLO per year in November. The results are shared at least annually with the faculty during regularly scheduled department meetings.

H. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; and summarize the assessment results of the SLOs.

The SLOs and assessment methods for the BS in Kinesiology are included in Table 17. The SLOs and assessment methods for the MS in Kinesiology are included in Table 18. For all SLOs, a direct method of assessment is used.

Results for the BS in Kinesiology are shown in the table below. Cells highlighted in green indicate the target was met on that semester while cells highlighted in orange indicate the target was not met on that semester. As mentioned earlier, results for one SLO are reported yearly. The semesters' mean is used for the report. Generally, the department has only met 50% of its targets for the BS in Kinesiology, although targets for some SLOs are routinely met.

KNES Assessment											
SLO	Metric	Course	Score								
			AY 2020-2021			AY 2021-2022			AY 2022-2023		
			Fall 20	Spring 21	Average	Fall 21	Spring 22	Average	Fall 22	Spring 23	Average
SLO #1	1.A	Perf	Pre=Post	Pre=Post	Pre=Post	Pre=Post	Pre=Post	Pre=Post			
	1.B	KNES 349	75.2%	85.5%	80.4%	84.7%	84.9%	84.8%			
	1.C	KNES 360	65.8%	65.0%	65.4%	67.8%	60.6%	64.2%			
SLO #2	2.A	KNES 348	63.7%	67.7%	65.7%	73.4%	73.2%	73.3%			
	2.B	KNES 361	84.6%	82.5%	83.6%	83.5%	85.8%	84.7%			
	2.C	KNES 371	88.4%	61.3%	74.9%	70.0%	75.0%	72.5%			
SLO #3	3.A	KNES 381	83.5%	85.8%	84.6%	85.5%	88.8%	87.2%			
	3.B	KNES 383	81.8%	82.4%	82.1%	75.2%	78.5%	76.9%			
	3.C	KNES 380	92.1%	90.9%	91.5%	90.1%	91.8%	91.0%			

For the MS in Kinesiology only one SLO was assessed. The department met its targets for both SLO 2.A and SLO 2.B.

- I. *Describe whether and how assessment results have been used to improve teaching and learning practices, inform faculty professional development, and/or overall departmental effectiveness. Please cite specific examples.*

The results of the assessment are discussed at least annually in regularly scheduled department meetings. Since our restructured assessment plan for the BS in Kinesiology has been implemented in academic year 2020-2021 only SLOs 3 and 1 have been assessed. The same is true for the current assessment plan for the MS in Kinesiology, implemented in academic year 2021-2022. Currently, the department is focused on refining assessment tools and adjusting assessment targets.

- J. *Describe other quality indicators identified by the department/program as evidence of effectiveness/success other than student learning outcomes (e.g., number of students attending graduate or professional school, job placement rates, community engagement/leadership, etc.).*

The university has emphasized, and directed resources, towards tracking and improving graduation and retention rates. In that sense, those were the additional quality indicators suggested by the university. As described in section II.C of this self-study, graduation and retention rates have generally improved during the review period.

- K. *Many department/programs are offering courses and programs via technology (e.g., online, etc.) or at off-campus sites and in compressed schedules. How are these courses identified and how is student learning assessed in these formats/modalities?*

Although the pandemic changed faculty and student perceptions about online/virtual learning environments, the department has not yet formally discussed the role of these modes of instruction in its programs. Currently, individual faculty members may propose any course be taught online via the university's formal process for course approval. That process requires input from members of the department (e.g., Undergraduate Committee Chair, Department Chair) and the decision is made to approve/not approve the course without broad input from the faculty.

IV. Faculty

- II. *Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure track faculty lines (e.g., new hires, retirements, FERP's, resignations), and how these changes may have affected the program/department's academic offerings and the department's long-term goals. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor). Attach faculty vitae (see [Appendix D](#)).*

The table below indicates that the number of full-time equivalent faculty has decreased to 32.5 over the past five years. It appears that the decrease in the number of FTEF is primarily the result of tenured/tenure-track faculty awarded sabbaticals and entering FERP. Full-time lecturer numbers remained relatively stable. It is worth noting that the self-study for the previous PPR indicated that the department had a FTEF of 39.7 for the last three years of that review period. Additionally, as the FTEF has decreased, the number of full-time equivalent students (FTES) has increased.

Faculty Composition¹

Fall	Tenured	Tenure-Track	Sabbaticals at 0.5	FERP at 0.5	Full-Time Lecturers	Actual FTEF
2017	20	9	1.5	1.0	6	34.0
2018	20	8	0.5	1.5	9	35.5
2019	23	6	0.5	2.0	7	34.0
2020	25	4	0.5	1.5	8	35.7
2021	23	4	0.5	1.5	7	32.5

¹ Headcount of tenured, tenure-track, sabbaticals at 0.5, and FERP at 0.5 includes full-time and part-time faculty. Headcount of lecturers only includes full-time faculty, as consistent with the IPEDS HR definition. It does not represent the number of full-time lecturer lines assigned to the department.

Changes to FTEF During the Review Period

Spring 2017	First semester	Saldiam Barillas
		Magdalena Gleaves
		Jose Arevalo
Last semester	Saldiam Barillas	
	Jose Arevalo	
Fall 2017		Andrea Becker
Spring 2018	First semester	Kyle Collins
		Risto Marttinen
Last semester	Robyn Burgess	
	Patricia Laguna	
	Robert Kersey	
	Jason Bennett	
Fall 2018	First semester	Christine Quiros
Spring 2019	First semester	Jingwen Liu
Fall 2019	First semester	Maria Blindauer
Spring 2020	First semester	Matthieu Hoffmann
Fall 2020	First semester	Clay Sherman
Spring 2021	Last semester	Derek Pamukoff
		Lenny Weirisma
Fall 2021	Last semester	Traci Statler
		Debra Rose
Spring 2022	Last semester	Julie Brice
		Priya Patel
		Kevin Choe

III. Describe priorities for faculty positions when they are available. Explain how these priorities and future hiring plans relate to relevant changes in the discipline; student demographics; the career objectives of students; the planning of the university; and regional, national or global developments.

The department has made efforts to diversify its faculty to match student demographics. It participated in a pilot university equity advocate program, now discontinued, which hired faculty focused on social justice. Faculty have also participated in university and college wide Diversity, Equity, and Inclusion (DEI) initiatives. Further, to retain faculty of color, attract diverse applicant pools, and promote DEI action, the department has updated its Student Opinion Questionnaire and Department Personnel Document (used for retention, tenure, and promotion decisions) with significant improvements in DEI. This work is ongoing.

The department has also made efforts to hire faculty with profiles that cross the traditional sub-disciplinary lines in the field, a trend in our field and in higher education broadly. This presents challenges as the curricula and department culture are not set up to accommodate a faculty member teaching and conducting research in a variety of Kinesiology subdisciplines. The department will continue to have conversations to support interdisciplinary faculty work.

Unfortunately, both these efforts are less prominent than the department's immediate need to replace faculty who have left or retired.

- IV. *Describe the role of tenure track faculty, part-time faculty, and graduate/student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and teaching assistants. Identify any parts of the curriculum that are solely or primarily the responsibility of part-time faculty or teaching assistants.*

Part-time faculty and teaching assistants (graduate students) are the primary instructors for Performance Courses. The selection of these instructors is a responsibility of the department chair in accordance with university policy. Tenured and tenure-track are responsible for teaching approximately 80% of the sections of disciplinary core courses for the BS in Kinesiology. Part-time faculty also teach a significant portion of the sections of elective courses. The portion of sections taught by tenured and tenure-track faculty drops to approximately 60% when elective courses are included in the count. With very minor exceptions, Kinesiology graduate courses are taught exclusively by tenured and tenure-track faculty.

- V. *Include information on instructor participation in Special Sessions self- support programs offered by the department/program.*

Most of the courses offered during summer/winter semesters are disciplinary core courses and as such tenured and tenure-track faculty teach most of the sections offered. The number of sections is relatively low.

V. *Student Support and Advising*

- A. *Briefly describe how the department advises its majors, minors, and graduate students and the effectiveness of this advising structure.*

Advising for students completing the BS in Kinesiology program is led by two full-time faculty, each with 9-units dedicated to advising, one part-time instructor with 3-units dedicated to advising, and one graduate assistant working five hours per week in our advising office. The group of advisors employs a student-centered, intentional, and holistic advising program for the approximately 2,000 declared majors. Our advising team engages students early upon their declaration of the major. Kinesiology students are welcomed by their team of advisors at the time of admission via a congratulatory welcome email, followed by a personalized video. 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). Additionally, compared to other staff positions on campus, the department's advising team has experienced very little turnover in the past 20 years. This ensures students experience consistent advising throughout their time in CSUF. Our advisors indicate that their burnout rate is low due to their dual role as advisors and instructors. This is particularly significant as the university is currently implementing a new centralized model for first- and second-year students that does not utilize faculty for academic advising.

Due to the 1000:1 student/advisor ratio, the team must be creative to ensure all students have access to quality and timely advising information. To accomplish this, the focus is on efficiency and intentionality – meaning advisors pay close attention to the needs of students, timing of advising campaigns, location of advising services, and how to maximize limited resources. Over the past 7 years, the advising program has shifted from the stagnant one-on-one office meetings, to creating experiences that allow advisors to meet students where they are in order to better fit their needs. Some of the strategies our team of advisors has employed include in-person appointments, emails, YouTube Channel videos, social events, in-class advising assignments, presentations, specialized group sessions, collaboration with student clubs and organizations (KSA, PETE etc.), and online/virtual appointments.

Advising for students completing the MS in Kinesiology program is done predominantly by tenure-track faculty (i.e., graduate program coordinator, faculty teaching graduate courses, and faculty supervising culminating experiences for our graduate students).

- B. *Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities made available and accessible to students? List the faculty and students participating in each type of activity and indicate any plans the department has for increasing these activities.*

In the review period, the Kinesiology faculty supervised 397 Practicum (KNES 494), 668 Internships in Kinesiology (KNES 495), 205 Independent Studies (KNES 499), 35 Honors Projects (HNRS 497), 74 Graduate Internships (KNES 550), 48 Projects (KNES 597), 95 Theses (KNES 598), and 137 Graduate Independent Research (KNES 599). Additionally, the faculty cited 406 student contributions to peer-reviewed articles, 26 student contributions to non-peer-reviewed articles, 33 student contributions to book chapters, and 724 student co-authors in abstracts accepted for presentation. Students learn about these opportunities from faculty who recruit students from their classes.

All faculty participate in creating these opportunities for our students, although participation varies. It is important to note that even if this work is recognized in the retention, tenure, and promotion process, it is largely uncompensated.

VI. Resources and Facilities

- A. *Itemize the state support and non-state resources received by the program/department during the last five years (see instructions, [Appendix E](#)).*

Table 10. Provide a table showing for the past five years all department resources and the extent to which each is from the state-supported budget or from other sources, such as self-support programs, research, contracts and/or grants, development, fund-raising, or any other sources or activities.

See [Table 10. In Appendix E](#).

- B. *Identify any special facilities/equipment used by the program/department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over last seven years and prioritize needs for the future.*

The Department of Kinesiology and its programs use extensive specialized instructional and laboratory spaces. The department's activities are primarily housed in the Kinesiology and Health Science Building (KHS) but also use significant space in the Titan Gym (laboratory, instructional space), McCarthy Hall (laboratory), Ruby Gerontology Center (laboratory, center), and classroom space throughout campus.

The KHS building is shared with four other campus units: the Department of Public Health (division office, classrooms, faculty offices, laboratories), School of Nursing (Nursing Simulation Center), Department of Intercollegiate Athletics (gymnasium, practice fields) and TITAN Recreation (swimming pool, practice fields). Formal student instruction provided by the academic units has historically taken precedence over activities of the other two units but there is growing pressure from the Department of Intercollegiate Athletics to access the gymnasium. The Department utilizes space outside of the KHS Building, e.g., a swimming pool, and grass practice fields.

Additionally, the KHS building houses various research and teaching laboratories (for the study of fitness, biomechanics, human performance, movement anatomy, exercise physiology, motor behavior, media analyses, lifespan wellness, movement enhancement, resistance and athletic training) each with a variety of complex pieces of equipment. KHS also houses the department's centers, including the Center for Successful Aging and the Lifespan Wellness Center. Each unit provides services and programs to various communities while also offering student experiences in programming, supervision, and assessment through internships and other supervised activities.

Coordinating the use and maintenance of these spaces is an extremely complex and challenging task. That task is the responsibility of the Department Chair who relies on building rapport among all units involved.

In this review period, the number of students in our programs has increased. Accommodating the increased number of students has been a challenge, as discussed in Section II.C. The KHS building that houses most of the programs' activities was not designed for the current number of students or with growth in mind. As such, students' experiences have suffered. Anecdotally, lab experiences are less impactful or have been removed from courses because they are unfeasible in the current space. Additionally, as more sections of activity or lab heavy courses are added to accommodate larger number of students, scheduling and noise conflicts with other units (including Athletics) become more common. Further, the larger number of students increases maintenance/replacement needs and the

need for lab consumables. These are largely insufficiently funded. Space for advising large number of students and faculty offices is also limited.

- C. *Describe the current library/research resources for the program/department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases etc.*

The Pollack Library holds an adequate collection of books, serials, ebooks, and multimedia items to support our BS and MS in Kinesiology programs. The library offers access to thousands of journal publications, onsite as well as in digital format to support faculty and student research. These items can be accessed electronically through the library website and University Portal system. The ILLIAD (Interlibrary Loan Program) provides faculty and students with greater access to requested items. The library maintains databases specifically for use by Kinesiology faculty and students and offers, upon request, classroom presentations about its services. Recently the Pollack Library went through renovations and expanded the spaces and support services to assist both on-campus and distance learning students. The department does not foresee any deviation in its relationship with the library or increased needs in the next five years.

VII. Long-term Plans

- A. *Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity (see instructions, [Appendix F](#)).*

The Department began reflecting on its mission, vision and both short- and long-term priorities with a Summer Retreat in August, 2022. The Summer Retreat included a discussion of ways to realize elements of the Department's prior Vision Statement as well as a SWOT Analysis on the MS in Kinesiology program, the latter of which many agreed to be the issue most in need of immediate attention. As mentioned previously, various sub-groups, as well as the Department as a whole, engaged in review of segments of this Self-Study as it was being composed through the Fall 2023 semester. Finally, a Winter Retreat held in January 2023 facilitated by Dr. Gil Reeve of the American Kinesiology Association utilized the outcomes of the Summer Retreat as starting points for the development of short- and long-term priorities found in Section I.C. above, along with revision of the Departmental Mission and Vision statements, which are presented below.

Mission:

The Department of Kinesiology advances the understanding and practice of human movement across the lifespan within the context of a diverse and changing society through its research, teaching, and service.

Vision:

We aspire to be a premier kinesiology department recognized nationally and internationally for our creation, dissemination and application of high-quality knowledge related to physical activity.

The Department intends to ground its long-term plan, goals and strategies and associated indicators of quality/measures of productivity in the long-term priorities identified in Section I.C. However, in October 2022, the College of Health and Human Development launched a strategic planning process, and in January of 2023, the University announced launch of "Fullerton Forward: 2024-2029," the new strategic plan for the University. In order for the Department to align its goals with those plans, it will need to await their finalization.

- B. *Explain how the long-term plan implements the University's mission, goals and strategies and the unit's mission and goals.*

These connections will be developed upon the completion of the University's Fullerton Forward Strategic Planning process anticipated to be completed by Spring of 2024.

- C. *Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, how it will collect and analyze such evidence, and the timeline against which progress toward those goals will be measured.*

These elements will be added once the long-term goals are finalized.

- D. *Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be necessary? What new funding may be needed over the next seven years to maintain educational quality?*

These elements will be added once the long-term goals are finalized.

VIII. *Appendices Connected to the Self-Study*

APPENDIX A. UNDERGRADUATE DEGREE PROGRAMS

Table 1. Undergraduate Program Applications, Admissions, and Enrollments

Table 1-A. First-Time Freshmen: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2015	1,835	632	162
2016	1,921	776	152
2017	1,968	809	218
2018	2,258	799	232
2019	2,040	944	227
2020	2,051	1,310	264
2021	1,689	1,040	232

Table 1-B. Upper-Division Transfers: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2015	883	191	87
2016	1,064	387	177
2017	1,199	344	169
2018	1,181	375	188
2019	1,176	440	184
2020	1,244	643	226
2021	1,068	599	244

Table 2. Undergraduate Program Enrollment in FTES

Table 2-A. Undergraduate Program Enrollment by Course-Based FTES

Academic Year (Annualized)	Enrollment in FTES		
	Lower-Division FTES¹	Upper-Division FTES²	Total FTES
2015-2016	378.3	845.3	1,223.6
2016-2017	385.8	861.9	1,247.6
2017-2018	385.3	859.9	1,245.1
2018-2019	369.3	894.1	1,263.4
2019-2020	380.1	974.5	1,354.5
2020-2021	366.6	1,011.3	1,377.9
2021-2022	360.2	991.6	1,351.8

¹ All students' FTES enrolled in lower-division courses of the program, regardless of student major.

² All students' FTES enrolled in upper-division courses of the program, regardless of student major.

APPENDIX A. UNDERGRADUATE DEGREE PROGRAMS (cont.)

Table 2-B. Undergraduate Program Enrollment (Headcount & FTES by Major Only)

Academic Year (Annualized)	Majors						
	Lower-Division		Upper-Division (Including Post-Bac & 2 nd Bac)		Total		
	Headcount	FTES ¹	Headcount	FTES ²	Headcount	FTES ³	FTES per Headcount
2015-2016	358	323.6	1,123	964.5	1,481	1,288.1	0.87
2016-2017	347	309.4	1,139	970.7	1,485	1,280.1	0.86
2017-2018	395	366.0	1,214	1,055.4	1,609	1,421.4	0.88
2018-2019	459	430.6	1,261	1,095.0	1,719	1,525.6	0.89
2019-2020	527	500.5	1,359	1,220.6	1,886	1,721.0	0.91
2020-2021	546	515.0	1,381	1,214.4	1,927	1,729.4	0.90
2021-2022	546	504.8	1,430	1,214.1	1,976	1,719.0	0.87

¹ FTES of the lower division students who are majoring in the program.

² FTES of the upper division students who are majoring in the program.

³ FTES of all students who are majoring in the program.

Table 3. Graduation Rates for Degree Program

Table 3-A. First-Time, Full-Time Freshmen Graduation Rates

Entered in Fall	Cohort	% Graduated			Equity Gap*	
		In 4 Years	In 5 Years	In 6 Years	By Pell Status	By UR Status
2012	251	31.5%	66.5%	74.1%	1.2%	8.5%
2013	251	28.3%	65.7%	72.1%	5.2%	2.4%
2014	148	37.8%	70.3%	78.4%	2.2%	3.5%
2015	159	29.6%	69.8%	78.0%	11.6%	12.3%
2016	147	46.3%	70.1%	N/A	N/A	N/A
2017	213	42.7%	N/A	N/A	N/A	N/A
2018	229	N/A	N/A	N/A	N/A	N/A

*Note: Equity gap is calculated as the percentage point difference in six-year graduation rates between two sub-populations of each cohort year (e.g., 2012 non-UR six-year graduation rate – 2012 UR six-year graduation rate). Please consider cohort sizes when interpreting the equity gap data.

Table 3-B. Transfer Student Graduation Rates*

Entered in Fall	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2014	37	32.4%	67.6%	81.1%
2015	87	28.7%	79.3%	83.9%
2016	177	35.0%	78.5%	87.0%
2017	169	36.1%	70.4%	77.5%
2018	188	52.7%	83.0%	N/A
2019	186	52.2%	N/A	N/A
2020	227	N/A	N/A	N/A

*Note: Starting with the Fall 2019 cohort, both state-support and self-support matriculated students are included in the cohorts.

APPENDIX A. UNDERGRADUATE DEGREE PROGRAMS (cont.)

Table 4. Degrees Awarded

Table 4. Degrees Awarded

College Year	Degrees Awarded
2015-2016	513
2016-2017	404
2017-2018	463
2018-2019	477
2019-2020	560
2020-2021	544
2021-2022	N/A

APPENDIX B. GRADUATE DEGREE PROGRAMS

Table 5. Graduate Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2015	92	59	36
2016	100	55	36
2017	99	42	25
2018	115	63	43
2019	82	47	25
2020	58	41	28
2021	62	32	20

Table 6. Graduate Program Enrollment by Headcount and FTES

Academic Year (Annualized)	Headcount	FTES	FTES per Headcount
2015-2016	101	60.7	0.60
2016-2017	97	55.7	0.58
2017-2018	73	41.6	0.57
2018-2019	75	46.8	0.62
2019-2020	71	41.2	0.58
2020-2021	51	32.0	0.63
2021-2022	50	29.3	0.59

Table 7. Graduate Student Graduation Rates

Table 7-A. Graduation Rates for Master's Programs

All Master's Entered in Fall:	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2014	36	36.1%	75.0%	83.3%
2015	36	47.2%	83.3%	88.9%
2016	36	36.1%	88.9%	91.7%
2017	25	52.0%	76.0%	88.0%
2018	43	69.8%	88.4%	N/A
2019	25	48.0%	N/A	N/A
2020	28	N/A	N/A	N/A

Table 8. Master's Degrees Awarded

Table 8. Graduate Degrees Awarded

College Year	Degrees Awarded
2015-2016	40
2016-2017	51
2017-2018	40
2018-2019	32
2019-2020	36
2020-2021	37
2021-2022	N/A

APPENDIX C. FACULTY

Table 9. Full-Time Instructional Faculty

Table 9. Faculty Composition¹

Fall	Tenured	Tenure-Track	Sabbaticals at 0.5	FERP at 0.5	Full-Time Lecturers	Actual FTEF
2017	20	9	1.5	1.0	6	34.0
2018	20	8	0.5	1.5	9	35.5
2019	23	6	0.5	2.0	7	34.0
2020	25	4	0.5	1.5	8	35.7
2021	23	4	0.5	1.5	7	32.5

¹ Headcount of tenured, tenure-track, sabbaticals at 0.5, and FERP at 0.5 includes full-time and part-time faculty. Headcount of lecturers only includes full-time faculty, as consistent with the IPEDS HR definition. It does not represent the number of full-time lecturer lines assigned to the department.

APPENDIX D. FACULTY CURRICULUM VITAE

CURRICULUM VITAE FOR FACULTY MAY BE FOUND [HERE](#).

APPENDIX E. RESOURCES

Table 10. All Department Resources: Past Five Years

	OE&E	UEE/Open University	Prof. Dev. Travel	Accreditation	Misc.Course Fees	Other/One-Time	Total
2016-2017	50,415.00	108,610.00	13,434.00	3,650.00	71,036.00	8,087.00	255,232.00
2017-2018	86,276.00	83,722.00	32,320.00	7,980.00	58,455.00	6,800.00	275,531.00
2018-2019	71,475.00	27,346.00	3,248.00	4,872.00	57,400.00	6,800.00	171,141.00
2019-2020	18,332.00	--	2,009.00	4,500.00	111,976.00	6,800.00	143,617.00
2020-2021	52,309.00	--	13,186.00	6,160.00	45,690.00	6,800.00	124,145.00
2021-2022	17,049.00	--	18,572.00	5,500.00	68,911.00	7,399.00	117,431.00

APPENDIX F. LONG-TERM PLANNING

Goals regarding student learning, scholarship, and service outcomes, and associated measurement outcomes, will be developed upon completion of College and University strategic plans.

Table 11. FACULTY REVIEWERS

1. **Reflection about the past review**

Michele Barr, Jason Bennett, David Chen, Jared Coburn, Guillermo Noffal, Daniela Rubin

2. **Department/Program Mission, Goals, and Environment**

Michele Barr, Jason Bennett, David Chen, Jared Coburn, Guillermo Noffal, Daniela Rubin

3. **Department/Program Description and Analysis**

Michele Barr, Matthieu Hoffmann, Do Kyeong Lee, Matthew Llewellyn, Debra Patterson

4. **Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes**

David Chen, Pablo Costa, John Gleaves, Kathleen Thomas, Priya Patel

5. **Faculty**

Jared Coburn, Kori Fisher, Erica Munoz, Toby Ryder

6. **Student Support and Advising**

Julie Bryce, Julia Capelli, Sarah Hamamoto, Robert Lockie, Guillermo Noffal

7. **Resources and Facilities**

Alain Bourgault, Andrew Galpin, Jingwen Liu, Scott Lynn, Daniela Rubin

8. **Short- and Long-term Plans**

All full-time faculty

Table 12. Department Goals for the Previous Review Period

GOAL 1. Undergraduate: Provide quality undergraduate learning experiences preparing students for professions and advanced study in order to:

- a) ensure the preeminence of learning;
- b) provide high quality programs that meet the evolving needs of our students, community, and region;
- c) create an environment where all students have the opportunity to succeed.

GOAL 2. Graduate: Provide quality graduate student learning experiences through course work and mentoring in order to:

- a) ensure the preeminence of learning;
- b) provide high quality programs that meet the evolving needs of our students, community, and region;
- c) create an environment where all students have the opportunity to succeed.

GOAL 3. Research: Produce quality scholarship through internal and external support in order to:

- a) enhance scholarly and creative activity
- b) increase external support for university programs and priorities

GOAL 4. Service: Enhance the university, community and professions through collegial teamwork, leadership, and provision of expertise in order to:

- a) make collaboration integral to our activities

GOAL 5. Environment: Foster a supportive working and learning environment to promote faculty, staff and student success in order to:

- a) create an environment where all students have the opportunity to succeed
- b) strengthen institutional effectiveness, collegial governance, and our sense of community

GOAL 6. Partnerships/Engagement: Develop and strengthen mutually beneficial collaborative partnerships in order to:

- a) make collaboration integral to our activities
- b) increase external support for university programs and priorities
- c) expand connections and partnerships with our region

Table 13. Self-Support Enrollments Trends, Winter 2018-Summer 2022

APPENDIX C

Self-support Course Enrollments Trend

All: *

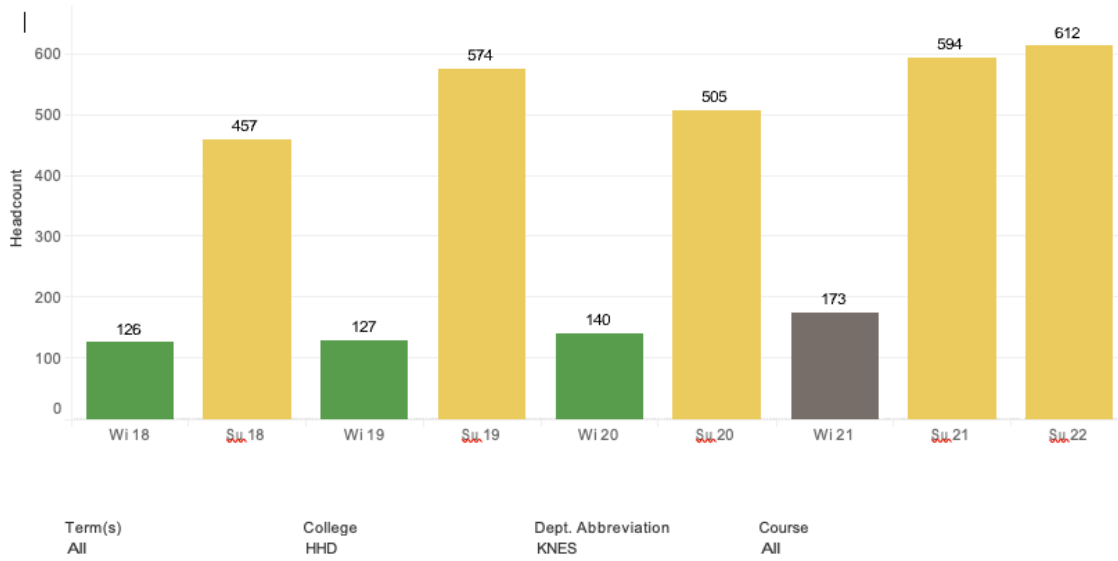


Table 14. Concentrations Within the BS in Kinesiology, 2015-2023.

APPENDIX D

Concentrations Within the BS In Kinesiology Program Listed in the Different University Catalogs Since the Last Review

2015-2016	2016-2017	2017-2020	2020-2021	2021-2023
General Studies (Kinesiology)	General Studies (Kinesiology)	General Studies (Kinesiology)	General Studies (Kinesiology)	General Studies (Kinesiology)
Exercise Science	Clinical Movement Science	Clinical Movement Science	Clinical Movement Science	Exercise Science
Fitness and Health Promotion	Exercise Science	Exercise Science	Exercise Science	Recreation and Physical Activity Promotion
Gerokinesiology	Fitness and Health Promotion	Recreation, Fitness and Health Promotion	Recreation, Fitness and Health Promotion	Gerokinesiology
Sport Studies	Gerokinesiology	Gerokinesiology	Gerokinesiology	Sport Studies
Teacher Education	Sport Studies	Sport Studies	Sport Studies	Strength and Conditioning
Special Studies	Teacher Education	Teacher Education	Teacher Education	Teacher Education
Strength and Conditioning	Strength and Conditioning	Strength and Conditioning	Strength and Conditioning	Pre-Allied Health
	Special Studies	Special Studies		

Note. Text highlighted in green indicates the first year the concentration was listed. Text highlighted in red indicates the last year the concentration was listed.

Number of Graduating Students in Each of the Concentrations offered by the Department

Concentration	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	AVERAGE
General Studies	239	231	266	336	332	293	282.8
Exercise Science	25	29	27	24	12	16	22.2
Gerokinesiology	18	17	15	11	8	7	12.7
Pre-Allied Health	N/A	N/A	N/A	N/A	N/A	3	3
Sport Studies	22	19	11	9	5	10	12.7
Strength and Conditioning	18	25	19	27	26	22	22.8
Teacher Education	21	42	27	31	20	29	28.3
Clinical Movement Science	43	81	103	116	136	154	105.5
Fitness and Health Promotion	18	18	8	4	1	N/A	9.5
Recreation and Physical Activity Promotion	N/A	N/A	N/A	N/A	N/A	2	2
Recreation, Fitness, and Health Promotion	N/A	1	1	1	4	4	2.2

Note. Text highlighted in red indicates concentrations that are no longer offered.

Table 15. Graduation Rates for Master’s Degree Students

Graduation Rates for Master’s Students (fall cohorts)

College	Degree Program	Sex	Underrepresented Status	Race/Ethnicity										
All	Kinesiology MS	All	Yes	All										
Cohort	Number of Students	1 Yr Graduation (#)	1 Yr Graduation (%)	2 Yr Graduation (#)	2 Yr Graduation (%)	3 Yr Graduation (#)	3 Yr Graduation (%)	4 Yr Graduation (#)	4 Yr Graduation (%)	5 Yr Graduation (#)	5 Yr Graduation (%)	6 Yr Graduation (#)	6 Yr Graduation (%)	
fall 09	9	0	0.0%	4	44.4%	7	77.8%	7	77.8%	8	88.9%	8	88.9%	
fall 10	15	0	0.0%	3	20.0%	6	40.0%	7	46.7%	10	66.7%	10	66.7%	
fall 11	10	0	0.0%	2	20.0%	5	50.0%	7	70.0%	8	80.0%	8	80.0%	
fall 12	9	0	0.0%	5	55.6%	6	66.7%	7	77.8%	8	88.9%	8	88.9%	
fall 13	11	0	0.0%	4	36.4%	9	81.8%	10	90.9%	10	90.9%	10	90.9%	
fall 14	15	0	0.0%	6	40.0%	12	80.0%	13	86.7%	13	86.7%	13	86.7%	
fall 15	12	0	0.0%	3	25.0%	9	75.0%	9	75.0%	9	75.0%	9	75.0%	
fall 16	12	0	0.0%	6	50.0%	11	91.7%	11	91.7%	11	91.7%	11	91.7%	
fall 17	9	0	0.0%	4	44.4%	7	77.8%	9	100.0%	9	100.0%			
fall 18	18	0	0.0%	13	72.2%	16	88.9%	17	94.4%					
fall 19	8	0	0.0%	5	62.5%	6	75.0%							
fall 20	11	0	0.0%	6	54.5%									
fall 21	10	0	0.0%											
fall 22	8													

* Multi-race ethnicity category did not exist prior to fall 2009

* Starting fall 2017 the Pacific Islanders category is reported separately from Asians

* Starting with the fall 2019 cohort, both state-support and self-support matriculated students are included in the cohorts

(continued next page)

Table 15 (cont.)

Graduation Rates for Master's Students (fall cohorts)

College		Degree Program		Sex		Underrepresented Status		Race/Ethnicity					
All		Kinesiology MS		All		No		All					
Cohort	Number of Students	1 Yr Graduation (#)	1 Yr Graduation (%)	2 Yr Graduation (#)	2 Yr Graduation (%)	3 Yr Graduation (#)	3 Yr Graduation (%)	4 Yr Graduation (#)	4 Yr Graduation (%)	5 Yr Graduation (#)	5 Yr Graduation (%)	6 Yr Graduation (#)	6 Yr Graduation (%)
fall 09	27	0	0.0%	14	51.9%	19	70.4%	21	77.8%	22	81.5%	22	81.5%
fall 10	30	0	0.0%	17	56.7%	26	86.7%	26	86.7%	29	96.7%	29	96.7%
fall 11	29	0	0.0%	14	48.3%	18	62.1%	20	69.0%	23	79.3%	23	79.3%
fall 12	22	0	0.0%	8	36.4%	18	81.8%	20	90.9%	21	95.5%	21	95.5%
fall 13	30	1	3.3%	16	53.3%	23	76.7%	27	90.0%	27	90.0%	27	90.0%
fall 14	21	0	0.0%	7	33.3%	15	71.4%	17	81.0%	18	85.7%	18	85.7%
fall 15	24	0	0.0%	14	58.3%	21	87.5%	23	95.8%	23	95.8%	23	95.8%
fall 16	24	0	0.0%	7	29.2%	21	87.5%	22	91.7%	23	95.8%	23	95.8%
fall 17	16	0	0.0%	9	56.3%	12	75.0%	13	81.3%	13	81.3%		
fall 18	25	0	0.0%	17	68.0%	22	88.0%	23	92.0%				
fall 19	17	0	0.0%	7	41.2%	12	70.6%						
fall 20	17	0	0.0%	7	41.2%								
fall 21	10	0	0.0%										
fall 22	8												

* Multi-race ethnicity category did not exist prior to fall 2009

* Starting fall 2017 the Pacific Islanders category is reported separately from Asians

* Starting with the fall 2019 cohort, both state-support and self-support matriculated students are included in the cohorts

Table 16. Enrollment Targets, AY16-17-22-23

ENROLLMENT TARGETS (FTES):

AY22-23	1,300
AY21-22	1,280
AY20-21	1,280
AY19-20	1,280
AY18-19	1,280
AY17-18	1,280
AY16-17	1,275

Table 17. Assessment Plan for the BS in Kinesiology

BS in Kinesiology SLOs	SLO Measured	Course
1. Students can relate and apply the foundational ways kinesiology examines physical activity and exercise.	1.A. Students demonstrate a personal appreciation through commitment to practicing a variety of physical activities.	Activity Course
	1.B. Students can apply and critically evaluate the appropriateness of various methods to analyze physical activity's impact on human performance	349
	1.C. Students can analyze human movement from a foundational musculoskeletal perspective.	360
2. Students understand how subdisciplines of natural science are applied in kinesiology to physical activity and exercise at different points of the human lifespan.	2.A. Students can describe the physiological changes brought about by exercise and physical activity.	348
	2.B. Students can evaluate human movement through the application of biomechanical principles.	361
	2.C. Students can describe how control of human movement changes with learning of motor skills at different points of the human lifespan.	371
3. Students understand how subdisciplines of humanities and social sciences are applied in kinesiology to physical activity and exercise in diverse cultural settings	3.A. Students can describe the major historical factors shaping physical activity across time and culture.	381
	3.B. Students comprehend the psychological processes influencing physical activity in various settings.	383
	3.C. Students can synthesize learning from multiple kinesiology subdisciplines to evaluate contemporary ethical problems in kinesiology.	380

SLO 1.A Method of Assessment

SLO: Students demonstrate a personal appreciation through commitment to practicing a variety of physical activities.

Place Assessed: Perf Courses

Direct Assessment Method: Pre and post mean score (across all perf courses) for “Attitudes – overall” and “Intention”.

Standard for Assessment: Mean score for “Attitudes – overall” and “Intention” increase at the end of the semester (Pre<Post)

Table 17. Continued on next page.

Table 17. (continued)

SLO 1.B Method of Assessment

SLO: Students can apply and critically evaluate the appropriateness of various methods to analyze physical activity's impact on human performance

Place Assessed: KNES 349

Direct Assessment Method: Measured using three questions students answer in final exam or final course survey.

Standard for Assessment: 75% of students will correctly answer items 1, 2 and 3

SLO 1.C Method of Assessment

SLO: Students can analyze human movement from a foundational musculoskeletal perspective.

Place Assessed: KNES 360

Direct Assessment Method: Standardized question on final examination in all sections of KNES 360. Questions will be graded using an established rubric.

Standard for Assessment: 70% of students will correctly answer at least 7/10 questions.

SLO 2.A Method of Assessment

SLO: Students can describe the physiological changes brought about by exercise and physical activity.

Place Assessed: KNES 348

Direct Assessment Method: 8 Multiple choice questions

Standard for Assessment: 75% of questions answered correctly

SLO 2.B Method of Assessment

SLO: Students can evaluate human movement through the application of biomechanical principles.

Place Assessed: KNES 361

Direct Assessment Method: Standardized question on final examination in all sections of KNES 361. Questions will be graded using an established rubric.

Standard for Assessment: 70% of students will correctly answer at least 7/10 questions.

SLO 2.C Method of Assessment

SLO: Students can describe how control of human movement changes with learning of motor skills at different points of the human lifespan.

Place Assessed: KNES 371

Direct Assessment Method: Standardized project in all sections of KNES 371. Students will complete a project (in class or online). The project will be due on the week 15 and will be graded out of 16 points using an established rubric. The project does not need to be part of course evaluation.

Standard for Assessment: 90% of students score a 75% or better using the rubric.

Table 17. Continued on next page.

Table 17. (continued)

SLO 3.A Method of Assessment

SLO: Students can describe the major historical factors shaping physical activity across time and culture.

Place Assessed: KNES 381

Direct Assessment Method: Standardized essay question on final examination in all sections of KNES 381. Essay question will be graded out of 10 points using an established rubric.

Standard for Assessment: 80% of students score a 7.5 or better using the rubric

SLO 3.B Method of Assessment

SLO: Students comprehend the psychological processes influencing physical activity in various settings.

Place Assessed: KNES 383

Direct Assessment Method: Standardized question on final examination in all sections of KNES 383. Questions will be graded using an established rubric.

Standard for Assessment: 80% of the selected 10 questions will be correctly answered by students on final exam.

SLO 3.C Method of Assessment

SLO: Students can synthesize learning from multiple kinesiology subdisciplines to evaluate contemporary ethical problems in kinesiology.

Place Assessed: KNES 380:

Direct Assessment Method: Students will complete a project (in class or online) with group (3-5 members). The assignment does not need to be part of course evaluation

Standard for Assessment: 90% of projects will score a 75% or better using the rubric

Table 18. Assessment Plan for the MS in Kinesiology

Kinesiology Grad SLO	SLO Criteria	Assessment	Course	Plan to assess
1. Students can analyze and evaluate different types of research questions using appropriate data analysis techniques.	1.A. Students can apply, interpret and evaluate datasets using appropriate quantitative and/or qualitative data analysis techniques.	Poster or oral presentation based on ‘play’ data’ (or data from faculty) where they analyze it and then present to class.	KNES 508	FA 2021
	1.B. Students can assess how and when to apply statistical techniques to address different types of research questions.	Matching question on final exam: students match research questions to appropriate statistical test?		
2. Students can explain and evaluate research designs and methodology as relevant in the academic and/or professional environment	2.A. Students are able to explain and interpret quantitative, qualitative, and/or mixed methods research designs.	Exam questions?	KNES 510	SP 2022
	2.B. Students can appraise and evaluate the merits of published research findings.	Article critique? Or Annotated Bibliography?		
3. Students can explain, synthesize and express knowledge from at least one subdiscipline within kinesiology	3.A. Students can synthesize knowledge from a kinesiology subdiscipline to address a contemporary research question or problem.	Rubric	KNES 597/ KNES 598/ Comp Exam	
	3.B. Students can coherently express their knowledge about a subdiscipline through formal writing using appropriate style to convey an advanced mastery of the content area.	Rubric		
	3.C. Students can coherently express their knowledge about a subdiscipline using effective oral communication to convey an advanced mastery of the content area.	Rubric		

Table 18. Continues on next 8 pages.

Table 18. Assessment Plan for the MS in Kinesiology (cont.)

SLO 1A. KNES 508.

Poster Presentation Assignment

This final assignment is designed to assess your ability to present research findings in a way that we commonly do at academic conferences such as: the American College of Sports Medicine (ACSM), Association for Applied Sport Psychology (AASP), North American Society for the Psychology of Sport and Physical Activity (NASPSPA) and the National Strength and Conditioning Association (NSCA). You will use a pre-existing dataset that is provided. You will identify a research question that matches as closely to your interests as possible. If you have another project you are working on, then analyzing that data to create your poster is certainly a possibility (please discuss with Dr. Hoffmann). In the presentation, you will present a research question and findings in a visual manner using a poster format created in Powerpoint. This will be submitted electronically on Canvas as a pdf prior to the presentation in class.

Sections to include on the poster:

- Introduction
 - Brief review of findings from one or two research studies (journal articles) that relate to your general research question
 - This brief “literature review” does not need to set-up/justify your research question/purpose of the study (if it does, all the better)
- Purpose and hypotheses (sentences only, no need for notation)
- Participants (N, and some descriptive relevant information such as gender, age, etc.)
- Methods/Procedures
 - How study was done, what data were collected (you can make some of this up based on your research question)
- Analysis
 - What statistics were performed?
 - What are the assumptions and how were they evaluated?
- Results
 - Findings presented in a visual manner (e.g., graph, figure, tables)—perhaps accompanied by a brief explanation in one or more sentences
- Discussion
 - Conclusions (brief summary; do the results make sense?)
 - Limitations? Future directions?
- References
 - At least one peer-reviewed journal article

Keys to success:

- Create poster in Powerpoint or similar; slide has appropriate dimensions (3 feet tall by 4 feet wide)
- Presentation length is approximately 5 minutes (plus or minus 1 minute)
- APA formatting for references
- Submit as a pdf on Canvas prior to class presentation

Table 18. Assessment Plan for the MS in Kinesiology (cont.)

Poster Evaluation Form (Total: /65)

	Absent	Poor	Below Expectations	Somewhat Acceptable	Good	Excellent
1. Format matches requirement (3 tall by 4 wide)	0	1	2	3	4	5
2. Organization and presentation of poster is visually appealing with no large blocks of text (a bullet point should not contain more than 3-4 sentences)	0	1	2	3	4	5
3. Title and author names are at top in large text that are clear and easy to read	0	1	2	3	4	5
4. Introduction – review of topic based on at least one peer-reviewed journal article.	0	1	2	3	4	5
5. Purpose is clearly stated with research hypothesis	0	1	2	3	4	5
6. Participant section is clearly presented with sample size and descriptive variables (statistics presented in participant section match with study variables)	0	1	2	3	4	5
7. Methods/Procedures include a description of how study was conducted, how data were collected, measures used, etc.	0	1	2	3	4	5
8. Analysis – statistics match the purpose	0	1	2	3	4	5
9. Analysis – assumptions are described in terms of how they were evaluated	0	1	2	3	4	5
10. Findings are presented clearly, correctly, and in a visual manner	0	1	2	3	4	5
11. Discussion: conclusions, limitations and/or future directions are clear and appropriate to results	0	1	2	3	4	5
12. References: At least one and cited in APA format	0	1	2	3	4	5
13. Quality of oral presentation: Professional tone and ~5 mins (\pm 1 min)	0	1	2	3	4	5

Assessment: Based on the rubric, the student average will be 90% or better.

Table 18. Assessment Plan for the MS in Kinesiology (cont.)

SLO 1B. KNES 508.

Matching Questions on Final Exam

Match the following research questions and/or conclusions with the most appropriate statistic. There are more answers than questions. Each question has only 1 correct answer. **Answers may only be used once.**

Matching grade: _____ /10

- ____ 31. Researchers showed that among older adults (compared to younger adults), balance was greater for females compared to males.
- ____ 32. Do physical activity levels change when young adults move from high school to university?
- ____ 33. Researchers found differences in the time spent watching TV for individuals classified as normal weight, overweight, or obese.
- ____ 34. Researchers showed that aerobic capacity increased from baseline to post-training (30 days later) for an intervention group when compared to a control group who received no training.
- ____ 35. What effect does time of season have of Gatorade consumption? Researchers measured a team's Gatorade consumption four times throughout one season.
- ____ 36. Researchers want to compare first- and second-year CSUF Master's students in terms of their (1) academic self-efficacy and (2) perceptions of burnout.
- ____ 37. A coach wanted to know whether her starting players, non-starting players, and bench players were getting similar levels of sleep, while adjusting for their average caffeine intake in milliliters.
- ____ 38. Researchers concluded that Southern Californians (as a whole) have greater trunk flexibility scores than the US population average.
- ____ 39. Do CSUF seniors have higher grade point averages (GPAs) than sophomores?
- ____ 40. A researcher has participants perform three tests (on three different days) on a jumping force plate. Do the jumping force plate scores show evidence of reliability?

- A. One sample t-test
- B. Independent t-test
- C. Dependent t-test

- D. One-way (simple) ANOVA
- E. Repeated measures ANOVA
- F. Intraclass correlation
- G. Between-between factorial ANOVA
- H. Between-within factorial ANOVA
- I. Within-within factorial ANOVA
- J. ANCOVA
- K. MANOVA

Assessment: Based on the rubric, the student average will be 80% or better.

Table 18. Assessment Plan for the MS in Kinesiology (cont.)

SLO 2A. KNES 510.

Exams

1. The only type of research that can manipulate treatments and establish a cause and effect is:
 - A. descriptive research
 - B. analytical research
 - C. correlational research
 - D. experimental research
 - E. C and D
2. A researcher conducts a study on the effectiveness of computer-assisted instruction (CAI) by comparing classes that use this method with classes that do not. The researcher expects the CAI classes to show higher gains in achievement. This expectation is:
 - A. the dependent variable
 - B. the independent variable
 - C. a control variable
 - D. the hypothesis
3. In an experiment that compares aerobic dance with jogging, what might be a dependent variable?
 - A. age of the participants
 - B. number of exercise sessions per week
 - C. skinfold-measured fat
 - D. gender
4. The primary sources of a literature review are usually:
 - A. the most current indexes
 - B. encyclopedia summaries
 - C. research journal articles
 - D. recent textbooks
 - E. A and B
5. A double-blind experiment is one in which:
 - A. both experimental and control groups are exposed to identical pretesting and post-testing conditions
 - B. neither the researcher nor the participants know which participants receive the experimental treatment
 - C. neither the experimental nor control groups know which participants receive the experimental treatment, but the experimenter knows
 - D. both experimental and control groups receive the same tests

6. A researcher wants to determine the percentages of time that a teacher spends in various tasks, such as demonstration, explanation, and monitoring students. Which of the following is probably the most valid way to research this?
 - A. a questionnaire study
 - B. an interview study
 - C. a developmental research study
 - D. an observational study

7. A researcher wishes to study a group of children over a period of 10 years. This is an example of a _____ study.
 - A. longitudinal
 - B. correlational
 - C. case
 - D. cross-sectional

8. Determining the relationship between students' attitudes toward drugs and the frequency of drug usage is an example of a(n) _____ study.
 - A. experimental
 - B. unobtrusive
 - C. ex post facto
 - D. correlational

9. Which of the following would be given the rank of the highest form of scientific evidence?
 - A. observational study
 - B. causal-comparative or case studies
 - C. survey research
 - D. randomized experimental research

10. A researcher predicts that there will be a positive relationship between attitude scores and grade point average. This is an example of a:
 - A. limitation
 - B. research hypothesis
 - C. null hypothesis
 - D. basic assumption

Assessment: Based on the rubric, the student average will be 80% or better.

Table 18. Assessment Plan for the MS in Kinesiology (cont.)

SLO 2 B. KNES 510.

Annotated Bibliography:

What Is an Annotated Bibliography?

An annotated bibliography is a list of citations to peer-reviewed journal articles or book chapters/books. Each citation is followed by a brief (about 150 words) descriptive and evaluative paragraph—the annotation. The purpose of the annotation is to inform the reader of the nature, relevance, and quality of the sources cited.

Assignment Details

For this assignment, students will develop an annotated bibliography consisting of five to ten peer-reviewed journal articles. Sources included in the annotated bibliography should focus on one general topic or area of research that can be used as the basis for a thesis or project proposal, or comprehensive exam topic research endeavor. Each annotation should consist of no less than 150 words (200 words max). Reference using an accepted reference style (APA, MLA, etc.).

Template to follow (evaluative criteria):

1. Purpose of the study
 - a. Hypotheses (if applicable)
2. Study design (e.g., descriptive, experimental, qualitative, case study, longitudinal, etc.)
3. Results – were hypotheses supported?
 - b. Independent variable(s)
 - c. Dependent variable(s)
4. Conclusion and practical applications
5. Brief comparison to relevant literature (making critical links to related research)
6. Any study strengths and/or limitations that warrant a comment

Note: Submissions should include a title page with at least your name and proposal title.

Table 18. Assessment Plan for the MS in Kinesiology (cont.)

RUBRIC

Criteria	5	4	3	2	1
Quality of annotations	All annotations are thoughtful and complete (including the evaluative material noted in the instructions)	Annotations are mostly thoughtful and complete	Some annotations are mostly thoughtful and complete, others are incomplete	Most annotations are not thoughtful nor complete	Annotations are not thoughtful nor complete
Writing, grammar, and spelling			No grammatical/spelling errors	A few grammatical/spelling errors	Several grammatical/spelling errors
Correct resource types (5-10 peer reviewed journal articles)	Correct resource types and number of citations	1 incorrect resource type or over/under the required number of citations	1 incorrect resource type and over/under the required number of citations	A few incorrect resource types and over/under the required number of citations	Generally incorrect resource types and over/under the required number of citations
Title page and citations follow an accepted reference style				Fully conforms to standards	Mostly conforms to standards

TOTAL: 15 points

Assessment: Based on the rubric, the student average will be 90% or better.

Table 18. Assessment Plan for the MS in Kinesiology (cont.)

Example annotation:

1. Hoffmann, M. D., & Loughead, T. M. (2016). A comparison of well-peer mentored and non-peer mentored athletes' perceptions of satisfaction. *Journal of Sports Sciences*, 34, 450-458. doi:10.1080/02640414.2015.1057517

1 → The purpose of this study was to compare well-peer mentored and non-peer mentored athletes' perceptions of satisfaction. The authors hypothesized that well-peer mentored athletes would report greater perceptions of satisfaction with the athletic experience than their non-peer mentored counterparts. Online survey data were collected from Canadian intercollegiate athletes and analyzed using a causal comparative design. The results showed that well-peer mentored athletes were significantly more satisfied on most dimensions of satisfaction (e.g., personal dedication), which generally supported the study's hypothesis. Moreover, the findings were consistent with research from the domain of organizational psychology, which demonstrated that having a mentor was associated with career-related benefits (e.g., greater salary and work satisfaction; Eby et al., 2013). Practically the results suggest coaches should consider fostering high-quality relationships between more and less experienced teammates via formalized mentoring programs. It should be noted that well-peer mentored athletes in this study reflected on the degree of satisfaction they experienced during a period of time in which they were supported by their best-ever peer athlete mentor, which puts into question the generalizability of the results.

2 →

← 3

← 4

← 5

6 →