

**Academic Program Review Report**  
**Department of Kinesiology and Health Sciences**  
**California State University, Sacramento**

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**Review Team**

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**Spring 2015**

## OVERVIEW OF THE PROGRAM REVIEW PROCESS

The Department of Kinesiology and Health Sciences (KHS) underwent their scheduled program review as 1 of the 7 academic units scheduled for review in the 2012-13 cycle. This was the fifth cycle at our University to incorporate the Program Review Pilot Study. The Pilot Study offers programs three options for the design of the Self-Study; the Department of KHS chose Option C, titled "Focused Inquiry." As explained in the *Pilot Study Manual of Procedures*, Option C calls for three main components:

- General information about the program, e.g., data on students, faculty, staff, facilities, etc. (most of which is supplied by Office of Institutional Research);
- A statement of intended student learning outcomes at the program level; methods for assessing them, including the use of direct measures; assessment results to date; and documentation of the use of assessment results in efforts to achieve program improvement (assistance with the preparation of which is available from the University Assessment Coordinator); and

The results of a focused inquiry addressing issues of particular interest/concern to the program itself, in the context of what is currently important to the college and university.

For its focused inquiry, KHS undertook an analysis of the department's response to the system wide graduation initiative. This, in addition to a well-crafted assessment plan for the future (2012-18), provides a comprehensive analysis of the functioning of KHS since the last program review in 2005.

This report is structured based primarily on the three sections prescribed by Option C. Therefore, once preliminary materials have been set forth, it begins with general information pertinent to the department, then examines issues involving learning outcomes and assessment, and then proceeds to the review of the focused inquiry.

During the course of the review process, the Review Team consulted the following individuals, documents, and other resources.

### Individuals Consulted

Dr. Fred Baldini, Dean, College of Health and Human Services (November 5, 2013)

Dr. Amy Liu, Director, Office of Academic Program Assessment (November 15, 2013)

Dr. Erin Hall, Professor, Department of Kinesiology, California State University, Stanislaus.  
(External Consultant - November 14 & 15, 2013)

### Meetings Attended

Meetings with faculty (November 7, 2013)

Meeting with staff (November 8, 2013)

Meetings with students (November 8, 2013)

### Documents Consulted

Department of KHS Documents

- *Department of KHS Self-Study Spring 2013*
- Department of KHS 2012-2013 Annual Assessment Reports and related documents
  - BS: <http://www.csus.edu/programassessment/annual-assessment/2012-13Reports/pdfs/12-13KinsHealSciAssessment.pdf>
  - Program Assessment Feedback: <http://www.csus.edu/programassessment/annual-assessment/2012-13Reports/pdfs/12-13kinsandhealscifedback.pdf>

- The Department of KHS website <http://www.csus.edu/HHS/KHS/index.html>  
Office of Institutional Research *KHS Fact Book Fall (2013)*
- <http://www.csus.edu/oir/DataCenter/DepartmentFactBook/Kinesiology14.pdf>

External Consultant Report for the Department of KHS, Dr. Erin Hall (Nov 19, 2013)  
Program Review Pilot Study, 2007-2011 and *Manual of Procedures for 2011-2012 Cycle*  
Program Review at Sacramento State

- <http://www.csus.edu/acaf/progReview/>  
Office of Academic Program Assessment at Sacramento State
  - <http://www.csus.edu/programassessment/index.html>
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## **EXECUTIVE SUMMARY OF COMMENDATIONS AND RECOMMENDATIONS**

### **Commendations:**

**Commendation 1:** The Department consistently offers excellent courses, providing a sound foundation for student learning.

**Commendation 2:** The departmental website provides clear information that is easily accessible.

**Commendation 3:** The Department contributes significantly to the University's General Education program.

**Commendation 4:** The faculty, full-time and part-time alike, are devoted to providing through their courses excellent opportunities for student learning.

**Commendation 5:** The KHS faculty maintains a high level of scholarly engagement.

**Commendation 6:** The Department has made good strides in the area of student advising.

**Commendation 7:** The committee would like to congratulate the office staff for staying on top of all the curricular changes and negotiating the needs of 13 different program that are housed under KHS. Given the nature of the programs offered by KHS, service provided by the equipment staff is critical. The committee would like to take this opportunity to recognize and appreciate the service provided.

**Commendation 8:** The department of KHS is commended for developing comprehensive Learning outcomes and Assessment strategies.

**Commendation 9:** The review committee appreciates the steps taken by KHS to improve graduation rates.

### **Recommendations:**

**Recommendation 1:** The curriculum for Athletic Training Program and the Exercise Science Program must be reviewed and restructured to downsize to 60 units or lesser.

**Recommendation 2 (to the Dean and Provost):** The review team strongly recommends that KHS avail the services of a discipline specific curriculum consultant from outside the university to study the curriculum structure and recommend changes where necessary.

**Recommendation 3:** The Graduate Programs curriculum need to be critically scrutinized. The program review team shares the external consultant's concern that enrollment in the graduate program is declining. The department should reevaluate the graduate program; consider developing a curriculum that presents a broader coverage of topics while allowing the culminating project to be completed in a more focused area of interest to the student.

**Recommendation (to the Dean and the Provost) 4:** Administration should take note of the effects of increased enrollment demand on KHS programs. Concomitantly, the administration must also explore the impact of impaction or requirement of pre-major requirements on other academic units. Student Advising should consider ways and means of educating students, who have expressed interest in impacted majors to consider the possibility of majoring other allied but non-impacted majors.

**Recommendation 5:** The department is encouraged to engage in a serious discussion about the future of the graduate program. This is a good opportunity to review and revamp the mission and goals of the graduate program; introduce curricular changes that complement the new mission and goals.

**Recommendation (to Dean and Provost) 6:** Support the efforts of the KHS faculty by exploring ways and means to support the graduate program. Explore the possibility of reinstating graduate assistantships. According to the external reviewer Dr. Hall, “this is a valuable marketing tool for all programs and could help in the creation of a graduate culture, even at the undergraduate level.”

**Recommendation 7:** Each program is advised to develop a set of answers for frequently asked questions, which could be made available to students. Each program is advised to revise and update roadmaps to reflect the changes to their individual curricular requirement. These steps would be useful to students and be of assistance to the staff advisor.

**Recommendation (to the Dean) 8:** The College administration ought to take appropriate steps immediately to restore trust and collegiality among the faculty and improve the professional environment within the Department.

**Recommendation 9:** Echoing the sentiments voiced by Dr. Hall, the review team suggests that each program explore the possibility of developing signature assignments that will directly assess program and department learning objectives; and, develop standardized rubrics for assessment. KHS could consult the Office of Program Assessment to fine-tune its assessment strategies if necessary.

**Recommendation 10:** The committee urges KHS to develop methods to explore why its 2-year and 3-year graduation rate is much lesser than the university average. The causes for the variation may be internal or external to KHS, but it is worth identifying with the intention of developing a possible solution.

**Recommendation to the Faculty Senate:**

Based on this program review and the Self-study report prepared by the Department of Kinesiology and Health Science, the Review Team recommends that all of the Department's degree programs be approved for six years or until the next scheduled program review.

## **INTRODUCTION**

This Program Review report comes at an opportune moment. The degree programs offered by KHS are very popular among students. This is amply evidenced in the increasing number of pursuing one of the many degrees offered by the department. The Review Team finds that in most aspects the Department is endowed with well-informed and dedicated teaching scholars providing students a vibrant and nurturing atmosphere for pursuit of knowledge. Since the last review, the department has taken some positive steps in the direction of developing robust assessment strategies and as evidenced in the Self Study focusing on establishing protocols to aid in timely graduation and student success. However, KHS's ability to succeed in its endeavors in the coming years is threatened by the less than optimal working environment prevailing within the department. The Review Team regards this program review as an opportunity for all offices concerned to prioritize resolving the issues plaguing KHS and setting it on the path of achieving its missions.

The recommendations set forth in this report are geared to assist the department, college and university develop, plan and implement necessary strategies to aid KHS improve its departmental climate and contribute to student success

### **Overview of the Department**

Housed in the College of Health and Human Services, the Department of Kinesiology and Health Science prepares students for careers in areas such as athletic trainers, physical education instructors, and Exercise Physiology. Students pursuing studies in area of Health Sciences prepare for careers in Health Care Administration, Community Health Education, Occupational Health and Safety.

### **Undergraduate Programs**

**Mission:** The Department of Kinesiology and Health Science, through its university and community based programs, provides a unique blending of physical, mental and emotional/social dimensions of learning. This unique blending of the whole individual provides the University with an opportunity to prepare responsible and knowledgeable individuals for addressing society's problems and enriching life.

**Program Philosophy and Goals:** Increase the students' breadth and depth of knowledge relative to the discipline of Kinesiology and Health Sciences to provide students the opportunity to engage in scholarly activity that includes creative, critical and analytical thinking, interpreting, evaluating and reporting published research, designing and conducting research, and to provide a focus of study that will enhance career commitment and allow for experiences that will lead to continued self-development and growth.

The department's emphasis on the preparation of well informed and ethically minded professional, coincides very well with the missions of the College of Health and Human Services and that of the university at large. KHS consists of two undergraduate Bachelor of Science degrees including Health Sciences and Kinesiology. The degrees are spread over 4 areas of concentrations namely Athletic Training, Exercise Science, Physical Education, and Health Science. Students can opt to focus any one of the 8 options which are as follows: 1) Physical Education Teacher Education, 2) Physical Activity, Conditioning and Coaching, 3) Single

Subject Teaching Credential in Physical Education K-12, 4) Exercise Science Option, 5) Therapeutic Exercise and Rehabilitation Option, 6) Community Health Education, 7) Health Care Administration, and 8) Occupational Health and Safety. KHS offers two minors, Coaching and Supplementary Authorization in Physical Education. The department also has a graduate program in Kinesiology with concentrations in Movement Studies and Exercise Science.

**Commendation 1:** The Department consistently offers excellent courses, providing a sound foundation for student learning.

In fall 2012 the Health Science program was declared impacted. Students seeking to be admitted into the major are required to meet the standards of admission which include the following requirements:

1. 2.0 minimum in overall GPA
2. Completion of 45 units
3. A course grade of C or above in all required pre-requisite Health Science major courses including BIO 25, BIO 26, CHEM 6A, PSYC 2, HLSC 50, and STAT 1 or the equivalents.
4. HLSC 98, Proseminar, can be taken prior to or as a co-requisite to all required upper division HLSC courses, except for those HLSC courses that are designated as a GE offering. HLSC 98 was removed from the program beginning Spring 2014.

All pre-requisite health major requirements must be completed prior to admission into the BS program.

Starting Fall 2013 the Exercise Science program also has a pre-declaration status. Students seeking admittance into Exercise Science will be designated as pre-Exercise Science until the following classes (25 units) are completed. Students must maintain an overall GPA of 2.0 and "C-" or better grade.

- (3) BIO 10 Basic Biological Concepts
- (4) BIO 22 Intro Human Anatomy
- (4) BIO 131 Systematic Physiology
- (5) CHEM 1A General Chemistry I, or CHEM 6A Intro to Chemistry
- (5) CHEM 1B General Chemistry II, or CHEM 6B Intro to Organic and Biological Chemistry
- (4) PHYS 5A General Physics: Mechanics, Heat and Sound

### Graduate Program

The graduate program leading to the Master of Science degree in Kinesiology is designed to expand the student's knowledge and to augment their qualifications for leadership in their chosen profession. The objectives of the program are to increase the student's breadth and depth of knowledge relative to the discipline of Kinesiology and Exercise Science. The program provides students the opportunity to engage in scholarly activity that includes analytical thinking, interpreting, evaluating, and reporting published research, as well as designing and conducting independent research. It also provides a focus of study that will enhance career commitment and allow for experiences that will lead to continued self-development and growth.

In 2008 the MS in Kinesiology curriculum was re-vamped and degree programs renamed to comply with current titles within the field. Courses were generated to comply with the

accrediting body in sports psychology. The program is presently considering applying for recognition by the National Strength and Conditioning Association ([www.nasca.com](http://www.nasca.com)). The Exercise Science concentration is also considering accreditation by the American College of Sports Medicine (<http://www.acsm.org>).

The Masters of Science in Kinesiology Movement Studies Concentration degree includes an eleven units core of courses, seven units of required courses, and four units earned through the completion of a thesis or project. In order to apply for advancement to candidacy the student must remove any deficiencies in admission requirements and complete at least twelve units of 200-level courses with minimum of 3.0 GPA. In addition, all students must pass the GWAR requirements.

## **KHS Curriculum**

### **Undergraduate Curriculum**

Since the last program review (2005), KHS underwent partial reconstruction of some of its programs. Physical Education created an additional class for the Blended Program. The physical education methods class was divided into two courses, KINS 380 Methods of Teaching Elementary Physical Education and KINS 381 Methods of Teaching Secondary Physical Education. The credential class, EDTE 116 was eliminated and the corresponding California Commission on Teacher Credentialing (CCTC) required standards being infused into KINS 380 and KINS 381. There were no changes to Athletic Training as the curriculum met all CAAHEP accreditation requirements (national accrediting body). Exercise Science curriculum remained unchanged, despite the fact that some of the required courses and elective courses were no longer offered by the department. To aid in timely graduation, those required course that are no longer offered are substituted. Among the Health Science concentrations, Community Health Education remained unchanged; the list of electives for Occupational Health and Safety was expanded. Major changes were introduced in the Health Care Administration concentration. Herein, courses more relevant to the field are introduced and students are given the option to choose courses that met their future career endeavors.

### **Curricular Revisions Effective Fall 2013**

To facilitate timely graduation the CSU Chancellor's office encouraged all campus administrations to seek out avenues to, if possible, reduce all undergraduate programs to fit within the 120 units required for a baccalaureate degree. While the campus engaged a spirited discussion of general education requirements individual programs were encouraged to consider reducing required units in their curriculum. As a follow up, KHS reviewed and revised the curricular requirements of all its programs.

- Health Science eliminated HLSC 50 Health Lifestyle, HLSC 98 Health Science ProSeminar, and PSYCH 2 Introduction to Psychology from its list of lower division required courses; thus reducing the total units required for majoring in Health Science to 58 units.
- Health Care Administration (HCA) concentration modified its curriculum to have a 16 unit required lower division core, a 12 unit upper division core, and 30 units of courses dedicated to HCA. The HCA concentration (30 units) now consists of the following classes: ACCY 1, ECON 1A or 1B, HLSC 116, HLSC 144, OPM 160, MGMT 102 or COMS 103. The students also have an additional 12 units, but they have a choice of 11 courses to pick from.



- The two other concentrations, Occupational Health and Safety and Community Health Education, remained unchanged.
- Prior to the curricular reviews of 2012 the Physical Education program consisted of two concentrations: Blended and General. The General Physical Education program met the standards for the CCTC subject matter preparation. Students who elected this option had the opportunity to complete their teaching credential at other educational institutions or pursue other career paths. The Blended Physical Education program provided undergraduates with a comprehensive and focused experience leading concurrently to the completion of a subject matter program and teacher preparation program. Students who elected this option needed to complete only one additional semester, post-graduation, to fulfill the student teaching phase.
- In fall 2012 the Teacher Preparation program revamped their teacher-education program. The changes in Education caused the physical education program to eliminate the “blended” program and to revise the curriculum. Physical Education faculty submitted a program change proposal in spring 2013. The new program has two tracks, Physical Education Teacher Education (PETE) and Physical Activity Coaching and Conditioning program (PACC). The PETE track meets the standards for the CCTC single subject matter preparation in physical education. After completing this program, students may apply to the two semesters long teacher credential program at Sacramento State. Under the revised the number of units in the PETE track was reduced to 57 units. The reduction of units from the former Blended Program (75 units) allows a student to secure their teaching credential in five years (native) and three years (transfers).
- The second option in Physical Education is the PACC. This curriculum is designed for students who do not want to pursue a teaching credential, but want to pursue careers as coaching, fitness instruction, corporate wellness, and youth sports. The unit total for this program is 57.
- The BS in Athletic Training prepares students to become a competent entry level certified athletic trainer by meeting the requirements for the Commission of Accreditation for Athletic Training Education (CAATE). The program provides quality experience for students to develop skills and knowledge in prevention, recognition, evaluation, immediate care, rehabilitation and reconditioning of athletic injuries. The program is currently under curricular review to reduce the number of units in the major (currently 83 units) to 64 units and still maintain a quality program and meet all CAATE standards.
- The Exercise Science Concentration is organized into two options: Exercise Science and Therapeutic Exercise & Rehabilitation. The Exercise Science option prepares students for graduate work in the areas of exercise and sport science, as well as for careers in cardiac rehabilitation, wellness, fitness consultant in business/industry and health clubs, personal training, and other paramedical and health related fields. The Therapeutic Exercise and Rehabilitation option provides students with an in-depth science-based course work that meets the prerequisite requirements for most physical therapy, occupational therapy and other related professional preparation programs such as physician assistant, medicine, chiropractic, and prosthetics and orthotics. The Exercise Science curriculum is also in the process of reducing its current 72 unit major to less than 60 units.

**Commendation 2:** The departmental website provides clear information that is easily accessible.

**Recommendation 1:** The curriculum for Athletic Training Program and the Exercise Science Program must be reviewed and restructured to downsize to 60 units or lesser.

**Recommendation 2** (to the Dean and Provost): The review team strongly recommends that KHS avail the services of a discipline specific curriculum consultant from outside the university to study the curriculum structure and recommend changes where necessary.

Periodic review and retooling of a curriculum contributes to effective student learning. The curriculum should ideally reflect the intellectual strengths of the current crop of faculty members. In the case of KHS, there is a more urgent need to downsize the Exercise Science and Athletic Training curriculum to 60 units or less. A reduction of the curriculum to 60 units or less affords students the opportunity to take courses in disciplines other than their major, thus exposing students to a well-rounded undergraduate learning experience. The review team strongly recommends that KHS avail the services of a discipline specific curriculum consultant from outside the university to study the curriculum structure, assess the curricular strengths of the faculty and recommend changes where necessary.

### **Graduate Curriculum**

There are no major changes to the graduate program since the last review. The loss of faculty member teaching Sport Psychology has a significant impact on the graduate program. In light of other more pressing needs, the department does not seem to have any plans to replace this faculty line soon. The restriction placed on graduate students participating in classroom learning has also severely affected the graduate program. The Graduate Program is clearly at a crossroad and requires a through assessment. However, at the time of writing the self-study, nothing to this effect has been proposed.

**Recommendation 3:** The Graduate Programs curriculum need to be critically scrutinized. The program review team shares the external consultant's concern that enrollment in the graduate program is declining. The department should reevaluate the graduate program; consider developing a curriculum that presents a broader coverage of topics while allowing the culminating project to be completed in a more focused area of interest to the student. This would also help consolidate enrollment and make the graduate program more viable.

### C. Students and Faculty

#### **Undergraduate**

As of the beginning of fall 2012 there are over 1853 declared majors in the Department of Kinesiology and Health Science. A summary of enrollment for all academic plans is the following:

Academic Plan Description	Academic Subplan Description	Count
Health Sciences	Community Health Education	136
Health Sciences	Health Care Administration	227
Health Sciences	Health Science BS (no option declared)	7
Health Sciences	Occupational Health & Safety	85
Health Sciences	Pre Health Science Pre	127
Kinesiology	Exercise Science	152
Kinesiology	Therapeutic Exercise and Rehabilitation	660
Kinesiology	Exercise Science (no option declared)	89
Kinesiology	Physical Education - Blended	29
Kinesiology	Physical Education - General	117
Kinesiology	Kinesiology (no concentration declared)	4
Kinesiology	Athletic Training	212
Total Major		<b>1845</b>
Supplementary Authorization PE		3
Coaching Minor		5
Total		<b>1853</b>

The number of undergraduate majors since the last program review has increased significantly. The number of full-time faculty members, however, has remained the same or has been reduced due to retirement or reassignments.

**TABLE 5: All Student Enrollment by Program and Concentration**

	Entering in Fall				
	2007	2008	2009	2010	2011
<b>Undergraduate Students</b>					
Health Science	253	334	414	401	431
Kinesiology	732	755	858	889	1,039
<i>Sub-Total</i>	<i>985</i>	<i>1,089</i>	<i>1,272</i>	<i>1,290</i>	<i>1,470</i>
<b>Graduate Students</b>					
Health Science	1	4	3	0	0
Kinesiology	44	56	62	42	39
<i>Sub-Total</i>	<i>45</i>	<i>60</i>	<i>65</i>	<i>42</i>	<i>39</i>
<i>Departmental Total</i>	<i>1,030</i>	<i>1,149</i>	<i>1,337</i>	<i>1,332</i>	<i>1,509</i>

Note: Some programs/concentrations are not listed if there were no students majored in those programs in the past five years.

Physical Education has remained stable for the past ten years with slight decline similar to all teaching programs in the nation. The current total for 2012 is 29 blended and 117 general. It should be noted that the students in the blended apply to the program via the general program. The majority of students in the general program apply to the blended program in the second semester of their junior year.

Student faculty ratio (FTES divided by FTEF) has increased significantly since the last review.

SFR	Fall 2007	Fall 2009	Fall 2011	10 Year Mean
Lower Division	17.3	29.7	40.2	32.0
Upper Division	22.0	27.0	27.9	26.0
Graduate	8.0	10.4	9.2	8.2
Department Total	19.8	26.2	28.1	25.2

In comparison to the university the ten-year mean for the university is 23.8 and the department's ten-year mean is 32.0. FTES has also significantly increased since the last review. The following is the FTES generated by each undergraduate program and the number of graduates for the last five years. The decline in 2011-2012 can be attributed to university wide reduction in class offering as a result of statewide budgetary constrains.

Degrees granted by the KHS in recent years is listed below:

Athletic Training	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Degrees	7	10	6	4	2	5
FTES	235.9	232.9	228.9	234.99	260.8	153.93

Community Health Education	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Degrees	28	37	32	42	41	43
FTES	271.24	260.05	340.47	423.12	443.37	237.20

Health Care Administration	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Degrees	31	35	34	68	61	63
FTES	144.89	145.25	211.07	268.12	291.52	166.80

Occupational Health & Safety	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Degrees	7	14	16	25	33	18
FTES	141.89	153.25	226.67	260.92	269.52	158.20

Exercise Science	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Degrees	81	90	84	91	98	85
FTES	310.27	324.71	306.48	349.25	363.12	206.80

PE Blended	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Degrees	29	28	23	21	23	22
FTES	313.85	300.85	290.23	285.82	285.24	148.25

PE General	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Degrees	1	3	11	4	11	14
FTES	218.89	207.78	211.4	209.92	216.51	99.65

According to the information available in the OIR Fact Book, the average class size in KHS has increased since 2007 from 27 to 30. However, based on information gathered through interactions with the department faculty and majority of the lecture courses offered by KHS are now set at 40 and all science labs are 20. Additionally in any given semester, the wait list for the majority of KHS major class exceed 20 for individual classes and for lab classes the number can reach 45. This situation poses a significant challenge for enrollment management and timely graduation, and could have spill over effects on other programs.

**Recommendation (to the Dean and the Provost) 4:** Administration should take note of the effects of increased enrollment demand on KHS programs. Concomitantly, the administration must also explore the impact of impaction or requirement of pre-major requirements on other academic units. Student Advising should consider ways and means of educating students, who have expressed interest in impacted majors to consider the possibility of majoring other allied but non-impacted majors.

### Graduate Program

The FTES and number of degrees for the graduate program are in decline. Faculty members are stretched to keep the graduate program intact. Graduate assistants are no longer permissible and all thesis and project reading is done as a voluntary overload. Given the lack of budgeted resources for the graduate program, the graduate curriculum has been severely eroded. The Graduate Committee is in the process of reviewing the curriculum, determining the commitment to the program at the time of the writing of this report. The following tables provide a clear indication of the problems faced by the KHS graduate programs.

MS Exercise Science	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Fall 2011
Degrees	7	6	10	3	2	2
FTES	20.80	18.29	21.11	22.15	20.33	11.03

MS Movement Studies	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Fall 2011
Degrees	7	6	10	3	2	1
FTES	20.80	18.29	21.11	22.15	20.33	11.03

**Recommendation 5:** The department is encouraged to engage in a serious discussion about the future of the graduate program. This is a good opportunity to review and revamp the mission and goals of the graduate program; introduce curricular changes that complement the new mission and goals.

**Recommendation (to Dean and Provost) 6:** Support the efforts of the KHS faculty by exploring ways and means to support the graduate program. Explore the possibility of reinstating graduate assistantships. According to the external reviewer Dr. Hall, “this is a valuable marketing tool for all programs and could help in the creation of a graduate culture, even at the undergraduate level.”

### KHS service to General Education

**Commendation 3:** The Department contributes significantly to the University’s General Education program.

During the past five years, the Department has offered 7 GE Area courses:

- B5: KINS 150
- C2: KINS 118A and KINS 118B
- D: HLSC 114
- E: HLSC 50; KINS 21 and KINS 99

During the period under review, the Department has enrolled 15,746 students (3,153 per AY) in these GE courses, thus contributing robustly to the University’s General Education program.

### D. Faculty Workload

Despite the curricular and fiscal challenges mentioned above, the faculty is committed to a quality education. The student evaluations reflect excellence in teaching with scores that range on average from 4.2-4.8 out of 5.0 on the mandatory student evaluations. Written comments continually state the faculty on the whole are effective teachers, dedicated to their profession, and genuinely care about the students. Students are required to teach 12 WTU load every semester with the other required 3 WTU load designated for advising, scholarship, and community and university service. Students routinely commented on how much they appreciate the faculty for their efforts.

**Commendation 4:** The faculty, full-time and part-time alike, are devoted to providing through their courses excellent opportunities for student learning.

### **E. Faculty Accomplishments**

The KHS have been active in the area of scholarship. The Health Science faculty members maintain an active research and publication agenda. Likewise, the Exercise Science faculty has been very active in the area of scholarship over the last 5 years. In addition to scholarly publications (listed in the Self Study) the KHS faculty has been successful in acquiring internal and external grants

**Commendation 5:** The KHS faculty maintains a high level of scholarly engagement.

### **F. Advising**

As a Department housing 13 programs, academic and career advising is highly complicated. The just mentioned 13 programs are quite varied and lead into careers that range from health professionals, athletic trainers, research and fitness, to physical education teachers. The Department of Kinesiology and Health Science is committed, however, to advising and graduation success. The department has an advising policy that specifically outlines the duties and procedures of all faculty members as it relates to advising (See Appendix 1). The KHS department is one of the first departments to use paperless online graduation applications and the necessity for each major to have an assigned advisor is paramount. Handouts, web pages, and SacSend messaging is all part of the advisement in KHS. Roadmaps are provided to all students in each discipline. The roadmaps are published on the department's website. The department also has a twitter account to keep all students current and abreast of all "breaking" news. Orientation is also used as a tool to acquaint students to the program and give individual advisement prior to entering the university. The department also has a full time SSP I. The SSP I's responsibility includes general advising for all programs and specifically for the pre- health science and pre-exercise science students as well as impaction and internships. The presence of a full-time Department advisor also bolsters the department's ability to constructively guide students through the various programs.

**Commendation 6:** The Department has made good strides in the area of student advising.

**Recommendation 7:** Each program is advised to develop a set of answers for frequently asked questions, which could be made available to students. Each program is advised to revise and update roadmaps to reflect the changes to their individual curricular requirement. These steps would be useful to students and be of assistance to the staff advisor.

### **G. Staff and Facilities**

The Department of Kinesiology and Health Science is considered a large department by University standards. The department has 13 major/minor programs, provides an activity program for the campus, and sponsors the Autism Center for Excellence (ACE) in conjunction with United Cerebral Palsy. The facilities include numerous assigned classrooms, motor learning lab, exercise physiology lab, biomechanic lab, athletic training room, physical therapy lab, as well as, gyms, dance studios, pool, tennis courts, fields, and Aquatic Center.

The department has one front office staff, ASA I. The ASA I serves as receptionist as well as maintains the front office. The department also retains an ASC II who serves as the “office manager.” The primary responsibility of the ASC II is budgetary and scheduling.

The department also has two equipment managers (men’s and women’s). The responsibility of these two individuals is the distributing of equipment for all KHS sponsored classes, maintenance of the locker rooms, and ordering of equipment.

**Commendation 7:** The committee would like to congratulate the office staff for staying on top of all the curricular changes and negotiating the needs of 13 different program that are housed under KHS. Given the nature of the programs offered by KHS, service provided by the equipment staff is critical. The committee would like to take this opportunity to recognize and appreciate the service provided.

### **Department Climate**

The Program Review Team is alarmed by the lack of cohesion and cooperation among KHS faculty and how that has contributed to a negative work environment in KHS. It is the opinion of the Review Team that, over the course of time, professional and personal priorities have gotten enmeshed contributing to a multilayered problem that need to be immediately but prudently untangled. The Review Team worries that if the issues contribute to the discord are not addressed immediately, the department will soon find itself unable to meet its obligations towards its students. All parties concerned, the university administration, the college administration and the KHS faculty, are encouraged to participate in an open hearted discussion with the intention of building a cohesive, productive and sustainable academic environment to further the mission of KHS into the future to come.

During the course of this review the external reviewer, Dr. Hall, and the Program Review team heard faculty constantly refer to conflicts within the department and the manner in which it is negatively impacting the department. The review team was repeatedly reminded by the faculty that there was a lack of trust among them. It has come to a point where every discussion and/or decision is elevated to a point of contention. In a nutshell the conflicts have effectively disabled the department from functioning optimally. Dr. Hall refers to this situation in the department as “toxic”. In her review she states:

Throughout the external review, a strong theme emerged regarding the workplace environment. As an external individual exposed to this environment, I would classify it as “toxic”. My recommendation is to have an external consultant or mediator comes into the department to try and restore trust, and professionalism among faculty. Programs are segregated and work as isolated units. A strong, positive leader needs to be put in place in each program to assist with this solution. It is my belief that no further forward progress within the programs will occur if this issue is not addressed. I would further recommend that this take place prior to or during the spring 2014 semester. Once there is solid foundation established, most of the further recommendations will be able to occur.

In Dr. Hall’s recommendation of bringing in an external consultant or mediator to restore trust and professionalism among faculty is a good suggestion and seconded by the Program Review Team.

However, the Program Review Team is also of the opinion that while this might be a good starting point, but it will not necessarily resolve the problem inhabiting KHS. The discord among



the faculty members is also a manifestation of a much larger structural problem. As mentioned earlier in the report, the Department of KHS houses four different BS degree programs, three kinesiology programs and one Health Sciences program. In recent years, institutional demands like the Senate initiated Instructional Program Priorities (IPP) reporting and ranking, budgetary concerns, and call to downsize the various majors have forced the different degree programs to view themselves differently. These processes of differentiation set in motion among the programs in KHS have morphed into a strategy of self-preservation and highlight their distinctiveness. The Health Science programs continued to maintain curricular distance from the Kinesiology programs. The differences among the Kinesiology programs were foregrounded at the cost of eroding the commonalities. These moves on the part of the various programs, in the face of steadily increasing student enrollment, has made matters worse for the functioning of KHS as an academic department. The ability of the department to focus on student learning is severely strained as a result.

**Recommendation (to the Dean) 8:** The College administration ought to take appropriate steps immediately to restore trust and collegiality among the faculty and improve the professional environment within the Department.

Given the growth in enrollment of the various degree programs within KHS and their curricular distancing from each other, the College of HHS is recommended to carefully reevaluate the structure of the department of KHS and the programs within. The committee acknowledges the prohibitive cost of establishing and administering independent departments and is not necessarily endorsing it as the strategy to resolve the problem. At the same time, the committee strongly feels that there may be other creative ways of reorganization that can effectively deal with the situation. For instance, while maintaining KHS as an administrative shell, each program can be granted some element of autonomy and treated as independent entities. These autonomous programs can be endowed with the same rights and privileges equal to other departments within the college, including program-building mechanisms including customized ARTP requirements, and hiring plans. This extension of autonomy to individual programs while separating the programs from each other also makes the faculty in each of these programs responsible for their success and/or failure.

**Assessment (Option C, Part 2):**

KHS is using a mix of indirect assessment tools and exit surveys and has managed to create space for different programs to develop their own methods of assessment to assess program effectiveness.

The Athletic Training program (AT) uses the passing rate for students sitting for the Board of Certification exam as a measure and has successfully improved passage rates by adjusting its curriculum. The Review Team commends AT for utilizing assessment to improve a significant direct measure. It is recommended that the department develop a holistic plan utilizing direct measures and rubrics for evaluating writing. OAPA commended AT for adopting nationally developed VALUE rubrics to assess student writing, for using direct measures to assess student learning outcomes, for aligning key assignment used to evaluate/assess student work (projects, papers, and key assignments) directly with PLO and the rubric. Also they have presented data that was simple and clear. OAPA recommends that AT strengthen their assessment efforts by

implementing the following: establish explicit standards of performance to include PLOs, expectations, and rubrics in all course syllabi/assignments in the program that claims to introduce/develop/master the PLO(s); develop/modify the VALUE Written Communication rubric by a group of faculty in the program, **not just by the faculty who teach the class**; articulate PLOs clearly as to what students should know, value, and be able to do at or near graduation by using specific verbs (e.g. verbs from Bloom's Taxonomy) that are measurable, adopt more direct measures for evaluating student learning and adequate samples of direct measures. Finally use assessment feedback from OAPA to improve curriculum, advising, program learning outcomes, rubrics/expectations, the assessment plan and program review, planning, and policy; use curriculum maps to show how the whole curriculum (not just the course where the data is collected) plans to improve the specific learning outcome assessed the previous year; and conduct follow-up assessments to see if any changes have significantly improved writing.

AT should also consider other Baccalaureate Learning Goals (oral communication, critical thinking, etc.) for assessment. For example, faculty, not just those teaching the course, could sample the case studies in KINS 154C and 156A to evaluate critical thinking programmatically.

The Physical Education (PE) programs conduct exit interviews in their capstone course in conjunction with an electronic exit survey that addresses program's learning outcomes and the University baccalaureate goals. The Review Team, as does OAPA, commends PE for articulating the PLOs for 2013-2014 clearly using specific verbs (e.g. verbs from Bloom's Taxonomy); adopted nationally developed VALUE rubrics to explicitly assess student complex skills and values; used direct measures to assess student learning outcomes; and data presented was simple and clear. The Review Team recommends PE adopt OAPA recommendations: develop explicit standards of performance for all assessment tools and PLOs and report the percentages of students who meet these standards at graduation; include PLOs, expectations, and rubrics in all course syllabi/assignments in the program that claims to introduce/develop/master the PLOs; make sure that the rubrics used in any courses to evaluate/assess student work (i.e. take home midterm exam); and align directly and explicitly with PLOs and the key assignments. Use assessment data and feedback from the OAPA to update the assessment plan and improve curriculum, advising, PLOs, and policy; use curriculum maps to show how the whole curriculum—**not just the course where the data is collected**—plans to improve the specific learning outcomes assessed the previous year. And conduct follow-up assessments to see if any changes have significantly improved student learning. Besides using more direct measures for programmatic assessment with adequate sample sizes, the Team suggests PE look at other Baccalaureate Learning Goals (oral communication, critical thinking, etc.) for assessment and develop a holistic plan for programmatic assessment.

The Exercise Science (ES) programs used practical and written exams and the development of an exercise program by students as culminating assessment pieces during the programs capstone course. But no specific rubric is used in the evaluation process. The Review Team commends ES on having an external accrediting organization's examination for assessing discipline knowledge -- American College of Sports Medicine and CAAHEP Knowledge Skills and Abilities Rubric (KSA) – and analyzing results to determine that their curriculum needs modification to address problem areas for student learning. There was no reporting of passage

rates from the 2011/12, the latest Assessment Report to determine how well students were performing on this significant direct measure. The Review Team requests that ES report passage rates and changes to the curriculum that affect improvement or further measures to improve. Also how well are students in this program meeting other Baccalaureate Learning Goals (oral communication, critical thinking, etc.)? The Review Team recommends ES consult with OAPA to develop a holistic programmatic assessment plan.

The Health Science (HS) programs use of an on-line exit survey alongside a portfolio that is graded by all program faculty. These instruments do provide a good measure of the various programs. However, in-direct methods do have their limitations. HS should discuss the possibility of instituting direct methods of assessment with adequate samples. In the environment where post-baccalaureate is becoming increasingly important, methods of assessment that minimize margin of error will be very useful. The Review Team endorses OAPA 2013/14 commendations: articulated the PLOs clearly using specific verbs (e.g. verbs from Bloom's Taxonomy); adopted nationally developed VALUE rubrics to explicitly assess student complex skills and values; used direct measures to assess student learning outcomes; and data presented was simple and clear. It also endorses the recommendations: develop explicit standards of performance for all assessment tools and PLOs and report the percentages of students who meet these standards at graduation; include PLOs, expectations, and rubrics in all course syllabi/assignments in the program that claims to introduce/develop/master the PLO; make sure that the rubrics used in any courses to evaluate/assess student work (i.e. take home midterm exam) align directly and explicitly with PLOs and the key assignments; use assessment data and feedback from the Office of Academic Program Assessment to update the assessment plan and improve curriculum, advising, PLOs, and policy; use curriculum maps to show how the whole curriculum—not just the course where the data is collected—plans to improve the specific learning outcomes assessed the previous year; and conduct follow-up assessments to see if any changes have significantly improved student learning.

Masters of Science Degree (MS). According to the Self Study the Department revamped the program in 2008. The Self Study does not mention how the program is currently being assessed. The Team recommends that the MS program faculty meet with OAPA to develop a holistic plan to assess the program utilizing both direct and indirect measures utilizing appropriate sample sizes.

**Commendation 8:** The department of KHS is commended for developing comprehensive Learning outcomes and Assessment strategies.

KHS is committed to developing effective assessment strategies and tools. This is clearly evidenced in the recently formulated Five Year Assessment Plan (2012-2018). This assessment plan is informed and influenced by the annual input provided by the Office of Program Assessment. The department has addressed prior recommendations to the extent possible. Department Learning goals have been formulated while providing individual programs the space necessary to design and implement assessment methods that complement them.

The review team concurs with Dr. Hall's observation that a more comprehensive assessment tool addressing the learning outcomes of KHS as a whole is required and will prove to be useful in the long run.

**Recommendation 9:** Echoing the sentiments voiced by Dr. Hall, the review team suggests that each program explore the possibility of developing signature assignments that will directly assess program and department learning objectives; and, develop standardized rubrics for assessment. KHS could consult the Office of Program Assessment to fine-tune its assessment strategies if necessary.

### FOCUSED INQUIRY (Option C, Part 3)

The university is committed to improving its graduation rate as follows:

Increase the six-year graduation rate of first-time freshmen by 8% by 2015 (i.e. from 43% to 51%). Increase the four-year graduation rate of transfer students by 5% by 2015 (i.e. from 63% to 68%).

### KHS's graduation rates for First-Time Freshmen and Transfers (OIR Fact Book 2014)

Entering in Fall <i>First-Time Freshmen</i>										
	2005		2006		2007		2008		2009	
Number Entering	97		111		123		137		161	
<i>4-Year Graduation Rate</i>										
Department Rate	5	5%	12	11%	8	7%	9	7%	6	4%
College Rate	42	8%	53	9%	38	6%	37	7%	44	6%
University Rate	258	10%	265	10%	197	8%	190	7%	203	7%
<i>5-Year Graduation Rate</i>										
Department Rate	28	29%	33	30%	35	28%	38	28%	--	--
College Rate	155	30%	176	31%	158	27%	166	29%	--	--
University Rate	770	31%	802	30%	695	28%	747	28%	--	--
<i>6-Year Graduation Rate</i>										
Department Rate	36	37%	43	39%	51	41%	--	--	--	--
College Rate	202	39%	220	38%	240	41%	--	--	--	--
University Rate	1,027	41%	1,073	40%	1,017	41%	--	--	--	--
Entering in Fall <i>Undergraduate Transfers</i>										
	2007		2008		2009		2010		2011	
Number Entering	151		154		207		214		217	

<i>2-Year Graduation Rate</i>										
Department Rate	25	17%	21	14%	17	8%	26	12%	37	17%
College Rate	190	27%	184	28%	222	26%	256	32%	279	32%
University Rate	637	19%	651	21%	718	19%	844	24%	818	24%
<i>3-Year Graduation Rate</i>										
Department Rate	51	34%	68	44%	71	34%	106	50%	--	--
College Rate	360	52%	356	54%	434	52%	524	66%	--	--
University Rate	1,539	45%	1,530	49%	1,817	48%	2,043	58%	--	--
<i>4-Year Graduation Rate</i>										
Department Rate	84	56%	83	54%	112	54%	--	--	--	--
College Rate	436	62%	418	64%	545	65%	--	--	--	--
University Rate	1,968	58%	1,916	61%	2,371	62%	--	--	--	--

When comparing the graduation rates of KHS from OIR Fact Book 2012 (see Self Study pg. 20) with data from OIR Fact Book 2014, there is a marked improvement. In Fall 2012, graduation rate of first-time freshmen in KHS was slightly lower than the university average. But graduation rate of transfer students in KHS was significantly lower KHS when compared to University average. In comparison, overall numbers from the Fall 2014 Fact Book were better.

**Commendation 9:** The review committee appreciates the steps taken by KHS to improve graduation rates.

However the difference between first-time freshmen and transfer students graduation rates when compared to university rates (in Fact Books 2012 and 2014) warrants attention. Data suggests that transfer students in KHS take more time to finish their required course work to graduate than their cohorts in the university? According to the OIR Fact Book 2012, there is about 8% difference in 2-year graduation rate and 3-year graduation rates and 4% difference in 4-year graduation rate. In the OIR Fact Book 2014, a similar trend is visible for graduation rates for 2-year and 3-year graduation rates for transfer students. But numbers for 4-year graduation rates for transfer students are closer to the university average than in 2012. This is an improvement.

**Recommendation 10:** The committee urges KHS to develop methods to explore why its 2-year and 3-year graduation rate is much lesser than the university average. The causes for the variation may be internal or external to KHS, but it is worth identifying with the intension of developing a possible solution.

**Recommendation to the Faculty Senate:**

Based on the Self-study report prepared by the department, and the external consultant's review, the review team is confident the curriculum of all degree programs offered by the Department of Kinesiology and Health Sciences are sound. The adoption of the review team's recommendations will contribute to the improvement of the programs offered and contribute to student success. For these reasons, it is recommended that the programs be approved for six years or until the next scheduled program review.

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