PROGRAM PLANNING REPORT
SAN JOSE STATE UNIVERSITY

DEPARTMENT OF KINESIOLOGY

PROGRAMS

BS, Kinesiology
BS, Kinesiology, Preparation for Teaching
BS, Athletic Training
Minor, Kinesiology
MA, Kinesiology
MA Kinesiology, Concentration in Athletic Training
MA Kinesiology, Concentration in Exercise Physiology
MA Kinesiology, Concentration in Sport Management
MA Kinesiology, Concentration in Sport Studies

COLLEGE OF HEALTH AND HUMAN SCIENCES (formally CASA)
www.sjsu.edu/kinesiology

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Submissions: Reports are to be submitted electronically as one document. Please email the program plan, request for external reviewer (if applicable), and external reviewer’s report to programplanning@sjsu.edu. In addition, please copy the above email on all communications with the dean, external reviewer, Program Planning Committee, and GUP on matters pertaining to the program plan.
1. Department/Program Recommendations

The Department of Kinesiology engaged in a lengthy and thoughtful process to identify recommendations to ensure the continued success and advancement of the programs within the department. This involved a series of focus groups with tenured, tenure track, and part-time faculty, and staff. A student questionnaire was developed to assess student perspectives as well. After the focus group and questionnaire data were compiled, a series of meetings occurred where the findings were presented. Finally, a half-day retreat was held. At this time the following action items were developed by consensus of the group.

A. Improve advising and efforts to improve graduation rates and engagement. A consistent concern from faculty, staff and students is that the quality of advising is uneven. We are keenly aware of the university goals to improve graduation rates, and our goal in improving advising is to enhance students’ experiences at SJSU as well as facilitate their timely graduation. Having a more centralized advising strategy would be beneficial. To this end two specific action items would improve the quality of advising. First, having a staff position that focuses on the mechanics of advising would be helpful. This individual would assist students in planning their course work, filling out and filing appropriate paperwork. Secondly, it was suggested that identifying a core of advising faculty, who have an interest and facility in advising, would help students get more consistent and correct information from faculty who are available to them. Other specific action items related to this include 1) investigating best practices utilized by other departments of similar size and structure (e.g. block scheduling, cohorts, number of class sections offered, etc.) 2) revising road maps, 3) ensuring full use of technological tools to provide students with useful and accessible information, 4) identifying faculty advisees, so that faculty are clear as to whom their advisees are, 5) using innovative strategies such as pop-up advising, and 6) expanding utilization of the college student success center, particularly for lower division and GE advising. A final consideration brought up during our faculty retreat was fostering a sense of belonging among students, so that they are highly engaged with the department. One strategy that will be fully explored is increased and intentional engagement of undergraduate students in research. Many of our faculty already include undergraduate students in their research, but a more coordinated effort needs to be made to both increase student engagement in faculty research, as well as supporting students in their own independent research interests. A specific strategy could be to encourage students to think of research or applied projects throughout the course of their studies, highlighting this in the introductory (KIN 70), writing workshop (KIN 100W), measurement and evaluation (KIN 175), and senior seminar (KIN 185) courses. The intention would be to assist students in working on a line of research or inquiry throughout the course of their academic careers which would culminate in their senior seminar project. All of these recommendations will improve advising, engagement, as well as increase graduation rates. These recommendations will require an increase in resources to fund staffing, as well as the time to develop the resources identified. This
process will take several years to fully implement, and in the next year the focus will be on considering how to best restructure advising within our department.

B. **Examine responsibilities of coordinators.** Since our last program review enrollment has increased significantly, as have the demands placed on departmental leadership. The KIN department’s leadership structure currently consists of the chair, associate chair, and four elected coordinator positions: Activity, General Education, Graduate, and Undergraduate. Coordinators’ responsibilities include, but are not limited to; curricular aspects, scheduling and staffing recommendations for classes, and assessment. This structure has allowed for a distribution of workload across the faculty, and has historically been effective. At this time it is important to evaluate coordinator responsibilities, particularly in light of rapidly increased enrollments, revision of the curriculum, assessment requirements, as well as increased responsibilities and duties required of coordinators. Among the considerations during this process would be to determine how assessment is done within each of our program areas, and best practices to have a coherent assessment effort across the programs and department. When these positions were originally created assessment was not outlined as a duty of the coordinators, however for some aspects of our programs this has become a significant role requiring a great deal of time. Currently assessment is done within each program area separately with little coordination or coherency. Another consideration might be how scheduling is done. As enrollment has increased, so have course offerings, leading to a significantly more complicated scheduling process. Examination of coordinator responsibilities may lead to changes in the mechanics of how scheduling of courses is done to ensure maximal use of facility space, reduction of course conflicts, and ensuring that classes are offered such that students can progress to timely graduation. This examination period will take several years to conduct and implement, and will ideally be completed within the next 2-3 years.

C. **Ensure that we have a contemporary and viable curriculum at the graduate and undergraduate levels.** This includes a reconsideration of existing coursework, departmental core requirements, high DFW classes, and bottleneck classes to ensure that they are available to students, and that they are delivered in an effective format. A constant tension in our ability to offer a high-quality curriculum is having the resources to produce quality learning with appropriate student to faculty ratio. The number of majors in KIN at the undergraduate level has increased 52% over the past 5 years while staffing has remained relatively constant. We will consider innovative delivery methods, which may include on-line, hybrid, flipped classes, larger lectures with smaller discussion/laboratory sections, and/or additional lecture/lab sections, as well as a strategic reflection of curriculum offerings. To ensure that our curriculum is meeting the needs of students, and preparing them for the future careers and post baccalaureate work, we will need to continue to refine our curriculum based on feedback from students, employers, and community stakeholders. As enrollment has increased we have responded to this challenge in 2 primary ways, by increasing course offerings, and increasing class sizes. These are obvious responses, but as the pressure to accommodate
more students continues, it is critical that we consider other solutions. Some faculty are
 teaching courses with over 80 students, which can radically change the student
 experience and considerably increase the workload for faculty. Resources needed to meet
 this challenge include increased access to appropriate classroom space, and hiring
 qualified instructors that can teach additional laboratory and lecture sections. While the
 recent renovation of our building has led to significant improvements in our facilities, it
 has not led to increases in classroom and lab space proportional to enrollment growth
 thus we once again find ourselves without enough space to offer the courses that are
 required. Resources related to hiring more faculty are also critical. Increasing on-line
 course offerings might be another way to address this issue, although we are wary to
 move in this direction for 2 reasons. The first is that faculty will need training and support
to create effective on-line coursework. The second, and more important consideration,
 however, is to gauge students’ level of interest in on-line classes. At the graduate level
 the curriculum was recently revised but continues to be refined as the needs of students
 and strengths of faculty shift. The greatest work at the graduate level will be to continue
to recruit high quality students across all programs. The growth in the pedagogy/adapted
 physical activity and sports management areas are particularly important, as we have
 recently hired new positions in this area, and these are areas where there is great
 potential to increase student recruitment. The most significant mechanisms to do this will
 be to increase opportunities for paid graduate assistantships, which are primarily
 teaching opportunities in the physical activity program and as lab instructors in other core
 and elective classes, highlighting the strength of faculty and research opportunities, and
 outreach at professional and academic conferences.

D. **Recruit and retain high quality faculty.** The department has received support from the
 college and university administration to hire several much-needed faculty lines in the past
 5 years. It is clear that we will continue to need to hire, both to replace faculty who are
 retiring, as well as to meet our curricular needs. Due to the exorbitant cost of living in the
 Bay Area, recruitment and retention of faculty is dependent, in part, on offering attractive
 salary and start-up packages in order to attract quality faculty. Moreover, creating and
 promoting a sense of community for our faculty is critical to attracting and retaining high
 quality faculty. In addition to continued administrative support to hire faculty, the
 Kinesiology department will need to work to develop a shared mission. One mechanism
to do this is through sharing our research and work among faculty, students and the
 community. Highlighting the important applied and research activities, and encouraging
 partnerships among faculty within and outside the department is important to develop a
 sense of identity and belonging. There is a sense that faculty are often not aware of what
 their colleagues are doing, and having a mechanism to share our work not only increases
 a sense of belonging and support but should also be aimed at facilitating research
 collaboration. This effort will also be aimed at increasing student and community
 engagement. As much of the work done by Kinesiology faculty has real world application,
 sharing with community partners and engaging students in this work so that they are able
to take this knowledge into their future work is a highly desirable outcome of this
initiative. There was a strong sense among faculty that in sharing our research “share to pair” should be a guiding principle. Faculty do not want to simply want to tell others what they are doing, but rather to invite collaboration with students, other faculty, and the community. Thus these initiatives will help engage and retain faculty, as well as creating connections with students and the community. Finally, these research partnerships can be aimed at securing grant funding which helps with the RTP process for probationary faculty in addition to allowing for teaching buy-out which helps to off-set the significant teaching load. Indeed, the adoption of a 9 WTU teaching load would be one of the most effective strategies to enhance recruitment, retention and morale of new and seasoned faculty alike.

E. **Alumni tracking and engagement.** Alumni tracking and engagement is important on many levels. In terms of assessing the effectiveness of our program it would be helpful to know where our students find employment, and what was both beneficial and lacking about their preparation at SJSU for their work and academic aspirations. Resources are needed at the university and college levels to help us track students after graduation. Additionally, staff resources are needed to continue to maintain accurate contact information and sharing relevant information with our alumni. These efforts to maintain contact with alumni will help strengthen our curriculum, maintain networks between alumni and students that could lead to employment opportunities, as well as provide opportunity for fundraising. A strong alumni network is critical to the continued success of our department and students. It will likely take several years to put an adequate system into place to achieve this goal. The department of Kinesiology has solicited feedback from recent graduates via an exit survey but tracking of alumni over time continues to be a significant challenge.

2. **Progress on Previous Action Plan**

2.1 **Provide enrollment and graduation rates for each program, broken down by concentration, if possible. It might show higher success in one vs. other.** Enrollment and graduation rates for each program are data that we are not able to access. IEA does not provide data that is broken down in this manner. While we do have data for each of our individual undergraduate majors (Athletic Training, Preparation for Teacher Education and Kinesiology) the “Kinesiology” major is further comprised of Areas of Specialization (AoS) which are not reflected in IEA metrics since they are neither individual majors nor separate concentrations. However, we have implemented better local tracking systems for the specializations and hope to increase our ability to better track growth and success in each area.

2.2 **Reign in rapid, uncontrolled growth of the program. Work with Student Affairs, Student Success and UGS to look at how you can proceed to address issues with enrollment growth and resources. Explore requiring major declaration for some core courses. Explore the use of**
online courses, or Saturday morning courses. We have addressed this concern through a variety of strategies. We have required that students be declared KIN majors to enroll in core classes, as well as requiring KIN 70, our introductory course, as a pre-requisite for core curriculum courses. This has allowed us to control enrollment in these courses. Impaction of the program has also helped to control the growth of the major. With the new curriculum being enacted we are developing a better sense of where there is need for increased course offerings to meet the demands of our students. We have increased the maximum enrollment numbers, laboratory sections, and frequency of offering (including self-support offerings in summer and winter) for several courses that are needed by students to graduate in a timely manner. In the coming years we will monitor enrollment trends and make adjustments to course offerings as needed. In spite of these efforts, high enrollment numbers continue to present a significant challenge. There is limited space and faculty to offer courses, and while we believe that we are meeting students’ needs, we will continue to strive to ensure that course offerings are not an impediment to timely graduation rates. In the next several years the department will begin a renewed effort to consider offering online courses to help address high enrollments and challenges to find space to offer classes.

2.3 Work with the dean to identify new hires to address accreditation requirements and other needs in the department. Consider hiring a full-time temporary position. Since the previous program review the Kinesiology department has hired 8 new faculty in the areas of: Graduate Athletic Training (GATEP) program (1), Sports Management (2), Clinical Exercise Physiology (1), Motor Development (1), Physical Education Teacher Education (PETE) (1), and Adapted Physical Education/Activity (2). In light of the growth of the program, and a number of faculty retirements, these hires have been necessary and of great benefit to the department. It is important to note, however, that 5 of these positions were simply to replace faculty who have retired, and there are still other vacated positions (2-3) that have not been replaced by new hires. Clearly future hires will be required to meet enrollment demands and curriculum and employment trends. The hiring of the faculty in Athletic Training, Sports Management, and Physical Education Teacher Education areas have brought stability to these programs, helping with curricular, academic advising, and programmatic needs. The two positions in Adapted Physical Activity/Education support the PETE program as well as address needs in the growing Inclusive Physical Activity in Communities (IPAC) area of specialization. In addition to hiring new tenure track faculty, the ability to hire 3-year full-time temporary faculty would be a tremendous advantage for the department. Hiring full-time temporary faculty would help us to recruit highly qualified faculty at a commensurate rate of pay and would also provide stability in terms of scheduling; of particular concern as our newest hires and senior faculty are often pulled out of teaching with reassigned time for RSCA and/or administrative duties. In addition, considering
the size and complexity of our Physical Activity Program, the ability to widely recruit and hire a full-time program director (with teaching responsibilities) would be put us in alignment with peer institutions and follow best practices as outlined by our professional organizations.

2.4 **Work towards re-accrediting graduate athletic training program.** New guidelines for post/entry-level master program will be released soon, at which time a new strategy and timeline for obtaining re-accreditation can be determined. The National Athletic Training Association guidelines have been released. In 2021 all accredited professional undergraduate athletic training programs will be discontinued. Due to accrediting guidelines, all professional programs will need to be established at the Masters level. The current directors of the undergraduate and graduate level programs are in the process of developing an Entry Level Master’s in Athletic Training program. A preliminary proposal has been submitted to the College Curriculum committee and the full proposal will be submitted in the Fall of 2018 with the expectation that the new Master’s level program will begin in the Fall of 2020.

2.5 **Explore new ways to improve advising, particularly in the areas of faculty availability and career planning.** Consider on-line advising, and the role of student clubs in career planning. As articulated in the response to the Action Plan, the department believes that advising is already very good, with clear advising sheets with curriculum maps available on the web site and given to students. In the last several years the undergraduate advising manager has developed innovative ways to advise students, including opportunities for group advising, and the use of members of the Kinesiology Ambassador’s (student) Club. The departmental website also has resources that provide students access to important advising information. As stated in Program Recommendations, the KIN department recognizes that with our dramatic increase in enrollment, and static levels of tenure and tenure-track staffing, a new strategy for advising our students more effectively is warranted. Thus, while to this point we have explored ways to improve our advising, we will work to restructure our advising strategy to ensure that students are getting consistent and accurate information, and that they have a place to go to get their advising questions addressed. A more centralized advising system may produce a more efficient and effective advising strategy.
3. Program Descriptions

3.1 Program Mission and Goals

**Mission:** In an atmosphere of social justice, equity, and respect for diversity, the mission of the Department of Kinesiology is to create and disseminate knowledge; engage in community service; prepare and graduate exemplary kinesiology professionals; as well as meet individual and societal needs for physical activity, sport, movement, and wellness.

**Vision:** We will be a preeminent, globally-connected kinesiology department recognized for excellence and innovation in teaching and learning, research, scholarship, creative activity, and community engagement.

**Goals:**

1. To prepare undergraduate and graduate students for successful careers in the field of kinesiology, as well as for advanced graduate and professional programs.
2. To ensure physical activity is promoted in all that we do, through the activity program, research, coursework, and community partnerships.
3. To facilitate timely graduation for our students through effective advising strategies.
4. To increase the visibility of the department on and off campus through innovative and collaborative partnerships and research.
5. To provide meaningful and productive internship opportunities to students.
6. To provide our students with a variety of experiences, approaches and perspectives, in order to provide an understanding of the many subdisciplines of kinesiology and the diverse communities that they will work with.
7. To foster innovation and creativity within our department.

3.2 Summary of Degrees, Minors, Certificates and Service Courses

The Department of Kinesiology offers three Bachelor of Science degrees, an undergraduate Minor in Kinesiology, 5 Master of Arts degree concentrations, contributes to the university GE program through core and SJSU Studies courses, as well as providing physical activity courses for students across the university to fulfill the university physical activity requirement.

The Department of Kinesiology offers Bachelor of Science degrees in Kinesiology, Kinesiology, Preparation for Teaching and Athletic Training. A minor in Kinesiology is also available. At the graduate level we offer Master of Arts degrees in a Kinesiology, as well as concentrations in Athletic Training, Exercise Physiology, Sport Management and Sport Studies, and General Concentration. We provide robust GE offerings, including courses in two lower division areas (C1 and E), and all upper division SJSU Studies areas (R, S and V).

Undergraduate degree programs all require 120 units for graduation, and are in compliance with EO 1071.
Coursework in preparation for the major | Units  
--- | ---  
Core coursework (consistent across all majors and specializations) | 18  
Specialization area coursework | 23  
College international experience | 35-38  
University requirements | 41  
Total | 120  

BS in Kinesiology Within the Kinesiology degree, students have 5 options for areas of specialization: (1) Exercise and Fitness Specialist, (2) Rehabilitation Science, (3) Sport Management and Culture, (4) Inclusive Physical Activity in Communities, and (5) Individualized Studies. All students are required to participate in an internship or fieldwork experience. Please see Appendix 9.1 for the Summary Internship Report.

1. The Exercise and Fitness Specialist area of specialization is designed for students who are interested in future careers in the areas of exercise and fitness. Course work is designed to develop knowledge and skills to work as personal trainers, strength and conditioning coaches, and in clinical settings (e.g., exercise testing, medically-supervised exercise programs including cardiac rehabilitation, pulmonary rehabilitation, diabetes management). This specialization provides in-depth knowledge and skills in fitness assessment, exercise programming/prescription, and exercise leadership.

2. The Rehabilitation Science specialization is designed for students who are interested in allied health professions. Course work is designed to prepare students for postgraduate programs in physical therapy, chiropractic, and medicine (e.g., physician assistant programs, medical school).

3. The Sport Management and Culture specialization provides an interdisciplinary understanding of sport management with a particular focus on social and cultural issues. This takes our already strong program in sport management and adds more coursework in areas that highlight social justice and diversity issues, with a critical cultural studies perspective. This will provide students interested in sport studies with a sport management background which will be a strength in their professional preparation.

4. The Inclusive Physical Activity in Communities specialization provides students with the specialized skills and knowledge to provide effective service delivery to individuals with disabilities, older adults, and other diverse populations in a physical activity setting. Students develop competencies in planning, assessing, coordinating, implementing, evaluating and advocating appropriate inclusive physical activity across the lifespan. Students are prepared for careers in a variety of settings including infant/toddler programs, physical activity for older adults in recreation or residential facilities, spinal cord injury rehabilitation centers, aquatic facilities, residential/seasonal camps, health/fitness clubs, disability sport programs, and after school/community transition sites. This specialization also serves as undergraduate-level preparation for a Masters in
Occupational Therapy (please see note after the listed required coursework). This curriculum provides students with the specialized skills and knowledge to provide effective service delivery to individuals with disabilities, older adults, and other diverse populations in a physical activity setting. Students in this area of specialization will develop competencies in planning, assessing, coordinating, implementing, evaluating and advocating appropriate inclusive physical activity across the lifespan. This area would prepare students for careers in a variety of fields including: infant/toddler programs, physical activity for older adults in recreation or residential facilities, spinal cord injury rehabilitation centers, aquatic facilities, residential/seasonal camps, health/fitness clubs, disability sport programs, after school/community transition sites, etc.

5. The Individualized Studies specialization is designed to provide students with the opportunity to develop an individualized program of study. This pathway to the baccalaureate degree may be of particular interest to students needing considerable flexibility in designing a program of study to facilitate pursuit of an advanced degree or a specific career (e.g. sport broadcasting). All coursework beyond the core must be selected in consultation with the student’s academic adviser and is expected to form a coherent program of study that meets the student’s personal and professional goals.

**BS in Kinesiology, Preparation for Teaching** This major is designed for those who are interested in becoming physical education and/or adapted physical education (APE) teachers in the K-12 schools, however, the concepts and skills learned can translate to other careers (see Career Areas/Next Steps below). The BS- Kinesiology - Preparation for Teaching major is a California Commission on Teacher Credentialing (CCTC) approved single subject matter preparation program in physical education. Upon graduation, students attain Subject Matter Competency (SMC) in physical education which allows them to apply to any teaching credential program in California without having to take the California Subject Examinations for Teachers (CSET). Additionally, once they receive their teaching credential in physical education, graduates of our program are eligible for the Adapted Physical Education added authorization.

**BS in Athletic Training** (to be discontinued 2021) The purpose of the Commission on Accreditation of Athletic Training Education (CAATE) Accredited Athletic Training Program (ATP) is to provide an in-depth understanding of the athletic training profession through physiological, kinesiological, and applied medical contexts. Students in this major will develop analytical, critical, and creative skills within sports medicine/athletic training. Students are required to complete a minimum of 800 hours of clinical experience. Successful completion of all required coursework, including sequenced practicum experiences, makes a student eligible to take the Board of Certification (BOC) examination.

**Minor in Kinesiology** The Minor in Kinesiology allows students the opportunity to take courses in the core and explore the field of kinesiology. The minor consists of 18 units. Students must complete 9 units of required coursework, as well as 9 units of elective coursework in KIN.
**MA in Kinesiology** The SJSU Department of Kinesiology offers an M.A. degrees which consist of 30 units (general, exercise physiology, sport management and sport studies concentrations) and 35 units (graduate athletic training education program concentration). Students must take a core curriculum of 6 units (qualitative and quantitative research methods). The thesis option requires 6 units of thesis work. The non-thesis option requires 3 units of project work. Our rapidly growing program currently has over 100 students with varied interests, backgrounds and goals. Our alumni have successfully obtained jobs across the Bay Area, the state of California, the US, and abroad. In addition, the program has placed several students in top-tier doctoral programs across the US and Canada. Students are selected to the program based on undergraduate academic achievement and overall potential for success in the program, and in one of the following Graduate Concentrations: Athletic Training, Exercise Physiology, Sport Management, Sport Studies, and General Concentration in Kinesiology.

**GE course offerings** The Department of Kinesiology offers two courses in the university’s core GE program (KIN 68-Visual Representations of Sport in Popular Culture [area C1], KIN 69-Stress Management: A Multidisciplinary Perspective [area E] and six upper division courses in SJSU Studies (NuFS/KIN 163-Physical Fitness & Nutrition [area R], KIN 101-Sport in America [area S], KIN 169-Diversity, Stress, and Health [area S], KIN 111 & 111 ITL-Sport & Movement in a Global Context [area V], and KIN 100W- Writing Workshop [area Z].

**Physical Activity Program** The Department of Kinesiology at San Jose State University is proud to have the most comprehensive and robust physical activity program among institutions in the California State and University of California systems. We offer over 60 types and levels of classes on exercise, lifetime and adventure physical activities, martial arts, dance, aerobics, and individual/team sports and meet the needs of 8,000 SJSU students per academic year. In addition to teaching classes used to satisfy the university 2 unit physical activity requirement, Kinesiology majors take an additional 4-6 units of physical activity across a range of movement areas as part of the undergraduate program. (see Appendix 9.2 – program summary).

Since the last program review, the Activity Committee completed an assessment of the activity program (see Appendix 9.2 – assessment report) and an extensive review of all courses, which culminated in the update of all 66 course descriptions and syllabi. This information was subsequently compiled into a resource manual for faculty designed to result in greater consistency in course content over time and across instructors. The Activity Committee also developed a package “Benefits of Physical Activities” based on current research for all activity instructors to use in alignment with the Activity Program Learning Objectives. The activity program has also increased its presence on campus and in the community through participation...
in both university and college-level wellness events, a new fitness program for SJSU faculty and staff (FastFit), Classes Without Quizzes for alumni, self-defense workshops for faculty/staff and student organizations, and numerous table tennis tournaments for SJSU faculty, students, and the local community.

4. External Factors, Trends, and Context

4.1 Changes in the external environment

Student enrollment in the undergraduate Kinesiology program was 1041 in the Fall of 2017, as compared to 686 in the Fall of 2013. This certainly indicates a significant increase in the demand by students for our major. External changes include the migration of programs such as occupational therapy to an entry level master’s program, which has led to an increase in the number of undergraduates in KIN with plans to move on to these programs at the post-baccalaureate level. The continued attention to exercise and physical activity as important health promotion activities that contribute to wellness may lead to increasing employment opportunities in health clubs, corporate fitness settings, and rehabilitation centers. Growing interest in allied health professions (e.g., physical therapy, chiropractic, physician’s assistant, and occupational therapy) may also be contributing to enrollment in kinesiology.

Technological changes such as fitness tracking and wearable applications are likely to have an impact on our field, and in the coming years we will need to make curricular adjustments to ensure that our students are aware of and can effectively utilize these technologies. Increasingly the concept of “exercise as medicine” has gained traction, as the awareness that exercise has profound physiological and psychological benefits, and it is likely that increased attention to exercise as a way to manage and treat a variety of health conditions will impact the field.

Changes in the political landscape will likely lead to changes in funding of health promotion activities, including exercise, physical activity, and physical education. While these changes can be unpredictable, should state and federal budgets be cut, activities related to exercise and physical activity are often among the first to go. Ensuring that our students are able to advocate for the importance of exercise and physical activity across the lifespan is critical. They will need to be able to articulate the significant ways in which physical activity and exercise relate to reductions in health care costs, improved health and well-being, improved quality of life, and improved academic performance. Research across a variety of fields consistently demonstrates that exercise leads to a myriad of health benefits and reduces risk for many chronic conditions, particularly those which are the leading causes of death in the U.S. Our students need to know the research that supports these findings, and be able to advocate for the central importance of
exercise in the lives of all.

Employment in the Bay Area is competitive, and employers have high expectations. A recent forum with our community internship partners made clear where we excel in our preparation of our students, and where there is room for improvement. Our students for the most part were enthusiastic, knowledgeable, willing to learn, and were skilled at working in groups. They often lacked in written and oral communication, and were not always as professional as they were expected to be. These are all aspects of the PLOs for our department, and we will continue to work to help students with these skills. As the social environment has changed, students have become more reliant on communication through mediated and electronic methods, and are not always skilled in their face-to-face communication skills, professional emails, or other forms of professional written and oral communication. This is an external challenge that will likely persist in the future, and makes it incumbent upon us to continue to encourage students to focus on all aspects of professionalism.

4.2 Changes in the field

The American Kinesiology Association produced a white paper titled *Kinesiology on the Move: One of the Fastest Growing (But Often Misunderstood) Majors in Academia*. This paper highlights the 50.5% increase in enrollment in kinesiology majors in the CSU in the previous 5-year period, as compared to a 6.5% increase in overall enrollment. The KIN program at SJSU has experienced levels of growth similar to other CSUs. This growth is likely a reflection of an increased awareness that the KIN major can be a pathway to fields in health, fitness, and wellness; physical therapy; chiropractic; nursing; occupational therapy; cardiac therapy as well as a foundation for graduate studies in our wide range of subdisciplines. As a result of this growth it is critical that we continue to monitor trends of enrollment and work to meet the curricular needs of our students. This includes providing enough classes for students to be able to progress towards graduation in a timely manner, as well as ensuring that we have enough quality faculty to offer these courses.

Physical activity is central to what we do in the field of kinesiology. Research demonstrating the benefits of physical activity to physical, psychological, and social well-being is ubiquitous. To this end our faculty and students continue the long history of engaging in research regarding sport and physical activity. This research ranges widely addressing such topics as:

- Social justice in sport (race, gender, sexuality, trans issues, and many others)
- Influence of social media on sport marketing and sport consumer behavior
- Fitness equity and diversity
- Youth sport
- Cyborg sport
This is by no means an exhaustive list, but rather is intended to demonstrate the wide range of topics that are reflected in our work. It is important to note that in our interdisciplinary department we address these issues from physiological, psychological, social, cultural studies, historical, philosophical, and other disciplinary perspectives. Kinesiology as a field continues to address a wide range of social and physical issues from inter- and intra-disciplinary perspectives. We continue to strive to develop a curriculum at both the graduate and undergraduate levels that captures this breadth while still providing in-depth knowledge to prepare our students for their future work. The changes to the field will continue.

Other important developments include the launch of The Institute for the Study of Sport, Society and Social Change (ISSSSC) in January of 2017. Two KIN faculty direct the Institute, and this will continue to increase the amount of research focusing on issues of sport and social justice within the department. Our newly hired faculty have been aggressively pursuing RSCA funding at the university and college levels, and have been successful in their endeavors. We expect that this will result in lines of research in the areas of autism, cerebral palsy, sport and physical activity for individuals with disabilities, as well as intersections between sport and technology. Our departmental faculty continue to engage in dynamic and timely research projects and community endeavors, often engaging students in these projects.
4.3 Trends in entering student characteristics

There have been some changes in our entering undergraduate student characteristics over the last 5 years (Appendix 9.3 Cohort trends). For students entering as frosh the average high school grade point average has been steadily increasing from 3.27 in Fall 2011 to 3.40 in Fall 2017. Transfer student average transfer GPA, however has fluctuated between 3.03 and 3.41. In the Fall of 2011 the average transfer GPA was 3.17, and 3.08 in the Fall of 2017. The percentage of underrepresented minority (URM) students has increased steadily for both frosh and transfer students, particularly in the last three years. For both frosh and transfer students the percentage of female students has fluctuated, with over 50% of entering frosh being female, while for transfer students the percentage of female students has ranged from 34-53 % over the past 5 years. At the graduate level data from IEA reflects that the percentage of incoming female students has increased from 49% to 58% from Fall 2011 to Fall 2017, and that the percentage of URM has increased from 10% to 27%.

Taken as a whole, it appears that entering students have higher GPAs, that our major is well balanced in terms of gender, and that URM student numbers are increasing.

Since impaction, entering students have higher GPAs and based on anecdotal comments from faculty, seem to be a bit better equipped for success upon entering the major. Transfer students can only enter once they have completed required pre-requisites with a minimum of a C- in all courses. Thus, it is likely that our incoming students are academically more prepared. This may be why graduation rates have also improved over time within the major in spite of significant growth in our headcount. Based on focus group discussions and round-table conversations with community partners, concerns have been raised that levels of professionalism and soft skills have declined over time. As mentioned above, students’ reliance on technology can be seen as a threat to their ability to communicate in person, as well as in professional written contexts. Students also have become increasingly reliant on others to direct them, and some of our students are not as self-directed as we would like. This manifests in planning of their coursework, as well as being prepared in the classroom. These, however, are generational issues which are certainly not unique to our department.

5. Strategic Direction for the Programs

5.1 Changes to the curriculum and delivery of the programs

Since the last program review there have been significant changes to the undergraduate program. The previous KIN program had 9 emphasis areas, which created some challenges in advising, and included some redundancies across the areas. After significant consultation with
the faculty the UG program was revised to comprise 5 areas of specialization. This has led to a streamlining of the program, and easier advising. Students seem to be able to more clearly identify the area of study appropriate to them based on their future and academic goals. This revision also led to changes in the physical education teacher education (PETE) program where students are now able to obtain the adapted physical education added authorization. This increases their marketability in the field once they obtain their teaching credential, as they are able to teach traditional, adapted, and inclusive classes at the K-12 level. At this point we are monitoring the impact of the new curriculum, via assessment, enrollment and exit survey data. Changes to the UG curriculum have necessitated increasing the offerings of certain classes to accommodate students in particular areas of specialization. Further, in light of the recent hires in the department it is likely that there will be modifications of the PETE program proposed to bring the program in-line with the vision of the 3 new faculty in this area, while continuing to stay in compliance with accreditation requirements. A task-force of PETE and Adapted Physical Education/Activity faculty has been convened to explore reshaping the PETE/Adapted curriculum and we anticipate a draft proposal by the end of AY 18-19. We have also hired an additional faculty member in the area of Sport Management. It is anticipated that the 2 faculty in this area will propose classes that will strengthen the undergraduate specialization in Sport Management and Culture, and foster growth within the graduate concentration in Sport Management.

A new minor in Sport and Social Change will be proposed in the Fall (2018). This is intended to reflect the interest in the Institute for the Study of Sport, Society and Social Change (ISSSSC).

The undergraduate Athletic Training program will be discontinued in the Spring of 2021 with the last cohort to be admitted in the Fall of 2019. At this time it is expected that the Entry Level Master of Science in Athletic Training program will begin accepting students in Fall 2020. A pre-proposal has been submitted to the College level Curriculum Committee and GUP, and while the full proposal submission has been delayed it is expected to be circulated to the department level curriculum committee in early Fall 2018.

At the graduate level there are no anticipated changes to the curriculum. However, the Exercise Physiology concentration recently applied for and was granted status as a “recognized graduate education program in strength and conditioning” by the National Strength and Conditioning Association (NSCA) and we anticipate that this prestigious recognition will attract students to the program.
5.2 Faculty Recruitment and Development
Since our last review there have been significant changes in faculty recruitment. Since our last program review 8 new faculty have been hired. Five of these positions have been to replace faculty who left or retired, while three of the hires, particularly in sports management, adapted physical education/activity, and clinical exercise physiology, reflect growing demand in our major and increased interest in particular specializations. Given the growth in our student enrollment, and in anticipation of future retirements, we will continue to have a need to hire tenure track faculty. In particular the faculty came to a consensus that there was a need to hire faculty in the area of History of Sport, with expertise in international sport and physical activity, as well as Biomechanics (primarily due to high levels of demand for this core course). The positions have since been approved by the Provost and searches are underway. As stated above, we will continue to monitor where there are significant course demands and will likely need to hire more faculty to meet these needs. It appears that core courses such as Motor Development, Motor Learning and Measurement and Evaluation have a high level of demand, and thus there may be a need to hire in these areas as well. Considering the number of newly hired faculty since the last program plan, renewed efforts will be made to evaluate faculty supports for success in the RTP process. Lastly, in 2017 the faculty voted to approve the hiring of a full time (non-tenure track) physical activity program director. This hire would be responsible for teaching and administrative duties in the for-credit physical activity program and would, among other things, provide mentoring and evaluation of our graduate teaching associates that teach in the activity program. While the position was approved at the college level, the Provost at the time was not in favor of hiring full-time (1.0 FTEF) temporary faculty.

5.3 Department Initiatives to Enhance Student Success
Since the last program plan, the department has implemented several strategies to enhance student success. Among the strategies the department has incorporated are: (1) creating opportunities for undergraduate student participation in research projects and presentations. (2) development of group advising modules conducted by the department undergraduate advising manager (3) inclusion of student representation on the undergraduate program committee (4) partnership with the primary student club (Kinesiology Ambassador Club) for joint advising and tutoring (5) experimenting with ‘pop-up’ advising sessions where faculty have set up a table for an ad-hoc drop-in advising sessions, and (6) creation of a robust internship management mechanism with the creation of a faculty internship manager position (allocation of .2 assigned time). In addition to the above mentioned activities, advising in general has emerged as one of the primary strategic initiatives and we will devise and implement administrative efficiencies in order to better track paperwork and manage workflow. In addition, we are undergoing a review of course content with an effort to realign content with approved
curriculum, alter curricula as needs arise and harmonize CLOs across sections taught by multiple instructors. Lastly, we will continue to collect data from our student exit survey to determine, from the student perspective, what is working and what needs improvement.

5.4 Staff and Resource Implications

In 2015 the Kinesiology department was able to move into the newly renovated SPX and YUH buildings. This has enhanced our teaching and laboratory spaces. However, as our FTES has increased, the challenge to find space to offer the classes necessary to meet our students’ needs to graduate in a timely manner continues.

In order to offer classes to meet the needs of our students we are continuing to seek out highly qualified tenure-track as well as part-time faculty. The KIN department offers courses at the lower and upper division GE level, undergraduate level, graduate level, and offers a robust physical activity program. In order to maintain a strong program we will continue to seek to hire and retain well-qualified faculty.

With the retirement of our department analyst, we have proposed reconfiguring our staff positions and combined the analyst position with the appointment/HR staff member’s role. In addition, we are in the process of reclassifying the position of a long-time scheduling staff member so that they will have work lead responsibilities over student assistant workers. While reducing the number of full time staff (from five to four) has been a catalyst to revise our administrative processes, the department is in need of a front office receptionist who can also take on day-to-day clerical responsibilities. In the next year, we will advocate for the hiring of a part-time staff member to provide consistency in this role and continue to utilize student workers for off-hours coverage.

6. Assessment of Student Learning in the Program

6.1 Program Learning Objectives (PLO)

6.1.a UG Program

PLO1: Students will be able to explain, identify, and/or demonstrate the theoretical and/or scientific principles that can be used to address issues or problems in the sub-disciplines in kinesiology.

PLO2: Students will be able to effectively communicate in writing (clear, concise and coherent) on topics in Kinesiology.

PLO3: Students will be able to effectively communicate through an oral presentation (clear,
concise and coherent) on topics in Kinesiology.

PLO4: Students will be able to utilize their experiences across a variety of health-related and skill-based activities to inform their scholarship and practice in the sub-disciplines in kinesiology.

PLO5: Students will be able to identify and analyze social justice and equity issues related to kinesiology for diverse populations.

6.1.b Graduate Program Learning Objectives (PLO)

PLO1: Demonstrate the ability to conduct and critique research using theoretical and applied knowledge.

- [Demonstration of PLO through successful completion of the Plan A/B culminating experience and/or successful completion of final term papers in KIN 250/251]

PLO2: Interpret and apply research findings to a variety of disciplines within Kinesiology.

- [Demonstration of PLO through successful completion of the Plan A/B culminating experience and/or successful completion of final term papers in KIN 250/251]

PLO3: Effectively communicate essential theories, scientific applications, and ethical considerations in each student's kinesiology program concentration.

- [Demonstration of PLO through successful completion of the Plan A/B culminating experience and/or successful completion of final term papers in KIN 250/251]

PLO4: Interpret and apply research findings through acquired skills in order to become agents of change to address issues in Kinesiology through the application of knowledge and research.

- [Demonstration of PLO through successful completion of the Plan A/B culminating experience and/or successful completion of final term papers in KIN 250/251]

6.1.c Activity Learning Program Objectives (APLO)

PLO1: Demonstrate proficiency in the execution of the motor/sport skills appropriate to the specific activities completed.

PLO2: Identify and/or explain the applicable history, rules, strategies, current research, safety, and etiquette related to the specific activities completed.

PLO3: Identify and/or explain the benefits of physical activity as related to physical and mental health
6.2 Map of PLOs to University Learning Goals (ULG)

6.2.a Map of UG PLOs to University Learning Goals (ULGs)

<table>
<thead>
<tr>
<th>University Learning Goals</th>
<th>PLO1</th>
<th>PLO2</th>
<th>PLO3</th>
<th>PLO4</th>
<th>PLO5</th>
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</thead>
<tbody>
<tr>
<td>ULG 1 – Specialized Knowledge</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>ULG 2 – Broad Integrative Knowledge</td>
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<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
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<td>X</td>
<td></td>
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<tr>
<td>ULG 4 – Applied Knowledge</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>ULG 5 – Social and Global Responsibilities</td>
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<td>X</td>
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</tbody>
</table>

6.2.b Map of Graduate PLOs to University Learning Goals (ULGs)

<table>
<thead>
<tr>
<th>University Learning Goals</th>
<th>PLO1</th>
<th>PLO2</th>
<th>PLO3</th>
<th>PLO4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULG 1 – Specialized Knowledge</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ULG 2 – Broad Integrative Knowledge</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ULG 3 – Intellectual Skills</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ULG 4 – Applied Knowledge</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>ULG 5 – Social and Global Responsibilities</td>
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</table>

6.3 Matrix of Courses to PLOs

6.3.a Alignment – Matrix of PLOs to Courses (Undergraduate Program)

<table>
<thead>
<tr>
<th></th>
<th>KIN 100W</th>
<th>KIN 155</th>
<th>KIN 158</th>
<th>KIN 160/161/164</th>
<th>KIN 175</th>
<th>KIN 185</th>
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<tbody>
<tr>
<td>PLO1</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>PLO2</td>
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<td></td>
<td>X</td>
<td></td>
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<tr>
<td>PLO3</td>
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<td>X</td>
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<tr>
<td>PLO4</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>PLO5</td>
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</tr>
</tbody>
</table>
6.3.b Alignment—Matrix of PLOs to Courses (Graduate Program)

<table>
<thead>
<tr>
<th>KIN PLOs</th>
<th>KIN Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Demonstrate the ability to conduct and critique research using theoretical and applied knowledge.</td>
<td>KIN 250, KIN 251, KIN 298 or KIN 299</td>
</tr>
<tr>
<td>2: Interpret and apply research findings to a variety of disciplines within Kinesiology.</td>
<td>KIN 250, KIN 251, KIN 298 or KIN 299</td>
</tr>
<tr>
<td>3: Effectively communicate essential theories, scientific applications, and ethical considerations in each student's Kinesiology program concentration.</td>
<td>KIN 250, KIN 251, KIN 298 or KIN 299</td>
</tr>
<tr>
<td>4: Interpret and apply research findings through acquired skills in order to become agents of change to address issues in Kinesiology through the application of knowledge and research.</td>
<td>KIN 250, KIN 251, KIN 298 or KIN 299</td>
</tr>
</tbody>
</table>

6.4 Interpretation of Assessment Results and Subsequent Actions

6.4.a Interpretation of Assessment Results and Subsequent Actions-Undergraduate Program

The faculty in the department of Kinesiology have spent a great deal of time developing meaningful PLOs and finding ways to assess them in a consistent and useful manner. The extensive discussions that we have had over the past several years have helped increase buy-in for the assessment process, and the roll out of new rubrics (see Appendix 9.9) has been helpful in clarifying expectations for how students will be meeting the PLOs across the core curriculum. Based on the data collected during this review the majority of our students are demonstrating achievement of PLOs at advanced or proficient levels. Faculty report a high level of thoughtfulness as to how to continue to improve student success. At this point we are beginning to collect a second round of assessment data and faculty have reported that they are able to see that the ways that they have modified their courses have led to improvements in PLO achievement by students. More importantly, it shows that faculty are continuing to reflect on how they are teaching, changing how they introduce and explain assignments, and providing more useful feedback. Typically these result in positive changes, and occasionally they do not, but in all cases faculty continue to hone their strategies to ensure that students are learning what we expect that they will as they progress through the curriculum.
One goal that we have worked toward over the past 5 years is more student engagement in the assessment process. Having a student member on the undergraduate committee has been very helpful and we will continue to include the student perspective in the assessment process. In the Spring of 2018 a student survey was sent to graduating seniors, and one question asked about their level of confidence in the PLOs. The majority of students, ranging from 85-93% across the 5 PLOs, reported being very confident or confident in their achievement of PLOs. The Undergraduate Coordinator who is currently in charge of assessment of UG PLOs continues to work on collecting, analyzing, and preparing assessment data and the required reports. The UG committee also works to evaluate the PLOs on a regular basis, and during the last 5 years developed rubrics to be used across the core classes as well as determine which classes would be used to assess each PLO. The UG Coordinator will present a summary of the assessment report during a Spring faculty meeting each year, after the assessment report has been submitted. This “closing the loop” is critical to ensuring that faculty are both engaged in the assessment process, and to having a faculty-wide discussion of how to continue to work toward ensuring that our students are meeting PLOs across the curriculum. As a faculty, we are exploring the feasibility and utility of adding an assessment component via an e-portfolio system.

Overall, our assessment data demonstrates that our students are demonstrating mastery of the PLOs at a high level, and that our faculty are highly committed to improving students’ success. Faculty report that they are constantly modifying and improving their teaching methods, and are willing to experiment with a variety of tools including the use of technology, taking more time in class to explain expectations, and adjusting how they explain concepts, all in an effort to increase student achievement.

6.4.b Interpretation of Assessment Results and Subsequent Actions-Graduate Program

Data are collected on each of the PLOs in a rotating pattern. As has been the case for several years, faculty relied on the evaluation of KIN 298 projects to evaluate program learning outcomes, as there were relatively few theses defended during the academic year (Though this is changing as we are placing more students in top PhD programs in 2017-2018). As we have indicated in past reports, the KIN 298 evaluation process presents a perfect opportunity to engage in the assessment process, as multiple faculty evaluate the projects using a rubric that has been improved upon multiple times since the inception of KIN 298 projects in 2000. In Spring of 2017, 25 students participated in the Plan B defense session (held in two groups of poster sessions), and all were successful. In Fall 2017, approximately 8 students presented, and again all passed. It is also worth noting that, as has been the case for 3-4 years, several students pulled out of the Spring KIN 298 process before the defenses. As has been noted in previous reports, it was clear that students who would have gone forward with their presentations in past years now understand that the level of rigor is such that
anything other than top-level projects will not receive favorable evaluations, and perhaps even fail. This “self-selection” on the part of students is a positive indication that the rigor of the KIN 298 Plan B process is quite high. Indeed, while we do not have data from previous years, numerous projects have been accepted for presentation at various local, national, and international conferences across the Kinesiology subdisciplines. So, one addition to the assessment data in future years will be a count of KIN 298 projects that do go on to be presented at conferences and/or submitted for publication.

The data gathered from the KIN 298 plan B project evaluation Spring 2017 and Fall 2017 clearly indicate that our faculty continue to be committed to student learning (particularly as it relates to research) and that students are able to interpret and apply research findings to a variety of disciplines within Kinesiology through the presentation of their final culminating projects. In addition, students in both KIN 250 and 251 are required to consider ethical dimensions of research. In KIN 250, for example, students must successfully complete on-line human subjects training module and in the final paper for KIN 251, students must detail how participant confidentiality would be maintained in a mock-research study. In addition, exam questions in both KIN 250 and 251 specifically address issues of ethics in research environments (e.g., IRB issues, gaining entrance in ethnography, sensitive topics during interviews, etc.)

While the high Plan B pass rate may seem to indicate that we need not make any changes, graduate faculty came up with several ideas to tweak the process in the future. Indeed, as new faculty take part and become involved in the KIN 298 process (we have 8 hires in the last 4 years), they inevitably bring new ideas to the table, many of which are worthy of incorporating. To this point, we are working on several changes to the Plan B process, including: 1) Doing a better job of chronicling the event, both for the website and for future reference for students. 2) We continue to evaluate our Plan B rubric in an effort to align outcomes with PLOs in the assessment process. While faculty read through the poster and deliverable, only the advisor reads the entire lit review, and we are figuring out if this process is the best way to move forward. 3) One issue we have talked about for years, given the incredible breadth of our department and thus the types of projects, is whether a single rubric even makes sense. A comprehensive business plan, a strength and conditioning program, a case study in athletic training, an experimental design study, and a focus group study are simply not trying to do the same thing and as such we are still wrestling with having a broad enough rubric to account for these differences while not adding an undue amount of work to faculty.
6.5 Longer Term Indicators of Student Success

At the undergraduate level our increased graduation rates indicate that our efforts towards student success have been effective. In Spring 2018 Rachel Christensen was awarded an honorable mention at the national level by the American Kinesiology Association. Our students have been recognized regionally for the past several years, but this is the first time that an SJSU student has received recognition at such a high national level. Our students have had a great deal of success being accepted into physical therapy, occupational therapy, chiropractic, and other graduate programs. A number of our undergraduate students have remained at SJSU for their masters’ programs, and then gone on to do exceptionally well in highly competitive Ph.D. programs. We believe that this speaks to the exceptional preparation they receive in the KIN program.

At the graduate level, while we must work to develop a systematic means of assessing long-term success (via exit survey and tracking after graduation), there are indications that our students are successfully navigating post-graduation life, including pursuing doctoral degrees. With respect to the pursuit of advanced degrees, we have been quite successful in our KIN 250 and 251 courses in identifying students who might pursue the thesis option with an eye toward preparation for advanced doctoral programs. In addition, the graduate coordinator has changed some of the online website materials to indicate that for some programs, our strength in fact is doctoral preparation. In fact, we have had students go on to pursue doctoral degrees from across most areas. In sport psychology/sport studies for instance, in the last year we have placed 3 students in the best programs in the US. We hope to take further advantage of this in the upcoming years across the curriculum. Again, one clear indicator of student success is that we have placed over a dozen students in top doctoral programs across three of our main concentrations, which is quite impressive given that we are a master’s terminal degree institution. Many of our graduate students have also presented at regional and national conferences, and some have published their theses in top-level academic journals.

All this said, while we have not systematically tracked all of our graduate students post-graduation, the program director for the GATEP, has recently distributed a post-graduation professional accomplishments survey. Notwithstanding the GATEP survey, one of the agenda items for the graduate program committee in AY 2018-19 will be to develop not only the already-planned exit survey, but also a mechanism by which to track students after graduation.
7. Program Metrics and Required Data

7.1 Enrollment, Retention, and Graduation Rates

Freshman enrollments increased from 103 to 139 since the Fall of 2012 to the Fall of 2016. During the same time frame transfer enrollments increased from 73 to 166. Graduate student enrollments have fluctuated during the last 5 years, but also demonstrate an overall increase from 24 to 38 (see Appendix 9.4 Required Data Elements).

First year retention rates for first time freshman overall have increased from 83% to 92% from Fall 2011 to Fall 2015. For URM students this increase has been more pronounced, increasing from 77% to 93%, while for non-URM students the increase has been from 86% to 91%. First year retention rates for transfer students have decreased slightly from 94% to 91% from Fall 2011 to Fall 2015. For URM students changes in retention went from 100% to 91%, while for non-URM students there was a negligible drop from 91% to 90%. Overall the data demonstrates high rates of 1st year retention for both native SJSU and transfer students, which are consistent with both university and college rates (see Appendix 9.4 data element 6). Based on the most recent data URM and non-URM students’ retention rates are similar. The KIN department will continue to support all of our students, with particular attention to the challenges that URM students experience on and off campus.

Graduation rates have risen during the last several years. Four-year graduation rates remain low, which is to be expected given that most of our students are working and have additional demands outside of school. For freshman entrants 4-year graduation rates were at 4% in 2006, and had risen to 13% in 2012. This compares to college rates at 7% and 15%, and university rates of 7% and 14%. Six-year graduation rates were 33% in 2006, and had risen to 59% in 2010. Comparable data at the college level were 42% and 63%, and 48% and 62% at the university level. For transfer entrants 2-year graduation rates were 6% in 2008, and 9% in 2014. At the college and university level graduation rates were both 17% in 2008, and 23% and 29% respectively in 2014. Four-year graduation rates for transfer entrants in KIN were 49% in 2007, and 69% in 2012. At the college level these rates in 2007 were 58% at both the college and university levels, and 77% and 72% respectively in 2012. While these numbers are below the targets set by the CSU and SJSU we continue to demonstrate improvement. While graduation rates for freshman entry students are comparable to college and university rates, the graduation rates for transfer students are lower. It may be that transfer students struggle in their transition to our major and that content in lower division major-prep classes taken at community college is inconsistent. Increased efforts to ease their transition may be warranted. Additional resources devoted to advising, and ensuring that students are supported throughout their academic
careers both in terms of academic advising, but also by connecting students to high impact practices such as engagement in research with faculty, and other mentoring relationships will help us to continue to strive towards higher graduation rates for all of our students (see Appendix 9.4 data element 7).

URM students’ 6-year graduation rates frosh entrants were lower than those for non-URM students, and fluctuated between 11% and 21% lower than non-URM students between Fall of 2006 and Fall 2011. These are slightly higher than the rates for CASA (ranging from 6% to 13% lower), but similar to the University levels (ranging from 11% to 17% lower). What is clear is there are significant variations from year to year. In the last 2 years for which data were provided the differential between URM and non-URM students was declining, indicating a positive trend in graduation rates for URM students in KIN. During the Fall of 2011 6-year graduate rates for URM students was 51%, while the rate for non-URM students was 68% (see Appendix 9.5 and 9.6).

URM students’ 4-year graduation rates frosh entrants were also generally lower than those for non-URM students, although in Fall 2010 URM students’ graduation rates were slightly higher than those of non-URM students. In Fall 2013 URM students’ graduation rates were 9%, for CASA they were 17%, and for the university they were 11%. For non-URM students in KIN graduate rates were 15%, in CASA 19%, and for the university 16%. Again, these are slightly lower than the college and similar to the university 4-year graduation rates (see Appendix 9.5 and 9.6).

For transfer students 4-year and 2-year graduation rates of URM and non-URM students were within a few percentage points of one another, and in fact for 2-year graduation rates of transfer students URM rates were higher than those of non-URM students. Transfer student 4-year graduation rates were similar to those of CASA and university, while 2-year transfer graduation rates were slightly lower than those of CASA and the university (see Appendix 9.5 and 9.6).

7.2 FTEF, SFR, Percentage T/TT Faculty

The current faculty headcount in KIN has decreased from 74 to 71 since Fall 2011, despite a 52% increase in enrollment. Full-time equivalent faculty (FTEF) has remained consistent at 33.2 since 2011, while student-faculty ratio (SFR) has dropped slightly from 24 to 23. Tenure density, the ratio of tenured and tenure-track to lecturer positions has also been consistent, with slight fluctuations during the last 5 years, at 53%. This indicates that despite an enormous increase in our student numbers, the number of faculty in our department has remained consistent. This
reflects the hiring of 8 new faculty during the course of the last 5 years (see Appendix 9.4). These positions, however, have primarily replaced faculty who left the university or retired. Thus, our faculty are teaching more students in each class, as well as advising more students. If we are to maintain our graduation and retention rates, and the overall quality of our program it will be critical that we continue to hire highly qualified faculty. During focus groups conducted in preparation for program planning, a consistent theme that emerged was that advising has suffered, and that faculty do not feel able to provide adequate advising to the numbers of students that we have. While class size was not addressed, there is no question that many faculty are teaching much larger classes than they were 5 years ago, which impacts the classroom culture as well as the amount of time that faculty can devote to individual attention to the students (see Appendix 9.4 data element 10).

7.3 Additional Program Data Elements
Kinesiology is the third most popular major on campus. Our significant increase in enrollment, a trend which began 10 years ago, indicates that we need increased resources in the areas of advising and hiring tenure-track faculty.

In considering additional program data elements, KIN 175, Measurement and Evaluation in Kinesiology, and KIN 158, Biomechanics, continue to have the highest number of non-advancing grades. The DFW-rate data for KIN 175 and KIN 158 vary significantly as a function of who teaches the courses. All instructors are working hard to deliver high quality instruction, and the KIN 175 instructors in particular have considered ways to improve student learning, as evidenced in assessment reports (see Appendix 9.4 data element 4).

8. Assessment of Student Learning in GE courses

8.1 GE Summary and Reflection
Kinesiology’s Involvement in GE During the Past Program Planning Cycle
The Kinesiology Department currently offers the following GE courses:
KIN 68 – Visual Representations of Sport in Popular Culture (Area C1) – first offered Spring 2015
KIN 69 – Stress Management: A Multidisciplinary Perspective (Area E)
KIN 100W – Writing Workshop (Area Z)
KIN 101 – Sport in America (Area S)
KIN 111 – Sport and Movement in a Global Context (Area V) – first offered Fall 2016
NuFS/KIN 163 – Physical Fitness & Nutrition (Area R) – Materials submitted by NuFS (home dept)
KIN/HS 169 – Diversity, Stress, and Health (Area S)
The Kinesiology Department’s General Education program coordinator receives 3 WTUs to oversee and schedule the GE courses as well as chair the General Education Committee meetings. The GE committee is currently comprised of one tenured faculty member in addition to the coordinator and four lecturers who teach GE courses. GE course coordinators often serve on the committee. The committee reviews and approves all new GE courses. NuFS/KIN 163 is co-taught by faculty from Kinesiology and Nutrition, Food Science, and Packaging (NUFS). NuFS is the home department and submitted continuing certification materials for NuFS/KIN 163 in its program planning materials. Thus, material is not included in this submission. Kinesiology is the home department for KIN/HS 169. Health Science has not offered KIN/HS 169 for a number of years, so all sections are currently offered by Kinesiology.

During the last program planning cycle (Fall 2011-Spring 2018), three new courses were certified for GE: KIN 68, KIN 111, and KIN 111 ITL. With an international experience now required of all students in CASA, KIN 111 was slightly modified (KIN 111 ITL) to be offered as part of a faculty-led, study abroad program. One course was removed from the GE program (ChAD/KIN 67, Development of Human Potential, Area E). ChAD/KIN 67 was co-taught by faculty from Child and Adolescent Development (ChAD) and KIN, with ChAD as the home department. ChAD chose to develop a new Area E GE course that was not co-taught or cross-listed, so ChAD/KIN 67 was last offered during Fall 2014.

As shown above, Kinesiology offers courses in each area of SJSU Studies and in two areas of core GE. Typical course sections and enrollments are as follows:

KIN 68: 1 section/semester, enrollment cap is 40 students
KIN 69: 5-6 sections/semester, enrollment cap is 30 students
KIN 100W: 2-5 sections/semester, enrollment cap is 25 students; occasionally offered during summer
KIN 101: 2-3 sections/semester, enrollment cap is 40 students
KIN 111: 2-3 sections/semester, enrollment cap is 40 students
KIN 111 ITL: During the last program planning cycle, only offered during summer session, 6-8 students each summer
NuFS/KIN 163: 8-12 sections/semester, enrollment cap is 32 students. Typically offered during summer and winter sessions
KIN/HS 169: 4-6 sections/semester, enrollment cap is 30 students. Typically offered during summer and winter sessions

Each of the GE courses has a course coordinator, and faculty teaching KIN 69, 100W, 163, and 169 typically meet during a duty day at the start of the semester and/or at the end of the semester. To date, KIN 68 and KIN 111 ITL have only been taught by one faculty member. Typically two faculty members teach KIN 101 and KIN 111; they meet informally to discuss the course and share ideas. The course coordinator is responsible for collecting assessment data and writing the Annual Assessment Report, which is reviewed by the GE Coordinator and the
Dept. Chair. The Kinesiology Department has chosen to use a common course syllabus for each GE course and most courses have assignments linked to the GELOs that are required in all course sections. Although faculty may choose to add additional assignments and topics, a common syllabus and key assignments enhance consistency across sections. Most of the GE courses have Canvas sites established with materials posted for faculty who are teaching the course. These sites provide excellent resources when a new faculty member is assigned to teach the course. Additionally, new faculty members typically meet with the GE Coordinator so they understand the course structure, the common syllabus and assignments, and how assessment is handled.

Plans for the Next Program Planning Cycle

With three new GE courses certified during the last program planning cycle, the department doesn’t have immediate plans to develop additional GE courses. Faculty teaching the courses will continue to assess how well students are achieving the GELOs and modify courses as appropriate. Additionally, materials on the Canvas sites will be reviewed; dated materials will be removed, and new information will be uploaded. A Canvas site for kinesiology faculty who teach the physical fitness half of the course is being developed. With rising textbook costs, faculty members periodically review new resources to provide high quality materials at affordable prices. Two faculty members are currently participating in the TEAM grant program to find open educational resources for KIN 69 and the physical fitness half of NuFS/KIN 163. We plan to introduce these educational resources and initially evaluate their effectiveness during the 2018-19 academic year. The possibility of adding a service learning component to KIN/HS 169 will be explored.

How Kinesiology GE Courses Contribute to GE Area Goals and the Larger GE Program Outcomes

Specifics about how each GE course contributes to the Area Goals are included in the assessment summary for each course. Students who complete the GE curriculum should be able to demonstrate:

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative Learning

The GE courses offered by the Kinesiology Department contribute to these GE program outcomes. Specifically, KIN 111 and KIN 111 ITL focus on sport and movement forms in cultures outside the U.S. (knowledge of human cultures). NuFS/KIN 163 focuses on the science underlying physical fitness and nutrition so that students are able to critically evaluate products and programs that affect their health and well-being (knowledge of the physical and natural world). KIN 68 examines how sport and movement are portrayed in popular culture, particularly through the medium of the visual arts. Intellectual and practical skills are integrated throughout the curriculum. In addition to KIN 100W, writing skills are developed in all GE courses, and SJSU Studies courses require students to build upon the intellectual skills developed in core GE. KIN 69 and KIN 169 specifically include practical stress management skills developed in a laboratory
setting. KIN 69 requires integrative learning as it examines stress and stress management from multiple perspectives including physiological, psychological, and social-cultural, and focuses on taking personal responsibility for managing stress in one’s life. KIN 101 and KIN 169 focus on social responsibility related to justice and equity issues. Additionally, all SJSU Studies courses (KIN 101, 111, 111 ITL, 163, and 169) require integrative learning, with issues and topics presented from multiple disciplinary perspectives.

8.2 Interpretation of Assessment Results and Subsequent Actions
Analysis, interpretation, and subsequent actions and recommendations are made based on assessment data for each class. These materials are available for the 5 courses offered by KIN in Appendix 9.7.

9. Appendices to the Report
9.1 Summary Internship Report
9.2 Physical Activity Program Summary and Assessment Reports
9.3 Cohort Trends data from IEA
9.4 Required Data Elements from IEA
9.5 Required Data Elements for URM. 1
9.6 Required Data Elements for URM. 2
9.7 GE Component
9.8 2018 Undergraduate Exit Survey Data Summary
9.9 Other: Assessment rubrics
Appendix 9.1

2014-2018 Internship Summary Report
At the start of the 2014-2015 academic year, and in compliance with expectations out of the CSU Chancellor’s office, the Kinesiology Department formally appointed an internship manager (see appendix A). One of the primary CSU expectations, new to SJSU, was that University-Organization Agreements with each internship/fieldwork site were expected. With approximately 1000 undergraduates for whom an internship/fieldwork experience was required and about 100 graduate students some of whom opt to do a graduate internship it was clear a point person would be needed.

In the process of setting up procedures to facilitate the new requirement, several benefits emerged including (a) paperwork was standardized, (b) a webpage dedicated to internship information was created, (c) communication was streamlined and all information going out to students as well as faculty came from one source (internship manager), (d) the community organizations interested in partnering with us had one go-to person, (e) students could easily intern in any term: fall, winter, spring, summer and from, (f) students could intern at any location (including international), and (g) in collaboration with the undergraduate committee obsolete course numbering was retired and all internship/fieldwork experiences eventually were covered under two undergraduate course numbers (170D, 198) and graduate course numbers (280, 285). In addition, the multiple forms needed in 2014, while we were in transition, were replaced with one undergraduate enrollment form and one graduate enrollment form (see appendix B).

**Enrollment Data**

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<td>Spring 2018</td>
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**University-Organization Agreements (UOA)**

Over 200 UOAs have been established by our program. Once a UOA is put in place any student from any department across campus can intern at that site. Thus, Kinesiology not only established an extensive network for its own majors, it put in place the agreements needed for other students throughout the campus to intern at locations like Apple Inc.; Gavilan College and Las Positas College; Santa Clara University; and the San Jose Unified School District.

Having built a good network, the Kinesiology department invited our community partners to a forum to discuss the internship program. Their feedback (see appendix C) was quite helpful and led to some concrete changes in communications (particularly with regard to expectations) between the internship manager and students both before and during their internship/fieldwork.
Site Evaluations of our Student

Each semester, site supervisors complete an online evaluation of their intern(s). In addition, a final question asks for input on changes they recommend. Recent data is summarized in Appendix D and is representative of past evaluations of our majors.

The internship manager has shared the evaluation data from the past (fall 16 and spring 17) with the undergraduate curriculum committee and invited suggestions on what we can collectively do to help students in areas where there is room for improvement.

SJSU Health Professions Career and Internship Fair

This spring (2018) the Career center hosted the first health professions career and internship fair. The Kinesiology Internship manager was instrumental in getting the support of the career center and CASA Dean for this event. An abundance of job/internship opportunities were available for our majors. With 300 CASA students and 20 employers in attendance, it was a very successful event. In addition, our Kinesiology Pre-PT club was there to connect with both students and employers.

Looking Forward

The internship manager will continue collaboration with the Career Center. After a successful first career fair targeted for majors in our college it will be important to sustain efforts in the future.

Interpretations around the UOA requirements continue to evolve and our Academic Senate will hopefully establish a final version of an updated policy regarding internships. When the policy is in place, Kinesiology will examine it’s processes and adjust as needed to comply with university policy.

The internship manager will continue to monitor development of the SJSU online process for establishing UOAs since sites we know have a UOA in place do not yet appear when a search of sites is conducted. It’s a new resource, implemented this past January 2017, so we are hopeful the data base will be maintained and search functions improved over time.
Appendix A
SJSU Department of Kinesiology Internship Manager Position Description

To promote high quality, educationally sound internship experiences for all Kinesiology students, the Kinesiology Internship Manager (3.0 WTU, .2 FTEF position) will oversee all aspects of internships, excluding athletic training and teacher education, at the graduate and undergraduate level (includes KIN 170 C, D, F, 198, 280, 285).

This is a three year (renewable by election) elected position. All Kinesiology faculty shall be permitted to vote, with proportional votes for part time instructors.

Qualifications: any FT or PT member of the Kinesiology faculty shall be eligible for election.

Responsibilities include:

- be the contact person for internships and respond to student emails as needed; send mass emails to students regarding internships
- maintain all paperwork as required by the university
- attend all relevant university-sponsored internship coordinator meetings
- keep KIN faculty updated on changes to internship rules
- maintain an up to date online listing of all recommended, vetted internship sites
- receive feedback from students on the quality of their internships and using this information, as well as on-site visits, provide on-going revision of recommended sites
- vet new sites as needed and complete all paperwork with the university regarding these
- complete all grading related to internships (may include weekly journal reading etc.), and provide feedback to students and faculty (if so requested)
- be the contact for all new enquiries regarding places that wish to become internship sites, make community connections, and occasionally visit the most popular sites
- hold student and faculty meetings regarding internships as needed
- report to department chair and recommend any changes to procedures
- maintain on-going dialogue with faculty in each emphasis area
Appendix B
Current Internship/Fieldwork Forms
Undergraduate Internship/Fieldwork (KIN 198; KIN 170D) Information

In addition to the KIN email announcements you receive about internship/fieldwork opportunities, good resources when looking and preparing for an internship/fieldwork are on the SJSU Career Center’s web site:

http://www.sjsu.edu/careercenter/students/find-a-job-internship/index.html
http://www.sjsu.edu/careercenter/students/internship-resources/index.html

Once you secure an internship/fieldwork you can then proceed to enroll in the internship/fieldwork course. Since you will obtain the internship/fieldwork on your own, you will mark box ‘A’ on the first page of the attached enrollment forms.

**Enrolling in an internship/fieldwork course**

Check that there is a university-organization agreement (UOA) between your site and SJSU.

Look here first to see if a UOA already exists between your site and SJSU:

http://www.sjsu.edu/kinesiology/docs/list_of_contracts.pdf

If your site is on the UOA list be sure to mark box ‘B’ on your enrollment form (next page). If your site is not on the UOA list, look here to see if your site has begun the UOA application with SJSU online:

https://app.calstates4.com/sjsu/sites

If your site has started the UOA process, mark box ‘C’ on your registration form. If your site has not started the online application, please **ask your site supervisor or site manager/owner** to use the URL below to begin the process of getting a UOA. **Do NOT** fill out the online proposal form yourself. Only personnel from the community agency have the authority to register their site and establish a UOA with SJSU.


Ask your site supervisor to let you know when the online registration of their site is in progress. Then you can mark box ‘C’ on your enrollment form.

**Complete and turn in your internship/fieldwork enrollment forms**

Complete the enrollment forms (attached 3 pages) in consultation with your site supervisor. When forms are complete turn them in to the Kinesiology main office (SPX 102) and ask staff to put the forms in Dr. Shifflett’s box. She will review your proposed internship/fieldwork. Upon approval, Dr. Shifflett will contact you with add code information.

**Before turning in your enrollment forms, make 2 copies** - one for you and one to give to your site supervisor.

Once you are enrolled, course information will be available to you on Canvas. Look through all the information carefully so you know what the requirements are for the internship/fieldwork course. Since there are no class meetings, all connections with the kinesiology internship manager and communication about the course are done through Canvas.
San José State University; Kinesiology Department
Undergraduate Internship/Fieldwork Enrollment Form
– please print clearly or type

Which course are you taking? □ KIN 198 □ KIN 170D # Units _________
GPA at least 2.0? □ Yes □ No

Your name: _________________________________________________________
Your email: _________________________________________________________
Your phone #: _________________________________________________________
Your student ID: _________________________________________________________
Your KIN specialization area: __________________________________________________
Name of internship/fieldwork site __________________________________________________
Site supervisor’s name: _________________________________________________________
Site supervisor’s email: _________________________________________________________

Students, please see instructions on the previous page then check all that apply below. Your site MUST either
have a UOA or be in the process of getting their UOA. Otherwise, you cannot do your internship at that site.
A. □ This is a ‘self placement’. The KIN department did not assign me to this site.
B. □ A UOA already exists between my site and SJSU: http://www.sjsu.edu/kinesiology/internships/
C. □ My internship/fieldwork site is in the process of securing a UOA: https://app.calstates4.com/sjsu/sites

Brief description of internship/fieldwork: __________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Course Evaluation (credit; no credit): Based on site supervisor’s assessment of performance and review by Dr.
Shifflett of student work on all course requirements.

_________________________________________ ___________
Student Signature Date

Class Code: _____________ Permission Code: _______________ Date: ________
Internship/Fieldwork Specifications

Students: Complete this form in consultation with your site supervisor and provide your site supervisor with a copy.

Start Date: ________ End Date: _________ # Hours: _______

Identify 3 learning outcomes expected. At the end of your internship/fieldwork you will be able to:

1.
2.
3.

Summary of planned activities: (List a minimum of 4)

1. 5.
2. 6.
3. 7.
4. 8.

_____________________________________ _______________________________
Site Supervisor’s Signature Date

_____________________________________ _______________________________
Print Site Supervisor’s Name Site Supervisor’s Title

_____________________________________ Date
Student's Signature

_____________________________________ Print Student's Name

_____________________________________ Date
Kinesiology Internship Manager (Shifflett)

Site Supervisors: Thank you for your interest and participation in our Kinesiology internship/fieldwork program. Your support will complement the student's academic experiences and help prepare them to transition from school to their careers. Your time is greatly appreciated by all. Please contact the Kinesiology internship/fieldwork manager (bethany.shifflett@sjsu.edu) if you have any questions or concerns.
INTERNSHIP/FIELDWORK PARTICIPATION GUIDELINES

1. I will devote ______ hours per week towards completion of the service and learning objectives listed in my learning plan (internship/fieldwork specifications form) for a total of _______ service hours, effective from ____________ to ____________. I agree to complete all paperwork required by my department or site supervisor as part of this learning (internship/fieldwork) experience.

2. I understand and acknowledge that there are potential risks associated with this learning (internship/fieldwork) experience, some of which may arise from (a) my assigned tasks and responsibilities, (b) the location of the learning site, (c) the physical characteristics of the learning site, (d) the amount and type of criminal activity or hazardous materials at or near the location of the learning site, (e) any travel associated with the learning site, (f) the time of day when I will be present at the learning site, (g) the criminal, mental and social backgrounds of the individuals I will be working with or serving, and (h) the amount of supervision I will receive. I further understand and acknowledge that my safety and wellbeing are primarily dependent upon my acting responsibly to protect myself from personal injury, bodily injury or property damage.

3. Being aware of the risks inherent in this learning experience (internship/fieldwork), I nonetheless voluntarily choose to participate in this learning experience. I understand that I may stop participating if I believe the risks become too great.

4. While participating in this learning experience (internship/fieldwork), I will (a) exhibit professional, ethical and appropriate behavior; (b) abide by the learning site’s rules and standards of conduct, including wearing any required personal protective equipment; (c) participate in all required training; (d) complete all assigned tasks and responsibilities in a timely and efficient manner; (e) request assistance if I am unsure how to respond to a difficult or uncomfortable situation; (f) be punctual and notify the learning site if I believe I will be late or absent; and (g) respect the privacy of the learning site’s clients.

5. While participating in this learning experience (internship/fieldwork), I will not (a) report to the learning site under the influence of drugs or alcohol; (b) give or loan money or other personal belongings to a client; (c) make promises to a client I cannot keep; (d) give a client or representative a ride in my personal vehicle; (e) engage in behavior that might be perceived as harassment of a client or learning site representative; (f) engage in behavior that might be perceived as discriminating against an individual on the basis of their age, race, gender, sexual orientation, mental capacity, or ethnicity; (g) engage in any type of business with clients during the term of my placement; (h) disclose without permission the learning site’s proprietary information, records or confidential information concerning its clients; or (i) enter into personal relationships with a client or learning site representative during the term of my placement. I understand that the learning site may dismiss me if I engage in any of these behaviors.

6. I agree to contact the Director at the University’s Center for Community Learning and Leadership (CCLL) at 408-924-5440 if I believe I have been discriminated against, harassed or injured while engaged in this learning activity.

7. I understand and acknowledge that neither the University nor the learning (internship/fieldwork) site assumes any financial responsibility in the event I am injured or become ill as a result of my participating in this learning experience. I understand that I am personally responsible for paying any costs I may incur for the treatment of any such injury or illness. I acknowledge that the University recommends that I carry health insurance.

Print Student Name   __________________________________________________
Student Signature __________________________________________________
Date:   _________________
Graduate Internship/Fieldwork (KIN 280; KIN 285) Information

In addition to the KIN email announcements you receive about internship/fieldwork opportunities, good resources when looking and preparing for an internship/fieldwork are on the SJSU Career Center’s web site:

http://www.sjsu.edu/careercenter/students/find-a-job-internship/index.html
http://www.sjsu.edu/careercenter/students/internship-resources/index.html

Once you secure an internship/fieldwork you can then proceed to enroll in the internship/fieldwork course. Since you will obtain the internship/fieldwork on your own, you will mark box ‘A’ on the first page of the attached enrollment forms.

Enrolling in an internship/fieldwork course

Check that there is a university-organization agreement (UOA) between your site and SJSU.

Look here first to see if a UOA already exists between your site and SJSU:

http://www.sjsu.edu/kinesiology/docs/list_of_contracts.pdf

If your site is on the UOA list be sure to mark box ‘B’ on your enrollment form (next page). If your site is not on the UOA list, look here to see if your site has begun the UOA application with SJSU online:

https://app.calstates4.com/sjsu/sites

If your site has started the UOA process, mark box ‘C’ on your registration form. If your site has not started the online application, please ask your site supervisor or site manager/owner to use the URL below to begin the process of getting a UOA. Do NOT fill out the online proposal form yourself. Only personnel from the community agency have the authority to register their site and establish a UOA with SJSU.


Ask your site supervisor to let you know when the online registration of their site is in progress. Then you can mark box ‘C’ on your enrollment form.

Complete and turn in your internship/fieldwork enrollment forms

Complete the enrollment forms (attached 3 pages) in consultation with your site supervisor. When forms are complete turn them in to the Kinesiology main office (SPX 102) and ask staff to put the forms in Dr. Shifflett’s box. She will review your proposed internship/fieldwork. Upon approval, Dr. Shifflett will contact you with add code information.

Before turning in your enrollment forms, make 2 copies - one for you and one to give to your site supervisor.

Once you are enrolled, course information will be available to you on Canvas. Look through all the information carefully so you know what the requirements are for the internship/fieldwork course. Since there are no class meetings, all connections with the kinesiology internship manager and communication about the course are done through Canvas.
San José State University; Kinesiology Department
Graduate Internship/Fieldwork Enrollment Form – please print clearly or type

Which course are you taking?  □ KIN 280  □ KIN 285  # Units _________
GPA at least 3.0?  □ Yes  □ No

Your name: _________________________________________________________
Your email: _________________________________________________________
Your phone #: _________________________________________________________
Your student ID: _________________________________________________________
Your KIN concentration: _________________________________________________________
Name of internship/fieldwork site _________________________________________________________
Site supervisor’s name: _________________________________________________________
Site supervisor’s email: _________________________________________________________

Students, please see instructions on the previous page then check all that apply below. Your site MUST either have a UOA or be in the process of getting their UOA. Otherwise, you cannot do your internship at that site.

A.  □ This is a ‘self placement’. The KIN department did not assign me to this site.
B.  □ A UOA already exists between my site and SJSU: http://www.sjsu.edu/kinesiology/internships/
C.  □ My internship/fieldwork site is in the process of securing a UOA: https://app.calstates4.com/sjsu/sites

Brief description of internship/fieldwork: _________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Course Evaluation (credit; no credit): Based on site supervisor’s assessment of performance and review by Dr. Shifflett of student work on all course requirements.

_________________________________________ ___________
Student Signature Date

Class Code: _______________  Permission Code: _________________  Date: ________
Internship/Fieldwork Specifications

Students: Complete this form in consultation with your site supervisor and provide your site supervisor with a copy.

Start Date: ________ End Date: _________ # Hours: _______

Identify 3 learning outcomes expected. At the end of your internship/fieldwork you will be able to:

1. 
2. 
3. 

Summary of planned activities: (List a minimum of 4)

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

_____________________________________ _______________________________
Site Supervisor’s Signature Date

_____________________________________ _______________________________
Print Site Supervisor’s Name Site Supervisor’s Title

_____________________________________ Date
Student's Signature

_____________________________________
Print Student's Name

_____________________________________ Date
Kinesiology Internship Manager (Shifflett)

Site Supervisors: Thank you for your interest and participation in our Kinesiology internship/fieldwork program. Your support will complement the student's academic experiences and help prepare them to transition from school to their careers. Your time is greatly appreciated by all. Please contact the Kinesiology internship/fieldwork manager (bethany.shifflett@sjsu.edu) if you have any questions or concerns.
1. I will devote ______ hours per week towards completion of the service and learning objectives listed in my learning plan (internship/fieldwork specifications form) for a total of _______ service hours, effective from ____________ to ____________. I agree to complete all paperwork required by my department or site supervisor as part of this learning (internship/fieldwork) experience.

2. I understand and acknowledge that there are potential risks associated with this learning (internship/fieldwork) experience, some of which may arise from (a) my assigned tasks and responsibilities, (b) the location of the learning site, (c) the physical characteristics of the learning site, (d) the amount and type of criminal activity or hazardous materials at or near the location of the learning site, (e) any travel associated with the learning site, (f) the time of day when I will be present at the learning site, (g) the criminal, mental and social backgrounds of the individuals I will be working with or serving, and (h) the amount of supervision I will receive. I further understand and acknowledge that my safety and wellbeing are primarily dependent upon my acting responsibly to protect myself from personal injury, bodily injury or property damage.

3. Being aware of the risks inherent in this learning experience (internship/fieldwork), I nonetheless voluntarily choose to participate in this learning experience. I understand that I may stop participating if I believe the risks become too great.

4. While participating in this learning experience (internship/fieldwork), I will (a) exhibit professional, ethical and appropriate behavior; (b) abide by the learning site’s rules and standards of conduct, including wearing any required personal protective equipment; (c) participate in all required training; (d) complete all assigned tasks and responsibilities in a timely and efficient manner; (e) request assistance if I am unsure how to respond to a difficult or uncomfortable situation; (f) be punctual and notify the learning site if I believe I will be late or absent; and (g) respect the privacy of the learning site’s clients.

5. While participating in this learning experience (internship/fieldwork), I will not (a) report to the learning site under the influence of drugs or alcohol; (b) give or loan money or other personal belongings to a client; (c) make promises to a client I cannot keep; (d) give a client or representative a ride in my personal vehicle; (e) engage in behavior that might be perceived as harassment of a client or learning site representative; (f) engage in behavior that might be perceived as discriminating against an individual on the basis of their age, race, gender, sexual orientation, mental capacity, or ethnicity; (g) engage in any type of business with clients during the term of my placement; (h) disclose without permission the learning site’s proprietary information, records or confidential information concerning its clients; or (i) enter into personal relationships with a client or learning site representative during the term of my placement. I understand that the learning site may dismiss me if I engage in any of these behaviors.

6. I agree to contact the Director at the University’s Center for Community Learning and Leadership (CCLL) at 408-924-5440 if I believe I have been discriminated against, harassed or injured while engaged in this learning activity.

7. I understand and acknowledge that neither the University nor the learning (internship/fieldwork) site assumes any financial responsibility in the event I am injured or become ill as a result of my participating in this learning experience. I understand that I am personally responsible for paying any costs I may incur for the treatment of any such injury or illness. I acknowledge that the University recommends that I carry health insurance.

Print Student Name   __________________________________________________

Student Signature __________________________________________________

Date:   __________________
What are the top skills, knowledge and abilities that you look for when considering an intern or employee for a position in your organization?

- Love people and fitness
- Overachiever
- Trainable & flexible
- Understands community
- Professionalism
- Communication
- Being a role model for kids
- Able to take and learn from constructive criticism
- Common sense, self initiative, organization, trying to learn, open for feedback, outside comfort zone
- Leadership skills (inc. organization) begin to end, most students don’t have chance to do & critique
- Class control - needs to be taught
- Give constructive feedback in positive way to students
- Effective, efficient, sustainable. Measure! Reflection time
- Communication class. How to do so effectively - how to talk to colleagues, kids, parents, work together as team
- Might want to be employee
- Anatomy, functional anatomy, physiology
- Give them hands on
- Basic
- Personal skills/communication
- Knowledge base, confident not ‘rocky’
- attitude - willingness to learn
- People skills
- Skills working with people with disabilities. sports or classroom based. Having patience. Decent GPA; experience in computer skills
- Communication. Being honest about where they are at. Be clear about what they can do. Faculty need to explain to students that they need to communication their capacity & expectation.
- #1 thing, communication.
- Be a team player. Collaborate, communicate. Always keep clear lines of communication.
- They need to be respectful. Love what you do. Need to love working with older adults. Trust is build with residents
- Applying the skills you learn at school. As an intern you don’t learn those skills in school. Communicate with different populations
- People skills. We can teach skills on how to do things. Hard to teach likability & people skills. Don’t be afraid to fail. Ask for advice. Being afraid to fail can be a problem
- Creative thinking
- Overall, the message was: “SJSU students have the knowledge, we are not worried about that but the willingness to be a self starter would be an advantage.”
  - A. Ability to communicate professionally
  - B. Applied knowledge- so you know the theory... what does that look like?
  - C. Flexibility in time.
One of the areas we have established as a program level goal is developing the communication skills of our students. How would you evaluate the communication skills of the students or graduates you’ve worked with and how important is this skill?

- On a scale of 1-10, a 5. Need to do better; be more personable; have a personality
- Interpersonal skills need improvement
- Professionalism in communication needed. Everything to verbal to email.
- Lack of humility; behave through communication as if they know it all
- Extremely important - shapes perceptions of ability and impacts respect (from everyone - kids, parents, peers, clients)
- Very important
- Can they listen or just talking?
- Not at but to
- Posture appropriate
- Be in charge
- Ability to reflect (better listener); empty mind sue of computers, keep on track, how throw football
- Eye contact
- Personality
- Lack of communication due to confidence - good students
- Is it a lack of confidence or a lack of skills?
- Since we deal with ‘hands on’ how to we teach physical communication
- Do we put students in a more ‘high stress’ situations
- Do the communication skills get developed through the internship?
- It’s HUGE.
- Mostly good. Fantastic. But occasionally a few fall short. The good ones treat it like a job. Not a check box. Hard to teach. Just have to have it.
- Some students seem entitled. But not a big issue for SJSU students.
- The doors opened for me because of internships. As mentor, as gateway, could be years down the road.
- Need guidance before going to internships.
- Tell the story of connecting. Testimonials are good.
- Having a panel of intern supervisors meet with interns.
- They pay off. Students need to understand the importance of internships
- ~ sent a card after the internship talking about how he was ??? how he was impacted. Then he was hired for a job.
- Some interns have problems communicating with the clients’ (children’s) parents – for example, at the front desk/client intake. Need to be able to put themselves into the parents’ shoes.
- Our students hold their own with students from across the country.
- Activate alumni network.
- Would relish opportunities to help SJSU.
- Suggested profiles of alumni. Could have brown bag lunches – invite students to hear one of our alumni.
- Could also profile alumni in the Communicator.
- Our students often don’t know that clinical exercise physiology is an option until they do an observation in KIN 187.
- Could increase focus on community colleges – help students to know that clinical exercise physiology is a career option. Other options are fall prevention programs, senior centers, etc.
- Help students answer the questions: “What kind of a job can I get with a Kinesiology degree?” “Where will I be employed.”
- Very good a presentations, add more partner/group presentations to course. “This translates to what happens in the work place.”
- Very fast in communicating electronic but the phone is still needed. (Also- see above about proofing emails)
Please describe a situation or experience that has shaped your perception of our students’ capacity to apply the knowledge, skills, or abilities they’ve gained in their academic program here at SJSU.

- Had curiosity; asked good questions
- Was able to take training as an athlete and apply it more broadly
- Excelling at helping people - could easily grasp exercise modifications needed for people with back issues
- Very bright and could jump right in to contribute to new projects/programs
- Student learned skills and practiced during water breaks, wanted feedback, great use of time
- Sense of urgency - need to develop
- Brothers with neuromuscular disease, needed help. Work with AT student, had no experience with this condition but applied what he knew.
- Movement analysis skills needed; had analysis of ??? now biomechanics
- Put skills in ??? & respond well
- Like interns where you can bounce ideas off. Applies his knowledge from SJSU. Always trying to do the best for our residents
- Interns are one-on-one small clinic. More opportunity for one-on-one on campus would be helpful
- Hit or miss. Not a lengthy selection process. Some are great. Some are not so self-motivated.
- More group oriented work and it shows. Other programs focus on individual work and they don’t work well with a team. Having an ex. pays background makes them more open to working across professional groups.
- City has strict finger printing policy. Interns ??? late it is a problem
- Lack of continuity in AT program. had great interns & now have none. Loss for our students - they are not being placed. Lack of communication with AT intern coordinator.
- Being able to take the course material from Ex phys and use it in the gym. Knowing that there is not any 'cookie cutter' approach to fitness. (group just talked about how they kind of use their degree but their current jobs do not directly relate.)

Based on your work with our students or graduates as interns or employees, please describe the positive traits that come to mind. Feel free to use stories or examples to get your points across.

- Hard working
- Able to take advice/criticism
- Personality enhanced skills they had
- Enthusiastic
- Not giving up even after criticism
- Caring for kids; intern did not have it together yet but could see he would eventually be OK
- High energy
- Care about people; warmth, express well, knowledgeable
- Curious, ask questions
- Initiative - how do we instill it? What type is appropriate?
- Association - what are they associated with
- Conference/networking
- Applying theory into field
- Organized. They know their schedules & what they are going to work on
- Driven. Passionate. Have to continue education - what’s the next step. Good interns stay on top of new developments & research.
- Positive
• Knowing their stuff, "used course information for internship."
• Speed of communication, "emails often back in less than an hour."
• Willingness to express ideas.

Based on your work with our students or graduates as interns or employees, please describe the areas where their skills, knowledge or abilities need improvement.

• Looking for ways to cut corners and do least amount of work
• Lack of confidence
• No computer skills (an older KIN major)
• Need to have or follow structure
• Need to plan ahead and when things don’t go as planned reflect on why
• Attitude - need to be open to learning
• Need to be able to ask for help
• Need to be better at promoting self
• Thinking they are at the end of their schooling so nothing more to be learned in the field
• Better skill at being culturally adept
• Observation from group added: where/when bad apples emerge they have to be cut out immediately so the effectiveness of the staff overall is not impaired.
• Communication
• Voice projection
• Group skills
• Connect different areas of room, acknowledge big dynamic; diffuse everywhere = ly
• Better understanding of what the educational requirements are from the perspective of the internship provider
• Better communication skills
• More practical experience before going to internship
• Concurrent certification for students
• Case by case
• Personal thing for the students. Had to teach: being reliable. If they are not self-motivated they will not succeed.
• Clinical staff. Students need that clinical experience. If they don’t apply it is not so useful
• ‘Movement science killed me’ missed ??? clinical classes
• More clinical experience
• Feedback and evaluation of intern – need 1-on-1 between the intern and the internship supervisor. Sometimes the only feedback provided is what supervisor indicates in online evaluation form – student intern typically doesn’t see this. Needs to be a 2-way exchange and an exit interview between intern and on-site internship supervisor. To save supervisor’s time, suggested that intern can write a self-evaluation and then sit down and discuss with on-site supervisor.
• Need a checkpoint before the end of the semester.
• Looking for more professional accountability in interns. Many are friends and have difficulty switching from the friend relationship to the professional relationship.
• The goals and learning outcomes the students write on their internship request form are important.
• Feels there are few internship opportunities with SJSU — e.g., as strength and conditioning interns with SJSU Athletics; sport management opportunities with SJSU Athletic Dept.
• Professional attire, "dress like you are on a job interview."
• Proof read emails, don't text.
• Do not take out your phone, "just because the employees are on their phone... doesn't mean you should be!"
How do our students and/or graduates compare to students from other programs or your ideal employee/intern?

- No overall evaluation possible - all depends on the individual student
- Students a long distance from home more mature and more experienced
- Stanford students know nothing! In education - PE.
- Can hit the ground running (SJSU) because of internships
- Internships in different settings?
- Practicum - do use skills
- Teachers maybe don’t have enough grasp management skills
- Choice of internship sites - why going where they are going? what do they want to learn?
- Interns have been professional, able to interact well with patients. Internship program is extremely competitive at El Camino Hospital. They accept 1 intern per semester – have applications from across the country.
- Interns are very open-minded; willing to go beyond.
- Interns should show compassion for patients; understand and practice safety.
- Hands-on experience in the labs; able to communicate & present.
- Semester exposure to ECG is a plus for our interns. An East Bay intern didn’t have this experience. For observations (e.g., undergrads in KIN 187) – need to be dressed professionally. Could also have a couple of questions to ask. Some students doing observations are very interested; others clearly are there just to complete the assignment.

Please tell us about a time when you were particularly impressed with or particularly concerned about our students’ ability to work in a professional setting.

- Language used verbal, in writing, public speaking, in email, …. unprofessional
- Little sense of responsibility - e.g., casually in passing mention to supervisor ‘yeah, sorry late’ then expect managers to accept lame excuses.
- Need to dress to impress. Particularly at interview.
- Dress appropriately! Affects behavior; where to draw line; not too casual.
- AT students - dynamic of classmates vs. clients
- Make sure to establish appropriate relationship early introduce, how help. Appropriate for situation

In what ways could we enhance our partnership/connection with you?

- Send us more students
- More community events - this was great
- Help community connect with each other - networking
- Need internship/job fair - a chance for community to connect with students to let them know about opportunities
- Prep students better for interviews and professionalism; run through various scenarios with students before internships
- Come in and explain opportunity verbally - pitch their internship
- Visits to sites - arrange in advance
- site to see ??
- More opportunities as undergrad to explore different environments
- As many internships as possible if sill exploring; if know, one site
- Important to know what you do not like as far as employment and find out what you do like
- Tour somewhere - go visit sites but don’t learn culture. But if with host family learn culture
- Need more in depth paperwork, family life, work-life balance - get sense of culture of profession. Show up early, leave late, multiples days
- Could have interns from strength & conditioning in PT programs. Up the standard of what trainees should know. EFS majors should have some clinical experiences. These needs to be a team. They need to know how to talk to those allied health professionals.
- We are rec. Going over the long list the areas you want us to target. Communicate to internship sites what we really want them to emphasize.
- Make sure students treat it like a job.
- Realizing this is not just 3 easy units. This is an important opportunity.
- Met people through pre-pro; PT club. How can we get mentors for students.
- Tap people to be mentors.
- Let students know about the clubs.
- But also need other avenues to help connect students with mentors.
- Let students know to be an active listener.
- Leave ego at the door.
- Be a sponge.
- This is an opportunity.
- Don't let one bad experience ruin you - move on. Know that each site is different.
- Go out of your comfort zone.
- Internships are chances to find jobs that you hate - because you can leave. Just as important to know what you don't want to do.
- Don't just be 'there'.
- Be prepared.
- Take those opportunities seriously.
- The recruiter wanted to set up 2-4 visits a year to allow Equinox a platform to recruit both interns and graduates for a first job/in school job.
- Have all the intern directors come to campus the 1st week of school to have a "fair".

Other Comments

- Supervises grad students only, although provides observations for undergrads. Grad degree required to be hired as an exercise physiologist in cardiac rehab. Require that interns have coursework in clinical exercise physiology (KIN 187) and ECG (KIN 154B).
- Recommends KIN 154B, KIN 157, KIN 187 for pre-PT students.
- As an intern, wants hands-on experiences. Suggests that the internship include a special project or assignment that the intern completes.
- El Camino requires a special project. Last intern produced a patient hand-out on abdominal core exercises.
- Supervises undergrads. Very important that the interns have cultural awareness.

Two big ticket items that took up the majority of the conversions:
I. Make the internship a formal seminar class: 3 sessions/5 sessions/8 sessions to "close the loop"
II. Perhaps record a video to allow the internship site mentor to watch on their own time the expectations/rules/steps/projects. 5 minutes.
Appendix D  
Site Supervisor Evaluations of Kinesiology Interns  
Fall 2016

<table>
<thead>
<tr>
<th>Item</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>0% (0)</td>
<td>1% (1)</td>
<td>10% (10)</td>
<td>89% (86)</td>
</tr>
<tr>
<td>Professional approach to assigned tasks</td>
<td>0% (0)</td>
<td>1% (1)</td>
<td>13% (13)</td>
<td>86% (83)</td>
</tr>
<tr>
<td>Problem-solving ability</td>
<td>0% (0)</td>
<td>1% (1)</td>
<td>32% (31)</td>
<td>67% (65)</td>
</tr>
<tr>
<td>Overall growth</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>24% (23)</td>
<td>76% (74)</td>
</tr>
<tr>
<td>Knowledge and enthusiasm about field/profession</td>
<td>0% (0)</td>
<td>4% (4)</td>
<td>16% (16)</td>
<td>79% (77)</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>16% (16)</td>
<td>84% (81)</td>
</tr>
<tr>
<td>Initiative</td>
<td>0% (0)</td>
<td>7% (7)</td>
<td>26% (25)</td>
<td>67% (65)</td>
</tr>
<tr>
<td>Decision-making ability</td>
<td>0% (0)</td>
<td>3% (3)</td>
<td>33% (32)</td>
<td>64% (62)</td>
</tr>
<tr>
<td>Contributions to program/organization</td>
<td>0% (0)</td>
<td>1% (1)</td>
<td>19% (18)</td>
<td>80% (78)</td>
</tr>
<tr>
<td>Communication skills</td>
<td>0% (0)</td>
<td>5% (5)</td>
<td>33% (32)</td>
<td>62% (60)</td>
</tr>
<tr>
<td>Achievement of learning outcomes</td>
<td>0% (0)</td>
<td>1% (1)</td>
<td>23% (22)</td>
<td>76% (74)</td>
</tr>
<tr>
<td>Ability to utilize constructive feedback</td>
<td>0% (0)</td>
<td>1% (1)</td>
<td>12% (12)</td>
<td>87% (84)</td>
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<tr>
<td>Ability to take direction and work well with others</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>11% (11)</td>
<td>89% (86)</td>
</tr>
</tbody>
</table>

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Overall Evaluation of Intern’s performance. Internship site supervisors were asked: “Considering all the factors above and your work with our student, overall, how would you evaluate their performance?”

58% Excellent  
32% Good-Excellent  
10% Good

Note: none of the lower categories selected (fair-good; fair; poor-fair; poor)
## Site Supervisor Evaluations of Kinesiology Interns
### Spring 2017

<table>
<thead>
<tr>
<th>Item</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>0% (0)</td>
<td>1% (1)</td>
<td>22% (20)</td>
<td>77% (71)</td>
</tr>
<tr>
<td>Professional approach to assigned tasks</td>
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<td>3% (3)</td>
<td>22% (20)</td>
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<tr>
<td>Problem-solving ability</td>
<td>0% (0)</td>
<td>3% (3)</td>
<td>34% (31)</td>
<td>63% (58)</td>
</tr>
<tr>
<td>Overall growth</td>
<td>0% (0)</td>
<td>3% (3)</td>
<td>22% (20)</td>
<td>74% (68)</td>
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<tr>
<td>Knowledge and enthusiasm about field/profession</td>
<td>0% (0)</td>
<td>3% (3)</td>
<td>21% (19)</td>
<td>76% (69)</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>0% (0)</td>
<td>2% (2)</td>
<td>23% (21)</td>
<td>75% (69)</td>
</tr>
<tr>
<td>Initiative</td>
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<td>4% (4)</td>
<td>26% (24)</td>
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<tr>
<td>Decision-making ability</td>
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<tr>
<td>Communication skills</td>
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<td>2% (2)</td>
<td>29% (127)</td>
<td>67% (62)</td>
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<tr>
<td>Achievement of learning outcomes</td>
<td>0% (0)</td>
<td>1% (1)</td>
<td>18% (16)</td>
<td>80% (72)</td>
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<tr>
<td>Ability to utilize constructive feedback</td>
<td>0% (0)</td>
<td>1% (1)</td>
<td>18% (17)</td>
<td>80% (73)</td>
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<td>Ability to take direction and work well with others</td>
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<td>1% (1)</td>
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<td>Punctual/Dependable</td>
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<td>2% (2)</td>
<td>21% (19)</td>
<td>76% (70)</td>
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### Overall Evaluation of Intern’s performance.
Internship site supervisors were asked: “Considering all the factors above and your work with our student, overall, how would you evaluate their performance?”

- 60% Excellent
- 23% Good-Excellent
- 11% Good
- 03% Fair-Good
- 02% Poor-Fair
### Site Supervisor Evaluations of Kinesiology Interns
#### Fall 2017

<table>
<thead>
<tr>
<th>Item</th>
<th>Poor (0)</th>
<th>Fair (2)</th>
<th>Good (16)</th>
<th>Excellent (91)</th>
</tr>
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<tbody>
<tr>
<td>Teamwork</td>
<td>0%</td>
<td>2%</td>
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<td>Problem-solving ability</td>
<td>0%</td>
<td>3%</td>
<td>39%</td>
<td>58%</td>
</tr>
<tr>
<td>Overall growth</td>
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<td>3%</td>
<td>22%</td>
<td>75%</td>
</tr>
<tr>
<td>Knowledge and enthusiasm about field/profession</td>
<td>0%</td>
<td>3%</td>
<td>30%</td>
<td>67%</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>0%</td>
<td>2%</td>
<td>26%</td>
<td>73%</td>
</tr>
<tr>
<td>Initiative</td>
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<td>9%</td>
<td>24%</td>
<td>67%</td>
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<tr>
<td>Decision-making ability</td>
<td>.9%</td>
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<td>37%</td>
<td>58%</td>
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<td>Contributions to program/organization</td>
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<td>6%</td>
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<tr>
<td>Communication skills</td>
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<td>6%</td>
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<td>69%</td>
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<tr>
<td>Achievement of learning outcomes</td>
<td>0%</td>
<td>3%</td>
<td>25%</td>
<td>73%</td>
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<tr>
<td>Ability to utilize constructive feedback</td>
<td>0%</td>
<td>2%</td>
<td>24%</td>
<td>74%</td>
</tr>
<tr>
<td>Ability to take direction and work well with others</td>
<td>0%</td>
<td>.9%</td>
<td>17%</td>
<td>83%</td>
</tr>
<tr>
<td>Punctual/Dependable</td>
<td>0%</td>
<td>5%</td>
<td>22%</td>
<td>73%</td>
</tr>
</tbody>
</table>

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**Overall Evaluation of Intern’s performance.** Internship site supervisors were asked: “Considering all the factors above and your work with our student, overall, how would you evaluate their performance?”

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Rating</th>
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<tbody>
<tr>
<td>54%</td>
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</tr>
<tr>
<td>33%</td>
<td>Good-Excellent</td>
</tr>
<tr>
<td>09%</td>
<td>Good</td>
</tr>
<tr>
<td>02%</td>
<td>Fair-Good</td>
</tr>
<tr>
<td>02%</td>
<td>Poor-Fair</td>
</tr>
</tbody>
</table>
Appendix 9.2

2012-2018 Physical Activity Program Summary

&

Physical Activity Program Assessment Reports:
Spring 2014 & Spring 2015
Physical Activity Program Summary 2012-2018

Understanding student perspectives

Based on the previous program review and the comprehensive survey to approximately 2,400 students out of 4,500 students enrolled in activity classes in fall semester of 2011, the activity program has been applying the information gathered to improve the quality of the activity program to meet the interests and needs of students for health and fitness through physical activity classes.

Maintain and improve the quality of program and instruction

The activity program has provided a standardized and user-friendly syllabus template for all activity class instructors based on the University’s template since 2012. The activity program updated the template whenever the university released a new template. The standardized template made it easy for instructors to adopt for classes, and facilitated evaluation of classes and instructors.

To keep up with contemporary research and practice of physical activities in the nation and the world, the activity program started updating and documenting course content for all activity classes. After five years of effort, the activity committee completed its review of all activity classes in fall 2017 and developed an activity course contents booklet for all activity instructors to follow. This booklet provides guidance on the content expected to be covered for all activity classes. It is particularly valuable for maintaining consistency across current instructors, new instructors and new graduate teaching assistants.

The activity program also developed activity program learning objectives in 2013 based on revised student Learning objectives (SLO) of the department from the previous program review. To assist activity course instructors in meeting the SLOs in the area of the benefits and importance of physical activity, the activity program compiled major research and developed a booklet for all activity instructors. The activity program also published a “Position statement on physical activity” to provide a comprehensive view of physical activities in the context of health and innovation.

In 2015, the activity program developed supervisor’s responsibility and gym usage rules for a safer instructional environment in the renovated facility. These rules have been made into posters and posted in gyms by the department.

The activity program has created new courses based on students’ needs and interests. New courses include Hiking and Backpacking, Shuaijiao, and Water Polo.

Based on recent feedback from 18 activity instructors, 14 have current CPR, 13 have First Aid, and eight have AED certification. These 18 instructors also hold 20 different types of certifications, such as EFR, WFR, ATC, Lifeguard, and special certifications in their expertise areas.
New programs for health and fitness

Starting in 2015, a faculty member developed and conducted classes abroad (Faculty Led Program; FLP) that included activity classes. Both backpacking and hiking, and kayaking classes have been taught in Europe for two years and will be again offered this summer for a third year. These courses provided students valuable global experience helping students meet the CHaHS study abroad requirement. In addition, an FLP Tae Kwon Do class has been created by a KIN faculty member.

In 2016, the activity program started planning for a fitness/health program for SJSU faculty, staff, and retirees in the new facility. In 2017, the program had been formally established as the FastFit Program, and has been growing rapidly.

From 2011 through 2017, the activity program has been organizing physical activity demonstrations and supervising booths at the annual SpartaPalooza Wellness Fair for all seven years. These activities helped promote health through physical activities for students, faculty, and staff on campus.

Collaborations and community outreach

The activity program started a collaboration with the Graduate Program in the Department of Kinesiology in fall 2012 to provide teaching assistantships for qualified graduate students in the department. The activity program has provided 9-12 classes for 6-9 graduate assistants every semester since then.

From 2016 through 2018, the activity program worked together with the Kinesiology Ambassador Club and four community organizations to organize seven community table tennis tournaments. These table tennis tournaments provided the only available facility and equipment needed to promote physical activities in the community through table tennis for health and fitness in the community. These tournaments also provided KIN major students opportunities to obtain hands-on experience applying what they learned in the classroom and raised funds for the Kinesiology Ambassador Club to support academic activities for students to attend conferences.

In 2017, the activity program organized many physical activity events during CASA’s (now CHaS) Wellness Week. The activity program also created and conducted the first SJSU Fitness Challenges for health in this CASA event.

The activity program has attracted many international visiting scholars to study our courses and management of the program. Some of our activity curricula has been adopted by international universities and schools, as well as a top tier university in the U.S.
The 2014 assessment report includes (a) an executive summary, (b) summary information from the faculty pilot study conducted in 2013, and (c) a summary of information from the student pilot study conducted in 2014.

The 2015 assessment report provides (a) an executive summary of all information obtained from faculty, students, and the activity committee, (b) summary information obtained from faculty, and (c) summary information obtained from students.

The current activity program learning outcomes (APLO) state that after completion of the class, the students shall be able to:

1. Demonstrate proficiency in the execution of the motor/sport skills appropriate to the specific activities completed.
2. Identify and/or explain the applicable history, rules, strategies, current research, safety, and etiquette related to the specific activities completed.
3. Identify and/or explain the benefits of physical activity as related to physical and mental health
Executive Summary

Program learning outcomes have been established and pilot data was collected Fall 2013 from faculty. This spring additional data was collected from students. Based on the data collected, one modification was made: the fitness learning outcome was moved to a course-based learning outcome. The first formal assessment will take place in Fall 2014. All three activity program learning outcomes (APLO) will be assessed at that time. Subsequently a report will be compiled and discussions with faculty teaching in the activity program focused on assessment will be conducted each fall. Data collection will be repeated every three years.

Report from Fall 2013 Pilot Study (Faculty)

Twenty one faculty provided data on their student’s skills in each of the APLO areas. The activity areas represented in this pilot study were individual/dual sports (badminton, bowling, table tennis), water sports (kayak, sailing, rowing, swimming), fitness (aerobics, pilates, weight training, yoga), dance (social & latin), martial arts (self-defense, tai chi, tai kwon do), team sports (volleyball), and hiking/backpacking. 62% were beginning level classes.

APLO #1: Faculty reported the percentage of their students able to demonstrate proficiency in the execution of the motor/sport skills appropriate to their specific course activities. Three categories were used: excellent, good and fair/poor. The most notable finding was the wide range across classes.

<table>
<thead>
<tr>
<th>% Excellent</th>
<th>% Good</th>
<th>% Fair/poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range</td>
<td>0 to 95%</td>
<td>5 to 90%</td>
</tr>
<tr>
<td>Median</td>
<td>70%</td>
<td>21%</td>
</tr>
</tbody>
</table>

APLO #2: Faculty reported the percentage of their students able to identify and/or explain the applicable history, rules, strategies, current research, safety, and etiquette related to their specific course activities. Three categories were used: excellent, good and fair/poor. Again there was a wide range across classes.

<table>
<thead>
<tr>
<th>% Excellent</th>
<th>% Good</th>
<th>% Fair/poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range</td>
<td>4 to 100%</td>
<td>0 to 75%</td>
</tr>
<tr>
<td>Median</td>
<td>67%</td>
<td>30%</td>
</tr>
</tbody>
</table>

APLO #3: Faculty reported the percentage of their students able to identify and/or explain the benefits of physical activity as related to physical and mental health. Three categories were used: excellent, good and fair/poor. Again there was a wide range across classes.

<table>
<thead>
<tr>
<th>% Excellent</th>
<th>% Good</th>
<th>% Fair/poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range</td>
<td>10 to 96%</td>
<td>0 to 90%</td>
</tr>
<tr>
<td>Median</td>
<td>84%</td>
<td>16%</td>
</tr>
</tbody>
</table>
**Open-ended feedback.** Faculty were also asked to provide written comments on their students abilities, changes they planned, and the APLOs themselves.

Common themes with regard to changes they observed in students over the course of the semester included:
- Increased proficiency as the semester progressed (e.g., catch on quicker)
- Significantly improved motor skills
- Improvements in technique
- Improved social skills, confidence, and cognitive skills

When asked what changes they might implement when they next teach the course, common responses included:
- Emphasize personal health/fitness
- More skills/conditioning work

When asked what was the easiest APLO to evaluate, 38% selected APLO #1 followed by 29% selecting APLO #2. The most difficult APLO for faculty to evaluate was the fitness APLO which has since been migrated to a course-based learning outcome.

**Report From Spring 2014 Pilot Study (Students)**

Fifty students provided data on their skills in each of the APLO areas. All 7 colleges were represented with the largest group (30%) from CASA followed by Engineering (21%) Business (13%) and Science (13%). 36% of the students were seniors, 28% sophomores, 20% juniors, and 12% freshman. For 26% of the group this was their first activity class. Counting the class they were in this semester, 42% indicated they will have completed 2 activity classes by the end of the semester and another 32% reported they will have completed 3 or more activity classes.

The activity areas represented in this pilot study were aerobics, archery, bowling, latin dance, sailing, self defense, scuba diving, social dance, table tennis, tai kwon do, Volleyball, and weight training.

**APLO #1:** Students reported their proficiency in the execution of the motor/sport skills covered in the class they were currently taking.

<table>
<thead>
<tr>
<th>% Excellent</th>
<th>% Good</th>
<th>% Fair/poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>54%</td>
<td>34%</td>
<td>12%</td>
</tr>
</tbody>
</table>

**APLO #2:** Students reported their ability to Identify/explain the applicable history, rules, strategies, current research, safety, and etiquette covered in the class they were currently taking.

<table>
<thead>
<tr>
<th>% Excellent</th>
<th>% Good</th>
<th>% Fair/poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>41%</td>
<td>47%</td>
<td>12%</td>
</tr>
</tbody>
</table>
**APLO #3**: Students reported their ability to identify/explain the benefits of physical activity as it relates to physical and mental health.

<table>
<thead>
<tr>
<th>% Excellent</th>
<th>% Good</th>
<th>Fair/poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>54%</td>
<td>40%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Students were also asked: To what extent do you feel the physical activity classes you have taken at SJSU have improved your personal health? Please take into consideration all if you've completed more than one activity class. They reported:

- Very Much: 38%
- Moderate Amount: 42%
- Very Little: 20%

**Looking Forward**

At the final May 2014 meeting of the Activity Program, committee discussion focused on the following:

- What to measure in each area.
- **APLO #1**: Demonstrate proficiency in the execution of the motor/sport skills appropriate to the specific activities completed.
  - Suggestions: Performance on structured skills tests and/or observations.
- **APLO #2**: Identify and/or explain the applicable history, rules, strategies, current research, safety, and etiquette related to the specific activities completed.
  - Suggestions: Performance on any one or more of the following: written comprehensive final exam, quizzes, written assignments, surveys.
- **APLO #3**: Identify and/or explain the benefits of physical activity as related to physical and mental health.
  - Suggestions: Performance on any one or more of the following: selected items from a written comprehensive final exam, quizzes, written assignments, surveys.

Planning for fall 2014 meeting with activity faculty to provide support and concrete guidance on the assessment of APLOs. In addition to above, committee will provide:

- Advice for faculty regarding how to be sure the data they rely on for their assessment really does provide clean and relevant information for each PLO?
- Advice for faculty regarding how to gather assessment data. How can we help faculty get to an accurate evaluation of students’ mastery of each PLO?
- Materials (e-format and hard copy) for faculty to use (e.g., articles) in the area of the benefits of physical activity as related to physical and mental health?

**Planned Assessment Timeline:**

- **Fall 2013**: Faculty Pilot Study
- **Spring 2014**: Student Pilot Study
- **Fall 2014**: Implementation of Assessment Process (data collection)
- **Spring 2015**: Discussion & Action Planning based on data collected Fall 2014
- **Fall 2015**: Assessment Discussion with Activity Faculty
- **Fall 2016**: Continued Assessment Discussion with Activity Faculty
- **Fall 2017**: Repeat data collection
Activity Program Assessment Report:
Spring 2015

Executive Summary:

• With regard to APLO #1, both students and faculty report high levels of student achievement in the area of motor/sport skill proficiency. This is an excellent outcome given that the focus of the activity program is on sport/motor skill development.
• With regard to APLO #2, though lower levels (relative to APLO #1) of achievement in the area of history, rules, strategies, current research, safety, and etiquette were reported, they were still at a good level. 81% of the students rated their proficiency as good or excellent and the faculty mean value combining good and excellent categories was 80%.
• With regard to APLO #3, both students (90% rated proficiency good or excellent) and faculty (mean value 86% combining the categories good and excellent) reported high levels of proficiency with regard to students’ understanding of the benefits of physical activity.
• There is considerable room for improvement with respect to faculty adherence to university and department policies. Problems exist with respect to clarity regarding grading on participation/attendance and the distribution of weights for skills and knowledge; in many cases they are not aligned with department/university policy.

Observations/Recommendations

• The activity program learning outcomes are being met by a large majority of the students. The results with regard to knowledge of health benefits are particularly good given the concerns expressed in this area by faculty in the pilot survey conducted in spring 2014. This suggests that the efforts made by the activity committee to provide faculty with resources to use along with faculty efforts in this area were very productive.
• Faculty should be commended for their work in the activity program overall.
• Subsequent meetings with all activity program faculty should focus on clearly conveying department and university policies. In addition, meetings should allow time for discussion and guidance on how best to align grading strategies with department and university policies. In addition, the necessity of getting syllabi to staff for posting on the web needs to be reinforced.
Summary of Faculty Data

Data was collected from 71 faculty teaching activity classes in the Fall of 2014. 70% were teaching beginning level courses, 14% intermediate level classes, and 6% teaching advanced level courses. 14 faculty accessed the survey but then did not provide any information related to the activity program learning outcomes. These cases were omitted from analyses.

The activity courses not represented in this sample were Handball, Tennis, Bowling, Kickboxing, Step training, Fitness walking, and Ice Hockey.

The first Activity Program learning outcome states: Students will be able to demonstrate proficiency in the execution of the motor/sport skills appropriate to the specific activities completed. Faculty were asked: to what extent (percentages) have your students achieved this outcome in your class(es)? The categories were excellent, good, fair and poor.

<table>
<thead>
<tr>
<th>% Excellent</th>
<th>% Good</th>
<th>% Fair</th>
<th>% Poor</th>
<th>Number Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum %</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Maximum %</td>
<td>100%</td>
<td>84%</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>Median %</td>
<td>71%</td>
<td>20%</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>Mean %</td>
<td>64%</td>
<td>25%</td>
<td>11%</td>
<td>8%</td>
</tr>
</tbody>
</table>

The second Activity Program learning outcome states: Students will be able to identify and/or explain the applicable history, rules, strategies, current research, safety, and etiquette related to the specific activities completed. Faculty were asked: To what extent (percentages) have your students achieved this outcome in your class(es)? The categories were excellent, good, fair and poor.

<table>
<thead>
<tr>
<th>% Excellent</th>
<th>% Good</th>
<th>% Fair</th>
<th>% Poor</th>
<th>Number Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum %</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Maximum %</td>
<td>100%</td>
<td>81%</td>
<td>58%</td>
<td>45%</td>
</tr>
<tr>
<td>Median %</td>
<td>50%</td>
<td>20%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Mean %</td>
<td>55%</td>
<td>25%</td>
<td>15%</td>
<td>13%</td>
</tr>
</tbody>
</table>
The third Activity program learning outcome states: Students will be able to identify and/or explain the benefits of physical activity as related to physical and mental health. Faculty were asked: To what extent (percentages) have your students achieved this outcome in your class(es)? The categories were excellent, good, fair and poor.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Number Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum %</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>57</td>
</tr>
<tr>
<td>Maximum %</td>
<td>100%</td>
<td>81%</td>
<td>90%</td>
<td>85%</td>
<td>49</td>
</tr>
<tr>
<td>Median %</td>
<td>68%</td>
<td>23%</td>
<td>9%</td>
<td>9%</td>
<td>39</td>
</tr>
<tr>
<td>Mean %</td>
<td>60%</td>
<td>26%</td>
<td>20%</td>
<td>18%</td>
<td>27</td>
</tr>
</tbody>
</table>

Adherence to Department and University Policies.

Members of the activity committee reviewed all syllabi available for activity courses offered in the fall of 2014. Particular attention was given to:

- Posting syllabi on department web site
- Having syllabi in an accessible format
- Following activity program grading policy: at least 60% on skills and at least 20% on knowledge
- Inclusion of attendance in grades (not permitted by university policy)

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus posted on website</td>
<td>86%</td>
</tr>
<tr>
<td>Syllabus in an accessible format</td>
<td></td>
</tr>
<tr>
<td>Yes (contents and format)</td>
<td>67%</td>
</tr>
<tr>
<td>Partially OK, some problems</td>
<td>18%</td>
</tr>
<tr>
<td>No, many problems</td>
<td>01%</td>
</tr>
<tr>
<td>Unknown, no syllabi</td>
<td>14%</td>
</tr>
<tr>
<td>Follows department grading policy</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>62%</td>
</tr>
<tr>
<td>Partially OK, some problems</td>
<td>08%</td>
</tr>
<tr>
<td>No</td>
<td>16%</td>
</tr>
<tr>
<td>Unknown, no syllabi</td>
<td>14%</td>
</tr>
</tbody>
</table>
Grading includes attendance

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good = no attendance in grade and participation (if used) clearly defined</td>
<td>60%</td>
</tr>
<tr>
<td>Fair = unclear how participation graded</td>
<td>23%</td>
</tr>
<tr>
<td>Poor = appears that participation is actually attendance</td>
<td>02%</td>
</tr>
<tr>
<td>Unknown, no syllabi</td>
<td>14%</td>
</tr>
</tbody>
</table>
Summary of Student Data

Data was collected from 556 students enrolled in activity classes in the Fall of 2014. There were ten graduate students and the rest were undergraduate students (18% frosh; 24% sophomore; 25% junior; 31% senior). Other than the college of education (n=16) all other colleges were reasonably well represented (at least 60 students responding).

With regard to the number of activity classes the students would have completed by the end of the fall 2014 semester, we found:

- One class: 54%
- Two classes: 28%
- Three or more classes: 18%

With regard to the type of activity the students were taking, the number of respondents ranged from 1 (west coast swing) to 60 (yoga). The next four largest groups after yoga were weight training (43), body sculpting (41), table tennis (35), and aerobics (34).

Activity Program Learning Outcomes (APLO)

Students were asked to indicate their overall proficiency in:

Execution of the motor/sport skills covered the the class they were taking. Results were very positive:

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>51%</td>
</tr>
<tr>
<td>Good</td>
<td>39%</td>
</tr>
<tr>
<td>Fair</td>
<td>8%</td>
</tr>
<tr>
<td>Poor</td>
<td>2%</td>
</tr>
</tbody>
</table>

Their ability to identify/explain the applicable history, rules, strategies, current research, safety, or etiquette covered in the class they were taking. Again, results were quite positive:

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>39%</td>
</tr>
<tr>
<td>Good</td>
<td>42%</td>
</tr>
<tr>
<td>Fair</td>
<td>16%</td>
</tr>
<tr>
<td>Poor</td>
<td>3%</td>
</tr>
</tbody>
</table>
Their ability to identify/explain the benefits of physical activity as it relates to physical and mental health. Results were very positive:

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>55%</td>
</tr>
<tr>
<td>Good</td>
<td>35%</td>
</tr>
<tr>
<td>Fair</td>
<td>7%</td>
</tr>
<tr>
<td>Poor</td>
<td>2%</td>
</tr>
</tbody>
</table>

Finally, when asked to what extent they felt the physical activity classes they had taken at SJSU had improved their personal health, students reported:

<table>
<thead>
<tr>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very much</td>
<td>36%</td>
</tr>
<tr>
<td>Moderate amount</td>
<td>53%</td>
</tr>
<tr>
<td>Very little</td>
<td>10%</td>
</tr>
</tbody>
</table>
Appendix 9.3
Recent Cohort Trends
### Kinesiology Department Recent Cohort Trends

Figures for all matriculated new students as of their first semester. Both full- and part-time entrants are included.

#### Frosh

<table>
<thead>
<tr>
<th></th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Incoming Cohort Size</strong></td>
<td>112, 103, 105, 100, 119, 139, 165</td>
</tr>
<tr>
<td><strong>Avg. High School GPA</strong></td>
<td>3.27, 3.31, 3.40, 3.51, 3.38, 3.37, 3.40</td>
</tr>
<tr>
<td><strong>% Female</strong></td>
<td>52%, 48%, 52%, 62%, 54%, 58%, 57%</td>
</tr>
<tr>
<td><strong>% URM</strong></td>
<td>31%, 41%, 41%, 35%, 53%, 49%, 45%</td>
</tr>
<tr>
<td><strong>Avg. SAT Composite</strong></td>
<td>1019, 1018, 1027, 1011, 1003, 974, 1066</td>
</tr>
<tr>
<td><strong>Avg. ACT Composite</strong></td>
<td>22, 21, 21, 21, 22, 21, 22</td>
</tr>
</tbody>
</table>

#### Transfers

<table>
<thead>
<tr>
<th></th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Incoming Cohort Size</strong></td>
<td>68, 73, 73, 77, 101, 166, 214</td>
</tr>
<tr>
<td><strong>Avg. Transfer GPA</strong></td>
<td>3.17, 3.26, 3.41, 3.31, 3.24, 3.03, 3.08</td>
</tr>
<tr>
<td><strong>% Female</strong></td>
<td>46%, 34%, 36%, 39%, 53%, 36%, 44%</td>
</tr>
<tr>
<td><strong>% URM</strong></td>
<td>28%, 27%, 23%, 25%, 33%, 39%, 39%</td>
</tr>
</tbody>
</table>

#### Graduate

| **Incoming Cohort Size** | 51, 24, 50, 41, 44, 38, 33 |
| **% Female** | 49%, 46%, 52%, 49%, 41%, 66%, 58% |
| **% URM** | 10%, 17%, 12%, 29%, 20%, 34%, 27% |
Appendix 9.4

Required Data Elements
Program Planning—Data Element 1

**Number of units in the program core**
As part of program planning, departments need to verify that they are following CSU Executive Order 1071, revised January 20, 2017. In particular, concentration-specific units must be less than half of the total units required for the major. Please see the current SJSU catalog and verify that units of the department’s majors and any concentrations are consistent with the policy.

To review current units in the core, visit the SJSU catalog at [info.sjsu.edu](http://info.sjsu.edu)
Program Planning—Data Element 2

Applications and admissions

The number who applied, were admitted, and enrolled in state-supported programs by level. The percentage yield from admissions is shown on the right.

<table>
<thead>
<tr>
<th>Term Type</th>
<th>Major</th>
<th>Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Admissions</td>
<td>Kinesiology</td>
<td>All</td>
</tr>
<tr>
<td>Freshmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Admitted Who Enrolled</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>% Applicants Who Enrolled</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Transfers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Admitted Who Enrolled</td>
<td>35%</td>
<td>38%</td>
</tr>
<tr>
<td>% Applicants Who Enrolled</td>
<td>20%</td>
<td>13%</td>
</tr>
<tr>
<td>Graduate Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Admitted Who Enrolled</td>
<td>43%</td>
<td>58%</td>
</tr>
<tr>
<td>% Applicants Who Enrolled</td>
<td>28%</td>
<td>39%</td>
</tr>
</tbody>
</table>

Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016

- Freshmen: 1,108, 1,237, 1,468, 1,486, 1,570
- Transfers: 373, 545, 548, 651, 623
- Graduate Students: 87, 86, 86, 89, 89
- Freshmen: 511, 588, 689, 1,013, 1,399
- Transfers: 211, 298, 307, 1,166
- Graduate Students: 56, 62, 44, 61, 38
Program Planning—Data Element 3

Migration of majors
The number of graduates who came to SJSU as freshmen and either started or completed their studies in this program along with their other programs if they changed (cumulative 2009-2013 entering cohorts).

Freshman in Kinesiology ultimately graduated in . . .

<table>
<thead>
<tr>
<th>Major</th>
<th>Freshmen Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinesiology</td>
<td>63% (N=156)</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>7% (N=18)</td>
</tr>
<tr>
<td>Psychology</td>
<td>3% (N=8)</td>
</tr>
<tr>
<td>Child and Adolescent Dev.</td>
<td>2% (N=5)</td>
</tr>
<tr>
<td>Health Science</td>
<td>2% (N=5)</td>
</tr>
<tr>
<td>Hospitality, Tourism Mgmt</td>
<td>2% (N=5)</td>
</tr>
<tr>
<td>Journalism</td>
<td>2% (N=5)</td>
</tr>
<tr>
<td>Bus Admin/Marketing</td>
<td>2% (N=4)</td>
</tr>
<tr>
<td>Nursing</td>
<td>2% (N=4)</td>
</tr>
<tr>
<td>Nutritional Science</td>
<td>1% (N=3)</td>
</tr>
<tr>
<td>Recreation</td>
<td>1% (N=3)</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>1% (N=2)</td>
</tr>
<tr>
<td>Bus Admin/Human Resource</td>
<td>1% (N=2)</td>
</tr>
<tr>
<td>Economics</td>
<td>1% (N=2)</td>
</tr>
<tr>
<td>Sociology</td>
<td>1% (N=2)</td>
</tr>
<tr>
<td>Television-Radio-Film</td>
<td>1% (N=2)</td>
</tr>
</tbody>
</table>

The percentage represents freshmen entrants to this major who graduated in the majors shown through summer 2016. Students who did not graduate are not included in this calculation.

Graduates in Kinesiology originally started in . . .

<table>
<thead>
<tr>
<th>Major</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinesiology</td>
<td>71% (N=156)</td>
</tr>
<tr>
<td>Undeclared</td>
<td>9% (N=20)</td>
</tr>
<tr>
<td>Pre-Nursing</td>
<td>7% (N=15)</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>4% (N=8)</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>1% (N=3)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1% (N=2)</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>1% (N=2)</td>
</tr>
<tr>
<td>History</td>
<td>1% (N=2)</td>
</tr>
</tbody>
</table>

This percentage shows graduates in this major, through summer 2016, who entered as freshmen in the majors shown. Students who did not graduate are not included in this calculation.
Program Planning—Data Element 4

Courses with high rates of D, F, and WU grades
Undergraduate courses in the department with an unusually high percentage of attempts resulting in non-advancing grades. These could represent curricular bottlenecks for students needing these classes.

Classes with highest non-advancing grades (cumulative 2013 to 2017)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Course Level</th>
<th>DFW Rate</th>
<th>Total D/F/W/NC Grades</th>
<th>Total Course Attempts</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 0035C</td>
<td>Adv Wgt Training</td>
<td>Lower Division</td>
<td>25%</td>
<td>15.0</td>
<td>61.0</td>
</tr>
<tr>
<td>KIN 0175</td>
<td>Meas &amp; Eval in Kinesio...</td>
<td>Upper Division</td>
<td>22%</td>
<td>117.0</td>
<td>540.0</td>
</tr>
<tr>
<td>KIN 0158</td>
<td>Biomechanics</td>
<td>Upper Division</td>
<td>21%</td>
<td>158.0</td>
<td>742.0</td>
</tr>
</tbody>
</table>
Courses with grade gap for URM students

Undergraduate courses in the department with a gap in underrepresented minority (URM) versus non-URM student grades earned. Gaps are shown when the percentage earning a C- or better was statistically significant at p < 0.01.

Courses with significant gaps (cumulative 2013 to 2017)

<table>
<thead>
<tr>
<th>Course</th>
<th>URM Rate</th>
<th>Non-URM Rate</th>
<th>Gap in passing rate between URM and non-URM students</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 0155</td>
<td>81%</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>KIN 0158</td>
<td>71%</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>KIN 0050</td>
<td>87%</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>KIN 0163</td>
<td>89%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>KIN 0032</td>
<td>94%</td>
<td>97%</td>
<td></td>
</tr>
</tbody>
</table>

Cumulative passing rate (C- or better)
# Undergraduate retention rates

The number of new undergraduates who entered the program and their rate of persistence one year later in any program at SJSU. Additional detail is provided on underrepresented minority (URM) students in the program.

## First-time freshmen, full-time at entry

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>URM Students</td>
<td>77%</td>
<td>88%</td>
<td>81%</td>
<td>91%</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>35</td>
<td>42</td>
<td>43</td>
<td>35</td>
<td>61</td>
</tr>
<tr>
<td>Non-URM Students</td>
<td>86%</td>
<td>91%</td>
<td>93%</td>
<td>80%</td>
<td>91%</td>
</tr>
<tr>
<td></td>
<td>77</td>
<td>57</td>
<td>61</td>
<td>65</td>
<td>55</td>
</tr>
<tr>
<td>Program Total</td>
<td>83%</td>
<td>90%</td>
<td>88%</td>
<td>84%</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>112</td>
<td>99</td>
<td>104</td>
<td>100</td>
<td>116</td>
</tr>
</tbody>
</table>

## Upper division transfers from CA community colleges

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>URM Students</td>
<td>100%</td>
<td>95%</td>
<td>80%</td>
<td>81%</td>
<td>91%</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>19</td>
<td>15</td>
<td>16</td>
<td>33</td>
</tr>
<tr>
<td>Non-URM Students</td>
<td>91%</td>
<td>85%</td>
<td>94%</td>
<td>93%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>45</td>
<td>46</td>
<td>51</td>
<td>54</td>
<td>62</td>
</tr>
<tr>
<td>Program Total</td>
<td>94%</td>
<td>88%</td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
</tr>
<tr>
<td></td>
<td>62</td>
<td>65</td>
<td>66</td>
<td>70</td>
<td>95</td>
</tr>
</tbody>
</table>
Undergraduate graduation rates and goals

Undergraduate graduation rates are shown by level of entry. Students are tracked under their major at admission, but graduation in any SJSU program counts toward the department’s graduation rate.

**Freshman entrants**

- 6-Year Goal: 71%
- 4-Year Goal: 35%

**Transfer entrants**

- 4-Year Goal: 80%
- 2-Year Goal: 36%
**Native junior graduation rates**

Rates for full-time freshman entrants from any major who were in this major as of the fifth semester. This view may be informative for undergraduate programs with a large number of incoming changes of major.

**Method notes**

This version of the graduation rate is similar to a typical freshman cohort rate, only it attributes the credit to whatever major the student held as of the start of the junior year. However, the starting point of the cohort is still the freshman admission term. The graduation is attributed to this major regardless of the ultimate degree major.
### Enrollment in minors

Headcount of undergraduates in department minors, if offered.

<table>
<thead>
<tr>
<th>Undergraduate minors</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinesiology Minor</td>
<td>22</td>
<td>30</td>
<td>36</td>
<td>34</td>
<td>32</td>
<td>19</td>
</tr>
</tbody>
</table>

**Interpretation**

Counts are shown for declared minors. Note that some students begin taking courses in the minor and only declare it officially when they are close to completion. Some seniors also drop a minor at the end if it could delay graduation.
Program Planning—Data Element 10

**Faculty size and ratios**

Tenure density is for active faculty based on payroll classification. All other measures on this page are based on class/supervision assignments and do not account for leaves and non-teaching assignments.

**Student-faculty ratio, faculty headcount, and FTEF**

<table>
<thead>
<tr>
<th>Student-Faculty Ratio (SFR)</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24</td>
<td>24</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full-Time Equivalent Faculty (FTEF)</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33.2</td>
<td>29.9</td>
<td>32.9</td>
<td>29.7</td>
<td>31.3</td>
<td>33.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Headcount</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>74</td>
<td>70</td>
<td>72</td>
<td>69</td>
<td>69</td>
<td>71</td>
</tr>
</tbody>
</table>

**Tenure density (% of payroll FTE in tenure lines)**

<table>
<thead>
<tr>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>53%</td>
<td>52%</td>
<td>53%</td>
<td>48%</td>
<td>54%</td>
<td>53%</td>
</tr>
</tbody>
</table>

Department
Kinesiology
**Program Planning—Data Element 11**

**Predictors of timely graduation**
A statistical model of factors that may help explain the likelihood of graduating within six years for frosh who entered this department’s programs and graduated anywhere at SJSU.

### Predictors of freshman graduation within six years (finishing in any major)

<table>
<thead>
<tr>
<th>Predictor Description</th>
<th>Observed Difference</th>
<th>Significance</th>
<th>Strength of Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Term GPA</td>
<td>214% higher odds of graduating</td>
<td>p &lt; .0001</td>
<td></td>
</tr>
<tr>
<td>Completed Area B1 First Year</td>
<td>117% higher odds of graduating</td>
<td>p &lt; .01</td>
<td></td>
</tr>
<tr>
<td>Completed Area B2 First Year</td>
<td>142% higher odds of graduating</td>
<td>(not sig.)</td>
<td></td>
</tr>
<tr>
<td>HS GPA of 3.0 or Higher</td>
<td>47% higher odds of graduating</td>
<td>(not sig.)</td>
<td></td>
</tr>
<tr>
<td>Earned 12 to 14 Units First Term</td>
<td>39% lower odds of graduating</td>
<td>(not sig.)</td>
<td></td>
</tr>
<tr>
<td>URM</td>
<td>31% lower odds of graduating</td>
<td>(not sig.)</td>
<td></td>
</tr>
<tr>
<td>Local Resident</td>
<td>33% lower odds of graduating</td>
<td>(not sig.)</td>
<td></td>
</tr>
<tr>
<td>Completed Area B4 First Year</td>
<td>36% lower odds of graduating</td>
<td>(not sig.)</td>
<td></td>
</tr>
<tr>
<td>Developmental English Need</td>
<td>42% lower odds of graduating</td>
<td>(not sig.)</td>
<td></td>
</tr>
<tr>
<td>Earned 15 or More Units First Term</td>
<td>80% lower odds of graduating</td>
<td>(not sig.)</td>
<td></td>
</tr>
<tr>
<td>Developmental Math Need</td>
<td>61% lower odds of graduating</td>
<td>p &lt; .01</td>
<td></td>
</tr>
</tbody>
</table>

**Interpretation**
Predictors with a significance level of p < 0.01 or lower are likely to represent nonrandom differences in student outcomes. The predictors are sorted from the most positive associations with graduation to the most negative. Predictors labeled as “not sig.” were not statistically significant in this model and could be due to random chance. Results depend on having sufficient sample sizes; programs with small frosh admissions may not have any significant predictors.
Program Planning—Data Element 12

**Demand for the department’s courses by college**

Full-time equivalent students (FTES) in the department’s courses segmented by students’ major college. This can reflect service courses and crossover in requirements or interests between programs.

<table>
<thead>
<tr>
<th>Major College</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Sciences and Arts</td>
<td>356</td>
<td>347</td>
<td>339</td>
<td>336</td>
<td>368</td>
<td>362</td>
<td>411</td>
<td>412</td>
</tr>
<tr>
<td>Business</td>
<td>58</td>
<td>60</td>
<td>51</td>
<td>51</td>
<td>52</td>
<td>53</td>
<td>51</td>
<td>54</td>
</tr>
<tr>
<td>Education</td>
<td>22</td>
<td>24</td>
<td>23</td>
<td>18</td>
<td>22</td>
<td>20</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>Engineering</td>
<td>43</td>
<td>52</td>
<td>34</td>
<td>32</td>
<td>29</td>
<td>38</td>
<td>33</td>
<td>35</td>
</tr>
<tr>
<td>Humanities and the Arts</td>
<td>57</td>
<td>48</td>
<td>42</td>
<td>43</td>
<td>47</td>
<td>46</td>
<td>48</td>
<td>42</td>
</tr>
<tr>
<td>Science</td>
<td>38</td>
<td>37</td>
<td>34</td>
<td>35</td>
<td>39</td>
<td>37</td>
<td>41</td>
<td>39</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>63</td>
<td>70</td>
<td>64</td>
<td>62</td>
<td>70</td>
<td>75</td>
<td>82</td>
<td>85</td>
</tr>
<tr>
<td>Undeclared/Other</td>
<td>72</td>
<td>63</td>
<td>55</td>
<td>49</td>
<td>44</td>
<td>36</td>
<td>25</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total Department FTES</strong></td>
<td><strong>709</strong></td>
<td><strong>701</strong></td>
<td><strong>643</strong></td>
<td><strong>626</strong></td>
<td><strong>671</strong></td>
<td><strong>667</strong></td>
<td><strong>709</strong></td>
<td><strong>713</strong></td>
</tr>
</tbody>
</table>
Program Planning—Data Element 13

Average units on completion of undergraduate degree

The average cumulative undergraduate units earned at the time the degree was awarded. It includes units transferred from other institutions as well as any units earned that were not required for the degree.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>150</td>
<td>144</td>
<td>146</td>
<td>145</td>
<td>146</td>
<td>145</td>
<td>140</td>
<td>141</td>
<td>134</td>
<td></td>
</tr>
</tbody>
</table>

Averages are shown by year of spring graduation. Fall and summer degrees are not shown here.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>162</td>
<td>164</td>
<td>164</td>
<td>166</td>
<td>162</td>
<td>159</td>
<td>161</td>
<td>160</td>
<td>155</td>
<td>153</td>
</tr>
</tbody>
</table>
Appendix 1—Frosh Graduation Comparison

**Average frosh graduation rates by college**

The percentage of first-time, full-time frosh who entered the college’s majors and finished anywhere at SJSU.

<table>
<thead>
<tr>
<th>Cohort College</th>
<th>Semester of Entry</th>
<th>Frosh 4-Year Rate</th>
<th>Frosh 6-Year Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Sciences and Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities and the Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SJSU Average</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The table shows the percentage of first-time, full-time frosh who entered the college’s majors and finished anywhere at SJSU for each semester from 2004 to 2010.
### Appendix 2—Transfer Graduation Comparison

**Average undergraduate transfer graduation rates by college**

Rates for upper division transfers from CA community colleges who entered the college’s majors.

#### Transfer 2-Year Rate

<table>
<thead>
<tr>
<th>Cohort College</th>
<th>Semester of Entry</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Sciences and Arts</td>
<td>17% 16% 21% 20% 25% 33% 29%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>21% 21% 27% 22% 21% 25% 27%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>29% 20% 22% 35% 35% 42% 37%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>3% 3% 3% 4% 5% 4% 9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities and the Arts</td>
<td>11% 8% 12% 14% 16% 19% 14%</td>
<td></td>
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<tr>
<td>Science</td>
<td>4% 5% 6% 4% 15% 7% 9%</td>
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<tr>
<td>Social Sciences</td>
<td>26% 29% 37% 35% 43% 37% 42%</td>
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<tr>
<td>Undergraduate Studies</td>
<td>14% 20% 13% 10% 11% 11% 9%</td>
<td></td>
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<tr>
<td>SJSU Average</td>
<td>17% 17% 18% 19% 22% 24% 23%</td>
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#### Transfer 4-Year Rate

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</tr>
</thead>
<tbody>
<tr>
<td>Applied Sciences and Arts</td>
<td>58% 58% 67% 68% 77% 76% 77%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Business</td>
<td>65% 65% 71% 75% 84% 75% 79%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>61% 66% 75% 63% 79% 74% 81%</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Engineering</td>
<td>57% 46% 55% 51% 66% 66% 60%</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities and the Arts</td>
<td>56% 50% 58% 60% 60% 65% 68%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>52% 48% 55% 50% 58% 71% 70%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>65% 64% 69% 74% 77% 77% 80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Studies</td>
<td>50% 50% 71% 60% 64% 47% 55%</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SJSU Average</td>
<td>60% 58% 66% 67% 70% 70% 72%</td>
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<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Here, the numbers represent the graduation rates in percentages for each semester and cohort.
## Appendix 3—Master’s Degree Graduation Comparison

### Average graduate student graduation rates by college

Rates for state-supported master’s degree programs in the college

#### Graduate 2-Year Rate

<table>
<thead>
<tr>
<th>Cohort College</th>
<th>Semester of Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2008</td>
</tr>
<tr>
<td>Applied Sciences and Arts</td>
<td>31%</td>
</tr>
<tr>
<td>Business</td>
<td>40%</td>
</tr>
<tr>
<td>Education</td>
<td>64%</td>
</tr>
<tr>
<td>Engineering</td>
<td>22%</td>
</tr>
<tr>
<td>Humanities and the Arts</td>
<td>20%</td>
</tr>
<tr>
<td>Science</td>
<td>13%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>23%</td>
</tr>
<tr>
<td>SJSU Average</td>
<td>32%</td>
</tr>
</tbody>
</table>

#### Graduate 4-Year Rate

<table>
<thead>
<tr>
<th>Cohort College</th>
<th>Semester of Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2006</td>
</tr>
<tr>
<td>Applied Sciences and Arts</td>
<td>65%</td>
</tr>
<tr>
<td>Business</td>
<td>92%</td>
</tr>
<tr>
<td>Education</td>
<td>83%</td>
</tr>
<tr>
<td>Engineering</td>
<td>75%</td>
</tr>
<tr>
<td>Humanities and the Arts</td>
<td>54%</td>
</tr>
<tr>
<td>Science</td>
<td>42%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>51%</td>
</tr>
<tr>
<td>SJSU Average</td>
<td>68%</td>
</tr>
</tbody>
</table>
Appendix 9.5

URM FROSH Graduation Rate Gap
**URM Frosh Graduation Rate Gap**

Identifies whether underrepresented minority (URM) students who entered as frosh are graduating at similar rates as non-URM students. Comparisons are provided between the department, college, and university averages by incoming cohort year.

**Values** represent the percentage point difference between non-URM and URM student 6-year graduation rates for full-time frosh entrants. A negative number means the URM student graduation rate was lower than the non-URM rate.
Appendix 9.6

URM FROSH Graduation Rate Gap Analysis
**Frosh URM Graduation Rate Gap Analysis**

Identifies whether underrepresented minority (URM) students are graduating at similar rates as non-URM students. Comparisons are provided between the department, college, and university averages by incoming cohort year.

**Frosh 6-Year Graduation**

Cohort rates for first-time, full-time frosh by initial major and college

- **Kinesiology**
  - 2006: 24%
  - 2007: 38%
  - 2008: 36%
  - 2009: 46%
  - 2010: 51%
  - 2011: 68%

- **Applied Sciences and Arts**
  - 2006: 36%
  - 2007: 46%
  - 2008: 37%
  - 2009: 48%
  - 2010: 53%
  - 2011: 65%

- **All University**
  - 2006: 37%
  - 2007: 48%
  - 2008: 37%
  - 2009: 51%
  - 2010: 61%
  - 2011: 48%

**Frosh 4-Year Graduation**

Cohort rates for first-time, full-time frosh by initial major and college

- **Kinesiology**
  - 2008: 3%
  - 2009: 12%
  - 2010: 12%
  - 2011: 15%
  - 2012: 9%

- **Applied Sciences and Arts**
  - 2008: 6%
  - 2009: 11%
  - 2010: 9%
  - 2011: 17%
  - 2012: 19%

- **All University**
  - 2008: 8%
  - 2009: 5%
  - 2010: 8%
  - 2011: 11%
  - 2012: 16%
  - 2013: 16%

For this analysis, underrepresented minority (URM) students include those of African American, Native American, or LatinX background.
Transfer URM Graduation Rate Gap Analysis
Identifies whether underrepresented minority (URM) students are graduating at similar rates as non-URM students. Comparisons are provided between the department, college, and university averages by incoming cohort year.

Transfer 4-Year Graduation
Cohort rates for upper-division transfers from California community colleges.

Kinesiology
- Fall 2008: 53%
- Fall 2009: 67%
- Fall 2010: 66%
- Fall 2011: 76%
- Fall 2012: 73%
- Fall 2013: 67%

Applied Sciences and Arts
- Fall 2008: 68%
- Fall 2009: 76%
- Fall 2010: 73%
- Fall 2011: 78%
- Fall 2012: 74%
- Fall 2013: 67%

All University
- Fall 2008: 67%
- Fall 2009: 72%
- Fall 2010: 62%
- Fall 2011: 74%
- Fall 2012: 72%
- Fall 2013: 73%

Transfer 2-Year Graduation
Cohort rates for upper-division transfers from California community colleges, by initial major and college.

Kinesiology
- Fall 2010: 6%
- Fall 2011: 12%
- Fall 2012: 18%
- Fall 2013: 21%
- Fall 2014: 21%
- Fall 2015: 21%

Applied Sciences and Arts
- Fall 2010: 21%
- Fall 2011: 32%
- Fall 2012: 31%
- Fall 2013: 31%
- Fall 2014: 32%
- Fall 2015: 32%

All University
- Fall 2010: 19%
- Fall 2011: 29%
- Fall 2012: 26%
- Fall 2013: 29%
- Fall 2014: 26%
- Fall 2015: 29%

For this analysis, underrepresented minority (URM) students include those of African American, Native American, or LatinX background.
Appendix 9.7

General Education Program Report
KIN 68

Visual Representations of Sport & Culture
KIN 68 – Visual Representations of Sport and Culture

KIN 68 is certified in Area C1 of Core GE. It was developed from a MUSE course and first offered as KIN 68 in spring 2015. One section of the course is offered during the fall and spring semesters. A summary of the assessment results is shown in the table below (Annual Assessment Reports are attached).

<table>
<thead>
<tr>
<th>GELO</th>
<th>Semester/Year</th>
<th>High</th>
<th>Average</th>
<th>Marginal or Did Not Achieve</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>GELO 1</td>
<td>F’15</td>
<td>48%</td>
<td>41%</td>
<td>11%</td>
<td>Final Paper</td>
</tr>
<tr>
<td></td>
<td>S’17</td>
<td>56%</td>
<td>39%</td>
<td>5%</td>
<td>Film Critiques</td>
</tr>
<tr>
<td>GELO 2</td>
<td>S’16</td>
<td>44%</td>
<td>45%</td>
<td>11%</td>
<td>Final Paper &amp; Film Critiques</td>
</tr>
<tr>
<td>GELO 3</td>
<td>S’15</td>
<td>40%</td>
<td>60%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F’16</td>
<td>73%</td>
<td>26%</td>
<td>1%</td>
<td></td>
</tr>
</tbody>
</table>

Currently, one faculty member has taught the class. He has created a Canvas faculty course shell and uploaded resources which may be used when other faculty members are assigned to teach KIN 68. As shown above, film critiques and the final paper are used to assess the C1 GELOs. For the final paper, students integrate content presented in class when evaluating a contemporary sports film not screened during the semester. In addition to discussing the artistic and technical aspects of the film, students also examine the larger social meanings represented in the film and how these meanings have or have not affected American society and culture. The final paper, which is 4-6 pages, requires a minimum of three primary sources. For the film critiques, students critique two full-length feature films screened in class (e.g., A League of Their Own, Lords of Dogtown). In their critiques, students focus on the artistic and technical qualities of the films as well as the social and cultural communities shown in the films. Critiques (2 pages each) require a minimum of two academic references and one popular source.

After first offering the course in spring 2015, modifications were made to the final paper outline to provide greater clarity for students. Additionally, discussion board postings are now mandatory with the instructor approving topics for the final paper. It was noted that the overall grade on the final paper or film critiques does not provide an adequate measure of student achievement of each specific GELO. One student may excel in recognizing the aesthetic qualities of a film (GELO 1) but the writing is weak and lacks clarity (GELO 3), which affects the overall score. Although the final paper and film critiques provide assessments of more than one GELO (e.g., GELO 1 and GELO 3, or GELO 2 and GELO 3), sections of the grading rubric will be used in the future to discriminate between student achievement on each GELO. This will allow the instructor to better identify areas that need more attention (e.g., artistic qualities and processes, responding to works of art analytically or affectively, writing clearly and effectively).
San José State University
College of Applied Sciences and Arts
Department of Kinesiology
KIN 68, Visual Representations of Sport and Culture
Section 1, Spring 2018

Instructor: Daniel Murphy
Office Location: SPX 110
Telephone: 924-3028
Email: Daniel.murphy@sjsu.edu

Office Hours: TTH 11:00am. – 12:00pm.; by Appt.
Class Days/Time: MW 1:30 pm.– 2:45pm.
Classroom: SPX151
GE Category: GE Area C1
Prerequisites: None

Catalog Description
Critical examination of visual representations of sport in popular culture. Facilitate a deeper understanding and appreciation of the artistic qualities that exemplify works of human creativity as related to sport.

Course Description
This course will critically examine visual representations of sport in popular culture. Particular attention will be paid to how media, as a form of popular culture, is produced, represented and, ultimately, consumed. An important goal of the course is to facilitate a deeper understanding and appreciation of the artistic qualities that exemplify works of human creativity in sport. A secondary aim of the course is to help students understand the power of visual representations to shape and reproduce our social reality through the development of media literacy skills. Moreover, the course will examine how dominant ideologies are often perpetuated and, perhaps, resisted in and through a variety of visual forms.
Student Learning Outcomes
GE Student Learning Outcomes (GE-SLOs)

Upon successful completion of this course, students will be able to:

- **GE-SLO1** recognize aesthetic qualities and processes that characterize works of the human intellect and imagination.
- **GE-SLO2** respond to works of art both analytically (in writing) and affectively (in writing or through other forms of personal and artistic expression).
- **GE-SLO3** write clearly and effectively.

Course-Specific Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- **SLO 1** demonstrate understanding of the interaction of analytical and creative processes involved in the production and consumption of significant works of the human intellect and imagination. Particularly, this course will focus on how sports movies present and represent dominant ideologies in American popular culture.
- **SLO 2** illustrate how media images (particularly motion pictures) are constructed and, therefore, gain a greater insight into how they are able to communicate particular messages.
- **SLO 3** use concepts, theories, and media literacy tools to critically explain the possible meanings and messages embedded within sports movies.
- **SLO 4** analyze American popular culture representations as depicted in sports movies and show how these representations oftentimes perpetuate stereotypical and narrow views of particular populations.
- **SLO 5** explain the significance of the historical and cultural contexts of how these images are created and interpreted, and how these images correlate with American historical events.
- **SLO 6** develop and demonstrate critical writing and reading skills by responding to popular culture both analytically (in writing) and affectively (in writing or through other forms of personal and artistic expression).
- **SLO 7** create a multimedia/artistic project, applying class material to a topic relevant to their interests.
<table>
<thead>
<tr>
<th>GE-SLOs</th>
<th>Activities &amp; Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To recognize aesthetic qualities and processes that characterize works of the human intellect and imagination. [GE-SLO1]</td>
<td>Students will read theoretical essays and book chapters that outline the ways film has been used as an important artistic expression, focusing on the technical elements such as lighting, music, and plot. Assessment: Final paper, targeted exam questions, and in-class writing assignments.</td>
</tr>
<tr>
<td>To respond to works of art both analytically (in writing) and affectively (in writing or through other forms of personal and artistic expression). [GE-SLO2]</td>
<td>Students will learn how to evaluate sports films from a critical and artistic perspective. Assessment: Film critiques that address certain thematic elements of each film, and creation of a media project that presents an alternative or critical slant on sport. Artistic creativity is highly encouraged!</td>
</tr>
<tr>
<td>To write clearly and effectively. [GE-SLO3]</td>
<td>Assessment: Film critiques, in-class writings, and final paper. Feedback will be provided on all written assignments, and several drafts of the final paper will be submitted by students throughout the semester for both instructor and peer review.</td>
</tr>
</tbody>
</table>

**GE Content**

- **Diversity:** Issues of diversity shall be incorporated in an appropriate manner. Students will examine how contemporary sports movies have represented issues of diversity, both positively and negatively. Assessment: Film critiques that address particular issues of equality and identity including gender, race, class, and sexual orientation.

- **Writing:** The minimum writing requirement is 1500 words (approx. 6 pages) in a language and style appropriate to the discipline. Students will receive feedback regarding content, clarity, grammar, and coherence. Assessment:
  - On-line discussion postings: 8 pages (8 x 1 pg ea)
  - Film critiques: 4 pages (2 x 2 pages each)
  - Final paper: 4-6 pages
<table>
<thead>
<tr>
<th>Experience significant works of art in the classroom and in performances and exhibitions.</th>
<th>Students will screen works of art (motion pictures) in the classroom and, if possible, in performances and exhibitions in a theater setting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the historical or cultural contexts in which specific works of art were created.</td>
<td>Students will explore the historical or cultural contexts in which specific works of art were created through application of film study theory (readings and discussion). Assessment: Film critique assignments and final media project.</td>
</tr>
<tr>
<td>Recognize the accomplishments of and issues related to women and diverse cultures reflected in such works of art.</td>
<td>Students will read popular and theoretical material, as well as screen films that center on particular issues of diversity and/or have been produced by historically underrepresented artists. Assessment: Targeted on-line discussion postings.</td>
</tr>
</tbody>
</table>

**Required Texts/Readings**

**Textbook**

**ISBN-10**: 0205236391  
**ISBN-13**: 978-0205236398

**ISBN-10**: 0415569931  
**ISBN-13**: 978-0415569934

Additional readings will address aesthetic and creative processes of film creation, as well as sociocultural aspects of film in/as popular culture.

**Classroom Protocol**

This course will be driven by discussion and dialogue. Therefore, it will be extremely important for each student to thoroughly read each assignment before arriving in class on the day that each topic is to be discussed. In other words, a significant part of the success of this class will depend upon your willingness and ability to contribute thoughtful and critical comments and questions to the larger class discussion. We will also utilize various alternative media, including the internet and videos, to further promote discussion. Students will participate in
class presentations and small group projects to facilitate and foster intellectual community.
• All materials must be original works of the student and typed with text and references in APA format.
• Assignments are due at the beginning of class on the assigned date. Papers are to be used for this class only. Late papers (beginning at 5:00 pm on the due date) will be penalized one full letter grade per day. No papers will be accepted more than 1 week late.
• Reading assignments are expected to be read by the date they are listed on the class plan.
• Discussion is encouraged! But, please keep “social talking” to a minimum during class-time.
• Budget time for assignment completion – this valuable skill will serve you well in your academic life.
• Please try to be on time and switch off phones & other electronic devices (laptops are acceptable if utilized for educational purposes).
• Following university guidelines, an “incomplete” grade will only be assigned for serious and compelling circumstances.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add(drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes is available at the Advising Hub at http://www.sjsu.edu/advising/.

Assignments and Grading Policy

In-Class Participation:

Class will be a combination of lecture, seminar, small group discussion, in-class reflection and writing, and watching and reflecting upon films. Since a significant portion of the course is driven by discussion and dialogue, it will be extremely important for each student to thoroughly read each assignment before arriving in class on the day that each topic is to be discussed. While perspectives on particular, often controversial, topics may vary, it is expected that the classroom environment remain a respectful space to have meaningful discussions about the role and impact of sport and motion pictures in contemporary American society.
On-line Discussion Postings (SLO 1, 4):
On-line Discussions – Canvas CMS: Each student will be required to contribute 8 online discussion postings throughout the semester. The postings will be a space for you to reflect on readings, class discussions, or current events, or film & media representations that relate to class topics. You are expected to write approximately 1-2 thoughtful paragraphs per entry. Online postings may be an original response to the particular topic or a reply to a post from one of your classmates. Please keep your tone, language, and content academic and respectful. Topics may be found on the Canvas CMS system under “discussions.”

Film Critiques (SLO 1, 3, 4, 5, 6):
Students will submit two, 2-page typewritten film critiques during the semester, with a minimum of 2 academic references. Critiques are required from the full-length feature film screened in class. Each critique will have particular requirements (TBA) based both on the content of the film as well as class readings and discussion.

Final Paper (SLO 1, 2, 3, 4, 6):
A final term paper will be due toward the end of the semester. The paper provides an opportunity to integrate the larger themes of the class in a written evaluation of a contemporary sports film NOT screened during the semester. Students are expected to incorporate one or more of the analytical perspectives covered in class in their evaluation of a particular sports film.

It will be important to make a claim about the larger social meanings represented in the film by utilizing the “tools” covered in class. Moreover, it will be important to include a discussion of the technical aspects of the film that support your larger claims. Students should attempt to tie whatever issues they raise with larger social issues outside of sport, and describe how these issues or representations have or have not affected American society and culture. Some suggested topics might involve individuals or groups that have been confronted by oppressive or unjust practices/policies related to issues of race/ethnicity, class, gender, sexual orientation, religion, disability, or age. Students are required to cite at least five (5) primary sources (i.e., academic journal articles) in the paper (APA Style). The instructor must approve paper topics. The recommended length of the paper is 4-6 double-spaced pages, and normal fonts, margins, etc. are required. Criteria for evaluation of the paper include (1) content (2) organization/structure (3) integration of relevant theory and class materials (4) writing clarity and (5) originality.

Team Media Project (SLO 1, 2, 5, 6, 7):
In small teams, students will be required to create and present a short media project that explores one or more of the larger themes of the class. The larger aim of the project is to provide a space for students to express alternative media representations of sport that counteract or challenge the representations most
often found in contemporary popular culture. The preferred medium for the project is (digital) video; however, other forms of media (animation, print, videotape, live-action) will be acceptable. Creativity is encouraged! Use your imagination. Projects will be evaluated based on the ability to communicate “alternative” media representations of sport, integration of class readings and discussion, creativity, and “production value”. More detailed information to follow.

Grading

In-class Participation: 10%
On-line Postings: 10%
Film Critiques: 20%
Midterm: 20%
Final Paper: 20%
Team Media Project: 20%

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-97%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<td>78-79%</td>
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<td>D</td>
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</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

0.4 and below is rounded down, 0.5 and above is rounded up
Example: 82.4 = B-, 82.5 = B

University Policies

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San José State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.
Campus Policy in Compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Peer Connections

Peer Connections is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the Peer Connections website for more information at http://peerconnections.sjsu.edu/.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. The writing specialists have met a rigorous GPA requirement, and they are well trained to assist students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.
## Spring 2018 Course Schedule

Schedule is subject to change with fair notice; schedule changes will be announced in class.

<table>
<thead>
<tr>
<th>Week (Date)</th>
<th>Topic</th>
<th>Content &amp; Due Dates</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan 24</td>
<td>Introduction &amp; Overview</td>
<td>Class overview, green sheet, student responsibilities, &amp; introductions</td>
<td>Online</td>
</tr>
<tr>
<td>Jan 31</td>
<td></td>
<td><strong>Post #1 Due</strong></td>
<td></td>
</tr>
<tr>
<td>3 Feb 5</td>
<td>Reading the Sport Film</td>
<td>Learning how to &quot;read&quot; the sport film</td>
<td>Crosson, Chap. 2 Reader: Sport Films</td>
</tr>
<tr>
<td>Feb 7</td>
<td></td>
<td><strong>Post #2 Due</strong></td>
<td></td>
</tr>
<tr>
<td>4 Feb 12</td>
<td>The Sport Film Genre</td>
<td>Overview and history of the sport film as a unique artistic genre</td>
<td>Crosson, Chap 4</td>
</tr>
<tr>
<td>Feb 14</td>
<td></td>
<td>&quot;Writing about the movies&quot; &quot;Beginning to think, preparing to watch, and starting to write&quot;</td>
<td>Corrigan, Chaps. 1 &amp; 2</td>
</tr>
<tr>
<td>5 Feb 19</td>
<td>Writing about Film (cont.)</td>
<td>&quot;Six approaches to writing about the film&quot; Group project teams will be assigned.</td>
<td>Corrigan, Chap. 4 Reader: Sport &amp; Media</td>
</tr>
<tr>
<td>Feb 21</td>
<td></td>
<td><strong>Post #3 Due</strong></td>
<td></td>
</tr>
<tr>
<td>6 Feb 26</td>
<td>Sport, Gender, &amp; Media Representation</td>
<td>&quot;Style and structure in writing&quot; <strong>Women, Sport and Film</strong> Discussion: How are female athletes represented in the media &amp; film? Video: Playing Unfair</td>
<td>Corrigan, Chap. 5 Reader: Coverage of Women Sport</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
<td>Chapters/Reading</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Mar 5</td>
<td>Film screening: <em>League of Their Own</em></td>
<td></td>
<td>Crosson, Ch. 6</td>
</tr>
<tr>
<td>Mar 7</td>
<td><em>Playing Unfair Qs Due</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 5</td>
<td><em>Post #5 Due</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 12</td>
<td>Masculinity in Film</td>
<td><em>Representing Masculinity</em></td>
<td>Reader: Telesised Sports Manhood Formula, Messner</td>
</tr>
<tr>
<td>Mar 14</td>
<td>Video: <em>Tough Guise</em></td>
<td>Discussion: Telesised sports manhood formula</td>
<td></td>
</tr>
<tr>
<td>Mar 14</td>
<td>Film screening: <em>Rocky pt. 1</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 19</td>
<td>Film screening: <em>Rocky pt. 2</em></td>
<td><em>Film Critique #1 Due</em></td>
<td>Corrigan, Ch. 7</td>
</tr>
<tr>
<td>Mar 21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 21</td>
<td><em>Post #6 Due</em></td>
<td><em>Midterm Examination</em></td>
<td></td>
</tr>
<tr>
<td>Mar 26</td>
<td>Spring work Recess – No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 2</td>
<td>Basics of Film Making - Shots &amp; Editing</td>
<td></td>
<td>Crosson, Ch. 3</td>
</tr>
<tr>
<td>Apr 4</td>
<td>Basics of Film Making – Color &amp; Lighting &amp; Sound</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 9</td>
<td>The Sport Film &amp; (Dis)abled Body</td>
<td>In-class project: What is a sporting body?</td>
<td>pdf on course website: “Tackling Murderball: Masculinity, Disability and the Big Screen” (Gard &amp; Fitzgerald)</td>
</tr>
<tr>
<td>Apr 11</td>
<td>Film screening: <em>Murderball</em></td>
<td>Round table discussion – bring questions!</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Details</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Apr 16</td>
<td><strong>The Sport Film as Social Critique</strong></td>
<td>Film Screening: <em>Lords of Dogtown</em> Round table discussion – bring questions! <em>Murderball Qs Due</em></td>
<td></td>
</tr>
<tr>
<td>Apr 18</td>
<td><strong>Media Project Preparation</strong></td>
<td><em>Project Outlines Due</em> <em>Post #8 Due</em></td>
<td></td>
</tr>
<tr>
<td>Apr 23</td>
<td><strong>Film - Cinematography</strong></td>
<td>Shooting Techniques <em>Film Critique #2 Due</em> <em>Post #7 Due</em></td>
<td></td>
</tr>
<tr>
<td>Apr 25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 30</td>
<td><strong>Out-of-Class Shoot Days</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 7</td>
<td><strong>Sport Films and Race/Ethnicity</strong></td>
<td>Film Screening: <em>TBD Post #8 Due</em> <em>Crosson, Chap 5</em></td>
<td></td>
</tr>
<tr>
<td>May 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 14</td>
<td><strong>Paper &amp; Project</strong></td>
<td>Group presentation work day</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>On-line Discussion Postings</em> <em>Final Paper Due</em> <em>(no exceptions)</em> Last day of class 🎓</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td><strong>Group Project Presentations</strong></td>
<td>Venue and Time : SPX151</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td></td>
<td>Tues., May 22 12:15-1430</td>
<td></td>
</tr>
<tr>
<td>May 22</td>
<td></td>
<td><a href="http://info.sjsu.edu/static/catalog/f">http://info.sjsu.edu/static/catalog/f</a></td>
<td></td>
</tr>
</tbody>
</table>
General Education Assessment Schedule

Area C1: ARTS

Course Prefix and Number: KIN 68
Course Title: Visual Representations of Sport & Culture
Course Coordinator: Daniel Murphy
E-mail: Daniel.murphy@sjsu.edu
Submission Date: May 2018
College: Health & Human Sciences

End of next Program Planning cycle (Self Study due to Dean; see Program Planning) Spring 2024

Instructions: Each GE assessment schedule must indicate the plan for assessing all GELOs during the program planning cycle (beginning with the AY of the last PP Self Study and concluding with the last full AY prior to the year in which the PP Self Study is due). Departments may assess any combinations of GELOs in a given year, but they must assess all GE area GELOs in a program review cycle. Some assessment of the course is required each academic year.

<table>
<thead>
<tr>
<th>GE Student Learning Objective</th>
<th>When will this GELO be assessed?</th>
</tr>
</thead>
</table>
| GELO 1: Arts courses will enable students to recognize aesthetic qualities and processes that characterize works of the human intellect and imagination. | Fall 2018  
Spring 2019  
Fall 2021  
Spring 2022 |
| GELO 2: Arts courses will enable students to respond to works of art both analytically (in writing) and affectively (in writing or through other forms of personal and artistic expression). | Fall 2019  
Spring 2020  
Fall 2022  
Spring 2023 |
| GELO 3: Arts courses will enable students to write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness. | Fall 2020  
Spring 2021  
Fall 2023 |
| Other: (optional; e.g. diversity, writing) | |

This assessment schedule must be electronically submitted to <curriculum@sjsu.edu>, by the department chair to the Office of Undergraduate Studies with an electronic copy to the home college. Assessment schedules for all GE courses are due October 1 of the AY in which the PP Self Study is due.
General Education Annual Course Assessment Form

Course Number/Title: KIN 68, Visual Representations of Sport & Culture  GE Area: C1

Results reported for AY 2014-2015  # of sections: 1  # of instructors: 1

Course Coordinator: Daniel Murphy  E-mail: Daniel.Murphy@sjsu.edu

Department Chair: Matthew Masucci  College: CASA

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1: To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

Fall 2014 – No sections offered.

Spring 2015 – GELO# 3: Students will be able to write clearly and effectively.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

GELO#3: 1 section, 30 students total. 100% demonstrated average or higher achievement of this SLO; 40% demonstrated a high level of achievement.

Achievement of this SLO was evaluated from data collected from the “Final Paper” assignment. Students read theoretical essays and book chapters that outlined the ways film has been used as an important artistic expression, focusing on the technical elements such as lighting, music, and plot. A final term paper provided an opportunity to integrate the larger themes of the class in a written evaluation of a contemporary sports film NOT screened during the semester. Students were expected to incorporate one or more of the analytical perspectives covered in class in their evaluation of a particular sports film. It was important for students to make claims about the larger social meanings represented in the film by utilizing the “tools” covered in class. Moreover, it was important to include a discussion of the technical aspects of the film that support larger claims. Students attempted to tie whatever issues they raised with larger social issues outside of sport, and describe how these issues or representations have or have not affected American society and culture. Students were required to cite at least three primary sources (i.e., academic journal articles) in the paper (APA style). The instructor approved paper topics. The recommended length of the paper was 4-6 double-spaced pages. Criteria for evaluation of the paper included (1) content (2) organization/structure (3) integration of relevant theory and class materials (4) writing clarity ,and (5) originality.
(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year?

Faculty will continue to highlight how the assignments students complete are linked to the issues discussed in class. We feel that the assignment is very relevant and provides a good measure of student achievement on GELO#3. Minor modifications will be made to the paper outline to provide greater clarity on desired paper organization. The course has integrated new media and digital education tools to enhance the learning experience. The course coordinator has created a Canvas instructor course shell to archive and share resources with future instructors. In future semesters, sample papers will be discussed in class to help students understand how to create critical media research papers.

Part 2 To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes, the course is tightly aligned with the Area C1 Goals, GELOs, Content, Support, and Assessment. This is a new course, first offered in Spring 2015, with only 1 section offered to date.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing.

KIN 68 is in area C1, which does not have an enrollment limit. The course has an enrollment cap of 40. Currently, one section is being offered in fall and spring semesters. Students complete two film critique papers and a final scholarly research paper to meet and exceed writing requirements for Area C1. Students upload documents to turnitin.com and receive feedback from the instructor. Students are encouraged to use campus resources including, but not limited to, the Writing Center, Peer Connections, media services, and library services.
General Education Annual Course Assessment Form

Course Number/Title: KIN 68, Visual Representations of Sport & Culture  
GE Area: C1

Results reported for AY 2015-2016  
# of sections: 2 (1 in fall 2015, 1 in spring 2016)  
# of instructors: 1

Course Coordinator: Daniel Murphy  
e-mail: Daniel.Murphy@sjsu.edu

Department Chair: Matthew Masucci  
College: CASA

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1: To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

Fall 2015 – GELO 1: Students will be able to recognize aesthetic qualities and processes that characterize works of the human intellect and imagination.

Spring 2016 – GELO 2: Students will be able to respond to works of art both analytically (in writing) and affectively (in writing or through other forms of personal and artistic expression).

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

GELO#1: 1 section, 27 students. Data show that 48% of students scored 87% or higher and 89% of students scored 73% or higher. These scores show that a majority of students are achieving GELO#1 at an average or high level.

Achievement of this GELO was evaluated from the “Final Paper” assignment. Students read theoretical essays and book chapters that outlined the ways that film has been used as an important artistic expression, focusing on the technical elements such as lighting, music, and plot. A final term paper provided an opportunity to integrate the larger themes of the class in a written evaluation of a contemporary sports film NOT screened during the semester. Students were expected to incorporate one or more of the analytical perspectives covered in class in their evaluation of the film, and discuss and critique the artistic expressions shown in these films. Film choices covered a wide range of topics including boxing, gymnastics, soccer, running, and football. Students developed knowledge and understanding of significant works of the human intellect and imagination as evidenced and produced in sport films. Students wrote about the aesthetic qualities of these films and the processes that characterized these works. Students were required to cite at least three primary sources (i.e., academic journal articles) using APA format. The instructor approved paper topics. The recommended length of the paper was 4-6 double-spaced pages. Criteria for evaluation of the paper included (1) content (2) organization/structure (3) integration of relevant theory and class materials (4) writing clarity and (5) originality.

GELO#2: 1 section, 29 students. Data show that 44% of students scored 87% or higher and 89% of students scored 73% or higher. These scores show a majority of students are achieving GELO #2 at an average or high level.

Achievement of this GELO was evaluated from data collected from the “Film Critique” assignment. Students completed analytic two film critiques (2 pages each) and incorporated a minimum of two academic references and one popular source. Critiques were written on the full-length feature films screened in class. Film critiques were done on the films: “A League of Their Own,” about professional women’s baseball in the 1940s, and “Lords of Dogtown,” about the development of skateboarding cultures in the early 1980s. Each critique had particular requirements based on the content of the film, with a focus on the artistic qualities of the films, as well as class readings and discussion. Students
were expected to incorporate one or more of the analytical perspectives covered in class in their evaluation of each sports film. It was important for students to understand the social and cultural communities shown in the films, and to understand these films as artistic and literary endeavors. Additionally, students were required to discuss the technical aspects of the film.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? The assignments seem to provide good measures of student achievement of the GELOs. Minor modifications will be made to the final paper outline to provide greater clarity to students on desired organization. New media and digital education tools (including iTunes, YouTube, iMovie, Canvas, Google Hangouts, and other video editing software) have been incorporated to enhance the course experience. Sample papers will continue to be discussed in class to help students understand how to create critical media research papers that focus on artistic qualities and film in the humanities writ large.

Part 2 To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, General Education Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes, the course is aligned with the Area C1 Goals, GELOs, Content, Support, and Assessment. Currently, one section of KIN 68 is offered each semester (fall and spring), and is taught by the same instructor.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.

This course is in area C1, which does not have an enrollment limit. KIN 68 has an enrollment cap of 40 students. Two written film critiques (2 pages each) and a final paper (4-6 pages) are required, exceeding the writing requirement. Students upload documents to turnitin.com and receive feedback from the instructor. Students are encouraged to use campus resources including the Writing Center, Peer Connections, Media Services, and MLK Library.
General Education Annual Course Assessment Form

Course Number/Title: KIN 68, Visual Representations of Sport & Culture

GE Area: C1

Results reported for AY 2016-2017  # of sections: 2 (1 in Fall 2016, 1 in Spring 2017)  # of instructors: 1

Course Coordinator: Daniel Murphy  e-mail: Daniel.Murphy@sjtu.edu

Department Chair: Matthew Masucci  College: CASA

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to curriculam@sjtu.edu, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1: To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?
   Fall 2016 – GELO 3: Students will be able to write clearly and effectively.
   Spring 2017 – GELO 1: Students will be able to recognize aesthetic qualities and processes that characterize works of the human intellect and imagination.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

Achievement of both GELOs was evaluated from the “Final Paper” assignment. Students read theoretical essays and book chapters that outlined the ways that film has been used as an important artistic expression, focusing on the technical elements such as lighting, music, and plot. A final term paper provided an opportunity to integrate the larger themes of the class in a written evaluation of a contemporary sports film not screened during the semester. Students were expected to incorporate one or more of the analytical perspectives covered in class in their evaluation of the film, and discuss and critique the artistic expressions shown in these films. Film choices covered a wide range of topics including boxing, gymnastics, soccer, running, and football. Students developed knowledge and understanding of significant works of the human intellect and imagination as evidenced and produced in sport films. Students wrote about the aesthetic qualities of these films and the processes that characterized these works. Students were required to cite at least three primary sources (i.e., academic journal articles) using APA style. The instructor approved paper topics. The recommended length of the paper was 4-6 double-spaced pages. Criteria for evaluation of the paper included (1) content, (2) organization/structure, (3) integration of relevant theory and class materials, (4) writing clarity, and (5) originality.

GELO#3: 1 section, 30 students. Data showed that 73% of students scored 87% or higher and 99% of students scored 73% or higher. These scores show that students are writing clearly and effectively.

GELO#1: 1 section, 36 students. Data showed that 56% of students scored 87% or higher and 95% of students scored 73% or higher. Two students scored lower than C; they either did not turn in a final paper or turned in the final paper with severe late grade reductions. These scores show that a majority of students are achieving GELO#1 at an average or high level.
(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year?

The assignments provide a solid measure of student achievement of the GELOs. Minor enhancements will be made to the final paper outline to provide greater clarity to students on desired organization. New media and digital education tools including iTunes, YouTube, iMovie, Canvas, G Hangouts, and other video editing software have been incorporated to enhance the course experience. Sample papers will continue to be discussed in class to help students understand how to create critical media research papers that focus on artistic qualities and film in the humanities writ large. Successful student papers are built around solid themes, which should be derived from the larger themes discussed in course lectures and envisioned in films viewed. Mandatory discussion board postings on Canvas, where student topics are OKed by the instructor, have been integrated.

In the future, we need to assess student achievement of each GELO using a specific portion of a grading rubric for the final paper rather than the overall grade on the final paper. As indicated in the assessment data for spring 2017, it appeared that two students failed to demonstrate at least an average level of achievement of GELO#1; however, this was due to either not submitting the paper or late submission grade reductions. Although the final paper provides an assessment of GELO#1 (recognizing aesthetic qualities and processes that characterize works of the human intellect and imagination), GELO#2 (responding to works of art both analytically and affectively), and GELO#3 (writing clearly and effectively), the overall grade on the paper does not adequately discriminate between these 3 GELOs, so we will work on addressing this limitation in our assessment data.

Part 2 To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, General Education Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes, the course is aligned with the Area C1 Goals, GELOs, Content, Support, and Assessment. KIN 68 focuses on visual representations of sport in popular culture, primarily by analyzing films about sport. Currently, one section of KIN 68 is offered each semester (fall and spring), and is taught by the same instructor.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.

This C1 area course has an enrollment cap of 40 students. Two written film critiques (2 pages each) and a final paper (4-6 pages) are required, which exceed the writing requirement. Students upload documents to turnitin.com and receive feedback from the instructor via Canvas. Numerous writing/research handouts are available on the course Canvas site. Students are encouraged to use campus resources including the Writing Center, Peer Connections, Media Services, and MLK Library. An extensive Canvas site has been developed for both instructors and students.
KIN 69

Stress Management:
A Multidisciplinary Perspective
KIN 69 – Stress Management: A Multidisciplinary Perspective

KIN 69 is certified in Area E of Core GE. Typically 5-6 sections are offered during the fall and spring semesters. During the period of review, the course was taught once during winter session. Over the last 5 years (2012-2017), student achievement of each GELO was assessed at least two times, as shown in the table below (Annual Assessment Reports are attached).

<table>
<thead>
<tr>
<th>GELO</th>
<th>Semester/Year</th>
<th>High</th>
<th>Average</th>
<th>Marginal or Did Not Achieve</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>GELO 1</td>
<td>S’14</td>
<td>81%</td>
<td>18%</td>
<td>1%</td>
<td>Stress Log</td>
</tr>
<tr>
<td></td>
<td>S’16</td>
<td>87%</td>
<td>9%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>GELO 2</td>
<td>F’12 &amp; W’13</td>
<td>55%</td>
<td>29%</td>
<td>16%*</td>
<td>Occupational stress paper, discussion of stress during different stages of life, responses to “Happy” video</td>
</tr>
<tr>
<td></td>
<td>F’14</td>
<td>83%</td>
<td>14%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F’16 &amp; S’17</td>
<td>80%</td>
<td>14%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>GELO 3</td>
<td>S’13</td>
<td>75%</td>
<td>21%</td>
<td>4%</td>
<td>University resources group project</td>
</tr>
<tr>
<td></td>
<td>S’15</td>
<td>86%</td>
<td>14%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>GELO 4</td>
<td>F’13</td>
<td>74%</td>
<td>23%</td>
<td>3%</td>
<td>University resources group project</td>
</tr>
<tr>
<td></td>
<td>F’15</td>
<td>87%</td>
<td>11%</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

*10% did not achieve or displayed marginal achievement of the GELO, 6% did not submit the assignment

Faculty teaching KIN 69 typically meet once or twice a year during Study Day or on a duty day. Additionally, new faculty assigned to the course meet with the department’s GE coordinator. A Canvas site has been developed for faculty that includes resources such as grading rubrics and video worksheets. All sections of the course use a common syllabus (syllabus template is attached with instructions to faculty) and textbook. Faculty members may differ in some of the topics they present as well as when they choose to present topics. Additionally, all sections use three common assignments, although faculty members may choose how to weight assignments that comprise the course grade. The three common assignments are linked to the GELOs:

Stress Log (GELO 1): For 7 days, students record routine and unique stressors they encounter; their psychological, physiological, and emotional responses to these stressors; and interventions they used, or could have used, to minimize the negative effects of the stressors, including appropriate university and community resources. Students submit a 2-3 page reflective summary of their stress log entries.

Occupational Stress Paper (GELO 2): Students investigate potential stressors they may encounter in their chosen careers. Some faculty members require students to interview someone working in that occupation; all faculty require library research and a written paper which is typically a minimum of 2-3 pages.

University Resources (GELO 3 and 4): Working in groups, students explore assigned campus resources that may reduce personal, academic, environmental and/or social stressors as well as facilitate their academic life (e.g., Counseling Services, MOSAIC, Career Center). Groups present
their resource(s) to the class, and most faculty members require a brief written paper where
students describe how their group worked together and strategies they used to facilitate their
group work.

Overall, faculty feel the Stress Log is an effective assignment for assessing student achievement of
GELO 1 as well as integrating the course content on stressors, responses to stressors, and
interventions. Faculty members feel that GELO 2 needs more emphasis in the class. While
valuable, the Occupational Stress assignment focuses on how stress may affect students during
their working years, but does not include stress during childhood or later in life. Although faculty
typically cover stress across the lifespan (e.g., textbook chapters include occupational stress and
family stress), we are discussing ways to better assess student achievement of GELO 2 and may
develop a more targeted assessment activity that will be used in all sections of the course. For
example, one instructor has students reflect, in writing, on what their life might look like 30 and 50
years from now, including stressors they may encounter, changes in their physiological responses
to stressors, as well as differences in social and cultural factors that act as buffers against stress.
Students are encouraged to view stress management as a lifelong endeavor and reflect on what
may be their most challenging aspects of stress management in the future. The University
Resources assignment effectively introduces students to the wide range of resources available on
campus that may facilitate their development (GELO 4). The group work provides an opportunity
to develop interpersonal and social skills with their peers (GELO 3).

Because KIN 69 classes meet in a lecture room with attached lab, the enrollment cap is set at 30
students. The lab space allows room for guided relaxation interventions (e.g., meditation,
progressive muscle relaxation, guided imagery, autogenic training). The lab also has 12 computer
stations with biofeedback hardware and software. During laboratory activities, students can
monitor how they respond to stressful situations and relaxation interventions. The hardware
allows monitoring of heart rate, respiration rate and depth, skin temperature, skin conductance
(galvanic skin response), and muscle tension (electromyography). We’re working on training all
faculty on the biofeedback equipment so they can incorporate it during their lab activities. During
summer 2017, three faculty members participated in a 2-day webinar provided by Thought
Technology (manufacturer of the biofeedback hardware and software) to develop their knowledge
and skills in the use of biofeedback.

During spring 2018, one faculty member is participating in the TEAM grant (Teaching with
Engaging and Affordable Materials) to explore less expensive options to the current textbook.
Although we’re happy with the content in the textbook and there are many excellent stress
management texts available, the current cost ($101) is prohibitive for many students.
Consequently, they don’t purchase the textbook and come inadequately prepared to discuss the
assigned readings. So, we are looking for more affordable options that will provide students with
resources on the stress process, including stressors, physiological responses to stress,
psychological and social/cultural influences on the stress response, and how chronic stress
increases risk for stress-related disorders, as well as a wide range of interventions to mitigate the
negative effects of stress.
Course Syllabus Template Instructions

The KIN 69 syllabus template is modified from the university accessible syllabus template and formatted for a text reader so, as much as possible, do not change the formatting, or check to ensure that it can be read by a text reader.

The yellow highlighted text indicates information you need to insert (e.g., sec #, instructor information, office hours, etc.) OR information that can be deleted. Office hours are required – full time faculty are required to have 2 office hours/week in addition to access via e-mail. Part-time faculty should have proportional office hours (e.g., approx. 25 or 30 min/week per 3 unit class). The Department uses SJSU e-mail addresses – firstname.lastname@sjsu.edu. If you prefer a different e-mail address, please be sure that you set up your SJSU address to forward mail to your other address. After inserting or deleting information, remove the highlighting (in Word, “Home” tab, highlighting is under “Font”).

The other text includes information that must be included on syllabi: course description; GE learning outcomes (GEOEs) with links to assessment activities (i.e., how students will demonstrate achievement of the GEOEs); course learning outcomes (CLOEs); required materials; course requirements & evaluation, including how participation is evaluated; if included: how grades are assigned; deductions for late assignments; specific university policies; and a proposed schedule or calendar that includes due dates for all assignments. The calendar can be changed -- you may include the topics in a different order, but must include topics that relate to all course and GE objectives -- you may also add other topics. You will need to insert the reading assignments from the Greenberg text.

The three assignments (stress log, university resources, and some sort of research paper requiring library research) are required in all sections. Core GE courses require a minimum of 1500 words of writing (6 pages, typed, double spaced) -- how this is accomplished must be indicated on the syllabus. You may change the research paper to another topic (other than occupational stress or an open-ended topic), but the paper must be included, and must include library research using professional journal articles.

Page 1: Insert highlighted information. You do not need to include information about a faculty web page or Canvas if not used in your class.

Page 2: All information is required.

Page 3: You have some flexibility on percentages for assignments and exams, but must have a final exam and the 3 assignments listed (stress log, university resources, some sort of paper requiring library research). You need to indicate the specific percentage you’re allocating to each grading component (do not indicate a range as shown). Also, you must explain what constitutes participation, if you include participation as part of the grade. You may not grade on attendance, but you may grade on participation. We must indicate how each of the course-specific and GE learning outcomes are being evaluated. If you add additional assignments, you may indicate which objective(s) are being assessed, if appropriate.

Page 4: You do not need to include the example of how grades are calculated, but many students find this helpful. If you do include this example, change it to reflect your graded components and weighting. The more specific you can be, the better. The majority of student disputes that are handled by the University Student Fairness Committee relate to how grades are determined and unclear expectations – much of this can be avoided by a clearly written, detailed course syllabus. University instructors have some flexibility on how they choose to assign grades (e.g., percentages, curved grades), but must indicate course requirements & weighting based on percentage or points. If you have extra credit, this should be indicated.

Page 5: You do not need to use the percentage assignment for grades shown on the template (e.g., 97-100% A+, 93-96% A), but you must indicate how you will assign grades (i.e., what is an A, what is a B, etc.). The syllabus template is formatted for a text reader, so plus and minus are spelled out. You may change, delete, or add any information regarding your classroom protocol. You may change how you choose to handle late assignments, but this information should be provided to students. If you include the table, you will need to change due dates depending on which day(s) your section meets.
Page 6: The 3 assignments are required in all sections of KIN 69 as they are used to assess student achievement of the GELOs. You may change the number of days students record their stress log, the number of university resources each group will explore, and the topic(s) for the research paper, as long as it requires library references and use of professional journal articles. We must show how we're meeting the 1500 word writing requirement (this is a minimal requirement; you may require more than 1500 words). The department has chosen to require these 3 assignments in all sections of the course. You must include information about how assignments are evaluated (content, organization, analysis & critical thinking, etc). Grading rubrics provided to students before they submit their assignments are helpful. If you'd like to see examples of rubrics that have been used, let me know. You may change the statement about use of direct quotes. One of the purposes of the research paper is to help students learn how to read, paraphrase, and synthesize information from professional sources (rather than simply cutting and pasting information).

Page 7: The information required by the University has been reduced and now you only need to include the statement and link to the Syllabus Information web page. You do not need to include the specific add and drop dates; however, KIN 69 typically has a large number of freshman students, so providing specific information can be helpful for them. In the past, information was required about recording in class, academic integrity, ADA compliance, accommodations for religious holidays, etc. – this is now on the Syllabus Information web page (link provided). You may copy and paste information from this link if you prefer to provide more information to students.

Pages 8 & 9 (Proposed Schedule): You may modify when you present topics, and add or delete topics as long as you cover stress from physiological, psychological, AND social-cultural perspectives. You must include a daily or weekly schedule with due dates for assignments, dates for exams, topics & reading assignments. The date and time for the final exam is set by the University – this is the link to the schedule for Fall 2017: http://info.sjsu.edu/web-dbgen/narr/policies/rec-15458.15859.html. A final exam or other culminating activity is required during the time set for your final exam.

A couple of other reminders:

- A course syllabus must be available to students no later than the first class meeting – either as a hard copy or online.
- The Department must keep a copy of all course syllabi. Please e-mail your syllabus to Winston.Kwong@sjsu.edu at the start of each semester. He posts links to all syllabi on the KIN Dept web page and also archives all syllabi so if a problem arises at a later date and you are not available, the department can handle it.
San José State University  
Department of Kinesiology  
KIN 69, Stress Management: A Multidisciplinary Perspective  
Section #, Semester, Year

Course and Contact Information

Instructor: (Your name)  
Office Location: (Building and room number)  
Telephone: (area code) (telephone number)  
Email: (Your email address)  
Office Hours: (Days and time)  
Class Days/Time: (Days and time)  
Classroom: YUH 238  
GE Category: Area E – Human Understanding & Development

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at http://www.sjsu.edu/people/firstname.lastname and/or on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking for updates as indicated by your instructor.

Course Description

The stress process and its relation to health and disease, lifestyle, and the sociocultural environment. Analysis of physiological, psychological, sociological, and environmental parameters of stress, emphasizing development of personalized stress management strategies to enhance academic, personal, and social development. 3 units
Goal
The primary goal of this course is to enhance the student's ability to understand and effectively manage stress through:

- an understanding of the psychological, physiological, and social/cultural aspects of stress.
- the incorporation of stress management techniques into one's lifestyle, with particular emphasis on identifying and utilizing available university resources to support academic, personal, and social development, and reduce stress associated with the transition to a university environment.
- an understanding of the stress process and its relation to health and disease.

GE Learning Outcomes (GELO)
Upon successful completion of this course, students will be able to:

GELO #1. recognize the physiological, social/cultural, and psychological influences on their well-being;
GELO #2. recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan;
GELO #3. use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals; and
GELO #4. recognize themselves as individuals undergoing a particular stage of human development, how their well-being is affected by the university's academic and social systems, and how they can facilitate their development within the university environment.

Course Learning Outcomes (CLO)
Upon successful completion of this course, students will be able to:

CLO #1. identify stressors experienced throughout the life span, with particular emphasis on stressors experienced by college students.
CLO #2. analyze psychological, social/cultural, and environmental influences on one's experience of stress, and their impact on health and well-being.
CLO #3. describe the physiological stress response and its relationship to health, disease, quality of life, and well-being.
CLO #4. analyze and understand the dynamics of stress and the ways in which stress management may enhance one's options and potential throughout the life span.
CLO #5. develop competency in a variety of specific stress management techniques including behavioral and cognitive methodologies to reduce the negative impact of stress.
CLO #6. identify and utilize available university resources to enhance academic, personal, and social development, and reduce stress that may be associated with the transition to a university environment.
CLO #7. discuss stressors unique to diverse groups and gain personal understanding of behaviors and values of others by working throughout the semester with students from diverse backgrounds.
Required Textbook
ISBN (custom version at Spartan Bookstore, 17th ed): 9781260194104

Library Liaison
The Kinesiology library liaison is Suzie Bahmanyar (408) 808-2654, Suzie.Bahmanyar@sjsu.edu

Course Requirements and Assignments
"Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying," completing assignments, and other course-related activities. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

This course combines theory and experiential learning. Personal applications will be emphasized. Classes consist of lecture, large and small group discussions, multimedia presentations, and guided laboratory activities.

Evaluation, Grading, and Assessment Activities:

- Stress Log (GELO #1, CLO #1,2,3,4). 10-15%
- University Resources (GELO #3,4, CLO #6,7). 10-15%
- Occupational Stress or Mini-Review Paper (GELO #2). 10-15%
- Midterm Examination(s). 15-30%
- Final Comprehensive Examination. 15-30%
- Participation in Classroom & Laboratory Activities (GELO #2, CLO #5). 10-25%

Examples of classroom activities include small and large group discussions, written responses to videotapes, and other in-class writing. Examples of laboratory activities include participation in interventions such as meditation, autogenic training, progressive muscle relaxation, diaphragmatic breathing, visualization/guided imagery, cognitive reappraisal, social engineering, creative problem solving, time management, systematic desensitization, biofeedback and self-regulation activities.

Active participation in all lecture and laboratory sessions is expected. This requires that EACH class member makes an INDIVIDUAL COMMITMENT to be an active participant in the teaching/learning process. Individual contributions and differing viewpoints will be appreciated and respected.

Excellent participation: Always reads assigned material before class. All self-assessments are completed before class and demonstrate the ability to apply course content to one's life. Student actively and appropriately contributes to, and participates in, class activities, including discussions and labs. Written work and class contributions demonstrate excellent thought and insight.
Above average participation: Assigned material is usually read before class. Self-assessments are completed with some application to one's life. Student usually contributes to class discussions. Written work and class contributions demonstrate thought and insight.

Average participation: Assigned material is sometimes read before class. Most self-assessments are completed with some application to one's life. Student occasionally contributes to class discussions. Written work and class contributions demonstrate some thought and insight.

Below average participation: Student attends class but is frequently unprepared (has not completed assigned readings or self-assessments). Rarely contributes to class discussions; demonstrates minimal thought and insight.

Make-up exams are permitted only for illness and emergency (truly extraordinary circumstances). The student is responsible for notifying the instructor and making arrangements at the earliest possible time. In most cases, the exam must be completed prior to the next class meeting. All requests for make-up exams will be evaluated on an individual basis. The final exam will NOT be given early.

Example:

<table>
<thead>
<tr>
<th>Component</th>
<th>% Earned</th>
<th>%</th>
<th>X</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress Log</td>
<td>91%</td>
<td>.91</td>
<td>X.</td>
<td>10.</td>
<td>9.1</td>
</tr>
<tr>
<td>University Resources</td>
<td>93%</td>
<td>.93</td>
<td>X.</td>
<td>10.</td>
<td>9.3</td>
</tr>
<tr>
<td>Occupational Stress or Mini-Review Paper</td>
<td>88%</td>
<td>.88</td>
<td>X.</td>
<td>15.</td>
<td>13.2</td>
</tr>
<tr>
<td>Participation</td>
<td>90%</td>
<td>.90</td>
<td>X.</td>
<td>15.</td>
<td>13.5</td>
</tr>
<tr>
<td>Midterm 1</td>
<td>76%</td>
<td>.76</td>
<td>X.</td>
<td>15.</td>
<td>11.4</td>
</tr>
<tr>
<td>Midterm 2</td>
<td>88%</td>
<td>.88</td>
<td>X.</td>
<td>15.</td>
<td>13.2</td>
</tr>
<tr>
<td>Final Exam</td>
<td>84%</td>
<td>.84</td>
<td>X.</td>
<td>20.</td>
<td>16.8</td>
</tr>
</tbody>
</table>

86.5
Grade: B plus.

KIN 69, Stress Management – Semester, Year
Assignment of Grades:

100-97%. A plus; 96-93%. A; 92-90%. A minus;
89-87%. B plus; 86-83%. B; 82-80%. B minus;
79-77%. C plus; 76-73%. C; 72-70%. C minus;
69-67%. D plus; 66-63%. D; 62-60%. D minus;
Below 60%. F.

Classroom Protocol

All students should demonstrate respect for themselves, each other, and the instructor at all times. Intense discussions are encouraged, but never at the expense of respect and understanding. We may not agree with one another, but we do need to hear and respect one another.

A few words on cell phones, headphones, and laptops: Cell phones should be turned off during class. A vibrating cell phone is still an activated cell phone. Please remove all headphones or earpiece devices during class. Texting, e-mailing, or surfing on your cell phone or laptop are not appropriate classroom activities. They distract your attention, as well as the attention of those around you. Students who engage in these activities will be asked to leave the classroom.

Out-of-Class Assignments:

All general education courses are required to assess students' written work including grammar, clarity, conciseness, and coherence. Out-of-class assignments are to be well written with correct grammar and spelling. Grades may be lowered on assignments that fail to meet these criteria.

All out-of-class assignments are due on the dates indicated, and should be typed, double-spaced, using normal typeface and margins (e.g., 12 point font, 1 inch margins). Assignments will be evaluated on the following criteria: (a) content, (b) organization, (c) analysis and critical thinking, (d) citing and use of appropriate references, when required, (e) syntax, grammar, and spelling. All assignments must be original work for this course. Assignments should reflect your best work, and must be uploaded to Canvas, in addition to submitting a hard copy at the beginning of class on the due date.

<table>
<thead>
<tr>
<th>Deduction for late assignments (university resources, stress log, occupational stress or mini-review paper):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Due Date.</strong></td>
</tr>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>Wednesday</td>
</tr>
</tbody>
</table>

Students must speak with the instructor regarding assignments that are more than 1 week late.
Stress Log:

Students will record routine and unique stressors encountered during 1 week (7 days). For example, driving to school/work each morning through heavy rush hour traffic is routine, but getting a flat tire is (one hopes) unique. Next, record your psychological and emotional reactions to these stressors, how you responded physically to the stressors (physiological stress response), and how you coped with each stressor (use of interventions). After recording entries for 7 days analyze your entries, identifying patterns of stressors, responses, and coping methods. Discuss the patterns you observe, and include methods that could have been employed to cope more effectively with the identified stressors, including use of appropriate university and community resources. A 2 to 3 page reflective summary of your log will be submitted.

University Resources:

Working in groups, students will explore two campus resources that may reduce personal, academic, environmental, or social stressors, and facilitate academic life and student learning. (Resources will be assigned in class.) Groups will present the resources to the class and each student will turn in a description of the assigned resources, including how these resources can help students effectively manage stress and enhance academic life. The written paper (2 to 3 pages) should reflect on how the group worked together, each group member's contribution to the project, and how conflicts, if any, were resolved.

Occupational Stress or Mini-Review Paper:

For the occupational stress paper, students will investigate potential stressors likely to be encountered in their chosen careers by reviewing the literature and interviewing at least one person working in that career. A minimum of two professional journal articles that relate directly to the career must be used. If students are unable to locate articles directly relating to their careers, they may use, with instructor permission, professional journal articles that discuss occupational stress of a more general nature. Write a concise summary of the research, integrating information from the journal articles and the interview, including methods used by your interviewee to cope with stressors.

For the mini-review paper, students will review the literature on a pre-approved topic related to stress or stress management. For the review of literature, use a minimum of four professional journal articles. Write a concise summary of the research, integrating information from the journal articles.

Professional journal articles, or scholarly articles, have undergone a review process before publication. This means that the article has been reviewed by experts and typically revised prior to publication. The peer-review process helps to ensure that high quality articles are published. For this assignment, it is recommended that you begin searching for articles using Academic Search Premier (one of the library's databases) and on the search menu, check the box to limit your search to peer-reviewed articles.

All references must be appropriately cited in the text, and a reference list must be included. For this assignment, a maximum of two sentences may be direct quotations. Papers will be 2-3 pages, not including reference list.
University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

Sept. 6 is the last day to drop this class without a "W" being assigned. According to university policy, dropping the class after the drop deadline is permissible only for serious and compelling reasons, and requires written documentation. Unsatisfactory performance in course work is not a serious and compelling reason. The last day to add the class is Sept. 13. However, students who receive add codes should use them as soon as possible.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.
Proposed Schedule
Subject to change with fair notice. Changes will be announced in class and/or posted on Canvas.

<table>
<thead>
<tr>
<th>Week or Date</th>
<th>Content.</th>
<th>Reading Assignments</th>
<th>Written Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Course introduction, the nature of stress, fight-or-flight response, general adaptation syndrome, distress/eustress, wellness.</td>
<td></td>
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<td>5.</td>
<td>Biofeedback &amp; self-regulation. <strong>Midterm Exam 1.</strong></td>
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<td>6.</td>
<td>University resources (personal, academic, financial, &amp; social support services) Lab: Autogenic training.</td>
<td></td>
<td><strong>Due: University resources.</strong></td>
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<td>7.</td>
<td>Stress-related disorders (effects of chronic stress on the cardiovascular system &amp; immune function) Lab: Visualization/guided imagery.</td>
<td></td>
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<tr>
<td>Week or Date</td>
<td>Content</td>
<td>Reading Assignments</td>
<td>Written Assignments</td>
</tr>
<tr>
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<tr>
<td>9.</td>
<td>Social/cultural dimensions of stress, communication skills (active listening, conflict resolution, cross-cultural communication); styles of behavior (assertive, passive, aggressive), cultural influences on stress and coping styles.</td>
<td></td>
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<tr>
<td>10.</td>
<td>Anger, fear, anxiety disorders, systematic desensitization</td>
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</tr>
<tr>
<td></td>
<td>Lab: Progressive neuromuscular relaxation</td>
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<tr>
<td>11.</td>
<td>Occupational stress, burnout, characteristics of high level performers, time management.</td>
<td></td>
<td>Due: Occupational stress or mini-review paper.</td>
</tr>
<tr>
<td>12.</td>
<td><strong>Midterm Exam 2.</strong></td>
<td></td>
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<td></td>
<td>Physical activity, nutrition, changing stressful behaviors.</td>
<td></td>
<td></td>
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<tr>
<td>14.</td>
<td>Philosophy &amp; spirituality, coping with grief</td>
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<td></td>
<td>Lab: Art and the creative process.</td>
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<tr>
<td>15.</td>
<td>Humor therapy, review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date &amp; Time</td>
<td>Final Exam.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

KIN 69, Stress Management – Semester, Year
General Education Assessment Schedule

Area E: HUMAN UNDERSTANDING & DEVELOPMENT

Course Prefix and Number:  KIN 69
Course Title: Stress Management: A Multidisciplinary Perspective
Course Coordinator: Peggy Plato
E-mail: peggy.plato@sjsu.edu
Submission Date:  May 2018
College:  Health & Human Sciences

End of next Program Planning cycle (Self Study due to Dean; see Program Planning)  Spring 2024

Instructions: Each GE assessment schedule must indicate the plan for assessing all GELOs during the program planning cycle (beginning with the AY of the last PP Self Study and concluding with the last full AY prior to the year in which the PP Self Study is due). Departments may assess any combinations of GELOs in a given year, but they must assess all GE area GELOs in a program review cycle. Some assessment of the course is required each academic year.

<table>
<thead>
<tr>
<th>GE Student Learning Objective</th>
<th>When will this GELO be assessed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>GELO 1: Students will be able to recognize the physiological, social/cultural, and psychological influences on their well-being.</td>
<td>Fall 2018&lt;br&gt;Spring 2019&lt;br&gt;Fall 2022&lt;br&gt;Spring 2023</td>
</tr>
<tr>
<td>GELO 2: Students will be able to recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan.</td>
<td>Fall 2019&lt;br&gt;Spring 2020&lt;br&gt;Fall 2023</td>
</tr>
<tr>
<td>GELO 3: Students will be able to use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals.</td>
<td>Fall 2020&lt;br&gt;Spring 2021</td>
</tr>
<tr>
<td>GELO 4: Students will be able to recognize themselves as individuals undergoing a particular stage of human development, how their well being is affected by the university’s academic and social systems, and how they can facilitate their development within the university environment.</td>
<td>Fall 2021&lt;br&gt;Spring 2022</td>
</tr>
<tr>
<td>Other: (optional; e.g. diversity, writing)</td>
<td></td>
</tr>
</tbody>
</table>

This assessment schedule must be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies with an electronic copy to the home college. Assessment schedules for all GE courses are due October 1 of the AY in which the PP Self Study is due.
General Education Annual Course Assessment Form

Course Number/Title: KIN 69—Stress Management
GE Area: E

Results reported for AY: 2012-2013 # of sections: 13 (Fall ‘12 = 6, W’13 = 1, Sp’13 = 6 sections)
# of instructors: 5 (1 section co-taught)

Data are reported for 12 of 13 sections

Course Coordinator: Peggy Plato
E-mail: Peggy.Plato@sjsu.edu

Department Chair: Shirley Reekie
College: CASA

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1 - To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

Fall 2012 & Winter 2013: SLO #2 – Students will be able to recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan.

Spring 2013: SLO#3 – Students will be able to use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

SLO #2: 55% of students demonstrated achievement of this SLO at a high level (B+ or higher), 29% at an average level (B to C), and 16% at a marginal level, or failed to demonstrate achievement of this SLO (C- or lower). Of the 31 students who scored a C- or lower on the assignment used to assess student achievement of this SLO, 11 students did not submit the assignment.

SLO#3 - 75% of students demonstrated achievement of this SLO at a high level (B+ or higher), 21% at an average level (B to C), and 4% at a marginal level, or failed to demonstrate achievement of this SLO (C- or lower).

Several instructors used the occupational stress paper to assess student achievement of SLO#2. In this paper, students interview someone working in their chosen career and use library resources to evaluate occupational stressors and solutions for those stressors. In analyzing occupational stress, students learn that when unmanaged, excessive stress can impact their health, social-cultural interactions, and psychological well-being. Additionally, students discuss sources of stress encountered at different stages of life (i.e., childhood, as college students, young adults beginning
their careers/families, during middle age and older adulthood) and methods that can be used to effectively manage those stressors.

The primary method used to assess SLO#3 was a group project (e.g., University Resources assignment) that required students to work in groups to research, then present information to the class on resources available on campus that may enhance students' academic, social, or personal wellbeing and/or reduce stress. One purpose of this assignment is to teach students how to work in diverse groups, including communicating with team members, delegating the work, and coordinating their class presentation. In a reflection paper, students discussed how their groups worked together. If the group worked well together, they were asked to discuss what facilitated that process. If the group did not work well together, they discussed what they did to try and resolve the problems. An additional assessment method included pairing up students from different backgrounds (e.g., majors, gender, age) and having them engage in active listening throughout the semester. Students were given a theme to discuss and asked to use active listening skills during their discussions.

Lessons Learned: The instructor who had students engage in active listening throughout the semester reported that students knew one another fairly well by the end of the semester, and that social skills and self-esteem were greatly enhanced. Social skills and interpersonal communication are essential tools needed throughout life. An instructor who used the university resources assignment to assess SLO#3 reported that the majority of students took responsibility to do an excellent job on the project and not let down their group members.

What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

Faculty teaching the course feel the university resources assignment is effective for helping students develop interpersonal skills while working within a group to accomplish a task, as well as learning about the numerous resources available on campus to help students manage stress and/or enhance their academic life. Generally, faculty feel that we need to put more emphasis on stress across the lifespan and improve on the assessment of SLO#2. Ideas that were discussed include interviewing family members or friends to learn about stressors they’re encountering (e.g., younger or older siblings, parents, grandparents) and how those stressors affect their well-being. In class, students can then discuss what they found and brainstorm strategies to reduce these stressors or minimize the negative impacts of stress across the lifespan.

Part 2 - To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the Area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes, all sections of the course are aligned with the Area E goals, SLOs, content, support, and assessment. This is facilitated by using a common green sheet and textbook. Three assignments, Stress Log, Occupational Stress or Mini-Review Paper (requiring use of library resources), and University Resources, are linked to the SLOs and required in all sections of the course. New faculty meet with the course coordinator before teaching this course, and faculty teaching the course meet regularly during a duty day to discuss and share best practices, resources used (e.g., videos, biofeedback), teaching methodologies, assignments, and assessment.
General Education Annual Course Assessment Form

Course Number/Title: KIN 69, Stress Management: A Multidisciplinary Perspective  
GE Area: E

Results reported for AY: 2013-2014  
# of sections: 10  
# of instructors: 4

Course Coordinator: Peggy Plato  
E-mail: Peggy.Plato@sjsu.edu

Department Chair: Matthew Masucci  
College: CASA

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

Fall 2013: SLO #4: Students will be able to recognize themselves as individuals undergoing a particular stage of human development, how their well-being is affected by the university’s academic and social systems, and how they can facilitate their development within the university environment.

Spring 2014: SLO #1: Students will be able to recognize the physiological, social/cultural, and psychological influences on their well-being.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

Fall 2013: 5 sections, 173 students assessed. 74% demonstrated a high level of achievement (B+ or higher) of SLO #4, 23% demonstrated an average level of achievement (B to C grade), and 3% demonstrated a marginal level of achievement (C or lower). In 4 of the 5 sections, the University Resources assignment was used to assess achievement of SLO #4. Working in groups of 3-5, students gather information on two university resources (assigned in class) that may reduce personal, academic, environmental, or social stresses, and facilitate academic life and student learning. Each group presents its information to the class, and each student writes a paper summarizing his/her contributions to the group, how the resources presented by the group may help student effectively manage stress and/or enhance academic life, and the group’s dynamics (e.g., project organization, time management, communication, conflict resolution). In one section, students shared everyday stressors with other class members on a weekly basis, responded to different themes orally and in writing, and discussed the racial incident that occurred during the fall semester.

Spring 2014: Assessment data for SLO #1 was reported by one instructor (25 students). (One instructor mistakenly reported assessment data for SLO #4, and one instructor, who taught 3 sections, did not submit assessment data before leaving to begin a doctoral program.) For the section reporting assessment data, 81% of the students demonstrated a high level of achievement.
on SLO #1, 18% demonstrated an average level, and 1% demonstrated a marginal level. All sections of the course require a Stress Log assignment. Students record stressors encountered for at least 1 week, their physiological and psychological responses to those stressors, and interventions they used, or could have used, to reduce the negative effects of stress. Students summarize patterns they observe in the types of stressors encountered, how they responded to these stressors, and their coping strategies.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

Both the University Resources and Stress Log assignments were developed to specifically assess SLO#4 and SLO#1, respectively. Students have responded positively to these assignments over the years. One instructor indicated that she planned to add additional laboratory activities to reinforce material (e.g., coping strategies and directed relaxation). Another instructor indicated that the University Resources assignment is useful to acquaint students with campus resources yet, more importantly, to teach students how to work in diverse groups, delegate workload, and communicate. We feel the assignments are effective, but we can continue to reinforce the connection between material presented and its application in these assignments and in students’ everyday lives.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

All sections are aligned with the Area E goals, SLOs, and content. We will follow up with one instructor who did not mention using the University Resources assignment to assess SLO #4 as this is 1 of 3 assignments included on all course syllabi.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing.

Area E does not have an enrollment limit, but we typically have an enrollment cap of 30 students/section because we include a stress management/biofeedback laboratory component in the course. During the 2013-14 academic year, the laboratory was not available due to the YUH renovation. Enrollments ranged from 25-42 students/section. Instructors use a common green sheet with 3 assignments that require writing (Stress Log, University Resources, and an Occupational Stress or Mini-Review paper), so students do receive practice and feedback on writing.
General Education Annual Course Assessment Form

Course Number/Title: KIN 69, Stress Management: A Multi-Disciplinary Perspective  
GE Area: E

Results reported for AY 2014-2015  
# of sections: 10 total (5 fall, 5 spring)  
# of instructors: 6

Course Coordinator: Peggy Plato  
E-mail: Peggy.Plato@sjtu.edu

Department Chair: Matthew Masucci  
College: CASA

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjtu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

GELO #2: Students will be able to recognize the interrelation of physiological, social/cultural, and psychological factors on their development across the lifespan.

GELO#3: Students will be able to use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

KIN 69 instructors do not have a common assignment to assess GELO#2. Methods included: (1) An occupational stress paper, where students explore stressors and methods of coping with stress in their future professions by reading/citing two professional references and interviewing someone working in that field. (2) In small groups, discussing specific age-related issues and accompanying stressors, e.g., 1st semester frsh, recently graduated, starting first professional job, retirement. Overall, 94 students were assessed, with 83% demonstrating a high level of achievement (B+ or higher) on GELO#2.

While it is difficult to assess whether students use appropriate social skills and develop positive interpersonal relationships, all KIN 69 sections require a University Resources paper and presentation. Working in groups, students investigate two university resources that can help students reduce stress and/or enhance academic life, and then present these resources to the class. As a member of a small group with a specific task to complete, students have the opportunity to interact and work with other students from diverse backgrounds. Overall, 133 students were assessed with 86% demonstrating a high level of achievement (B+ or higher) on GELO#3.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

Several modifications are planned. (1) Faculty who teach the course will meet and discuss adopting a common assignment that can be used to assess GELO#2. A common green sheet and textbook are used by all instructors who teach the course. Common assignments are linked to the other three Area E GELOs; this is the only GELO that does not have a common assignment linked to it. Although we want to allow some flexibility on how faculty approach and assess GELO#2, a common assignment may help to ensure that development and stress across the lifespan are adequately
covered and assessed. After receiving the assessment form to report results at the end of the semester, a new instructor wrote, “This assessment shows that my curriculum for the Stress Management course is incomplete in its ability to explicitly assess SLO#2 and must be remedied. In the semester of Fall 2015, an assignment will be created for the students to reflect specifically on the stressors they have faced, are facing, and will face over the course of their lives and how physiological, socio-cultural, and psychological factors will play a role in their experience.” (2) Although a pre-semester meeting is held for KIN 69 faculty, attendance has been a little sporadic recently, particularly since some instructors also teach at other institutions, and schedules conflict with our duty day meeting. However, it has become clear that we need to find a time when all can meet and discuss assessment. From the assessment data collected, it is clear that one instructor is reporting achievement on the GELOs based on the students’ final grades in the course. The assessment form used to report data states, “Course grades or an overall exam grade do NOT provide evidence of student achievement of the SLO. Specific assignments (or parts of assignments), or responses to exam questions targeted at this SLO are examples of ways that student achievement on specific SLOs can be assessed.” However, this needs to be reinforced, and faculty teaching the course need to discuss ways to enhance our assessment of student achievement, as well as continue to discuss what is working well in the course and creative ways that faculty have found to engage students in the course content. (3) As has been done with other KIN GE courses, a Canvas site will be set up with faculty resources – this should provide additional support when new faculty are assigned to the course.

Part 2

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

All sections are aligned with the Area E goals, student learning objectives, content, and support. Using a common green sheet and textbook help to ensure that when new instructors are assigned to the course, the focus remains on the Area E goals and GELOs, as well as the course-specific outcomes. As indicated above, faculty teaching the course will meet to specifically discuss assessment and ways to enhance the quality of the data being collected on student achievement of the GELOs.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing.

This is an Area E course, so it does not have a stated enrollment limit. However, because KIN 69 includes a laboratory component (e.g., training and practice of specific relaxation techniques such as progressive muscle relaxation and guided imagery, as well as use of biofeedback equipment to monitor physiological responses), our course cap is 30 students. The largest section during the 2014-15 academic year was 35 students. Three common writing assignments are required in all sections of the course to meet the 1500 word writing requirement, and to provide practice and feedback.
General Education Annual Course Assessment Form

Course Number/Title: KIN 69, Stress Management - A Multidisciplinary Perspective  GE Area: E

Results reported for AY 2015-16  # of sections: 10  (F 15: 5 sec, Sp 16: 5 sec)  # of instructors: 5

Course Coordinator: Peggy Plato  E-mail: Peggy.Plato@sjtu.edu

Department Chair: Matthew Masucci  College: CASA

Part 1

To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?
   Fall 2015: GELO 4 – Students will be able to recognize themselves as individuals undergoing a particular stage of human development, how their well being is affected by the university's academic and social systems, and how they can facilitate their development within the university environment. Primary assessment was the University Resources assignment. Working in groups, students investigate university resources that can mitigate stress associated with being in a university environment and/or that can facilitate their development as a scholar and social being within the university environment. Each group presents its information to the class, and each student submits an individual written paper. One instructor used several 5 minute writing assignments focused on nutritional aspects of college life, knowledge of open spaces on campus and in the Bay Area, resources for dealing with the psychological issues related to stress, and peer counseling and support at SJSU.

   Spring 2016: GELO 1 – Students will be able to recognize the physiological, social-cultural and psychological influences on their well-being. This GELO was assessed using the Stress Log assignment, which requires students to keep a 7-14 day journal of stressors, their physiological and psychological reactions to these stressors, the impact of social-cultural factors on their stress responses, and interventions used, or that could have been used, to reduce the negative impacts of stress.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
   GELO 4: Overall, students demonstrated a high level of achievement of this GELO. Out of 165 students assessed, 144 (87%) earned a B+ or higher on the University Resources or other assignments used to measure GELO 4, 18 students (11%) demonstrated an average level of achievement (B to C grade), and 3 students (2%) failed to demonstrate achievement of the GELO, or only marginal achievement (C- or lower grade).

   Lessons Learned: One faculty member felt that his grading on the University Resources assignment may need to be more stringent. Another faculty member commented that even students who have been on campus two or more years are often unaware of the many resources available on campus to facilitate their development. In the future, she will introduce this assignment earlier in the semester. Another instructor indicated that students are experiencing increasing levels of anxiety, financial and academic stress, as well as nutritional stressors, in some instances. This instructor will incorporate more DVDs and podcasts on food and nutrition as it relates to college life.
GELO 1: Again, students demonstrated a high level of achievement of this GELO. Out of 141 students assessed, 122 (87%) demonstrated a high level of achievement using the Stress Log assignment as the assessment tool, 13 (9%) demonstrated an average level of achievement, and 6 (4%) demonstrated a marginal level of achievement, or failed to master this GELO.

Lessons Learned: One instructor stated that almost all students reported that they experienced several stresses of which they were previously unaware, and/or their stress response was more intense than they realized. Almost all students were able to identify strategies, such as time management, to better deal with these stressors in the future. Another instructor stated that the stressors that students document are almost always socially driven (e.g., friends, break-ups), as well as driven by university and occupational pressures. By analyzing these stressors, students are better able to understand the impact of their sociocultural environment on their well-being. This instructor suggests devising a metric to measure the impact of the sociocultural influences more directly, which would be incorporated into this assignment or another assignment. Another instructor stated that many students expressed surprise that they had physical responses to stressors that they had previously identified as harmless. Many students relied on a few coping techniques rather than a broad range of interventions. Students realized they need to employ more diverse strategies. Based on this, the instructor will incorporate more worksheets and journaling assignments earlier in the semester, and include more time to practice interventions in class. She is also considering adding a small writing assignment after the first week of class to assess what coping strategies are used, which may provide greater insight into the need to begin implementing more strategies. One instructor is incorporating more information on nature trails, parks, and on-campus areas that can be used for meditation and physical activity as interventions for stress.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

Modifications are indicated above.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Yes, all sections are aligned with the Area E goal, GELOs, content, support, and assessment. The course coordinator meets with new faculty teaching the course. A common syllabus and three assignments, keyed to the GELOs, are used by all instructors.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.

N/A – However, sections have an enrollment cap of 30 students because of the laboratory activities, including biofeedback and guided interventions (e.g., progressive muscle relaxation, autogenic training, guided imagery). Also, students complete a minimum of three writing assignments, common across all sections of the course.
General Education Annual Course Assessment Form

Course Number/Title: KIN 69, Stress Management: A Multidisciplinary Perspective  GE Area: E

Results reported for AY 2016-17  # of sections: 10 (5 each semester)  # of instructors: 6

Course Coordinator: Peggy Plato  E-mail: Peggy.Plato@sfsu.edu

Department Chair: Matthew Masucci  College: CASA

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sfsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

GELO 2: Students will recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

Common assignments used by all instructors are linked to the other three Area E GELOs. For this GELO, faculty teaching the course use a variety of methods to assess student achievement including (1) Specific exam questions and written reflection on how stress management techniques may benefit students across the lifespan, (2) Occupational stress paper, examining stressors they may encounter in their careers and stress management techniques that may help mitigate the negative effects of stress, (3) Written reflection on stressors students may encounter across their lives and methods to mitigate these stressors, (4) After watching the documentary “Happy”, a written assignment on how happiness may change throughout the lifespan.

Of 284 students assessed, 80% demonstrated good to excellent achievement of this GELO, 14% demonstrated average achievement of the GELO and 6% failed to demonstrate achievement of the GELO. Comments from faculty included: (1) Students demonstrated a fairly good understanding of coping mechanisms they could use throughout their lives and less understanding of stressors they may encounter in the future. Students did not connect potential stressors with broader social/cultural policies. (2) In contrast, another faculty member reported that students demonstrated a good understanding of stress they may encounter during their lives and how physiological, social/cultural, and psychological factors may change over time, as well as how their coping strategies may need to change in different phases of their lives. (3) Students demonstrated an awareness that their perceptions of happiness may change as they go through different stages of life; however, there was disagreement between students about what defines being happy and how that relates to stress. The faculty member reported that watching the documentary “Happy”
was an eye-opener for many students. (4) When students felt they benefited from a stress management technique, they shared it with family and friends.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

A number of modifications were suggested in each instructor’s assessment report; these modifications were discussed at the fall 2017 duty day meeting of faculty teaching the course. Modifications include: (1) Using a reflection activity that asks students to consider their lives in 10-year intervals earlier in the semester, (2) Possibly adopting a lifespan approach when covering diversity and gender issues in relation to stress, (3) In fall 2017, supplementing course material with the Campus Read program – the author of the book discusses several stress management and creative problem-solving techniques he used to deal with life events, (4) Highlighting how different interventions may work better in different phases of the lifespan. Assessment techniques for GELO 2 were shared with the goal of collecting assessment data more specific to the GELO in the future and more consistent across course sections.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

All sections of KIN 69 are aligned with the Area E goals, GELOs, content, support, and assessment. The course focuses on the interrelationship between physiological, social/cultural, and psychological aspects of stress, as well as techniques and resources to mitigate the negative effects of stress. University resources are specifically addressed through a common assignment used in all sections of the course, and at least one instructor has a peer mentor assisting in the class.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.

Area E does not have an enrollment limit; however, because a lab component is included in KIN 69, the enrollment cap is 30 students. The lab component includes specific training and practice in relaxation techniques (e.g., progressive muscle relaxation, autogenic training) as well as the use of computerized biofeedback stations so students can monitor how their thoughts affect their physiology.

Three writing assignments used in all sections of the course (stress log, occupational stress paper, and university resources) meet or exceed the 1,500 word writing requirement.
KIN 100W

Writing Workshop
San José State University
CHHS/Department of Kinesiology
KIN 100W, Writing Workshop, Section X, Spring XXXX

Instructor: Name
Office Location: SPX XXX
Telephone: 408-924-XXXX
Email: first.last@sjsu.edu
Office Hours: XX
Class Days/Time: XX
Classroom: XX XXX
Prerequisites: (a) Grade of C or better (C- not accepted) in Area A3 (Critical Thinking and Writing), (b) Passage of the Writing Skills Test (WST) or ENGL/LLD 1A with a C or better (C- not accepted), (c) Upper division standing (60 units), (d) Completion of Core GE

GE/SJSU Studies Category: Area Z

MySJSU & Canvas Learning Management System
All course materials can be found on the Canvas Learning Management System, which can be accessed at http://www.sjsu.instructure.com. You are responsible for regularly checking Canvas and the messaging system through MySJSU.

Course Description
Advanced skills in writing. Development of advanced writing skills and creation of organized, persuasive and analytical prose. The course will involve generalized and specialized forms of writing. Students will be required to practice writing skills in a variety of in- and out-of-class assignments, culminating in a scholarly review of literature. Oral presentations will also be required.

General Education Goal for Area Z Courses
Students will develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both
specialized and general audiences. Written Communication II should reinforce and advance the abilities developed in Written Communication I (A2 Critical Thinking and Writing (A3 courses), and broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught.

General Education Learning Outcomes (GELOs)

Students shall write complete essays that demonstrate college-level proficiency. Students shall be able to:

(GELO 1). produce discipline-specific written work that demonstrates upper-division proficiency in: language use, grammar, and clarity of expression.

(GELO 2). explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

(GELO 3). organize and develop essays and documents for both professional and general audiences.

(GELO 4). organize and develop essays and documents according to appropriate editorial and citation standards.

(GELO 5). locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

Kinesiology Undergraduate Program Learning Outcomes (PLOs)

(PLO 1). Students will be able to explain, identify, and/or demonstrate the theoretical and/or scientific principles that can be used to address issues or problems in the sub-disciplines in kinesiology.

(PLO 2). Students will be able to effectively communicate in writing (clear, concise and coherent) on topics in kinesiology.

(PLO 3). Students will be able to effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology.

(PLO 4). Students will be able to utilize their experiences across a variety of health-related and skill-based activities to inform their scholarship and practice in the sub-disciplines in kinesiology.

(PLO 5). Students will be able to identify and analyze social justice and equity issues related to kinesiology for diverse populations.
Course Learning Outcomes (CLOs):

Upon successful completion of KIN 100W, the student will be able to:

1. perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).
2. express (explain, analyze, develop, and criticize) ideas effectively.
3. use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.
4. write for different audiences (both specialized and general).
5. use (locate, analyze, and evaluate) supporting materials, including independent library research.
6. synthesize ideas encountered in multiple readings.
7. construct effective arguments.
8. express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.
9. organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

Required Texts/Readings

Textbooks
ISBN-10: 1433950618

ISBN-10: 0312647360

Additional Readings
Other course reading materials, including various articles and short instructional handouts, are available via Canvas.

Use of Technology

Students are encouraged to bring laptops and tablets for use during in-class exercises and peer editing/writing. However, electronic devices should be used only for class-related activities. Should students use these devices in a distracting manner – such as surfing social media or watching videos – they may be asked to leave the classroom immediately. Further disruptions will be reported to the SJSU Office of Student Conduct and Ethical Development.
Kinesiology Department Library Liaison

Adriana Poo is the library liaison for the KIN department. You can reach her at 408-808-2019 or Adriana.poo@sjsu.edu.

Course Requirements and Assignments

Critique of Scientific Literature (5%) (GELO 2; PLO 2; CLO 2, 7)  
Students will write a 3-4-page critique of a peer-reviewed study related to the student’s final paper topic. The critique should briefly summarize the study in the student’s own words before analyzing the study’s components in light of the student’s research topic. This should include critical discussion of the study’s rationale, methodology, results, and overall conclusions. Additional details can be found on Canvas.

Topic Proposal (10%) (CLO 1)  
Students will write a 3-4-page description of their proposed topic for the final literature review paper. The proposal should adequately explain and justify the research question with a short discussion of existing literature. Additionally, students should discuss why this topic was chosen and where/how legitimate sources will be found. Additional guidelines on this assignment can be found on Canvas.

Annotated Bibliography (15%) (GELO 4; CLO 1, 5)  
Students will write an annotated bibliography for at least 12 scholarly sources published within the past 10 years. Done correctly, this assignment will serve as the research backbone of the final literature review. For each source, include a correct APA reference citation. Under each reference citation, write a paragraph of 5-10 sentences that: 1) summarizes the main argument of the source; 2) relays the implications of the research; 3) identifies the intended audience; 4) compares and/or contrasts the source to another, specific, source in the bibliography; 5) explains how this source will be helpful in answering your research question. Additional guidelines can be found on Canvas.

Outline (10%) (GELO 5, CLO 1)  
Students will write a detailed plan that will help organize ideas before the actual writing begins. Rather than specify a particular format for the outline, please choose one that works for your particular writing process and learning style. However, it is required that you include the major points you intend to make and use complete sentences rather than key words. Additional guidelines can be found on Canvas.

Drafts of Scholarly Research Paper (5%) (CLO 1)  
Prior to submission of the final paper, students will participate in two in-class editing workshops. During the first workshop, students are required to submit a polished draft of the first 5-6 pages of their final paper and participate in peer editing. During the second workshop, students are required to submit the remaining 5-6 pages of their final paper and participate in peer editing.
Scholarly Literature Review (25%) (GELO 1; PLO 1, 2; CLO 1, 2, 3, 4, 6, 8, 9)
Students will write a 12-15 page scholarly paper summarizing and analyzing research on a specific topic related to kinesiology. Papers must contain discussion of at least 20 academic sources. Papers must be in complete APA format. This is the culminating assignment for this class and, therefore, should incorporate work produced during previous assignments, including your topic proposal, annotated bibliography, outline, and paper drafts 1 & 2. Additional details can be found on Canvas.

Presentation (10%) (PLO 3, CLO 8)
At the end of the semester, each student will give an 8-10 minute PowerPoint presentation summarizing the main findings in his/her research paper. You should not attempt to present a comprehensive review of your paper, as that would take too long and be overly cumbersome. Rather, present only the most important points from your research and provide some practical recommendations and implications. Additional details can be found on Canvas.

Resume & Cover Letter (5%) (GELO 3, CLO 4)
Students will write a cover letter and a resume for a specific, real-world job announcement. Find a job or internship posting by searching relevant job-posting sites, beginning with the SJSU Career Center. You may also search job boards specific to your chosen career field, such as the National Strength and Conditioning Association or American Physical Therapy Association. Once you have found a job listing, prepare a 1-page cover letter and a 1-page resume tailored to that specific job. Additional guidelines can be found on Canvas.

In-class Writing Exercises and/or Quizzes (10%) (CLO 3)
Students will participate in and complete a series of in-class exercises throughout the semester. Depending on the exercise, students may work in small-groups, as a whole class, or as individuals. Students must be present and participate in the exercise to receive credit. Because of the frequency of these exercises, late or make-up assignments will not be allowed. Additional guidelines can be found on Canvas.

Take Home Final Examination (5%)
As this is a writing course, students will be asked to submit a 3-4-page research proposal as the final exam instead of sitting for an exam in class. The research proposal should discuss the design of an original study that the student could potentially conduct based on the knowledge accrued during the literature review process. This should include a succinct statement of the problem or question that the researcher is seeking to answer, related background information from 5 scholarly journal articles, proposed methods of experimentation, and a hypothesis. Additional guidelines can be found on Canvas.
Grading

Your Grade in this course will be determined by the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critique of Scientific Literature</td>
<td>5%</td>
</tr>
<tr>
<td>Topic Proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>15%</td>
</tr>
<tr>
<td>Outline</td>
<td>10%</td>
</tr>
<tr>
<td>Final Paper Drafts</td>
<td>5%</td>
</tr>
<tr>
<td>Scholarly Literature Review (Final Paper)</td>
<td>25%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Resume &amp; Cover Letter</td>
<td>5%</td>
</tr>
<tr>
<td>In-class Exercises/Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Take Home Final Exam</td>
<td>5%</td>
</tr>
</tbody>
</table>

This course will be taught as a workshop. This means students and instructor will work one-on-one at times and in small groups. To succeed in this course, you will need to attend class on a regular basis and participate during in-class discussions and exercises.

Final Grades

This course must be passed with a C or better as an SJSU graduation requirement.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A plus</td>
<td>97-100%</td>
</tr>
<tr>
<td>B plus</td>
<td>87-89%</td>
</tr>
<tr>
<td>C plus</td>
<td>77-79%</td>
</tr>
<tr>
<td>D plus</td>
<td>67-69%</td>
</tr>
<tr>
<td>A</td>
<td>93-96%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

A minus | 90-92%   |
B minus | 80-82%   |
C minus | 70-72%   |
D minus | 60-62%   |

Classroom Protocol

Students are expected to be courteous to fellow students and the instructor. This includes being seated and ready to go when class starts; actively engaging in class discussions and lectures; and avoiding distracting behaviors, such as texting or social media. Students who are disruptive may be asked to leave and may be referred to the SJSU Office of Student Conduct and Ethical Development.

Policies regarding submission of assignments:

1. All submissions must be original works of the student and typed with text and references in APA format. Papers are to be used for this class only. Any suspicion of plagiarism, whether intentional or accidental, will be treated with the utmost seriousness.

2. NO ASSIGNMENTS WILL BE ACCEPTED ELECTRONICALLY. If it is not in my hands or in the box in the KIN office, it does not exist. I may ask students to upload
specific assignments to Canvas for processing though turnitin, but a duplicate hard copy is always required.

3. Assignments are due at the beginning of class on the assigned date.

4. NO PAPERS WILL BE ACCEPTED MORE THAN ONE WEEK LATE. For example, if an assignment is due on Tuesday, students will have only until the following Tuesday to submit a late assignment for reduced credit. Late assignments will be penalized 1/3 of a letter grade per day.

5. Only under extreme circumstances will an “incomplete” grade be assessed. “I’ve had a tough semester” will not cut it.

University Policies
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on the Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/"
## KIN 100W, Semester, Year, Section X

### Course Schedule

*(Subject to change with fair notice)*

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, 1/25</td>
<td>Course introduction; research and writing basics</td>
<td>APA Manual: 3-11</td>
<td></td>
</tr>
<tr>
<td>Thursday, 2/1</td>
<td>Developing a topic</td>
<td>APA Manual: 21-59</td>
<td></td>
</tr>
<tr>
<td>Tuesday, 2/6</td>
<td>Exercise #3: Rationale &amp; purpose</td>
<td>Reid, Elliot, &amp; Crespo (2013)</td>
<td>Exercise #2: Topic proposal brainstorm</td>
</tr>
<tr>
<td>Thursday, 2/8</td>
<td>Critiquing literature</td>
<td>Willis et al. (2012)</td>
<td></td>
</tr>
<tr>
<td>Tuesday, 2/13</td>
<td>APA style basics: Organization, style, common errors, etc.</td>
<td>APA Manual: 61-86; RFW: 60-58</td>
<td>Critique of scientific literature</td>
</tr>
<tr>
<td>Thursday, 2/15</td>
<td>Style basics (con’t) Exercise #4: Style edits</td>
<td>RFW: 111-179</td>
<td></td>
</tr>
<tr>
<td>Tuesday, 2/20</td>
<td>Review style edits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, 2/22</td>
<td>Discuss annotated bibliography APA references Exercise #5: Citation exercise</td>
<td>APA Manual: 169-193</td>
<td>Topic proposal</td>
</tr>
<tr>
<td>Tuesday, 2/27</td>
<td>Proposal workshop; finish class with at least 5 potential sources saved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, 3/1</td>
<td>Exercise #6: Annotated bibliography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, 3/6</td>
<td>Source workshop</td>
<td></td>
<td></td>
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<tr>
<td>Thursday, 3/8</td>
<td>Grammar overview</td>
<td>For reference: RFW 179-250</td>
<td></td>
</tr>
<tr>
<td>Tuesday, 3/13</td>
<td>Group grammar/style workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
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<td>--------------------------------------------</td>
<td></td>
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<tr>
<td>Thursday, 3/15</td>
<td>Group grammar/style workshops</td>
<td></td>
<td></td>
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<tr>
<td>Tuesday, 3/20</td>
<td>Effective outlining</td>
<td>RFW: 420-456</td>
<td></td>
</tr>
<tr>
<td>Thursday, 3/22</td>
<td>Citing source material</td>
<td>&quot;Quoting and paraphrasing&quot;</td>
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<tr>
<td></td>
<td>Exercise #7: To quote or not to quote</td>
<td></td>
<td></td>
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<tr>
<td>Tuesday, 3/27</td>
<td>SPRING BREAK</td>
<td>NO CLASS</td>
<td></td>
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<tr>
<td>Thursday, 3/29</td>
<td>SPRING BREAK</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>Tuesday, 4/3</td>
<td>Writing abstracts</td>
<td></td>
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<tr>
<td>Thursday, 4/5</td>
<td>Business writing</td>
<td>APA manual: 125-166</td>
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<tr>
<td>Tuesday, 4/10</td>
<td>Business writing</td>
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<tr>
<td>Thursday, 4/12</td>
<td>Exercise #8 Mock interview</td>
<td>RFW: 412-417</td>
<td></td>
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<tr>
<td>Tuesday, 4/17</td>
<td>Exercise #9: Original research</td>
<td></td>
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<tr>
<td>Thursday, 4/19</td>
<td>Mandatory editing workshop</td>
<td>APA Manual: 225-242</td>
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<tr>
<td>Tuesday, 4/24</td>
<td>Mandatory editing workshop</td>
<td>APA Manual: 225-243</td>
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<tr>
<td>Thursday, 4/26</td>
<td>Presentations</td>
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<tr>
<td>Tuesday, 5/1</td>
<td>Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, 5/3</td>
<td>Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, 5/8</td>
<td>Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, 5/10</td>
<td>Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday May 16</td>
<td>TAKE HOME FINAL &quot;EXAM&quot;</td>
<td>See final exam guidelines on Canvas: Proposal for original research</td>
<td>DUE ON CANVAS AT 12:15PM</td>
</tr>
</tbody>
</table>
General Education Assessment Schedule

Area Z: WRITTEN COMMUNICATION II

Course Prefix and Number:  KIN 100W  
Course Title:  Writing Workshop  
Course Coordinator:  Daniel Murphy  
E-mail:  daniel.murphy@sjasu.edu  
Submission Date:  May 2018  
College:  Health & Human Sciences  

End of next Program Planning cycle (Self Study due to Dean; see Program Planning) Spring 2024

Instructions: Each GE assessment schedule must indicate the plan for assessing all SLOs during the program planning cycle (beginning with the AY of the last PP Self Study and concluding with the last full AY prior to the year in which the PP Self Study is due). Departments may assess any combinations of SLOs in a given year, but they must assess all GE area SLOs in a program review cycle. Some assessment of the course is required each academic year.

<table>
<thead>
<tr>
<th>GE Student Learning Objective</th>
<th>When will this SLO be assessed?</th>
</tr>
</thead>
</table>
| SLO 1: Students shall be able to produce discipline-specific written work that demonstrates upper-division proficiency in:  
  - language use  
  - grammar  
  - clarity of expression | Fall 2018  
  Spring 2019  
  Summer 2019 (if offered)  
  Fall 2023 |
| SLO 2: Students shall be able to explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse | Fall 2019  
  Spring 2020  
  Summer 2020 (if offered) |
| SLO 3: Students shall be able to organize and develop essays and documents for both professional and general audiences | Fall 2020  
  Spring 2021  
  Summer 2021 (if offered) |
| SLO 4: Students shall be able to organize and develop essays and documents according to appropriate editorial and citation standards | Fall 2021  
  Spring 2022  
  Summer 2022 (if offered) |
| SLO 5: Students shall be able to locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing | Fall 2022  
  Spring 2023  
  Summer 2023 (if offered) |

Other: (optional; e.g. diversity, writing):

This assessment schedule must be electronically submitted to <curriculum@sisu.edu>, by the department chair, to the Office of Undergraduate Studies with an electronic copy to the home college. Assessment schedules for all GE courses are due October 1 of the AY in which the PP Self Study is due.
General Education Annual Course Assessment Form

Course Number/Title ___KIN100W Writing Workshop___ GE Area ______Z__________

Results reported for AY ____2013-2014__ # of sections ____5________ # of instructors ____3____

Course Coordinator: ___Daniel Murphy_____________ E-mail: ______daniel.murphy@sjsu.edu_______

Department Chair: ___Matthew Masucci__________ College: CASA____________

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

SLO3: Organizing and developing essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

SLO 4: Demonstrated ability to express issues related to diversity (equity and social justice) in written and/or oral form(s).

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

SLO3: 1 section, 22 students assessed. 90% demonstrated average or higher achievement of this SLO; 36% demonstrated a high level of achievement.

SLO4: 1 section, 24 students assessed. 92% demonstrated average or higher achievement of this SLO; 79% demonstrated a high level of achievement.

Student mastery of SLO#3 and #4 was assessed by grading student performance on the, “Final Scholarly Research Paper.” The final research paper included 9-12 pages of written text (Title page, TOC, Abstract, Introduction, Methods, Results, Discussion, References), in APA style, with a minimum of 13 references. Students were graded on their abilities to: develop a focused and thoughtful research question and thesis that involved challenging significant research; integrate multicultural and interdisciplinary considerations and perspectives; synthesize information from a wide range of relevant sources, both print and electronic, relevant to the thesis; develop logical organization with unity developed from the thesis and clear connections among ideas; show a smooth integration of ideas with paraphrased and quoted material; develop clearly supported conclusions by citing relevant, convincing evidence; and engage in effective communication of the results of research to convey an original understanding (researcher’s voice) with clear, unified concluding ideas. Students were to demonstrate clear writing that exhibits proper grammar, word choice, and spelling consistent with APA.
format and citation style. Grading criteria included, but were not limited to, organization, logic, clarity, grammar, and punctuation.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

The course coordinator will meet with all 100W course instructors to re-align preexisting assignments, or develop new assignments, to meet criteria of the new SLOs listed in University Policy S14-5. Across KIN 100W courses, the same assignments will be used by all instructors to assess each SLO in order to improve coordination, analysis, and reporting of SLO data. SLO#1 under University Policy S14-5 will be implemented in Fall 2014. An assessment schedule for the new SLOs will be developed and implemented end of Fall 2014 semester. Data collection for the new SLO#1 will be collected beginning Fall 2014.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

The course coordinator will work closely with GE committee members, undergraduate committee chair, and KIN100W course instructors to align assignments with new SLOs. Formal and informal meetings will be held to discuss best practices in the course and to ensure that all instructors meet the new guidelines established in S14-5.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing.

This Area Z course is offered in Fall/Spring semesters, with an average 2 sections per semester, and has a maximum cap of 25 students per section. Students meet and exceed the minimum word count through an extensive series of research writing assignments including: topic proposal (1,500 words), annotated bibliography (4,500 words), abstract (200 words); problem statement (1,200 words), outline (1,200 words), final paper rough drafts x2 (2,400), final paper (3,600 words) for a minimum total of 14,600 words. In addition, all assignments (accompanied with detailed rubrics and supporting materials) are uploaded to Canvas and linked to Turnitin.com. To ensure student success, students are encouraged to use campus resources including the SJSU Writing Center, Peer Connections, Library Services, and the CASA Student Success Center on a regular basis. Current assignment alignment with new SLOs is in process and will be revisited at the end of each semester.
General Education Annual Course Assessment Form

Course Number/Title: KIN100W Writing Workshop  GE Area: Z

Results reported for AY: 2014-2015  # of sections: 5  # of instructors: 3

Course Coordinator: Daniel Murphy  E-mail: daniel.murphy@sjsu.edu
Department Chair: Matthew Masucci  College: CASA

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1
To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

SLO 1: Students shall be able to produce discipline-specific written work that demonstrates upper-division proficiency in: language use, grammar, clarity of expression.

SLO 2: Students shall be able to explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

SLO1: 2 sections, 46 students assessed. 90% demonstrated average or higher achievement of this SLO; 36% demonstrated a high level of achievement.

SLO2: 1 section, 24 students assessed. 92% demonstrated average or higher achievement of this SLO; 79% demonstrated a high level of achievement.

Student mastery of SLO#1 was assessed by grading student performance on the, “Final Scholarly Research Paper.” The final research paper included 9-12 pages of written text (Title page, TOC, Abstract, Introduction, Methods, Results, Discussion, References), in APA style, with a minimum of 13 references. Students were graded on their abilities to: develop a focused and thoughtful research question and thesis that involved challenging significant research; integrate multicultural and interdisciplinary considerations and perspectives; synthesize information from a wide range of relevant sources, both print and electronic, relevant to the thesis; develop logical organization with unity developed from the thesis and clear connections among ideas; show a smooth integration of ideas with paraphrased and quoted material; develop clearly supported conclusions by citing relevant, convincing evidence; and engage in effective communication of the results of research to convey an original understanding (researcher’s voice) with clear, unified concluding ideas. Students were to demonstrate clear writing that exhibits proper grammar, word choice, and spelling consistent with APA.
format and citation style. Grading criteria included, but were not limited to, organization, logic, clarity, grammar, and punctuation.

Student mastery of SLO#2 was assessed by grading student performance on the, “Problem Statement” assignment. Students are required to write the introduction of an empirical article which must include the statement of the problem, related background information from two scholarly and empirical journal articles, a problem statement, and a hypothesis. Points will be based on organization, logic, clarity, grammar (includes use of active voice), punctuation, and APA format. Detailed information on this assignment will be provided.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

The course coordinator will meet with all 100W course instructors to further discuss SLO re-alignment with preexisting assignments, or develop new assignments, to meet criteria of the new SLOs listed in University Policy S14-5. Across KIN 100W courses, the same assignments will continue to be used by all instructors to assess each SLO in order to improve coordination, analysis, and reporting of SLO data. SLO#1 under University Policy S14-5 was implemented in Fall 2014. An assessment schedule for the new SLOs was developed and implemented at the start of Fall 2014 semester. Data collection for the new SLOs began Fall 2014.

Part 2
To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

As mentioned above, the course coordinator will work closely with G.E. committee members, GE committee chair, and KIN100W course instructors to align assignments with new SLOs. Formal and informal meetings will be held to discuss best practices in the course and to ensure that all instructors meet the new guidelines established in S14-5.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing.

This Area Z course is offered in Fall/Spring semesters, with an average 2 sections per semester, has a maximum cap of 25 students per section. Students meet and exceed the minimum word count through an extensive series of research writing assignments including: Topic Proposal (1,500 words), Annotated Bibliography (4,500 words), Abstract (200 words); Problem Statement (1,200 words), Outline (1,200 words), Final Paper Rough Drafts x2 (2,400), Final Paper (3,600 words) for a minimum total of 14,600 words. In addition, all assignments (accompanied with detailed rubrics and supporting materials) are uploaded to Canvas and linked to Turnitin.com. To ensure student success, students are encouraged to use campus resources including Writing Center, Peer Connections, Library Services, & the CASA Student Success Center on a regular basis.
General Education Annual Course Assessment Form

Course Number/Title: KIN 100W Writing Workshop GE Area: 7

Results reported for AY: 2015-2016 # of sections: 7 # of instructors: 5

Course Coordinator: Daniel Murphy E-mail: daniel.murphy@sjsu.edu

Department Chair: Matthew Masucci College: CASA

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1
To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

Fall 2015 - SLO 3: Students shall be able to organize and develop essays and documents for both professional and general audiences.

Spring 2016 - SLO 4: Students shall be able to organize and develop essays and documents according to appropriate editorial and citation standards.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

SLO#3: 2 sections (1 section assessed), 25 students assessed. 100% demonstrated average or higher achievement of this SLO; 64% demonstrated a high level of achievement.

Student mastery of SLO#3 was assessed by grading student performance on the “Resume Assignment.” Students were assessed on this SLO based on their abilities to write a cover letter, thank you letter, and a resume, which were specific to a job announcement in the profession. Students were also required to sign up with the SJSU Career Center with Sparta Jobs, and develop a LinkedIn Profile. Points were based on organization, clarity, brevity, grammar (including use of action verbs), punctuation, and marketing effectiveness.

SLO#4: 5 sections (3 sections assessed), 63 students assessed. 92% demonstrated average or higher achievement of this SLO; 59% demonstrated a high level of achievement.

Student mastery of SLO#4 was assessed by grading student performance on the “Annotated Bibliography.” Students researched and developed an annotated bibliography that included 13 scholarly sources published within the past 10 years. At least 3 of these sources illuminated multicultural considerations. References also included 3-5 .gov or non-profit websites. For each source, a correct APA reference citation was included. Under each reference citation, a paragraph summary of 5-8 sentences was included: 1) summarized the main argument of the source; 3) relayed the implications of the research; 3) identifies the intended audience; 4) compared and/or contrasted the source to another, specific, source in the bibliography; 5) explained how this source will be helpful in answering research questions.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)
The course coordinator will continue to meet with all 100W course instructors to further discuss SLO realignment with preexisting assignments, or develop new assignments, to meet criteria of the new SLOs listed in University Policy S14-5. Across KIN 100W courses, the same assignments will continue to be used by all instructors to assess each SLO in order to improve coordination, analysis, and reporting of SLO data. SLO#1 under University Policy S14-5 was implemented in Fall 2014. An assessment schedule for the new SLOs was developed and implemented at the start of Fall 2014 semester. Data collection for the new SLOs began Fall 2014.

Part 2
To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

As mentioned above, the course coordinator will continue to work closely with G.E. committee members, GE committee chair, and KIN100W course instructors to align assignments with new SLOs. Formal and informal meetings are held to discuss best practices in the course and to ensure that all instructors meet the new guidelines established in S14-5.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing.

This Area Z course is offered in Fall/Spring semesters, with 2-5 sections offered per semester, has a maximum cap of 25 students per section. Students meet and exceed the minimum word count through an extensive series of research writing assignments including: Topic Proposal (1,500 words), Annotated Bibliography (4,500 words), Abstract (200 words); Problem Statement (1,200 words), Outline (1,200 words), Final Paper Rough Drafts x2 (2,400), Final Paper (3,600 words) for a minimum total of 14,600 words. In addition, all assignments (accompanied with detailed rubrics and supporting materials) are uploaded to Canvas and linked to Turnitin.com. To ensure student success, students are encouraged to use campus resources including Writing Center, Peer Connections, Library Services, & the CASA Student Success Center on a regular basis.
General Education Annual Course Assessment Form

Course Number/Title: KIN100W Writing Workshop GE Area: Z

Results reported for AY: 2016-2017 # of sections: 10 # of instructors: 6

Course Coordinator: Daniel Murphy E-mail: daniel.murphy@sjsu.edu

Department Chair: Matthew Masucci College: CASA

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1
To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

Fall 2016 - GELO 5: Students shall be able to locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

Spring 2017 - GELO 1: Students shall be able to produce discipline-specific written work that demonstrates upper-division proficiency in: language use, grammar, & clarity of expression.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

SLO#5: 5 sections (3 section assessed), 71 students assessed, 89% demonstrated average or higher achievement of this GELO; 64% demonstrated a high level of achievement.

Student mastery of GELO#5 was assessed by grading student performance on the "Outline" (10% of overall grade). Students researched and developed a detailed annotated outline built out of the annotated bibliography assignment. It included a minimum of 13 scholarly sources published within the past 10 years. The purpose of this assignment was to locate, organize, and synthesize academic research effectively in order to better develop a comprehensive framework for the scholarly research paper assignment. Students created hierarchical ordering of the major sections of an APA literature paper: title page, TOC, abstract, Introduction, methods, L1 headers, discussion, and ref page. It was required that students included the major points they intended to make, used complete phrasing, included key words, cited header designations, and placed references after sub-bullet points. Students synthesized information from a wide range of relevant sources, both print and electronic, relevant to the outline, which were balanced, and critically evaluated for credibility and objectivity. Students engaged in logical organization with unity developed from the thesis and clear connections among ideas. Student outlines were graded on proper grammar, spelling, structure, detail, bulleted, APA format and citation style, organization, clarity, punctuation, depth of detail, formatting, use of headers, use of sub-bullets, levels of headings, reference choices, and reference amount. Length was 3-5pp. The outline satisfied course learning objectives a, b, c, e, and f.

SLO#1: 5 sections (3 section assessed), 68 students assessed, 88% demonstrated average or higher achievement of this GELO; 46% demonstrated a high level of achievement.

Student mastery of GELO#1 was assessed by grading student performance on the "Scholarly Research Paper" (20% of overall grade; min 2,500 words), not including the title, TOC, abstract, and references.
pages. The final scholarly research paper involved the development of a focused and thoughtful research question and thesis that involved collection and synthesis of challenging significant research. Students synthesized information from a wide range of relevant sources, both print and electronic, relevant to the thesis, and critically evaluated these sources for credibility. Students engaged in logical topic organization with unity developed from the thesis and clear connections among ideas. Grading focused was, in part, placed on whether the cited researchers' ideas were integrated smoothly with paraphrased and quoted material with all conclusions clearly supported by relevant, convincing evidence. Students were graded on how effectively they communicated the results of research to convey an original understanding (researcher's voice) with clear, unified concluding ideas. Evaluation also criteria included: (a) development of clear thesis, research questions, objectives, and scope; (b) synthesis, critical analysis and application of the literature; (c) adherence to the assignment guidelines; (d) citations, references, and format; (e) syntax, grammar, and spelling; (f) originality and creativity. Detailed grading rubrics were provided on the course Canvas sites.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

The course coordinator will continue to meet with all 100W course instructors to further discuss GELO realignment with preexisting assignments, or develop new assignments, to meet criteria of the new GELOs listed in University Policy S14-5. Across KIN 100W courses, the same assignments will continue to be used by all instructors to assess each GELO in order to improve coordination, analysis, and reporting of GELO data. GELO#5 under University Policy S14-5 was implemented in Fall 2014. An assessment schedule for the new GELOs was developed and implemented at the start of Fall 2014 semester. Data collection for the new GELOs began Fall 2014.

Part 2
To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

As mentioned above, the course coordinator will continue to work closely with G.E. committee members, the undergraduate committee chair, and KIN100W course instructors to align assignments with new GELOs. Formal and informal meetings are held to discuss best practices in the course and to ensure that all instructors meet the new guidelines established in S14-5. A detailed Canvas site is regularly maintained where course materials, GE data, and more are housed and accessed by all instructors and the Department Chair.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing.

This Area Z course is offered in Fall/Spring semesters, with 5 sections offered per semester, has a maximum cap of 25 students per section. Students meet and exceed the minimum word count through an extensive series of research writing assignments including: Topic Proposal (1,500 words), Annotated Bibliography (4,500 words), Abstract (200 words); Problem Statement (1,200 words), Outline (1,200 words), Final Paper Rough Drafts x2 (2,400), Final Paper (3,600 words) for a minimum total of 14,600 words. In addition, all assignments (accompanied with detailed rubrics and supporting materials) are uploaded to Canvas and linked to Turnitin.com. To ensure student success, students are encouraged to use campus resources including Writing Center, Peer Connections, Library Services, & the CASA Student Success Center on a regular basis.
KIN 101

Sport in America
KIN 101– Sport in America

KIN 101 is certified in Area S of SJSU Studies. Typically 2-3 sections are offered during the fall and spring semesters. Over the last 5 years (2012-2017), student achievement of each GELO was assessed at least two times, as shown in the table below. (Annual Assessment Reports are attached.)

<table>
<thead>
<tr>
<th>GELO</th>
<th>Semester/Year</th>
<th>High</th>
<th>Average</th>
<th>Marginal or Did Not Achieve</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>GELO 1</td>
<td>Spring 2014</td>
<td>59%</td>
<td>37%</td>
<td>6%</td>
<td>Critical Sport Autobiography</td>
</tr>
<tr>
<td></td>
<td>Spring 2016</td>
<td>60%</td>
<td>36%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>GELO 2</td>
<td>Fall 2012</td>
<td>59%</td>
<td>34%</td>
<td>7%</td>
<td>Social and Political Actions in the Arena</td>
</tr>
<tr>
<td></td>
<td>Winter 2013</td>
<td>51%</td>
<td>49%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall 2014</td>
<td>64%</td>
<td>31%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 2017</td>
<td>57%</td>
<td>31%</td>
<td>12%*</td>
<td>Social and Political Actions in the Arena</td>
</tr>
<tr>
<td>GELO 3</td>
<td>Spring 2013</td>
<td>41%</td>
<td>52%</td>
<td>7%</td>
<td>Social and Political Actions in the Arena</td>
</tr>
<tr>
<td></td>
<td>Spring 2015</td>
<td>53%</td>
<td>42%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>GELO 4</td>
<td>Fall 2013</td>
<td>57%</td>
<td>37%</td>
<td>6%</td>
<td>Social and Political Actions in the Arena</td>
</tr>
<tr>
<td></td>
<td>Fall 2015</td>
<td>53%</td>
<td>40%</td>
<td>7%</td>
<td></td>
</tr>
</tbody>
</table>

*6% did not submit the assignment used to assess student achievement of GELO 2

All sections of KIN 101 use a common course syllabus and textbook. The two key assignments linked to the Area S GELOs (Critical Sport Autobiography and Social and Political Actions in the Arena) are required in all sections. The writing requirement is met by these two formal writing assignments as well as in-class writing: Critical Sport Autobiography - 4-6 pages, Social and Political Actions in the Arena – 5-7 pages, in-class writing or discussion posts: 3-6 pages.

The Critical Sport Autobiography paper requires students to write about how play, game, sport, and/or physical activity participation contributes to their identity (i.e., race, ethnic, cultural, class, gender, sexual orientation, etc.). Their personal content is discussed in relation to relevant theoretical issues which requires synthesizing information from at least five primary sources.

The final research paper, Social and Political Actions in the Arena, requires students to identify an individual or group in sport that has been subjected to some form of oppression or injustice, outlining the historical and social processes involved, and describing a social action taken by that individual or group in the fight for greater equality. Students are expected to relate how the struggle for equality and justice related to the larger social, cultural, and historical contexts, as well as how structured inequalities in society at large can influence and shape sporting practices. The paper includes six sections: (1) Introduction, (2) Social/Sport Oppression or Inequality, (3) Social/Sports Action, (4) Resistance to Change, (5) Effect on American Society and Culture, and (6) Conclusion. Examples of topics include: (a) The Black Power Movement, 1960s, track and field, boxing, football or basketball, (b) Gender discrimination in sport and Title IX, (c) Latino baseball players and labor exploitation, (d) LGBTQ athletes and sexual discrimination, and (5) Gay athletes
in men’s professional team sports in the US. Students incorporate at least five primary research articles into their papers.

Although the two common writing assignments are working well to assess student achievement of the GELOs, it was noted that some students focus more on bibliographic information for their final paper rather than critical analysis. Thus, faculty teaching the course are spending additional time in class discussing expectations for the paper; highlighting how issues discussed in class are historically, politically, socially, and economically situated; as well as identifying specific groups that can be addressed. Faculty are now approving topics so fewer students get “off-track” and fail to meet the GELOs. Assignment outlines have been modified to provide students with greater clarity on the expectations for their papers. Additionally, instructors spend more time in class discussing how to develop and research sport sociology topics.

A common grading rubric for the two written papers is not currently used by all instructors. However, we have worked to better refine the assessment process. Although the two written papers were developed to specifically target the GELOs, grades on the papers may be affected by grammar and writing, as well as whether the paper is submitted on time or late. Thus, instructors now assign a rating of high, average, or marginal/did not achieve the GELO to each paper based on content only. However, the grade the student earns is based on all criteria, including content, writing, use of appropriate professional references, formatting, etc.

Faculty who teach KIN 101 meet periodically to discuss teaching strategies, including what works well and what needs modification. A Canvas site for faculty teaching the course includes resources for KIN 101 instructors.
Syllabus Template.
Highlighted information needs to be inserted by the instructor, or may be modified or deleted.

San José State University
CASA/Department of Kinesiology
KIN 101, Sport in America, Section #, Semester & Year

Instructor: (Insert)
Office Location: (Insert)
Telephone: (408) (Insert)
Email: (Insert)
Office Hours: (Insert)
Class Days/Time: (Insert)
Classroom: (Insert)

Prerequisites: Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.

GE/SJSU Studies Category: Area S

Students are strongly encouraged to satisfy GE Areas R, S, and V with courses from departments other than the major department. Completion of, or co-registration in, a 100W course is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students (University Policy S12-9).

Faculty Web Page and MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at [http://www.sjsu.edu/people/firstname.lastname](http://www.sjsu.edu/people/firstname.lastname) and/or on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MYSJSU (or other communication system as indicated by the instructor) to learn of any updates.

Course Description
The role of sport (recreational and professional) as a social, political and economic institution in American society. Critical examination of contemporary issues affecting sport and sport involvement by diverse cultural groups within American society. Not open to Kinesiology majors or minors for major/minor credit.

This course deals with sport as a pervasive and politicized form of culture in the United States. Central to “Sport in America” are the ways in which sport shapes the identities of people across diverse social groups (race, ethnicity, class, gender, sexual orientation, age, and ability) within
Highlighted information needs to be inserted by the instructor, or may be modified or deleted.

the context of larger social and cultural forces. Social meanings and the experiences associated with sport participation for these diverse groups are directly related to ideology and power in society, for not only is sport a microcosm of larger society, but an institution in which individuals and groups can struggle against discrimination and oppression to attain a greater degree of agency. In other words, sport can reproduce and reinforce dominant beliefs and values, or serve as a landscape for social transformation and increased equality and social justice.

General Education Learning Outcomes (GELOs) for Area S
Upon successful completion of this course, students will be able to:

GELO 1: describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality

Assessment: Critical Sport Autobiography Paper

The idea that identities are socially-constructed and intimately tied to issues of power and privilege is central to the course. Students will explore how their identities are shaped in part by the dominant values and norms of American society, and how the largely conservative institution of sport attempts to teach individuals from diverse social groups to conform to the values and norms of the dominant American culture. Students will also examine how characteristics that are unique to sport can contribute to identity formation that sometimes runs counter to prevailing societal norms (e.g. athlete privileges within legal system, proscribed violence within hockey, culture of misogyny within football locker rooms). The interaction between athletic identity and other lines of identity (e.g. racial, ethnic, gender, sexual orientation, disability, age) will also be central to “Sport in America.”

GELO 2: describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the United States

Assessment: Social and Political Actions Research Paper & Online Discussion Postings

Historical, socio-cultural, political, and economic processes that have contributed to increased social justice within sport, as well as forces that have impeded greater equality, autonomy, and social justice within American sport will be examined. Through engaging with topics such as the desegregation of baseball, the corporatization of professional and college sport, and the institutionalization of sport within the U.S. educational system from various theoretical perspectives, students will be in a favorable position from which to critique the various social processes at work within sport.
Syllabus Template.

Highlighted information needs to be inserted by the instructor, or may be modified or deleted.

GELO 3: describe social actions which have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

Assessment: Social & Political Actions Research Paper

How power manifests itself in American sport, and how athletes from diverse social groups negotiate for increased autonomy and opportunity within the confines of sport will be examined. Specifically, students will identify and discuss forms of material (e.g. financial compensation), status (e.g. prejudice, insults), and ideological (justification for keeping non-whites out of country club golf courses) domination that have occurred in sport, and the social actions athletes have taken in their efforts to resist the dominant power structure through open, as well as more subtle, means. Students will also be able to describe how athletes' struggles have worked to promote change in other spheres of American life (e.g. Billie Jean King's victory as larger social commentary on gender relations).

GELO 4: recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Assessment: Social & Political Actions Research Paper

Constructive interactions between people of various cultural, racial, and ethnic groups in the sporting arena will be examined, as well as how these interactions inform/are informed by power relations. Students will analyze times when interactions between individuals from different cultural, racial, and ethnic groups have given rise to tension, followed by dialogue and negotiation. A final aspect of this objective involves the contention that sport has the potential to provide a common language that may facilitate more harmonious relations between diverse groups outside of sport.

Required Texts/Readings


Course reader is available online as a free PDF – see Canvas course web site.

Classroom Protocol & Policies

- Students are expected to be courteous during class. Any student engaging in disruptive behavior may be asked to leave. Please turn off all cell phones, pagers, PDAs or other electronic devices. The use of anything that beeps or vibrates during class is disruptive and will not be tolerated. Using a device, even silently, such as texting or web surfing, is distracting, and students who engage in these actions may be asked to leave. Further disruption may be cause for the student's behavior to be reported to the SJSU Office of Student Conduct and Ethical Development.

- All materials must be original works of the student and typed with text and references in APA format.
Syllabus Template.

Highlighted information needs to be inserted by the instructor, or may be modified or deleted.

- Assignments are due at the beginning of class on the assigned date. Papers are to be used for this class only.

- Late papers will be penalized 1/3 of a letter grade for each day late.

- There are NO make-ups on the quizzes, with the exception of officially sanctioned University activities or serious and compelling personal circumstances. So, it will be important to regularly attend class.

- Only under extreme circumstances will an "incomplete" grade be earned, and use of the "incomplete" grade will be consistent with SJSU policies.

- Students are encouraged to check the course homepage at least once a week for various websites and other information (e.g., quiz/exam hints, current events) related to sport and culture.

- Class will be a combination of lecture, seminar, small group discussion, in-class reflection and writing, and watching/reflecting on videos. Since a significant portion of the course is driven by discussion and dialogue, it will be extremely important for each student to thoroughly read each assignment before arriving to class on the day that each topic is discussed. In other words, a considerable part of the success of this class is dependent on your thoughtful contributions.

- While perspectives on particular, often controversial, topics may vary, it is expected that the classroom environment will remain a respectful space to have meaningful discussions about the role and impact of sport in contemporary American society.

- For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of both instructors. Papers must be submitted to turnitin.com.

Assignments

Critical Sport Autobiography Paper

With the idea that identity is intimately tied to issues of power and privilege, and is importantly shaped by societal forces, students will write a critical autobiography about how play, game, sport, and/or physical activity participation have contributed to their identity (race, ethnic, cultural, class, gender, sexual orientation, etc.). Think about what sport or games you played growing up, with whom did you/do you play, and which people influenced you the most in your play. Informal games or organized sport should be included, as well as any other relevant activities. You are the expert on your story, but avoid simply documenting your participation in sport; rather, pay attention to the impact, both positive and negative, that your sport participation has had on your understanding of who you are and how it has helped to inform your identity. Regardless of whether you have ever been a "superstar," we are interested in your thoughtful reflections on your experiences of how sport has informed your identity. It is expected that students will incorporate a discussion of relevant theoretical issues in this paper as well as utilize appropriate primary resources to reference important themes.
Highlighted information needs to be inserted by the instructor, or may be modified or deleted.

Students are required to cite at least five primary sources (i.e., academic journal articles) in the paper using APA format. The required length of the paper is 4-6 double-spaced, typewritten pages. Criteria for evaluation of the paper include: (1) content, (2) integration of relevant class theory and materials/references, (3) writing clarity, and (4) originality. See online rubric for details.

Social and Political Actions Research Paper
For this assignment, students will identify an individual or group in sport that has been subjected to some form of oppression or injustice, and describe social actions taken by the individual or group in its struggle for greater equality and power. In the paper, outline the arguments made by those who attempted to resist change. Attempt to tie issues raised with larger social issues outside of sport, and describe how the actions taken by the chosen individual or group have or have not affected American society and culture. Some suggested topics might involve individuals or groups that have been confronted by oppressive or unjust practices/policies related to issues of race, ethnicity, class, gender, sexual orientation, religion, disability, or age. Students are encouraged to draw from the entire history of American sport for this assignment. Cite at least five primary sources (i.e. academic journal articles) in the paper using APA format. Paper topics must be approved by the instructor. The required length of the paper is 5-7 double-spaced, typed pages. Criteria for evaluation of the paper include: (1) content, (2) organization/structure (3) integration of relevant theory and class materials, (4) writing clarity, and (5) originality. See online rubric for details.

Online Postings: There will be 13 weekly online postings on Canvas regarding class materials and readings. Post within week-window for full credit – 10 points.; post after window closes/late for half credit – 5 points; Total 130 points/10 postings.

Participation: The participation grade includes hand-outs, in-class writing assignments, and quizzes.

- Hand-outs: 3 handouts during the semester (6 – 16 points each). All handouts posted online in Canvas dropboxes.

- In-Class Writing: Students will engage in critical reflection and problem solving for a series of short, in-class writing assignments. Students will be evaluated on the following criteria: (1) content, (2) clarity and conciseness of response, and (3) ability to generate creative ideas.

- Quizzes: There will be 2 quizzes during the semester. While the focus will be on the readings assigned for the day of the quiz, everything covered since the previous quiz is fair game! In other words, it will be necessary to read and understand the required material to pass the quizzes. These points will go toward the participation grade.

Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
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</tr>
<tr>
<td>Final Exam</td>
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</tr>
<tr>
<td>Critical Sport Autobiography Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Social &amp; Political Actions Research Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Online Postings</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
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KIN 101 Section #, Semester, Year
Assignment of Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>E</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

0.5 and above in final grade calculations are rounded up - e.g., 86.5% rounds up to 87% = B plus. 86.4% = B.

University Policies

- SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at [http://www.sjsu.edu/senate/docs/S12-3.pdf](http://www.sjsu.edu/senate/docs/S12-3.pdf).

- Note that University policy F69-24 at [http://www.sjsu.edu/senate/docs/F69-24.pdf](http://www.sjsu.edu/senate/docs/F69-24.pdf) states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

- Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at [http://www.sjsu.edu/senate/docs/F13-1.pdf](http://www.sjsu.edu/senate/docs/F13-1.pdf) for more details.

- Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)
KIN 101 / Sport in America, **Semester & Year**  
**Course Schedule**  
(subject to change with advance notice)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Introduction to Course</strong></td>
<td>Text: Chapter 1 “The sociological analysis of sport”</td>
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<tr>
<td></td>
<td>Aug. 24</td>
<td>Introduction: Responsibilities, expectations, and course objectives</td>
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<tr>
<td>1</td>
<td>Aug. 26</td>
<td><strong>Sport Studies: Why study sport? Sport as a cultural form</strong></td>
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<td><strong>Sport and Social Theory – Becoming critical consumers of sport</strong></td>
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<td>Introduction to theories and critical reading of sport as a cultural practice</td>
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<td>Social theories and sport: Using &quot;lenses&quot; to interpret sport</td>
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<td><em>Post: Social theories</em></td>
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</table>
| 2    | Aug. 31 | **Sport and Social Action/ Social Intervention** | Class Reader: "Using social theories: What can they tell us about sports in society" – J. Coakley  
Text: Chapter 2 “Social and cultural sources of the rise of sport in North America” |
|      |         | Social actions within sport |  |
|      |         | Social Action Handout – (Online – In-class writing #1 – Jocks for Social Justice – Due 9/9  
*Post: Social Action* |  |
|      | Sep. 2  | Video: “Carlos & Smith” |  |
| 3    | Sep. 7  | **No Class – Labor Day** | Class Reader: “Where are the jocks for justice?” – K. Candaele & P. Dreier |
|      | Sep. 9  | **Sport, character, and values: Do dominant social and cultural values influence sport?** | Class Reader: “The Activist Athlete” – M. Chass  
Text: Chapter 3 “Sport and societal values” |
<p>|      |         | Sport and socialization/values #1 – Jocks for Social Justice – Due |  |
|      |         | <em>Post: Social Values</em> |  |</p>
<table>
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<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Sep. 14</td>
<td>4</td>
<td><strong>Youth sport &amp; high school sport</strong></td>
<td>Video: Playing to Extremes</td>
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<td><em>Playing to Extremes Handout (Online - In class Writing #2)</em> – Due Sep. 23</td>
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<tr>
<td>Sep. 16</td>
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<td></td>
<td>Post: Youth Sport</td>
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<tr>
<td>Sep. 21</td>
<td>5</td>
<td><strong>Controversies in intercollegiate sport</strong></td>
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<td>Student-athletes or athlete-students &amp; agency in college sport</td>
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<tr>
<td>Sep. 23</td>
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<td>Playing to extremes handout due</td>
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<td></td>
<td><em>Post: NCAA</em></td>
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<tr>
<td>Sep. 28</td>
<td>6</td>
<td><strong>Sport, economics, and social class</strong></td>
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<td>Social class and sport involvement</td>
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<tr>
<td>Sep. 30</td>
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<td><em>Post: Sports &amp; SES</em></td>
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<tr>
<td>Oct. 5</td>
<td>7</td>
<td><strong>Sport, politics, and (inter)national identity</strong></td>
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<td>Sport and the political process</td>
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<tr>
<td>Oct. 7</td>
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<td><em>Critical Sport Autobiography Due</em></td>
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<td></td>
<td></td>
<td><em>Post: Sport &amp; Corporatization</em></td>
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<tr>
<td>Oct. 12</td>
<td>8</td>
<td><strong>Catch-up</strong></td>
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<tr>
<td>Oct. 14</td>
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<td><em>Post: Sport &amp; Politics</em></td>
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<tr>
<td>Oct. 19</td>
<td>9</td>
<td><strong>Sport and the economy</strong></td>
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<tr>
<td>Oct. 21</td>
<td></td>
<td></td>
<td>Characteristics of big-time sport/sports market</td>
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</tbody>
</table>

Text: Chapter 4 & 5 "Children and sport" & "Interscholastic sport"

Text: Chapter 6 "Intercollegiate sport"

Class Reader: "Sport participation and women's personal empowerment: Experience of the college athlete" – Blinde, Taub, & Han

Text: Chapter 12 "Sport, social stratification, and social mobility"

Text: Chapter 9 "Sport and politics"

Class Reader: "Sports, war, and ideological imperialism" – G. Gems

Catch-up

Text: Chapter 10 "Sport and the economy"
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Notes</th>
</tr>
</thead>
</table>
| Oct. 28| Sport and drugs: Polemics and politics                             | Class Reader: “Life is a contact sport” – S. Dubner  
The ethics of drug use and drug testing  
Text: Chapter 7 “Social problems and North American sport” |
| Oct. 28| Sport & violence  
Video: “Dying to win” (Online in-class writing #3)  
Post: Drugs  
Post: Violence |                                                                                                                                            |
| Nov. 2 | Sport and hazing: Polemics and politics  
Handout: Dying to win due | Text: Chapter 11 “Sport and the mass media”  
Class Reader: “The gender of audience building: Televised coverage of women’s and men’s NCAA basketball” – Messner, Duncan, & Wachs  
Class Reader: “Media coverage of women's sport” – G. Cunningham  
Video: Playing Unfair (in-class writing) |
| Nov. 4 | Sport and the media  
Media: The necessary “evil”?  
Women and the sport media: Do media producers perpetuate gender inequality?  
Post: Hazing |                                                                                                                                            |
| Nov. 9 | Gender – Masculinity  
Sport and identity politics/politics of identity: How does sport inform our identity?  
Hegemonic masculinity: Making men through sport  
Video Toughguise  
Post: Sport and Gender | Text: Chapter 14 “Gender in North American sport: Continuity and change” (overview for next several classes)  
Women’s sport participation and Title IX  
Class Reader: “Gender equity in college sports: 6 views” – The Chronicle of Higher Education  
Class Reader: “Challenges to male hegemony in Sport” – L. Bryson |
| Nov. 11| No Class – Veteran’s Day                                           |                                                                                                                                            |
| Nov. 16| Sexual orientation  
Gay & lesbian issues in sport  
Playing unfair: Media images of female athletes  
Video: Gay in sport - BBC | Class Reader: “Homophobia in women’s sport: The fear that divides us” – P. Griffin  
Class Reader: “Blood, sweat, and jeers: The impact of the media’s” |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 18</td>
<td>Social &amp; Political Actions Research Paper, Final Topic Approval – Post Online</td>
<td>Historically, portrayals on perceptions of male and female athletes — Knight &amp; Giuliano</td>
</tr>
<tr>
<td></td>
<td>Post: Sexual Orientation</td>
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<tr>
<td>Nov. 23</td>
<td>Race, ethnicity &amp; multiculturalism</td>
<td>Text: Chapter 13 &quot;Racial-ethnic minorities in sport&quot; (overview for the next several classes)</td>
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<td></td>
<td>Video: Race: The power of illusion</td>
<td>“Sport, racism, and young women” — T. Lovell</td>
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<tr>
<td>Nov. 25</td>
<td>What are race, ethnicity and whiteness?</td>
<td>“Understanding multiculturalism and valuing diversity” — J. DeSensi</td>
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<td>Race Power of Illusion Handout (online in-class writing #3)</td>
<td>“Breaking the taboo” — J. Entine</td>
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<tr>
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<td>African-American experiences in sport</td>
<td>“On your marks, get stereotyped — GO!” — Rassmussen, Esgete &amp; Turner</td>
</tr>
<tr>
<td>Nov. 30</td>
<td>Native Americans and experiences in sport</td>
<td>“Sport, ethnicity and racism: The experience of Asian heritage boys” — McGuire &amp; Collin</td>
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<tr>
<td></td>
<td>Video: “In whose honor” - Native Americans and experiences in sport team mascots</td>
<td>“Who's the man: Sammy Sosa, Latinos, and televsual redefinitions of the “American” pastime” — J. Juffer</td>
</tr>
<tr>
<td>Dec. 2</td>
<td>Post: Sport and race</td>
<td>“Racial and ethnic employment discrimination” — F. Bellemore</td>
</tr>
<tr>
<td>Dec 7</td>
<td>Catch-Up Day</td>
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<td>Last Day of Instruction</td>
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<td></td>
<td>Final Exam Review</td>
<td></td>
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<tr>
<td></td>
<td>Social &amp; Political Actions Research Paper Due</td>
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<tr>
<td>Dec 15</td>
<td>Final</td>
<td><a href="http://info.sjsu.edu/static/schedules/final-exam-schedule-fall.html">http://info.sjsu.edu/static/schedules/final-exam-schedule-fall.html</a></td>
</tr>
</tbody>
</table>
# General Education Assessment Schedule

**Area S: SELF, SOCIETY & EQUALITY IN THE U.S.**

<table>
<thead>
<tr>
<th>Course Prefix and Number:</th>
<th>KIN 101</th>
<th>Course Title:</th>
<th>Sport in America</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Coordinator:</td>
<td>Matt Crockett</td>
<td>E-mail:</td>
<td><a href="mailto:matt.crockett@sjsu.edu">matt.crockett@sjsu.edu</a></td>
</tr>
<tr>
<td>Submission Date:</td>
<td>May 2018</td>
<td>College:</td>
<td>Health &amp; Human Sciences</td>
</tr>
</tbody>
</table>

End of next Program Planning cycle (Self Study due to Dean; see [Program Planning](#)) - Spring 2024

Instructions: Each GE assessment schedule must indicate the plan for assessing all GELOs during the program planning cycle (beginning with the current AY of the last PP Self Study and concluding with the last full AY prior to the year in which the PP Self Study is due). Departments may assess any combinations of GELOs in a given year, but they must assess all GE area GELOs in a program review cycle. Some assessment of the course is required each academic year.

<table>
<thead>
<tr>
<th>GE Student Learning Objective</th>
<th>When will this GELO be assessed?</th>
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</thead>
</table>
| GELO 1: Students will be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality. | Fall 2018  
Spring 2019  
Fall 2022  
Spring 2023 |
| GELO 2: Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. | Fall 2019  
Spring 2020  
Fall 2023 |
| GELO 3: Students will be able to describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age). | Fall 2020  
Spring 2021 |
| GELO 4: Students will be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. | Fall 2021  
Spring 2022 |
| Other: (optional; e.g. diversity, writing) | |

This assessment schedule must be [electronically submitted](mailto:curriculum@sjsu.edu) to [curriculum@sjsu.edu](mailto:curriculum@sjsu.edu), by the department chair, to the Office of Undergraduate Studies with an electronic copy to the home college. Assessment schedules for all GE courses are due **October 1 of the AY in which the PP Self Study is due**.
General Education Annual Course Assessment Form

Course Number/Title: KIN 101, Sport in America

Results reported for AY 2012-2013

Course Coordinator: Daniel Murphy

Department Chair: Shirley Reekie

GE Area: S

# of sections: 7  # of instructors: 3

E-mail: daniel.murphy@sjsu.edu

College: CASA

Part 1: To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

Fall 2012 & Winter 2013 – SLO #2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the United States. (Assessment Data: 4 sections, 137 students)

Spring 2013 – SLO #3: Describe social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups leading to greater equality and social justice in the United States. (Assessment Data: 3 sections, 113 students)

Summer 2013 – No Sections

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

- Fall 2012 (SLO #2) avg. across all sections - 59% of students scored 87% or higher, 93% scored 73% or higher
- Winter 2013 (SLO #2) 51% of students scored 87% or higher, 100% of students scored 73% or higher
- Spring 2013 (SLO #3) - avg. across sections - 41% of students scored 87% or higher, 93% scored 73% or higher

Sections Across AY: 7 - total of 250 students

Assessment: Mastery of SLO #2 and #3 was assessed using the final research paper called "Social and Political Actions in the Arena" (required by all instructors). The final research paper is directly focused on describing and analyzing social and political actions. Students were asked to identify an individual or group in sport that has been subjected to some form of oppression or injustice, being careful to outline the larger historical and social processes that are involved, and to describe particular social actions taken by that group in its fight for greater equality. The students were expected to incorporate at least five primary research articles, from a number of academic disciplines, in support of their thesis. Moreover, students were expected to outline the historical challenges of those who attempted to thwart the implementation of these social actions as well as to relate how the struggle for equality and justice related to the larger social, cultural, and historical contexts. The instructor makes it clear that students are to articulate how, over time, structured inequalities in the society at large can influence and shape sporting practices.
• **Assignment guideline:** In the paper, students should also outline the arguments made by those who attempted to resist change. Students should attempt to tie whatever issues they raise with larger social issues outside of sport, and describe how the actions taken by the chosen individual or group have or have not affected American society and culture. Some suggested topics might involve individuals or groups that have been confronted by oppressive or unjust practices/policies related to issues of race/ethnicity, class, gender, sexual orientation, religion, disability, or age. Students are also encouraged to draw from the entire history of American sport for this assignment.

*Lessons Learned:* Using the Social and Political Actions in the Arena paper as the primary measure of successful mastery of SLO #3; **93% of the students completed the assignment with a grade of C or better.** Despite seeming to comprehend the issues related to the intersection of social inequality, sport and social justice, some of the papers tend to focus more on bibliographic information rather than critical analysis. In addition, the mechanics of solid research writing and integration of source material are often lacking.

**(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)**

• Throughout the semester, it seems important to discuss the expectations for the paper(s), and to highlight how the issues that are discussed in the class are historically, politically, socially and economically situated. Connecting these fundamental concepts to how the students' papers should be written may be beneficial in order to draw a direct link between comprehension and communication of ideas. Another strategy the KIN 101 instructors employ is regular discussion of pedagogical techniques. Not only do these conversations serve a practical purpose—to exchange tips and techniques about teaching the material (what works and what does not), but an added benefit is to foster a community of support among the instructors, thus enhancing "buy-in" for working toward the larger aims of Area S. Lastly, the course coordinator has created an electronic repository of resources that is available to all KIN 101 instructors.

**Part 2**

Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

• Yes, all sections of the course are tightly aligned with the Area S Goals, SLOs, Content, Support, and Assessment. This is facilitated by using a common syllabus and textbook, shared materials, and semester meetings with all instructors. Two common assignments are required in all sections of the course: A Critical Sport Autobiography and the final Social and Political Actions in the Arena paper. Since only three instructors regularly teach KIN 101, coordination of the course has been uncomplicated. The instructors meet formally and informally to share teaching strategies, discuss alignment with GE objectives, and plan assessment of the class. A very detailed Canvas site was created that contains all course materials, which helps to maintain the current level of consistency for new and returning instructors that teach KIN 101.

• The department general education committee frequently discusses the need and value of further harmonizing course content and assessment among instructors. The course coordinator is a member of the KIN department GE committee, which ensures that the course is tightly aligned to overall GE goals.

• In addition, all courses have integrated new media tools and digital education tools to enhance the course experience.
General Education Annual Course Assessment Form

Course Number/Title: KIN 101, Sport in America
GE Area: S

Results reported for AY: 2013-2014
# of sections: 6
# of instructors: 2

Course Coordinator: Daniel Murphy
E-mail: Daniel.Murphy@sjsu.edu

Department Chair: Matthew Masucci
College: CASA

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1: To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?
Fall 2013 – SLO #4: Students will be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Spring 2014 – SLO #1: Students will be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
SLO #4: 3 sections, 116 students total. 94% demonstrated average or higher achievement of this SLO; 57% demonstrated a high level of achievement.

Achievement of this SLO was evaluated from the research paper “Social and Political Actions in the Arena” (required by all instructors). The student’s final research paper is directly focused on describing and analyzing social and political actions. Students were asked to identify an individual or group in sport that has been subjected to some form of oppression or injustice, being careful to outline the larger historical and social processes that are involved, and to describe particular social actions taken by that group in its fight for greater equality. Moreover, students were expected to outline the historical challenges of those who attempted to thwart the implementation of these social actions, as well as relate how the struggle for equality and justice related to the larger social, cultural, and historical contexts. Students were required to cite at least five (5) primary sources (i.e. academic journal articles) in the paper (APA style). Paper topics were approved by the instructor. The required length of the paper was 5-7 double-spaced pages. Criteria for evaluation of the paper include: 1) content, 2) organization/structure 3) integration of relevant theory and class materials, 4) writing clarity, and 5) originality.

SLO #1: 3 sections, 111 students total. 96% demonstrated average or higher achievement of this SLO; 59% demonstrated a high level of achievement.

Achievement of this SLO was evaluated from the research paper “Critical Sport Autobiography Paper” (required by all instructors) Students wrote a critical autobiography about how play, game, sport, and/or
physical activity participation contributed to student identity (race, ethnic, cultural, class, gender, sexual orientation, etc.). It was expected that students incorporated a discussion of relevant theoretical issues in this paper as well as utilized appropriate primary resources to reference important themes. Students were required to cite at least five (5) primary sources (i.e. academic journal articles) in APA Style, over 4-6 double-spaced, typewritten pages. Criteria for evaluation of the paper include: 1) content, 2) integration of relevant class theory and materials/references, 3) writing clarity, and 4) originality. Extensive rubrics were used to grade student papers.

(3) **What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year?** As indicated above, faculty will continue to highlight how the assignments students complete are linked to the issues discussed in class. We feel that the two assignments are very relevant and provide good measures of student achievement of the SLOs. We are not planning to modify these assignments, but KIN 101 instructors will continue to discuss pedagogical techniques. Not only do these conversations serve a practical purpose—to exchange tips and techniques about teaching the material (what works and what does not)—but an added benefit is to foster a community of support among the instructors, thus enhancing “buy-in” for working toward the larger aims of Area S. Moreover, the departmental general education committee frequently discusses the need and value of further harmonizing course content and assessment among instructors. All courses have integrated new media tools and digital education tools to enhance the course experience. The course coordinator has updated and maintained a Canvas instructor course shell to archive and share resources.

**Part 2 To be completed by the department chair (with input from course coordinator as appropriate):**

(4) **Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?** Yes, all sections of the course are tightly aligned with the Area S Goals, SLOs, Content, Support, and Assessment. This is facilitated by using a common syllabus and textbook across sections, shared materials, and semester meetings with faculty teaching the course. Two common assignments are required in all sections of the course: a final Scholarly Research Paper and the Critical Sport Autobiography. Only 2-3 instructors regularly teach KIN 101; thus, coordination of the course has been uncomplicated. The instructors meet formally and informally to share teaching strategies, discuss alignment with GE objectives, and plan assessment of the class. A very detailed Canvas site is maintained that contains all course materials, which helps to maintain the current level of consistency for new and returning instructors that teach KIN 101. In addition, all sections have integrated new media and digital education tools to enhance the course experience. The departmental general education committee frequently discusses the need and value of further harmonizing course content and assessment among instructors.

(5) **This Upper Division Area S G.E. course has an enrollment range of 33-40 (cap at 40), with an average of 3 sections per semester, offered in Fall and Spring semesters. Students complete two rigorous, research-based papers (4,050 words min. combined total) to meet and exceed writing requirements for this course. Students upload documents to turnitin.com and receive feedback from instructors. Students are encouraged to use campus resources including, but not limited to, the Writing Center, Peer Connections, and library services.**
General Education Annual Course Assessment Form

Course Number/Title: KIN 101, Sport in America
GE Area: S

Results reported for AY 2014-2015
# of sections: 6  # of instructors: 2

Course Coordinator: Daniel Murphy
E-mail: Daniel.Murphy@sjsu.edu

Department Chair: Matthew Masucci
College: CASA

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1: To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

Fall 2014 – SLO 2: Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.

Spring 2015 – SLO 3: Students will be able to describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

SLO#2: 3 sections, 106 students total. 95% demonstrated average or higher achievement of this SLO; 64% demonstrated a high level of achievement.

SLO#3: 3 sections, 113 students total. 95% demonstrated average or higher achievement of this SLO; 53% demonstrated a high level of achievement.

Achievement of these SLOs was evaluated using the research paper “Social and Political Actions in the Arena” (required by all instructors). The student’s final research paper is directly focused on describing and analyzing social and political actions. Students were asked to identify an individual or group in sport that has been subjected to some form of oppression or injustice, being careful to outline the larger historical and social processes that are involved, and to describe particular social actions taken by that individual or group in its fight for greater equality. Moreover, students were expected to outline the historical challenges of those who attempted to thwart the implementation of these social actions, as well as relate how the struggle for equality and justice related to the larger social, cultural, and historical contexts. Students were required to cite at least five primary sources (i.e., academic journal articles) in the paper (APA style). Paper topics were approved by the instructor. The required length of the paper was 5-7 double-spaced pages. Criteria for evaluation of the paper included: (1) content, (2) organization/structure (3) integration of relevant theory and class materials, (4) writing clarity, and (5) originality.
(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? Faculty will continue to highlight how the assignments students complete are linked to the issues discussed in class. We feel that the assignment described above is very relevant and provides a good measure of student achievement on these two SLOs. Minor modifications will be made to the paper outline to provide greater clarity to students on desired paper organization. KIN 101 instructors will continue to discuss pedagogical techniques. Not only do these conversations serve a practical purpose—to exchange tips and techniques about teaching the material (what works and what does not)—but an added benefit is to foster a community of support among the instructors, thus enhancing “buy-in” for working toward the larger aims of Area S. Moreover, the departmental general education committee frequently discusses the need and value of further harmonizing course content and assessment among instructors. All courses have integrated new media tools and digital education tools to enhance the course experience. The course coordinator has updated and maintained a Canvas instructor course shell to archive and share resources.

Part 2 To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned? Yes, all sections of the course are tightly aligned with the Area S Goals, SLOs, Content, Support, and Assessment. This is facilitated by using a common syllabus and textbook across sections, shared materials, and semester meetings with faculty teaching the course. Two common assignments are required in all sections of the course: the paper described above and a Critical Sport Autobiography. Only 2-3 instructors regularly teach KIN 101; thus, coordination of the course has been uncomplicated. The instructors meet formally and informally to share teaching strategies, discuss alignment with GE objectives, and plan assessment of the class. A very detailed Canvas site is maintained that contains all course materials, which helps to maintain the current level of consistency for new and returning instructors that teach KIN 101.

(5) This Upper Division Area S G.E. course has an enrollment range of 31-40 (cap at 40), with an average of 3 sections per semester, offered in Fall and Spring semesters. Students complete two rigorous, research-based papers (4,050 words min. combined total) to meet and exceed writing requirements for Area S. Students upload documents to turnitin.com and receive feedback from instructors. Student are encouraged to use campus resources including, but not limited to, the Writing Center, Peer Connections, and library services.
General Education Annual Course Assessment Form

Course Number/Title: KIN 101, Sport in America

Results reported for AY 2015-2016  # of sections: 6 (F’15 - 3, Sp’16 -3)

Course Coordinator: Daniel Murphy

Department Chair: Matthew Masucci

GE Area:  S

# of instructors:  3.

E-mail: Daniel.Murphy@sjsu.edu

College: CASA

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1: To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

Fall 2015 – GELO #4: Students will be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Spring 2016 – GELO #1: Students will describe how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identity are shaped by cultural and societal influences in contexts of equality and inequality.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

GELO#4: 3 sections (1 section assessed), 38 students total. 93% demonstrated average or higher achievement (73% or higher) of this GELO; 53% demonstrated a high level of achievement (87% or higher).

Achievement of this GELO was evaluated from the research paper "Social and Political Actions in the Arena" (required by all instructors). The student's final research paper was focused on describing and analyzing social and political actions in sport, and to recognize and appreciate the constructive interactions between people from different cultural, racial, and ethnic groups within U.S. sport. Students were asked to identify an individual or group in sport that has been subjected to some form of oppression or injustice, being careful to outline the larger historical and social processes that were involved, and to describe particular interactions between that group and other groups in relation to greater equality in sport and life. Students were required to cite at least five primary sources (i.e. academic journal articles) in the paper using APA format. Paper topics were approved by the instructor. The required length of the paper was 5-7 double-spaced pages.

GELO#1: 3 sections, 92 students total. 96% demonstrated average or higher achievement (73% or higher) of this SLO; 60% demonstrated a high level of achievement (87% or higher).

Achievement of this GELO was evaluated from the research paper "Critical Sport Autobiography Paper" (required by all instructors). With the idea that identity is intimately tied to issues of power and privilege and is importantly shaped by societal forces, students wrote a critical autobiography about how play, game, sport, and/or physical activity participation contributed to their identity (race, ethnic, cultural, class, gender, sexual orientation, etc.). It was expected that students would incorporate a discussion of relevant theoretical issues in their papers as well as utilize appropriate primary sources (minimum of 5 academic journal articles). The required length of the paper was 4-6 double-spaced, typewritten pages. Qualitative and qualitative rubrics were used to grade student papers that were uploaded to turnitin.com.
(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year?

Faculty will continue to highlight how the assignments students complete are linked to the issues discussed in class. We feel that the two assignments are very relevant and provide good measures of student achievement of the GELOs. In efforts to increase the number of students that show high levels of achievement, instructors will spend more time in class on how to develop and research sport sociological topics. Modifications will be made to paper outlines to provide greater clarity to students on desired paper organization. We believe this extra attention on research methods and research paper structure will result in higher achievement by students.

Part 2 To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, GE Learning Outcomes (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

Consistency across sections is enhanced by using a common syllabus and textbook. The two assignments described above are required by all instructors. Faculty teaching the course meet during a duty day meeting, and new faculty meet with the department GE coordinator and the course coordinator.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.

During 2015-16, KIN 101 had 20-40 students enrolled per section (enrollment cap is 40). The required writing includes two research-based papers, each 4-7 pages, plus in-class writing. Students receive feedback on both of the required papers and are encouraged to use campus resources including the Writing Center, Peer Connections, and library services.
General Education Annual Course Assessment Form

Course Number/Title: KIN 101, Sport in America
GE Area: S

Results reported for AY 2016-17  # of sections 2  # of instructors 2

Course Coordinator: Vernon Andrews
E-mail: vernon.andrews76@gmail.com

Department Chair: Matthew Masucci
College: CASA

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sisu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

GELO #2: Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. Students in KIN 101 wrote a paper on social and political actions in sport. They focused on individuals or groups who/which have been confronted by oppressive or unjust practices related to issues of race/ethnicity, class, gender, sexual orientation, religion, disability or age and described social actions taken by these individuals or groups in their struggles for greater equality and power. The paper included 6 sections: (1) Introduction, (2) Social/Sport Oppression or Inequality, (3) Social/Sports Action, (4) Resistance to Change, (5) Effect on American Society and Culture, and (6) Conclusion. Examples of paper topics included: (1) The Black power movement, 1960s, and track and field/boxing/football/basketball, (2) Gender discrimination in sport, Title IX, and growth/challenges in female sports, (3) Latino baseball players and labor exploitation, (4) LGBTQ athletes and sexual discrimination, and (5) Gay athletes in men’s professional team sports in the US.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

Two sections of KIN 101 were offered spring 2017 when assessment data were collected and analyzed. Results were good with 88% of the 77 students demonstrating at least an average level of achievement of this GELO and 57% demonstrating a high level of achievement. Within the 12% of students who did not demonstrate at least an average level of achievement, 6% did not submit the assignment.

Both instructors now schedule at least one classroom session specifically geared toward this assignment and identify specific groups that can be discussed, reducing the error of students choosing inappropriate topics. We also require that topics are approved by the instructor. Combined, these two factors have greatly reduced the number of students who get “off-track” and fail to appropriately address the assignment guidelines.
(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

The two changes indicated in the response to #2 above have produced much better results.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

The KIN 101 sections are aligned with the Area S goals, GELOs, content, support, and assessment. The course focuses on the role of sport as a social, political, and economic institution in American society, including a critical examination of contemporary issues.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.

The enrollment cap is 40 students, consistent with guidelines for SJSU Studies courses. Two written papers are required in the course, one paper is 5-7 pages and the other is 7 pages. Thus, students should meet or exceed the 3,000 word writing requirement, and the two papers provide an opportunity for practice and feedback.
KIN/HS 169
Diversity, Stress, and Health
KIN/HS 169 – Diversity, Stress, and Health

KIN/HS 169 is certified in Area S of SJSU Studies. Kinesiology is the home department, and Health Science has not offered any sections during the last 5 years. Typically 5-6 sections are offered during the fall and spring semesters and 1 section offered in winter and summer sessions. From 2012-2017, student achievement of each GELO was assessed at least two times, as shown in the table below. (Annual Assessment Reports are attached.)

<table>
<thead>
<tr>
<th>GELO</th>
<th>Semester/Year</th>
<th>High</th>
<th>Average</th>
<th>Marginal or Did Not Achieve</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>GELO 1</td>
<td>Sp’14 &amp; Sum’14</td>
<td>53%</td>
<td>40%</td>
<td>7%</td>
<td>Personal Inequality Paper</td>
</tr>
<tr>
<td></td>
<td>Sp’16 &amp; Sum’16</td>
<td>79%</td>
<td>13%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>GELO 2</td>
<td>F’12 &amp; W’13</td>
<td>55%</td>
<td>35%</td>
<td>10%</td>
<td>Research Paper</td>
</tr>
<tr>
<td></td>
<td>F’14 &amp; W’15</td>
<td>51%</td>
<td>43%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2016-17 AY</td>
<td>79%</td>
<td>19%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>GELO 3</td>
<td>Sp’13 &amp; Sum’13</td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
<td>Social Action Model &amp; Small Group Presentation</td>
</tr>
<tr>
<td></td>
<td>Sp’15 &amp; Sum’15</td>
<td>84%</td>
<td>16%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>GELO 4</td>
<td>F’13 &amp; W’14</td>
<td>45%</td>
<td>48%</td>
<td>7%</td>
<td>Personal Inequality and Research Papers</td>
</tr>
<tr>
<td></td>
<td>F’15 &amp; W’16</td>
<td>80%</td>
<td>14%</td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>

All sections of KIN 169 use a common course syllabus and textbook. Three assignments, linked to the GELOs, are required in all sections of the course. The Personal Inequality Paper (4-6 pages) requires students to discuss a personal inequality previously experienced and related stressors, as well as health issues. Additionally, students discuss the origin of the structured inequality that was experienced; historical, social, political, or economic processes associated with the inequity; as well as interventions they used, or could have used, to reduce the negative impacts of the stressor. The Research Paper (5-7 pages) requires students to select a social inequality related to one or more of the social groups identified in the Area S guidelines and synthesize current research on the causes (including historical, social, political and/or economic processes), perpetuation, and impact of the inequality, as well as related stressors and health consequences. Additionally, students address constructive individual and/or social actions that have led to greater equality and social justice. Students worked in groups on the Social Action Model to investigate and present a practical social action/intervention model for reducing or eliminating inequalities and related psychosocial and environmental stressors.

The writing requirement is met through the two common papers and in-class writing. The Personality Inequality Paper is 4-6 pages, the Research Paper is 5-7 pages, and in-class writing and/or the Social Action Model are 2 pages minimum. Both papers require integration and synthesis of information from academic, peer-reviewed journal articles.

Faculty teaching KIN 169 meet once or twice each semester (e.g., duty day and/or study day meeting) to discuss teaching strategies, including what works well and what needs modification. A Canvas site for faculty teaching the course includes resources for KIN 169 instructors.

A number of modifications have been made to the course, including adding small, auxiliary assignments such as topic proposals, outlines, and annotated bibliographies for the Research Paper to provide more structure and feedback to students before submitting their final paper. Instructors feel
that these small additions have improved the quality of student work without overly increasing student or faculty workload. A larger change is in the Personal Inequality Paper, which will be modified for fall 2018. The new assignment, Personal Health and identity Paper, will focus on the connection between a student’s identity and associated health risks and/or benefits. For example, a white male of European descent from a lower socioeconomic background may focus on two aspects of his identity: male and SES. He will research two health risks associated with these two aspects of his identity (e.g., greater alcohol dependence and higher risk of antisocial behavior, including violence against himself and others, in men compared to women; populations from lower socioeconomic strata in the US are more likely to be physically inactive and have higher rates for lifestyle-related diseases such as Type II diabetes and cardiovascular diseases). This change was prompted by observations that although many students have experienced personal inequalities and write compellingly about them, others have not. The Personal Inequality Paper required students to identify a personal inequality that was experienced and had negative health consequences. This potentially “forced” some students into viewing a minor negative experience as an injustice or viewing themselves as victims.

The textbook was changed in fall 2017 to contain more updated data regarding health trends and diversity in the US. However, after using the new textbook during the 2017-18 academic year, faculty feel that although the textbook does have updated health data since the Affordable Care Act took effect, it has limited coverage on the relationship between diversity and stress, as well as other broad concepts covered in KIN 169. Thus, instructors have decided to create a custom text for the 2018-19 academic year with chapters drawn from two Jones & Bartlett texts: Managing Stress: Principles and Strategies for Health and Well-Being and Multicultural Health. The cost is estimated to be approx. $60, and it is hoped that combining information from these two textbooks will better address the three “pillars” of KIN 169: diversity, stress, and health. Over the last 5 years, some instructors have chosen to incorporate the social action model into the final research paper. Thus, faculty teaching the course have recently decided to drop the Social Action Model as 1 of the 3 required assignments since GELO 3 is covered in the research paper. Additionally, because the Social Action Model was hypothetical, a number of groups would come up with unrealistic ideas or trite solutions, such as “more social services” rather than practical, community-level changes that could be implemented. A new grading structure will be implemented in fall 2018 with 5 assessments, each worth 20% of the course grade: Personal Health & Identity Paper, Research Paper, Midterm Exam, Final Exam, Participation (e.g., labs, worksheets, in-class activities, presentations, group assignments). The two writing assignments will be used across all sections, but instructors have some flexibility in the components that will be included in the participation grade, as well as the option to use several quizzes instead of a midterm exam.

KIN 169 is scheduled in a classroom with attached stress management laboratory. The lab space allows instructors to include some guided relaxation interventions and has 12 computer stations with biofeedback hardware and software. Instructors are encouraged to include one or two labs using the biofeedback equipment so that students can monitor how they respond to stressful situations and relaxation interventions. Thus, the enrollment is capped at 30 students per section. During summer 2017, three faculty members participated in a 2-day webinar provided by Thought Technology (manufacturer of the biofeedback hardware and software) to develop their knowledge and skills on the use of biofeedback.
San José State University  
CASA/Department of Kinesiology  
KIN/HS 169, Diversity, Stress, and Health, Section 4, Spring 2018

Instructor: Matt Crockett  
Office Location: SPX 170  
Telephone: (408) 924-3010  
Email: matt.crockett@sjsu.edu  
Office Hours: Tuesdays/Thursdays 11am-12pm, or by appointment  
Class Days/Time: Section 4: Tues/Thurs 9am-10:15am  
Classroom: YUH 236  
Prerequisites: Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted). Upper division standing (60 units) and Completion of Core General Education. 100W is strongly recommended as a prerequisite or co-requisite to all Self, Society, and Equality in the U.S. courses.

GE/SJSU Studies Category: Area S - Self, Society, & Equality in the U.S.

Students are strongly encouraged to satisfy GE Areas R, S, and V with courses from departments other than the major department. Completion of, or co-registration in, a 100W course is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students (University Policy S12-9).

Faculty Web Page and MYSJSU Messaging (Optional)

All course materials can be found on the Canvas Learning Management System, which can be accessed at http://www.sjsu.instructure.com. You are responsible for regularly checking Canvas and the messaging system through MySJSU.

Course Description

This course will cover the impact of structured inequalities on stress and health of diverse populations. This will include analysis of physiological/psychosocial health factors related to diversity, as well as behavioral interventions and social actions that mediate stress and optimize health and social justice.
Course Goals and Student Learning Outcomes

Premise

Diverse racial and cultural groups that encounter prejudice and structured inequalities experience a form of social injustice that results in triple jeopardy. First, their experiences with prejudice, discrimination, and structured inequalities often result in unequal access to, and ownership of, various resources (e.g., social support, health care, employment and educational opportunities, financial and corporate advancement opportunities). Second, their experiences of inequality are invariably associated with chronic psychosocial and environmental stressors (e.g., social alienation, language barriers, cultural conflicts, violent neighborhoods, exposure to chemical hazards, overcrowded housing) that are often disruptive to a person’s lifestyle and productivity in the work environment. Third, the chronic stressors experienced by racial and cultural groups often result in health-related disorders and/or illnesses.

Goals

Students will study the interrelationship of individuals, racial/ethnic, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequalities in the U.S., its institutions, and its culture within the context of stress and health. How one’s identity, behavior, and health are shaped by cultural and social influences in the contexts of equality and inequality will be addressed throughout the course. From both a theoretical and experiential perspective, students will study behavioral interventions, social actions, and positive interactions that: (a) diminish or eliminate inequalities and related stressors; and (b) promote health and social justice. Through cooperative and interactive exercises, students will develop ideas for new legislation and social actions that promote equality and social justice. Processes (historical, social, economic, and political) that lead to either greater equality or structured inequality will also be analyzed.

Particular attention will be given to examining inequalities that have been interwoven into the fabric of various social institutions (e.g., health care systems, educational institutions, advertising/media agencies, financial and legal systems, business corporations, sport organizations and franchises, religious denominations, government/military institutions) within the context of stress and health.

General Education Learning Outcomes (GELOs) for Area S

Upon successful completion of this course, students will be able to:

GELO 1: describe how identities (religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences in contexts of equality and inequality

• Assessment: Personal Inequality Paper

GELO 2: describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the United States

• Assessment: Research Paper
GELO 3: describe social actions that have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age)
  •  Assessment: Social Action Model/Presentation

GELO 4: recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the U.S.
  •  Assessment: Personal Inequality Paper

Course-Specific Learning Outcomes (CLOs)
Upon successful completion of the course, students will be able to:

CLO 1: recognize and describe structured inequalities, and related psychosocial and environmental stressors and health risks prevalent in racial, ethnic, and cultural groups.

CLO 2: describe physiological, psychological, and immune responses to chronic stressors experienced by racial and cultural groups which lead to increased health risks.

CLO 3: describe how stereotyping, prejudice, and structured inequalities shape the identity, behavior, and health of racial and cultural groups.

CLO 4: describe and apply behavioral and cognitive interventions that reduce/eliminate structured inequalities and prejudice, as well as mediate stress and promote optimal health.

CLO 5: describe social actions and positive interactions that have been successful in diminishing/eliminating inequalities for racial and cultural groups, as well as construct new paradigms for reducing structured inequalities and related stressors.

Course Content
  • Structured inequities and related psychosocial stressors and health consequences for racial and cultural groups
  • Chronic stress: Physiological consequences
  • The role of perception on stress and prejudice
  • Racial, ethnic, and cultural groups: Inequities and related stressors
  • Identity, behavior, and health of racial and cultural groups: Societal and cultural influences in the contexts of equality and inequality
• Historical, social, economic, and political processes that lead to greater equality or structured inequality in the U.S.

• Social actions, constructive interactions, and new models promoting equality

• Laboratory assignments: Developing internal & social resources

Required Texts/Readings


Other reading assignments will be posted to Canvas.

Course Requirements and Assignments

Writing Assignments

Students will complete both in-class and out-of-class writing.

In-Class Writing: 2 pages (minimum)

Personal Inequality Assignment: 4-6 pages

Research Paper: 5-7 pages

Personal Inequality Assignment

Students will engage in reflection to disclose a personal inequality previously experienced that involved psychosocial stressors and health issues. After completing the reflective process, student should complete a written analysis of their personal inequality by addressing the following components: (a) the origin of the structured inequity; (b) historical, social, political, or economic processes associated with the inequity; (c) description of the stressor and its impact on personal health; (d) a behavioral, cognitive, or social intervention that was used (or could have been used) to reduce/eliminate the stressor; (e) a personal or social action that was taken (or could have been taken) to diminish/eliminate the inequality, as well as create greater equality.

In addition, students will interview someone from a diverse group who has experienced a structured inequality and discuss in writing: (a) identification of ethnic or cultural group represented; (b) the origin and nature of the inequality; (c) historical, social, political and/or economic processes involved; (d) description of the stressor and its impact on the individual's health and lifestyle; (e) an intervention that was used (or could have been used) to reduce/eliminate the stressor; (f) a personal or social action that was taken (or could have been taken) to reduce/eliminate the inequality leading to greater equality.

The paper (4-6 pages, double spaced) should integrate and synthesize information from at least five (5) academic, peer-reviewed journals that relate to one or more components that are addressed in the assignment (e.g., social or cultural context of the inequality, appropriateness of chosen intervention, social action or strategies for diminishing the inequality, impact of stressor on personal health). Reference citations must be in the format and style recommended by the
American Psychological Association (APA) manual unless otherwise specified by the course instructor. Papers will be evaluated on the following criteria: (a) content and organization, including synthesis of primary references; (b) adherence to the assignment guidelines; (c) citations, references, and format; (d) syntax, grammar, and spelling; and (e) creativity and insight expressed through the integration of all components of the assignment.

**Research Paper**

Students will synthesize current research related to structured inequalities experienced by a particular diverse group in the U.S. Students will also describe stressors and health consequences related to the inequalities identified. The group selected should represent one or more of the following characteristics: race, ethnicity, gender, religion, disability, sexual orientation, socioeconomic status, age. Students will discuss important research findings and the implications of these findings in a review paper (5-7 pages, double-spaced), citing a minimum of five (5) academic, peer-reviewed journals. Papers should include a synopsis, analysis, and application of current research as reported in the literature. In addition, papers should address the impact of inequities/stressors from a physiological, psychological, or emotional perspective. Social actions and behavioral interventions for reducing/eliminating inequities and related stressors and health consequences must also be addressed. Evaluation criteria include the following: (a) identification of ethnic/cultural group and structured inequalities associated with selected group; (b) political, historical, economic, and/or social processes that have produced diversity, equality and/or structured inequality; (c) related stressors and health consequences; and (4) constructive individual/social action(s) that have led to greater equality and social justice. Evaluation criteria include the following: (a) synthesis, critical analysis and application of the literature; (b) adherence to the assignment guidelines; (c) citations, references, and format; (d) syntax, grammar, and spelling; and (e) originality and creativity.

**Presentation of Research & Proposed Social Action**

As part of their final research paper, students will investigate and produce a practical social action/intervention model for reducing or eliminating inequalities and related psychosocial and environmental stressors. This assignment requires an oral presentation and resource guide. It will be important to (a) identify a particular inequality, including a brief overview of the issue; (b) focus on practical rather than ideal action strategies; (c) identify resources, both on and off campus, that can be utilized by classmates; and (d) articulate exactly how the intervention strategy will help to reduce or eliminate the inequality itself or the related stressors associated with the inequality. Students will present their research and their proposed social action to fellow students at the end of the semester.

**Participation**

Participation includes in-class writing, discussion postings, quizzes, contributions to class discussions, and laboratory activities.

**In-Class Writing (minimum of 2 pages)**

Students will use introspection, problem solving, and critical thinking techniques for in-class writing assignments by: (a) addressing stressors and risk behaviors unique to diverse populations,
(b) identifying innovative ideas or models for eliminating inequalities, (c) identifying health-promoting behaviors and programs for specific diverse populations, and (d) identifying social and cultural influences that have played a role in shaping students’ perceptions of people and events in their environment. Students will be evaluated on the following criteria: (a) ability to write in a clear, coherent, and concise manner including proper grammar and syntax; (b) ability to critically analyze and synthesize material from class lectures; and (c) ability to generate and express alternative ideas for health promotion and equality.

Contributions to Class Discussions and Laboratory Activities

Students are required to actively participate in laboratory exercises by analyzing and applying behavioral, social, and cognitive interventions for the purpose of diminishing structured inequalities, as well as related psychosocial/environmental stressors and health consequences. Laboratory and interactive assignments are designed primarily to increase students' internal resources and, secondarily, to increase awareness of available social resources. Activities will include problem solving and cooperative learning exercises for managing prejudice and structured inequalities, critical thinking assignments involving the creation of new social action models for reducing/eliminating inequalities and related psychosocial and environmental stressors, and behavioral and cognitive interventions for mediating stress and health risks associated with prejudice, discrimination and structured inequalities. Some laboratory assignments will also include reflective exercises to determine the effectiveness of the interventions and the degree to which individual resources have been enhanced.

Examinations

A multiple choice-based midterm and final examination will be administered during the semester.

Grading Model

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Inequality Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation of Research &amp; Social Action</td>
<td>10%</td>
</tr>
<tr>
<td>Participation (Labs, Worksheets, Discussion handouts)</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>20%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20%</td>
</tr>
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Assignment of Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
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<tr>
<td>B plus</td>
<td>87-89%</td>
</tr>
<tr>
<td>C plus</td>
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<tr>
<td>C</td>
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</tbody>
</table>
• SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

• Note that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

• Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Classroom Protocol & Policies

• Students are expected to be courteous during class. Any student engaging in disruptive behavior may be asked to leave. Please turn off all cell phones, pagers, PDAs or other electronic devices. The use of anything that beeps or vibrates during class is disruptive and will not be tolerated. Using a device, even silently, such as texting or websurfing, is distracting, and students who engage in these actions may be asked to leave. Further disruption may be cause for the student’s behavior being reported to the SJSU Office of Student Conduct and Ethical Development.

• All materials must be original works of the student and typed with text and references in APA format.

• Assignments are due at the beginning of class on the assigned date unless otherwise noted. Late papers will be penalized one grade step (e.g., A- → B+) each day they are late.

• There are NO make-ups for in-class labs or activities, with the exception of officially sanctioned University activities or serious and compelling personal circumstances. So, it will be important to regularly attend class.

• Only under extreme circumstances will an “incomplete” grade be earned, and use of the “incomplete” grade will be consistent with SJSU policies.

• Students are encouraged to periodically check the course homepage for various websites and other information (e.g. quiz/exam hints, current events) related to the course.
Libray Liaison

Adriana Poo is the library liaison for the KIN department. You can reach her at 408-808-2019 or Adriana.poo@sjsu.edu.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/"

KIN/HS 169, Diversity, Stress, & Health, Section 4

Spring 2018 Course Schedule

(Subject to change with fair notice from the instructor)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignments</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, 1/25</td>
<td>Course Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, 1/30</td>
<td>How do you know something?</td>
<td>Watch Crash Course Philosophy #8 (on Canvas)</td>
<td>Personal Summary on Canvas</td>
</tr>
<tr>
<td>Thursday, 2/1</td>
<td>History of Stress Research/Defining Stress</td>
<td>Greenburg PDF on Canvas</td>
<td></td>
</tr>
<tr>
<td>Tuesday, 2/6</td>
<td>Physiology of Stress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, 2/8</td>
<td>Physiology of Stress &amp; Diaphragmatic Breathing</td>
<td></td>
<td>Stress Assessment Due on Canvas</td>
</tr>
<tr>
<td>Tuesday, 2/13</td>
<td>Stress Management Lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, 2/15</td>
<td>Stress Management Lab</td>
<td></td>
<td>Stress Lab due hard copy</td>
</tr>
<tr>
<td>Tuesday, 2/20</td>
<td>Film: &quot;Stress: Portrait of a Killer&quot; &amp; Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, 2/22</td>
<td>Chronic Stress &amp; Disease on a societal scale</td>
<td>Rose Text Ch. 2; Braveman &amp; Gottlieb (2014)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
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<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Tuesday, 2/27</td>
<td>Introduction to group dynamics &amp; diversity (Tribe Exercise)</td>
<td>Rose Text Ch. 4</td>
<td></td>
</tr>
<tr>
<td>Thursday, 3/1</td>
<td>Why do health disparities persist?: Social Advantages &amp; Disadvantages</td>
<td>Text Ch. 3; McIntosh (1989)</td>
<td></td>
</tr>
<tr>
<td>Tuesday, 3/6</td>
<td>Why do health disparities persist?: Social determinants of Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, 3/8</td>
<td>Health Disparity Workshop</td>
<td>Text Ch. 5; 4 CDC articles on Health Disparities on Canvas</td>
<td></td>
</tr>
<tr>
<td>Tuesday, 3/13</td>
<td>Why do health disparities persist?: Deficit Discourses; Film: Bad Sugar</td>
<td>Health disparity worksheet due on Canvas</td>
<td></td>
</tr>
<tr>
<td>Thursday, 3/15</td>
<td>Films: Becoming American &amp; When the Bough Breaks</td>
<td></td>
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<tr>
<td>Tuesday, 3/20</td>
<td>Midterm Exam Review</td>
<td>PERSONAL INEQUALITY PAPER DUE</td>
<td></td>
</tr>
<tr>
<td>Thursday, 3/22</td>
<td>MIDTERM EXAM</td>
<td>Bring T&amp;E 200 Scantron</td>
<td></td>
</tr>
<tr>
<td>Tuesday, 3/27</td>
<td>SPRING BREAK</td>
<td>NO CLASS</td>
<td></td>
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<tr>
<td>Thursday, 3/29</td>
<td>SPRING BREAK</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>Tuesday, 4/3</td>
<td>Diverse Identities: Gender</td>
<td>Rose Text Ch. 10; Phillips (2005); Doyal (2000)</td>
<td></td>
</tr>
<tr>
<td>Thursday, 4/5</td>
<td>Continue Gender discussion &amp; Film: &quot;Killing Us Softly 4&quot;</td>
<td>Turn in hard copy Lab for Participation Credit</td>
<td></td>
</tr>
<tr>
<td>Tuesday, 4/10</td>
<td>Media Influences Lab</td>
<td>Bruce (2015)</td>
<td></td>
</tr>
<tr>
<td>Thursday, 4/12</td>
<td>Final Paper Workshop (DO NOT MISS)</td>
<td>Rose Text Ch. 13-15</td>
<td></td>
</tr>
<tr>
<td>Tuesday, 4/17</td>
<td>Film: &quot;Tough Guise 2&quot; &amp; Discussion</td>
<td>Advertisement Critique Due on Canvas</td>
<td></td>
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<tr>
<td>Thursday, 4/19</td>
<td>Diverse Identities: Sexual Orientation</td>
<td></td>
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<tr>
<td>Tuesday, 4/24</td>
<td>Diverse Identities: Race/Ethnicity</td>
<td>Smedley &amp; Smedley (2005); Williams (2012)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
<td></td>
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<td>--------------------------------------------</td>
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<tr>
<td>Thursday, 4/26</td>
<td>Diverse Identities: Race/Ethnicity</td>
<td>Rose Text Ch. 9</td>
<td></td>
</tr>
<tr>
<td>Tuesday, 5/1</td>
<td>Diverse Identities: Race/Ethnicity</td>
<td>Rose Text Ch. 8</td>
<td>Annotated Bibliography due on Canvas</td>
</tr>
<tr>
<td>Thursday, 5/3</td>
<td>Diverse Identities: Disability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, 5/8</td>
<td>Presentations Workshop</td>
<td></td>
<td>Presentations Due on Canvas</td>
</tr>
<tr>
<td>Thursday, 5/10</td>
<td>Final Presentations</td>
<td></td>
<td>Peer Evaluation Worksheet due hard copy &amp; FINAL PAPER DUE ON CANVAS</td>
</tr>
<tr>
<td>Wednesday, May 16</td>
<td>FINAL EXAM: 7:15am-9:30am</td>
<td></td>
<td>Bring T&amp;E 200 Scantron</td>
</tr>
</tbody>
</table>
# General Education Assessment Schedule

## Area 5: SELF, SOCIETY & EQUALITY IN THE U.S.

**Course Prefix and Number:** KIN 169  
**Course Coordinator:** Matt Crockett  
**Submission Date:** May 2018  
**Course Title:** Diversity, Stress, and Health  
**E-mail:** matt.crockett@sjsu.edu  
**College:** Health & Human Sciences  

End of next Program Planning cycle (Self Study due to Dean; see Program Planning)  
Spring 2024

Instructions: Each GE assessment schedule must indicate the plan for assessing all GELOs during the program planning cycle (beginning with the AY of the last PP Self Study and concluding with the last full AY prior to the year in which the PP Self Study is due). Departments may assess any combinations of GELOs in a given year, but they must assess all GE area GELOs in a program review cycle. Some assessment of the course is required each academic year.

<table>
<thead>
<tr>
<th>GE Student Learning Objective</th>
<th>When will this GELO be assessed?</th>
</tr>
</thead>
</table>
| GELO 1: Students will be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality. | Fall 2018  
Spring 2019  
Fall 2022  
Spring 2023 |
| GELO 2: Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S. | Fall 2019  
Spring 2020  
Fall 2023 |
| GELO 3: Students will be able to describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age). | Fall 2020  
Spring 2021 |
| GELO 4: Students will be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. | Fall 2021  
Spring 2022 |
| Other: (optional; e.g. diversity, writing) | |

This assessment schedule must be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies with an electronic copy to the home college. Assessment schedules for all GE courses are due **October 1 of the AY in which the PP Self Study is due.**
General Education Annual Course Assessment Form

Course Number/Title: KIN 169, Diversity, Stress & Health

Results reported for AY 2012-2013

Course Coordinator: Matthew Masucci (sabbatical F12)
Submitted by Daniel Murphy

Department Chair: Shirley Reekie

GE Area S

# of sections 7 # of instructors 2

E-mail: Matthew.Masucci@sjsu.edu
Daniel.Murphy@sjsu.edu

College: CASA

Part 1: To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?
   Fall 2012 & Winter 2013 – SLO #2: Students will be able to describe historical, social, political, and
   economic processes producing diversity, equality, and structured inequalities in the U.S.

   Spring & Summer 2013 – SLO #3: Students will be able to describe social actions by religious,
   gender, ethnic, racial, class, sexual orientation, disability, and/or age groups leading to greater
   equality and social justice in the United States.

(2) What were the results of the assessment of this course? What were the lessons learned from the
    assessment?

SLO#2: 4 sections, 121 students total. 90% demonstrated average or higher achievement of this
SLO; 55% demonstrated a high level of achievement.

Achievement of this SLO was evaluated from the research paper which requires students to select a
social inequality related to one or more of the social groups identified in the Area S guidelines and
then synthesize current research on the causes, perpetuation, and impact of the inequality, as well
as possible social actions that could be taken to ameliorate the inequality. Evaluation criteria
include: (a) identification of ethnic/cultural group; structured inequalities associated with selected
ethnic/cultural group; political, historical, economic, and/or social processes that have produced
diversity, equality and/or structured inequality; related stressors and health consequences; and
constructive individual/social action(s) that have led to greater equality and social injustice; (b)
synthesis, critical analysis and application of the literature, citing a minimum of five academic,
peer-reviewed journal articles; (c) adherence to the assignment guidelines; (d) citations,
references, and format; (e) syntax, grammar, and spelling; (f) originality and creativity.

SLO#3: 3 sections, 77 students total. 100% demonstrated average or higher achievement of this
SLO; 75% demonstrated a high level of achievement.

One way that students demonstrated mastery of SLO #3 was by successful completion of a Social
Action Model and Small Group Presentation. In teams of no more than five, students were
required to investigate and present a practical/social action/intervention model for reducing or
eliminating inequalities and related psychosocial and environmental stressors. It was important for
students to 1) identify a particular inequality, including a brief overview of the issue, 2) focus on
practical rather than ideal action strategies, 3) identify resources, both on and off campus, that
could be utilized by classmates, and 4) articulate exactly how the intervention strategy would help to reduce or eliminate the inequality itself, or the related stressors associated with the inequality.

**Lessons Learned:** Both assignments have been developed and targeted to assess student achievement of the SLOs. Throughout the semester, it seems important to discuss the expectations for the paper(s) and group projects, and to highlight how the issues that are discussed in the class are historically, politically, socially and economically situated. Connecting these fundamental concepts to how the students’ papers/projects should be written/produced may be beneficial in order to draw a direct link between comprehension and communication of ideas. The mechanics of solid research writing and integration of source material are improving across sections, and can be improved through online resources, use of the Writing Center, and handouts on Canvas.

**(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)**

As indicated above, faculty will continue to highlight how the assignments students complete are linked to the issues discussed in class. We feel that the two assignments are very relevant and provide good measures of student achievement of the SLOs. We are not planning to modify these assignments, but KIN 169 instructors will continue to discuss pedagogical techniques. Not only do these conversations serve a practical purpose—to exchange tips and techniques about teaching the material (what works and what does not)—but an added benefit is to foster a community of support among the instructors, thus enhancing “buy-in” for working toward the larger aims of Area S. Lastly, the course coordinator has created a detailed electronic repository of resources on Canvas that is available to all KIN 169 instructors.

**Part 2**

To be completed by the department chair (with input from course coordinator as appropriate):

**(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?**

- Yes, all sections of the course are tightly aligned with the Area S Goals, SLOs, Content, Support, and Assessment. This is facilitated by using a common syllabus and textbook across sections, shared materials, and semester meetings with faculty teaching the course. The class focuses on institutional inequalities and their impact on health and well-being. Two common assignments are required in all sections of the course: a final Scholarly Research Paper and the Social Action Model/Small Group Presentation. Only 2-3 instructors regularly teach KIN 169; thus, coordination of the course has been uncomplicated. The instructors meet formally and informally to share teaching strategies, discuss alignment with GE objectives, and plan assessment of the class. A very detailed Canvas site was created that contains all course materials, which helps to maintain the current level of consistency for new and returning instructors that teach KIN 169. In addition, all sections have integrated new media and digital education tools to enhance the course experience. The department general education committee frequently discusses the need and value of further harmonizing course content and assessment among instructors.
General Education Annual Course Assessment Form

Course Number/Title: KIN 169, Diversity, Stress & Health  GE Area: S

Results reported for AY: 2013-2014  # of sections: 9  # of instructors: 2

Course Coordinator: Daniel Murphy  E-mail: Daniel.Murphy@sjtu.edu

Department Chair: Matthew Masucci  College: CASA

Instructions: Each year, the department will prepare a brief (two-page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjtu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the college by October 1 of the following academic year.

Part 1: To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?
Fall 2013 & Winter 2014 – SLO #4: Students will be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Spring 2014 & Summer 2014 – SLO #1: Students will be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
SLO#4: 4 sections, 101 students total. 93% demonstrated average or higher achievement of this SLO; 45% demonstrated a high level of achievement.
Achievement of this SLO was evaluated from the research paper, “Final Scholarly Research Paper,” (5-7 pp, APA style, min 5 academic references) that required students to select a social inequality related to one or more of the social groups identified in the Area S guidelines and then synthesize current research on the causes, perpetuation, and impact of the inequality, as well as possible social actions that could be taken to ameliorate the inequality. Evaluation criteria included identification of ethnic/cultural group; structured inequalities associated with selected ethnic/cultural group; political, historical, economic, and/or social processes that have produced diversity, equality and/or structured inequality; related stressors and health consequences; and constructive individual/social action(s) that have led to greater equality and social injustice.

SLO#1: 5 sections, 136 students total. 93% demonstrated average or higher achievement of this SLO; 53% demonstrated a high level of achievement.
Achievement of this SLO was evaluated was by successful completion of the research paper, “Personal Inequality Assignment” (4-6 pp., APA style, min 5 academic references). Students engaged in reflection to disclose a personal inequality previously experienced that involved psychosocial stressors and health issues. After completing the reflective process, student completed a written analysis of their personal inequality by addressing the following components: (a) the origin of the structured inequity; (b) historical, social, political, or economic processes associated with the inequity; (c) description of the stressor and its impact on personal health; (d) a behavioral, cognitive, or social intervention that was used (or could have been used) to reduce/eliminate the stressor; (e) a personal or social action that
was taken (or could have been taken) to diminish/eliminate the inequality, as well as create greater equality. In addition, students interviewed someone from a diverse group who has experienced a structured inequality and discussed in writing.

**Lessons Learned:** Both assignments have been developed and targeted to assess student achievement of the SLOs. Throughout the semester, it seems important to discuss the expectations for the paper(s), and to highlight how the issues that are discussed in the class are historically, politically, socially and economically situated. Connecting these fundamental concepts to how the students' papers should be written/produced may be beneficial in order to draw a direct link between comprehension and communication of ideas. The mechanics of solid research writing and integration of source material are improving across sections, and can be improved through online resources, use of the Writing Center, and handouts on Canvas.

**(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year?** As indicated above, faculty will continue to highlight how the assignments students complete are linked to the issues discussed in class. We feel that the two assignments are very relevant and provide good measures of student achievement of the SLOs. We are not planning to modify these assignments, but KIN 169 instructors will continue to discuss pedagogical techniques. Not only do these conversations serve a practical purpose—to exchange tips and techniques about teaching the material (what works and what does not)—but an added benefit is to foster a community of support among the instructors, thus enhancing "buy-in" for working toward the larger aims of Area S. Lastly, the course coordinator has continued to update and maintain a detailed electronic repository of resources on Canvas that is available to all KIN 169 instructors.

**Part 2:** To be completed by the department chair (with input from course coordinator as appropriate):

**(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment?** Yes, all sections of the course are tightly aligned with the Area S Goals, SLOs, Content, Support, and Assessment. This is facilitated by using a common syllabus and textbook across sections, shared materials, and semester meetings with faculty teaching the course. Two common assignments are required in all sections of the course: a final "Scholarly Research Paper" and the "Personal Inequality Assignment." Only 2-3 instructors regularly teach KIN 169; thus, coordination of the course has been uncomplicated. The instructors meet formally and informally to share teaching strategies, discuss alignment with GE objectives, and plan assessment of the class. A very detailed Canvas site was created that contains all course materials, which helps to maintain the current level of consistency for new and returning instructors that teach KIN 169. In addition, all sections have integrated new media and digital education tools to enhance the course experience. The department general education committee frequently discusses the need and value of further harmonizing course content and assessment among instructors.

**(5) This Upper Division Area S G.E. course is cross-listed with Health Science. It has an enrollment cap of 30 students per section, with an average of 3-5 sections offered in Fall/Spring, and 1 section offered in Winter/Summer. Students complete two rigorous research-based papers (4,050 words min. combined total) to meet and exceed writing requirements for this course. Students upload documents to Canvas/turnitin.com and receive feedback from instructors. Student are encouraged to use campus resources including, but not limited to, the Writing Center, Peer Connections, and library services.**
General Education Annual Course Assessment Form

Course Number/Title: KIN 169, Diversity, Stress & Health  GE Area: S

Results reported for AY: 2014-2015  # of sections: 11  # of instructors: 3

Course Coordinator: Daniel Murphy  E-mail: Daniel.Murphy@sjtu.edu

Department Chair: Matthew Masucci  College: CASA

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjtu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1: To be completed by the course coordinator:

1. What SLO(s) were assessed for the course during the AY?
   - Fall 2014 & Winter 2015 – SLO 2: Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.
   - Spring 2015 & Summer 2015 – SLO 3: Students will be able to describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

2. What were the results of the assessment of this course? What were the lessons learned from the assessment?

SLO#2: 5 sections, 144 students total. 94% demonstrated average or higher achievement of this SLO; 51% demonstrated a high level of achievement. Achievement of this SLO was evaluated from data collected from the “Scholarly Research Paper.” Students synthesized current research related to structured inequalities experienced by a particular diverse group in the U.S. Students described stressors and health consequences related to the inequalities identified. The group selected represented one or more of the following characteristics: race, ethnicity, gender, religion, disability, sexual orientation, socioeconomic status, and age. Students discussed important research findings and the implications of these findings in a review paper (5-7 pages, double-spaced), citing a minimum of five academic peer-reviewed journals. Evaluation criteria included the following: (a) identification of ethnic/cultural group; structured inequalities associated with selected ethnic/cultural group; political, historical, economic, and/or social processes that have produced diversity, equality and/or structured inequality; related stressors and health consequences; and constructive individual/social action(s) that have led to greater equality and social justice; (b) synthesis, critical analysis, and application of the literature; (c) adherence to the assignment guidelines; (d) citations, references, and format; (e) syntax, grammar, and spelling; (f) originality and creativity. Detailed outlines, paper samples, guidelines and rubrics were provided on Canvas site.

SLO#3: 6 sections, 185 students total. 100% demonstrated average or higher achievement of this SLO; 84% demonstrated a high level of achievement. Achievement of this SLO was evaluated from data collected from the “Social Action Project.” In teams of no more than five, students were required to investigate and produce (using Prezi.com) a practical/social action/ intervention model for reducing or eliminating inequalities and related psychosocial and environmental stressors. It was important to (1) identify a particular inequality, including a brief overview of the issue; (2) focus on practical, rather than ideal, action strategies; (3) identify resources, both on and off campus, that can be utilized by classmates; and (4) articulate exactly
how the intervention strategy will help to reduce or eliminate the inequality itself or the related stressors associated with the inequality. Detailed outlines, paper samples, guidelines and rubrics were provided on the Canvas site.

**Lessons Learned:** Both assignments have been developed and targeted to assess student achievement of the SLOs. Throughout the semester, it seems important to discuss the expectations for the paper(s), and to highlight how the issues that are discussed in the class are historically, politically, socially, and economically situated. Connecting these fundamental concepts to how the students' papers should be written/produced may help to draw a direct link between comprehension and communication of ideas. The mechanics of solid research writing and integration of source material are improving across sections, and can be improved through online resources, use of the Writing Center, and handouts on Canvas.

(3) **What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year?** Faculty will continue to highlight how the assignments students complete are linked to the issues discussed in class. We feel that the two assignments are very relevant and provide good measures of student achievement of the SLOs. Minor changes are made to sample outlines provided to students to further define paper organization. KIN 169 instructors will continue to discuss pedagogical techniques. Not only do these conversations serve a practical purpose—to exchange tips and techniques about teaching the material (what works and what does not)—but an added benefit is to foster a community of support among the instructors, thus enhancing “buy-in” for working toward the larger aims of Area S. Lastly, the course coordinator has continued to update and maintain a detailed electronic repository of resources on Canvas that is available to all KIN 169 instructors.

**Part 2:** To be completed by the department chair (with input from course coordinator as appropriate):

(4) **Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment?** Yes, all sections of the course are tightly aligned with the Area S Goals, SLOs, Content, Support, and Assessment. This is facilitated by using a common syllabus and textbook across sections, shared materials, and semester meetings with faculty teaching the course. Two common assignments are required in all sections of the course: a final “Scholarly Research Paper” and the “Personal Inequality Assignment.” Only 2-3 instructors regularly teach KIN 169; thus, coordination of the course has been uncomplicated. The instructors meet formally and informally to share teaching strategies, discuss alignment with GE objectives, and plan assessment of the class. A very detailed Canvas site was created that contains all course materials, which helps to maintain the current level of consistency for new and returning instructors that teach KIN 169. In addition, all sections have integrated new media and digital education tools to enhance the course experience. The department general education committee frequently discusses the need and value of further harmonizing course content and assessment among instructors.

(5) **This Upper Division Area S G.E. course is cross-listed with Health Science. It has an enrollment cap of 30 students per section, with an average of 3-5 sections offered in Fall/Spring, and 1 section offered in Winter/Summer. Students complete two rigorous, research-based papers (4,050 words min. combined total) to meet and exceed writing requirements for Area S. Students upload documents to Canvas/turnitin.com and receive feedback from instructors. Students are encouraged to use campus resources including, but not limited to, the Writing Center, Peer Connections, and library services.**
General Education Annual Course Assessment Form

Course Number/Title: KIN 169, Diversity, Stress & Health
GE Area: S

Results reported for AY 2015-2016
# of sections: 12
# of instructors: 3

Course Coordinator: Daniel Murphy
E-mail: Daniel.Murphy@sjsu.edu

Department Chair: Matthew Masucci
College: CASA

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjtu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1: To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

Fall 2015 & Winter 2016 – GELO #4 - Students will be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Spring 2016 & Summer 2016 – GELO #1 - Students will be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

GELO#4: 6 sections, 184 students total. 96% demonstrated average or higher achievement (73% or higher) of this GELO; 80% demonstrated a high level of achievement (87% or higher). Achievement of this GELO was evaluated from data collected from the “Scholarly Research Paper.” Students synthesized current research related to structured inequalities experienced by a particular diverse group in the U.S. Students described stressors and health consequences related to the inequalities identified. The group selected represented one or more of the following characteristics: race, ethnicity, gender, religion, disability, sexual orientation, socioeconomic status, and/or age. Students discussed important research findings and the implications of these findings in a review paper (5-7 pages, double-spaced), citing a minimum of five academic, peer-reviewed articles. Evaluation criteria included the following: (a) identification of ethnic/cultural group and structured inequalities associated with the selected group, (b) political, historical, economic, and/or social processes that have produced diversity, equality and/or structured inequality, (c) related stressors and health consequences, (d) constructive individual/social action(s) that have led to greater equality and social justice. Detailed outlines, paper samples, guidelines and rubrics were provided on the Canvas course site.

GELO#1: 6 sections, 187 students total. 92% demonstrated average or higher (73% or higher) achievement of this GELO; 79% demonstrated a high level of achievement (87% or higher).

Achievement of this GELO was evaluated from data collected from the “Personal Inequality Assignment.” Students engaged in critical self-reflections to disclose personal inequalities experienced related to identity that involved psychosocial stressors and health issues. Students critically analyzed their life experiences and how their identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) were shaped by cultural and societal influences within contexts of equality and inequality. After completing the reflective process, students completed written analysis of their personal inequalities by addressing the following components: (a) the origin of the structured inequity; (b) historical, social, political, or economic
processes associated with the inequity; (c) description of stressors and their impact on personal health; (d) a behavioral, cognitive, or social intervention that was used (or could have been used) to reduce/eliminate the stressor; (e) a personal or social action that was taken (or could have been taken) to diminish/eliminate the inequality, as well as create greater equality. In addition, students interviewed someone from a diverse group who has experienced a structured inequality and discussed this in writing. Quantitative and qualitative rubrics were used to grade student papers submitted to turnitin.com.

Lessons Learned: Both assignments have been developed and targeted to assess student achievement of the GELOs. Throughout the semester, it seems important to discuss the expectations for the papers and to highlight how the papers relate to the issues discussed in class. Connecting the course content to how students should write their papers helps them to see the link between comprehension of course content and communication of ideas. The mechanics of solid research writing and integration of source material are improving across sections, and can be improved through online resources, use of the Writing Center, and handouts on Canvas.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year?

As indicated above, faculty will continue to highlight how the assignments students complete are linked to the issues discussed in class. We feel that the two assignments are very relevant and provide good measures of student achievement of the GELOs. However, rather than reporting data based on the overall grade on the assignment that is linked to the GELO, we need to use the assignment grading rubrics to tease out the specific aspects of the assignment that most directly relate to the GELO. For example, the Scholarly Research Paper is linked to GELO #4. One aspect of this paper is to discuss constructive individual/social action(s) that have led to greater equality and social justice. This is what needs to be focused on to assess student achievement of GELO #4. Grades on the paper also reflect quality of writing and other criteria identified in the response to #2 above.

Part 2: To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, General Education Learning Outcomes (GELOs), Content, Support, and Assessment?
Yes, all sections of the course are tightly aligned with the Area S Goals, GELOs, Content, Support, and Assessment. All sections of KIN 169 use a common syllabus and textbook. Two common assignments are required in all sections of the course: a final "Scholarly Research Paper" and the "Personal Inequality Assignment." Currently, three instructors regularly teach KIN 169 and meet formally (e.g., duty day meeting) and informally to discuss content and pedagogical techniques. New instructors meet with the course coordinator, who has uploaded instructor resources to a Canvas web site, and with the department's GE coordinator. This helps to ensure that content and assignments are consistent across sections and that the course doesn't "drift" from the Area S goal and GELOs.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.
KIN 169 has an enrollment cap of 30 students per section, with 5-7 sections offered in fall and spring, and 1 section offered in winter and summer. Students complete two rigorous, research-based papers (4,050 words min. combined total), which exceeds the 3,000 word writing requirement. Feedback is provided on each paper, and students are encouraged to use campus resources including the Writing Center and Peer Connections.
General Education Annual Course Assessment Form

Course Number/Title: KIN 169, Diversity, Stress & Health  GE Area: S – Self, Society, & Equality in the U.S.

Results reported for AY 2016-2017  # of sections: 15  # of instructors: 3

Course Coordinator: Matt Crockett  E-mail: matt.crockett@sjsu.edu

Department Chair: Matthew Masucci  College: College of Applied Sciences and Arts (CASA)

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1 - To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?
We assessed only one GELO (#2) for all sections of KIN 169 during 2016-2017. This represents a change to previous academic years, where we assessed a different GELO each semester. After consultation with KIN 169 faculty prior to the start of AY2016-17, we decided that assessing one GELO in an academic year would allow us to better analyze and compare data on a specific learning outcome because it would be collected over 4 consecutive academic periods (Fall, Winter, Spring, Summer).

GELO #2 states: “Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the United States.” This is assessed via the Final Research Paper, which is assigned in the second half of each semester. This culminating research project requires students to summarize and discuss current research related to structured inequalities experienced by a particular diverse group in the U.S. The diverse groups include race, ethnicity, gender, religion, disability, sexual orientation, socioeconomic status, and/or age. Students are required to discuss the potential causes and health impacts of current structured inequalities by exploring sociohistorical events, political issues, and economic changes over the past several decades. The paper requirements include 5-7 double-spaced pages, APA format, and at least 5 academic, peer-reviewed articles.

Additionally, we chose to assess the GELO independent of the student’s overall grade on the final paper. In other words, instructors graded each paper on content, format, completeness, and so on, before separately considering whether the student met the stated learning outcome. This new process eliminated the issue of a student receiving a poor grade on the paper – perhaps because of incorrect formatting or grammar issues – even though the paper’s content may have adequately satisfied the learning outcome.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
In total, we assessed 15 sections (441 students) in 2016-2017; 79% (347) of students scored 87% or higher (B+ or above) on GELO #2, 19% (83) scored in the 74-86% range (C to B), and 2% (11) scored below 73% (C or lower). Overall, 98% of students (430) scored 73% or higher on the GELO. The data
trends appeared consistent between semesters and instructors, with the lone exception being the 17 students who took the course in summer 2017. In this section, only 47% (8) of students scored 87% or higher. The instructor explained that several students were attempting to complete two courses during the same summer session, which negatively affected their ability to produce A-level papers and meet the GELO at a high level.

All 3 instructors qualitatively reported that students’ in-class performance, including their attentiveness and class participation, matched the quantitative data on this particular GELO. Specifically, instructors reported that most students could articulate specific instances of structured inequality in the U.S. and competently discuss potential social actions to address these injustices.

Although the main assignment and its requirements remained unchanged throughout the academic year, instructors did test out small auxiliary assignments to provide students with more structure as they worked on the paper in the final weeks of class. These assignments included topic proposals, outlines, annotated bibliographies, and in-class workshops. All three instructors agreed that these small additions increased the quality of student work without overly increasing student workload. This improvement also appears to be reflected in the quantitative data: in fall 2016, 23% (49) of students achieved a B or lower on the GELO, while in spring 2017, only 17% (32) achieved a B or lower.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

Starting in fall 2017, we are adopting a new textbook for KIN 169: Health Disparities, Diversity, and Inclusion by Patti Rose (ISBN: 9781284090161). Although dealing with the same general themes as the previous book, this textbook contains more updated data regarding health trends and diversity in the U.S. No other major modifications are planned to the coursework or assignments, as the quantitative and qualitative data indicate the assignments are working well to meet the GELOs. Instructors are still free to add small assignments throughout the semester as they see fit.

Part 2 - To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

All sections of the course are aligned with Area 5 GELOs. Specifically, over the past few years only 3 instructors have regularly taught this course, which has streamlined the coordination of assignments and course content. Furthermore, the KIN 169 faculty routinely meet at the beginning and end of each semester to share teaching strategies and discuss accurate assessment of the class, as well as other concerns.

(5) Enrollment limits and practice/feedback on writing.

KIN 169 has an enrollment cap of 30 students, which is primarily limited by the available lab equipment and space in YUH 236. However, most sections do enroll over the cap up to about 35 students, depending on the semester. Even with the over-enrollment, each student does have an opportunity to present and discuss their final social action projects with the instructor and their peers. All instructors provide feedback on student writing through Canvas, which has allowed for faster grading and easier communication between student and instructor.
Appendix 9.8

2018 KIN Undergraduate Exit Survey Data
Q2 - 1. Which emphasis area will you graduate in?

<table>
<thead>
<tr>
<th>Field</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major - Athletic Training</td>
<td>9</td>
<td>11.39%</td>
</tr>
<tr>
<td>Major - Preparation for Teaching Physical Education</td>
<td>6</td>
<td>7.59%</td>
</tr>
<tr>
<td>KIN - Exercise and Fitness</td>
<td>10</td>
<td>12.66%</td>
</tr>
<tr>
<td>KIN - Inclusive Physical Activity in Communities</td>
<td>10</td>
<td>12.66%</td>
</tr>
<tr>
<td>KIN - Individualized Studies</td>
<td>3</td>
<td>3.80%</td>
</tr>
<tr>
<td>KIN - Rehabilitation Sciences</td>
<td>33</td>
<td>41.77%</td>
</tr>
<tr>
<td>KIN - Sport Management and Culture</td>
<td>7</td>
<td>8.86%</td>
</tr>
<tr>
<td>KIN - Transfer Curriculum Studies</td>
<td>1</td>
<td>1.27%</td>
</tr>
</tbody>
</table>

Showing Rows: 1 - 9 Of 9
Q3 - 2. Did you enter SJSU as a freshman or transfer from another institution?

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Count</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Entered SJSU as a freshman</td>
<td>31</td>
<td>39.74%</td>
</tr>
<tr>
<td>2</td>
<td>Transferred from a community college</td>
<td>46</td>
<td>58.97%</td>
</tr>
<tr>
<td>3</td>
<td>Transferred from another 4-year institution</td>
<td>1</td>
<td>1.28%</td>
</tr>
</tbody>
</table>

Showing Rows: 1 - 4 Of 4
Q4 - Other (please specify)

Entered as a freshman, then left. Then transferred from community college

Showing Records: 1 - 1 Of 1
<table>
<thead>
<tr>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
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</tr>
<tr>
<td>29</td>
</tr>
<tr>
<td>22</td>
</tr>
</tbody>
</table>
Q7 - 4. Gender Identity?

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>46.84%</td>
<td>37</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>53.16%</td>
<td>42</td>
</tr>
</tbody>
</table>

Showing Rows: 1 - 3 Of 3
Q8 - Other (please specify)

Other (please specify)
Q9 - 5. Thinking about just the KIN core and specialization coursework, which of the following have been a challenge for you? (Check all that apply).

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Count</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Job/other responsibilities affecting ability to carry a full course load</td>
<td>38</td>
<td>19.10%</td>
</tr>
<tr>
<td>2</td>
<td>Missing prerequisite course work so have to wait to complete before taking KIN courses</td>
<td>18</td>
<td>9.05%</td>
</tr>
<tr>
<td>3</td>
<td>Scheduling conflicts</td>
<td>42</td>
<td>21.11%</td>
</tr>
<tr>
<td>4</td>
<td>Difficult to get into required KIN classes</td>
<td>48</td>
<td>24.12%</td>
</tr>
<tr>
<td>5</td>
<td>Difficult to get into elective KIN classes</td>
<td>9</td>
<td>4.52%</td>
</tr>
<tr>
<td>6</td>
<td>Misinformation given to me about requirements</td>
<td>22</td>
<td>11.06%</td>
</tr>
<tr>
<td>7</td>
<td>Lack of communication with KIN academic advisor</td>
<td>22</td>
<td>11.06%</td>
</tr>
</tbody>
</table>

Showing Rows: 1 - 8 Of 8
My original emphasis was something other than IPAC. The lack of communication pushed me into a new emphasis since my understanding of what classes to take was skewed. I had a walk and talk appointment when I expected to have a sit down appointment.

Complete lack of knowledge by advisor has been MIA for the most important semesters of my college career. Also, it would take weeks for me to schedule an appointment with my advisor. Time that I did not have.

N/A
Q11 - 6. How often have you met with your assigned KIN academic advisor?

<table>
<thead>
<tr>
<th>Field</th>
<th>Count</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1.28%</td>
<td>1</td>
</tr>
<tr>
<td>Only once or twice to review graduation application</td>
<td>37.18%</td>
<td>29</td>
</tr>
<tr>
<td>Once a year</td>
<td>15.38%</td>
<td>12</td>
</tr>
<tr>
<td>Once a semester</td>
<td>23.08%</td>
<td>18</td>
</tr>
<tr>
<td>More than once a semester</td>
<td>21.79%</td>
<td>17</td>
</tr>
<tr>
<td>I don't know who my KIN academic advisor is</td>
<td>1.28%</td>
<td>1</td>
</tr>
</tbody>
</table>

Showing Rows: 1 - 7 Of 7
Q12 - 7. Please rate your assigned KIN advisor in the following areas:

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Accessibility (able to confer by phone, in person, email, skype)</td>
<td>39.47%</td>
<td>32.89%</td>
<td>17.11%</td>
<td>10.53%</td>
<td>76</td>
</tr>
<tr>
<td>2</td>
<td>Well informed (knows program and/or where to get information)</td>
<td>42.11%</td>
<td>35.53%</td>
<td>13.16%</td>
<td>9.21%</td>
<td>76</td>
</tr>
<tr>
<td>3</td>
<td>Interest in your plans/program of study</td>
<td>41.10%</td>
<td>34.25%</td>
<td>13.70%</td>
<td>10.96%</td>
<td>73</td>
</tr>
<tr>
<td>4</td>
<td>Help with career planning</td>
<td>32.84%</td>
<td>25.37%</td>
<td>25.37%</td>
<td>16.42%</td>
<td>67</td>
</tr>
<tr>
<td>5</td>
<td>Overall quality of Dept. advising</td>
<td>33.33%</td>
<td>32.00%</td>
<td>24.00%</td>
<td>18.00%</td>
<td>75</td>
</tr>
</tbody>
</table>

Showing Rows: 1 - 5 Of 5
Q13 - 8. Which of the following advising resources have you used? Check all that apply.

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
<th>Choice %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CASA advising center</td>
<td>12.76%</td>
<td>37</td>
</tr>
<tr>
<td>2</td>
<td>SJSU advising center</td>
<td>4.83%</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>SJSU advising hub website</td>
<td>0.34%</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>SJSU online catalog</td>
<td>12.76%</td>
<td>37</td>
</tr>
<tr>
<td>5</td>
<td>MySJSU</td>
<td>22.07%</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>KIN peer advising</td>
<td>4.14%</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>KIN website</td>
<td>15.52%</td>
<td>45</td>
</tr>
<tr>
<td>8</td>
<td>Undergraduate handbook</td>
<td>22.41%</td>
<td>65</td>
</tr>
<tr>
<td>9</td>
<td>Orientation meetings</td>
<td>5.17%</td>
<td>15</td>
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</table>

Showing Rows: 1 - 10 Of 10
### Q14 - Other (please specify)

<table>
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<th>Other (please specify)</th>
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<tbody>
<tr>
<td>AARS</td>
</tr>
<tr>
<td>Dr. Masucci</td>
</tr>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

Showing Records: 1 - 3 Of 3
I think if the advisors were actual advisors rather than professors doing advising on the side, it would be more organized. A lot of the time my advisor didn't have information on specific questions and I would have to go to different departments to get answers.

Emphasize importance of getting in the kinesiology email list if you're a kinesiology (or interested in that field) major

My advisor was put on administrative leave and I was never assigned a new one. I think it is important to allow students to speak with other advisors.

N/A

In terms of choosing classes, I typically choose classes based on word of mouth. For example, I took biomechanics a few semesters ago. Some of my classmates had mentioned that it was a challenging course, so I decided to take one science heavy class during that semester because I knew that I would spend a lot of time studying for that course. I could have graduated in 4.5 semesters, but with the intensive classes, I decided the finish in 5, so I could do my best in all my classes.

Require students to meet with advisors at least once a semester to help build rapport and see if the advisor is a good fit for that student.

If possible, there needs to be more advisors that have more knowledge in each emphasis. I also think it is important to have major advisors help transfer students during orientation and let them know that there is general advisors they should go talk to as well. I hope in the long run there are full time advisors, because having a professor be an advisor in a way is beneficial, but they are spread so thin. My feedback is not only from me but from other students in our department. I suggest our major advisors have a general sense of resources offered on campus and have a general understanding that all students come from different backgrounds and different understandings of university curriculum, lingo, and life. I suggest creating a calendar guide with suggested dates to talk to gen advisors and major advisors. I would also looks at the case load each advisor has and make sure they have time to meet each student every semester... this may sound excessive but I think it may be helpful for my peers to be successful and confident in their path and academics.

I'd suggest to work a little with the college of business for when we want to get a minor in business. From my experience, business isn't the greatest at communicating what exactly needs to be done for that, and the KIN department doesn't know much info either. My advisor simply said to look at their website for the information, but that didn't help me much cause it's so vague. I even went to their department hub (multiple times) to get more info and one advisor didn't know that we (KIN sport management students) could bypass the electives by getting a minor in business and he was sure that I couldn't do that... So if you worked with them you could probably even come up with a handful of suggested classes to take and a less stressed out student.

I thought Dr. Daum was great and very specific to our needs at PETE majors. He offered advice and consistent support for us even as we make our next decisions to apply for the credential program.

Assign advisors that actually care about the success if his students, not an activities teacher who has zero knowledge on requirements, how to fill out major forms, and so unorganized that he doesn't even save your completed major form after you fill it out with him.

Help assign a student one single advisor and help him stick with the same advisor all 4 years. I had about 4 different advisors in my college career because I never knew who was my definite advisor.

More open classes

Let the students know who their advisor is because a lot of students never know his or her advisor or are never assigned to one.
It would be nice if my advisor actually gave me advice.

For observation hours, teachers should consider students who take public transportation. It can be very difficult to complete these hours due to public transportation.

Make sure the advisor is assigned to students on MySJSU, especially for incoming students (freshmen or transfer) so students know where to go and who to try and contact.

Difficult to get in contact with my advisor. Had had time figuring out which classes were required of me in order to graduate. Ended up switching advisors as a result. When I first transferred to SJSU getting information about which classes and what kind of advising help we needed was unclear.

Dr. Masucci is the best!

For the sport management emphasis, there need to be separate class requirements than the rest of the KIN department. Having sport management students take classes like biomechanics and exercise physiology in unnecessary, as these classes do not contribute to what most students want to work in as a career. There need to be more classes focused on sports management majors, including law, finances, business and hospitality, as these classes can further prepare sport management students after graduation. These health and science classes also have brought down my overall GPA and have kept me in school longer than I have anticipated since these I struggle with these classes and have no relevance to what I want to do as a career.

It's my fault I didn't push myself as a freshman and sophomore to meet with advising and stick to the plan. Also I was able to get into classes that underclassmen would get into and it was frustrating.

There was significant confusion when applying for graduation regarding who my “program advisor” was. In a certain emphasis or on the KIN website, having a list of professors to meet with for each emphasis, if only as a starting point, would have been helpful.

The fact that Sports Management and Culture is still Kinesiology and some science classes (anatomy and physiology) are required. Sports Management and Culture should up for debate to be reclassified into either the Business or Hospitality majors.

I think to improve the advising quality is to allow communication to become easily accessible for students emailing to learn who their Kin advisor is for the very, first time.

I had a difficult time trying to figure out who my advisor was (Spring 2016). I went in to ask, and was assigned a new advisor. This complicated issues when it came to turning in my graduation application, as I had planned out the remaining semesters at SJSU. I was able to plan out my entire SJSU course history by myself with the help of the Kin website. I think it would be helpful if there is a master system that allows professors the ability to look up advisor information easier, for students like me.
Q2 - 10. Please rate your level of confidence for each PLO:

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Very Confident</th>
<th>Confident</th>
<th>Somewhat Confident</th>
<th>No Confidence</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PLO 1: Students will be able to explain, identify, and/or demonstrate the theoretical and/or scientific principles that can be used to address issues or problems in the sub-disciplines in kinesiology.</td>
<td>36.23%</td>
<td>49.28%</td>
<td>13.04%</td>
<td>1.45%</td>
<td>69</td>
</tr>
<tr>
<td>2</td>
<td>PLO 2: Students will be able to effectively communicate in writing (clear, concise and coherent) on topics in kinesiology.</td>
<td>47.83%</td>
<td>46.38%</td>
<td>5.80%</td>
<td>0.00%</td>
<td>69</td>
</tr>
<tr>
<td>3</td>
<td>PLO 3: Students will be able to effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology.</td>
<td>47.83%</td>
<td>43.48%</td>
<td>8.70%</td>
<td>0.00%</td>
<td>69</td>
</tr>
<tr>
<td>4</td>
<td>PLO 4: Students will be able to utilize their experiences across a variety of health related and skill-based activities to inform their scholarship and practice in the sub disciplines in kinesiology.</td>
<td>49.28%</td>
<td>43.48%</td>
<td>7.26%</td>
<td>0.00%</td>
<td>69</td>
</tr>
<tr>
<td>5</td>
<td>PLO 5: Students will be able to identify and analyze social justice and equity issues related to kinesiology for diverse populations.</td>
<td>44.93%</td>
<td>44.93%</td>
<td>10.14%</td>
<td>0.00%</td>
<td>69</td>
</tr>
</tbody>
</table>

Showing Rows: 1 - 5 Of 5
Q3 - 11. Please rate each of the KIN core classes you've taken at SJSU with respect to the extent to which the content/experience was important and conveyed new ideas and information.
<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Course Not Taken</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>KIN 70 Intro to KIN</td>
<td>21.74%</td>
<td>34.78%</td>
<td>5.80%</td>
<td>2.90%</td>
<td>34.78%</td>
<td>69</td>
</tr>
<tr>
<td>2</td>
<td>KIN 155 Exercise Physiology</td>
<td>40.58%</td>
<td>40.58%</td>
<td>10.14%</td>
<td>2.90%</td>
<td>5.80%</td>
<td>69</td>
</tr>
<tr>
<td>3</td>
<td>KIN 158 Biomechanics</td>
<td>23.19%</td>
<td>37.68%</td>
<td>14.49%</td>
<td>23.19%</td>
<td>1.45%</td>
<td>69</td>
</tr>
<tr>
<td>4</td>
<td>KIN 160 History of Sport &amp; PE</td>
<td>23.88%</td>
<td>17.91%</td>
<td>7.46%</td>
<td>0.00%</td>
<td>50.75%</td>
<td>67</td>
</tr>
<tr>
<td>5</td>
<td>KIN 161 Philosophical Perspectives of Sport</td>
<td>28.99%</td>
<td>17.39%</td>
<td>13.04%</td>
<td>0.00%</td>
<td>40.58%</td>
<td>69</td>
</tr>
<tr>
<td>6</td>
<td>KIN 164 Sociocultural Perspectives</td>
<td>20.29%</td>
<td>17.39%</td>
<td>7.25%</td>
<td>1.45%</td>
<td>53.82%</td>
<td>69</td>
</tr>
<tr>
<td>7</td>
<td>KIN 165 Motor Development</td>
<td>44.93%</td>
<td>40.58%</td>
<td>13.04%</td>
<td>1.45%</td>
<td>0.00%</td>
<td>69</td>
</tr>
<tr>
<td>8</td>
<td>KIN 166 Motor Learning</td>
<td>60.87%</td>
<td>17.39%</td>
<td>5.80%</td>
<td>0.00%</td>
<td>15.94%</td>
<td>69</td>
</tr>
<tr>
<td>9</td>
<td>KIN 175 Measurement &amp; Evaluation</td>
<td>33.33%</td>
<td>31.88%</td>
<td>17.39%</td>
<td>15.94%</td>
<td>1.45%</td>
<td>69</td>
</tr>
<tr>
<td>10</td>
<td>KIN 185 Senior Seminar</td>
<td>63.77%</td>
<td>23.19%</td>
<td>8.70%</td>
<td>2.90%</td>
<td>1.45%</td>
<td>69</td>
</tr>
<tr>
<td>11</td>
<td>KIN 198 Internship</td>
<td>47.83%</td>
<td>27.54%</td>
<td>5.80%</td>
<td>1.45%</td>
<td>17.39%</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>KIN activity classes</td>
<td>57.97%</td>
<td>30.43%</td>
<td>8.70%</td>
<td>1.45%</td>
<td>1.45%</td>
<td>69</td>
</tr>
<tr>
<td>---</td>
<td>---------------------</td>
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<td>-------</td>
<td>----</td>
</tr>
</tbody>
</table>

Showing Rows: 1 - 12 Of 12
Q4 - 12. Thinking of the KIN courses you completed in your emphasis area at SJSU, please identify the courses that stand out (and why) when you consider the content/experiences and the extent to which they conveyed important information and ideas.

12. Thinking of the KIN courses you completed in your emphasis area at SJSU...

<table>
<thead>
<tr>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kin 168 with Prof Murphy!!!!!!</td>
</tr>
<tr>
<td>Biomechanics had the same amount of work as did physiology and it was only 3 units.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiological Assessment was very helpful for me because it was the most hands on class compared to all of the other classes I took. I learned a lot about how to interact with clients and actually perform the assessments that people would use in real life. I also thought that Clinical Exercise Physiology was very important because it was an application of Exercise Physiology in a real world setting. Having these classes that have us apply our knowledge from previous classes really helped me with increasing my knowledge in the field of Kinesiology.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoyed my upper division classes since they made me feel more prepared for the field outside of class. The classes I enjoyed the most was physiological assessment and biomechanical assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 166 with Dr. Wughalter has helped me discover a new area of Kinesiology that not only focuses on the physical aspect of human health, but also the mental/neurological aspect of human health. I enjoyed this class very much.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomechanics, Exercise Physiology, Sport and Facility Event Management, Sport Marketing and Sport Psychology are all courses that stood out to me. The content in each class has been interesting and insightful. I like that each class could be used in the real world for either professional or personal use.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomechanics and clinical exercise phys. Could be applied to jobs in our field.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Adapted Sports - a very hand on class where students had the opportunity to learn about and participate in adapted sports Measurement and Evaluation - given me confidence in competently administering tests and understanding how to assess validity, reliability, and objectivity All the KIN activity classes - I enjoyed learning the proper technique of different physical activities. I have gained a new skill set of all the activity classes I have participated in and an interest in continuing to be physically active throughout the rest of my life.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>The KIN class I enjoyed the most and I had the best experience in was KIN 147. Being that I'm considering either PT or OT this class showed me what proper movement and range of motion was all about through video analysis, graphs/charts, and numbers. We got to apply everything we learned in biomechanics (KIN 156).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 3 of the sport management classes were extremely beneficial and interesting to me. It helped me understand concepts and apply them to group projects and even work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kin 185 - Dr. Jeffrey does an amazing job of providing information on opportunities for networking, internship, or general information on topics students are interested in. Kin 166 / 175 - I took both classes with Dr. Wughalter and she does an amazing job of presenting the information, keeping student engaged, and showing she cares about her students. She is easy to talk to and I can schedule an appointment to just talk with her about issues I face.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kin 172,173, and 179 all offered applicable knowledge and were structured in a way we could build from other classes. I genuinely enjoyed them. I would say that 156 and 159 stood out when I took them with Dr. Megginson she provided such a personal approach to adapted activities and inspired the class while keeping us engaged.</td>
</tr>
</tbody>
</table>
Motor learning, stress management, and the nutrition classes.

Kin 166 was by far my favorite class because of Dr. Wughalter. Her passion for teaching and ability to relay material surpasses every professor I’ve had at SJSU.

Motor learning and development

KIN 187 with Dr.Wilkin. Dr.Wilkin prepares the students to be effective at real world.

Motor development

Exercise physiology, clinical exercise physiology, physiological assessment,

All Dr. Daum and Dr. Siebert’s classes were great. Intro to elementary when we got to work with the preschooler was my favorite

KIN 198: This course stood out the most considering the content/experiences to which they conveyed important information and ideas because I was allowed to take what I learned in a lot of my classes and apply it to a work setting.

KIN 159 - I enjoyed learning about the adaptive sports and recreation activities and to get to participate in them in class just made it more fun and I gained a lot more knowledge from it. KIN 174 - I enjoyed learning more of the psychomotor functions and with the project I learned more about older adults fitness programs and assessments.

Therapeutic Exercise-help me to gain a deeper understanding of rehabilitation. Advanced Eval of Upper Body Extremities -help me to gain a deeper knowledge of the human body.

Kin 170c has been a great experience because of Dr. Lee creating the Spartan fitness program. It gives teaching majors realistic teaching experience.

Intro to adapted physical education because it gave me the opportunity to experience and play different adapted sports. I learned a lot and it was a very fun class.

Motor Learning- help me better understand how the body processes stages of movement, and what to keep in mind of internal factors of how fast & why someone may physically react, movement wise. Motor Development- help me better understand the specific body structures/capabilities at different age ranges which will help me with my judgement as a PT Exercise Physiology- help me better understand the effects of exercise physiologically which with help with y future judgement as a PT

I enjoyed taking exercise physiology, physiological assessment, and clinical exercise physiology. I felt the concepts and information relate very well to the field of physical therapy and personal training which are both personal areas of interest.

KIN 191A&B - extremely important to athletic training students - whole basis of knowledge for an AT.

Kin 155

Philosophy of Sport Kin 161 reason being it makes you think of the sport in a more under the scene perspective. Motor Development Kin 166 great professor who truly cares for her students and is very knowledgeable about motor learing

I loved biomechanics because I felt as though I walked away from the class with information that is vital to the success of my future career.

Motor learning, motor development and biomechanics. I found these courses to be the most interesting and relevant to my interests and career pursuits.
Motor Learning - Learned a lot of information that is applicable to my life and may be applicable to my future career in sports performance, great professor.

Motor Development - Learned a great amount of valuable and interesting material that has real world applications, course work was very manageable, professor was excellent.

Sports Marketing

I think KIN 147 (Biomechanical Assessment) and KIN 157 (Physiological Assessment) have been great classes in preparing for fields outside of the classroom. I have definitely learned a lot and have learned things that I think will be useful in the real world.

Kin 161

Motor learning has stood out to me because Dr. Wughalter is one of the best teachers I have ever had. She explains things in a way that keeps you engaged and makes the content of her course easy to understand.

Kin 70 because it gave me a good introduction to what kinesiology is, my anatomy and physiology class because I felt I learned very much as well as motor development. All the professors were very passionate.

KIN 154B stands out to me as I pursue a career in nursing. Being able to conduct graded exercise tests, come up with exercise programs, and interpret ECG's has been one of the most interesting and educational classes I have taken.

Exercise Physiology and Biomechanics were extremely interesting courses and I enjoyed finally learning about content that was relevant to my future profession as opposed to the redundant GE courses.

Senior seminar has stood because the instructor is very engaging and open minded to all views, even if the class or instructor does not agree with it. The discussions are good, as it has definitely prepared me for what to expect after I have graduated.

Any class with Dr. Murphy, Wughalter, Cesar, Plato, Jensen, and Vernon Andrews are a must take.

My favorite was KIN 166 with Dr. Wughalter.

KIN 167 with Dr. Semerjian: Excellent class that was challenging, but not overwhelming. It was challenging in that Dr. Semerjian kept us on our toes and motivated me to work harder. KIN 158 with Dr. Kao: Unnecessarily challenging. The demand placed upon us by Kao forced me to memorize his paragraphs rather than understanding concepts. Being an athletic training student and working part-time made it difficult to keep up with studies. While we earn the grades we get, Kao's class was not constructive at all. Walked away with a terrible grade which dropped my GPA and no real knowledge. Waste of a class, time, and money.

biomechanics, biomechanical assessment, these classes were great because we finally got to analyze movements of the body, or our own body.

Kin 151 - Sports and Fitness Marketing. This class gave students a good way to learn how sporting entities profit and remain successful. Working with the SJ Earthquakes was a great experience as well.

The courses that stood out for me are the classes I had to take for the Athletic Training Program ie 191 A and B, 194, 195, and 193 because I learned what I needed to learn in order to become an athletic trainer and for when taking the BOC exam.

KIN 185 guided me to places where I need help and provided me with useful career-related information. Kin 187 provided me with useful health information such as blood glucose reading so that I can interpret the information in real life.

Kin 187 clinical exercise physiology is very pertaining to my emphasis because of the various of known health conditions that affect physiological function and target exercise implementation as one of the main benefits to overcome condition. Kin 147 biomechanical assessment also pertains to my emphasis to understand how to interpret biomechanical information through body kinetics and kinematics to help assess, measure, evaluate a recommendation through a exercise program or exercise benefit to the patient with or without concerning health condition.

None
Biomechanical assessment with Dr. York and Michelle Watson was an incredible course. It was the most impactful with the learning styles, as well as the practical application of the concepts learned throughout the Kin Core classes. Best class I have taken.

Kin 169, Psych of Coaching. Not only that I'm learning about the class, I'm also learning about life values. The class is pretty much preparing me after I graduate.
Q5 - 13. Please rate each of the following overall:

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Very Strong</th>
<th>Strong</th>
<th>Adequate</th>
<th>Weak</th>
<th>Very Weak</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic quality of classes</td>
<td>23.19%</td>
<td>63.77%</td>
<td>13.04%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>69</td>
</tr>
<tr>
<td>2</td>
<td>Facilities &amp; equipment</td>
<td>27.27%</td>
<td>54.55%</td>
<td>16.67%</td>
<td>0.00%</td>
<td>1.52%</td>
<td>66</td>
</tr>
<tr>
<td>Rank</td>
<td>Group</td>
<td>25</td>
<td>38</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------</td>
<td>----</td>
<td>----</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3</td>
<td>Faculty</td>
<td>36.23%</td>
<td>55.07%</td>
<td>8.70%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>4</td>
<td>Peers</td>
<td>38.24%</td>
<td>45.59%</td>
<td>14.71%</td>
<td>1.47%</td>
<td>1.47%</td>
<td>0.00%</td>
</tr>
<tr>
<td>5</td>
<td>Staff</td>
<td>29.85%</td>
<td>64.18%</td>
<td>4.48%</td>
<td>1.49%</td>
<td>1.49%</td>
<td>0.00%</td>
</tr>
<tr>
<td>6</td>
<td>Student Organizations</td>
<td>15.00%</td>
<td>48.33%</td>
<td>33.33%</td>
<td>3.33%</td>
<td>3.33%</td>
<td>0.00%</td>
</tr>
<tr>
<td>7</td>
<td>Value of the KIN/AT degree</td>
<td>31.34%</td>
<td>43.28%</td>
<td>19.40%</td>
<td>5.97%</td>
<td>5.97%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Showing Rows: 1 - 7 Of 7
Q6 - 14. Please indicate the extent to which you agree or disagree with each of the following:

<table>
<thead>
<tr>
<th>Field</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am well prepared to enter my chosen field</td>
<td>28.99%</td>
<td>42.03%</td>
<td>23.19%</td>
<td>4.35%</td>
<td>1.45%</td>
<td>0.00%</td>
<td>69</td>
</tr>
<tr>
<td>I am well prepared for graduate school</td>
<td>24.64%</td>
<td>37.68%</td>
<td>26.09%</td>
<td>4.35%</td>
<td>1.45%</td>
<td>5.80%</td>
<td>69</td>
</tr>
<tr>
<td>I know how to find a job in my field</td>
<td>29.41%</td>
<td>35.29%</td>
<td>26.47%</td>
<td>7.35%</td>
<td>0.00%</td>
<td>1.47%</td>
<td>68</td>
</tr>
<tr>
<td>I have the skills/knowledge I need to be successful in my chosen field</td>
<td>30.43%</td>
<td>42.03%</td>
<td>23.19%</td>
<td>2.90%</td>
<td>1.45%</td>
<td>0.00%</td>
<td>69</td>
</tr>
</tbody>
</table>
Q7 - 15. What semester are your scheduled graduate?

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SPRING 2018</td>
<td>61</td>
<td>88.41%</td>
</tr>
<tr>
<td>2</td>
<td>SUMMER 2018</td>
<td>6</td>
<td>8.70%</td>
</tr>
<tr>
<td>3</td>
<td>FALL 2018</td>
<td>2</td>
<td>2.90%</td>
</tr>
</tbody>
</table>

Showing Rows: 1 - 4 Of 4
Q8 - 16. What is your career goal?

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pursue an advanced degree in Kinesiology</td>
<td>6.90%</td>
</tr>
<tr>
<td>2</td>
<td>Pursue a teaching credential</td>
<td>6.90%</td>
</tr>
<tr>
<td>3</td>
<td>Pursue an advanced degree in an allied health field (e.g. PT/PA/OT)</td>
<td>60.34%</td>
</tr>
<tr>
<td>4</td>
<td>Work in an area related to exercise science</td>
<td>12.07%</td>
</tr>
<tr>
<td>5</td>
<td>Work in an area related to sports medicine</td>
<td>8.62%</td>
</tr>
<tr>
<td>6</td>
<td>Start my own business</td>
<td>5.17%</td>
</tr>
</tbody>
</table>

Showing Rows: 1 - 7 Of 7
Other (please specify)

- Work for an NFL team
- Work in a pro team's front office
- Law enforcement
- Sport management
- Sports Business
- Nursing
- Pursue nursing
- Nursing School
- Work operations or guest services at a professional venue or collegiate setting
- Combine the field of corporate and Kinesiology
- Pursuing a Master's in KIN @ CSUN and working as a grad assistant AT at CSUN
- Sports Marketing or Events/Facilities Management
- Pursue different field
- Chiropractor
- Pursue a medical degree.
- Nursing

Showing Records: 1 - 16 Of 16
Q10 - 17. What is your perception of job availability in the career area of interest to you?

<table>
<thead>
<tr>
<th>Field</th>
<th>Count</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>16</td>
<td>23.19%</td>
</tr>
<tr>
<td>Good</td>
<td>33</td>
<td>47.83%</td>
</tr>
<tr>
<td>Fair</td>
<td>12</td>
<td>17.39%</td>
</tr>
<tr>
<td>Poor</td>
<td>4</td>
<td>5.80%</td>
</tr>
<tr>
<td>I don't know</td>
<td>4</td>
<td>5.80%</td>
</tr>
</tbody>
</table>
Q38 - 18. Regarding your current job please select which of the following best applies to you.

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Count</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I have a job in my area of interest</td>
<td>28</td>
<td>43.76%</td>
</tr>
<tr>
<td>2</td>
<td>I have a job not in my area of interest</td>
<td>19</td>
<td>29.69%</td>
</tr>
<tr>
<td>3</td>
<td>I have an internship in my area of interest</td>
<td>17</td>
<td>26.56%</td>
</tr>
<tr>
<td>4</td>
<td>I have an internship in my area of interest</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Showing Rows: 1 - 5 Of 5
Q39 - Other (please specify)

<table>
<thead>
<tr>
<th>Other (please specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a job with a population I am interested in, but not doing what I am interested.</td>
</tr>
<tr>
<td>I don't have a job</td>
</tr>
<tr>
<td>I had an internship in my area of interest. I am not currently employed.</td>
</tr>
<tr>
<td>Also have an internship in area of interest</td>
</tr>
<tr>
<td>No job</td>
</tr>
<tr>
<td>I am currently working in a Biotech lab.</td>
</tr>
</tbody>
</table>

Showing Records: 1 - 6 Of 6
Q40 - 19. What else should we know? Please be frank and tell us about positives and negatives. We want to hear from you.

I would have liked to have a little more stability when planning classes since there were many times my friends and I had to figure things out or learn by word of mouth different deadlines for the department.

Creating the LinkedIn account was very beneficial for my career advancement. I was able to land a job with the Sacramento Kings for reaching out on that platform. Also, Senior Seminars current structure makes it a waste of time. The movement project is confusing, and uninteresting. The class should focus on resumes, linkedin accounts, real world situations which may happen in careers, social equality issues, interview tips, and any other skills that could be used in our future jobs. If there going to be a project allow us to do research over the entire semester. Right now its current format is frustrating for a 1 unit class.

I have enjoyed being a kinesiology student over the past three years. As a freshman at SJSU, I was unsure what career path I wanted to pursue. When I found the kinesiology department, I instantly felt like I belonged, thanks to my professors and classmates that soon turned into friends. Offering more sections of high impacted classes would be helpful because competing to register for classes was stressful at times. For the IPAC major emphasis, we are required to take American Sign Language 1A. After taking ASL1, I went on to take ASL 2 and Introduction to American Deaf Culture. I am devoted to being an ally for the Deaf community. I probably would not have taken ASL if it had not been a part of the IPAC curriculum and am thankful that it was.

making the coursework more narrow and focused based on what disciple of kinesiology a student would want to go into was great. I feel like maybe structuring a roadmap of the order these classes should be taken would be helpful to ensure students are applying knowledge from prior classes to the new ones. Doing this will help students see that all of our coursework is interconnected and can be applied in multiple classes.

I really like we have to put in internship hours. Picking an internship is difficult, especially when you are still exploring your options. Maybe a collaboration between the career center in which new students have to go through a semester after they start. I would also suggest having measurement and eval be taken in the beginning of the course load, this way students are able to dissect articles better when taking 100w.

Have more information on the types of jobs/things they can do for that area of emphasis. From my understanding, a Bachelor’s in Kinesiology does not pay well. The only two options that I know of to make a living after graduating is either going to graduate school to pursue a masters/doctoral degree or create a successful business. Therefore looking at the value of a Bachelor’s in Kinesiology is not that enticing.

Facilities and learning provided has been great as well as support from many faculty. Definitely proud to be a spartan! So many people I know have come out of the KIN program at SJSU and it makes me proud to be one of them. The pete program is so small and specific it has been great to have a cohort to grow with. [Redacted] was the worst professor I ever had. He made his whole class intimidated and I don't think a student should ever have to feel like they can't learn or succeed in a class because it was his way or the high way. I do not think he had any regard for students or their success.

More variety of professors so that we are exposed to different teaching styles and more class availability

Lack of information for international students.

Some classes I don't feel we need but I know that if its required for grad school it is better to take them here for example chemistry. Biomechanical assessment I thought was not needed. Would like to have some classes that pertained to our carer goals. Example know something with physical therapy where exercises are taught or how to treat injuries.

There needs to be more class sections available because it's such an impacted major that I got pushed back an extra year because of the fact there was only 1 section open a few classes I was required to take. For someone like me who does not get financial aid it is not easy to just take classes in the summer or winter because I don't have that extra money just lying around. If possible there should be some way to get classes during the fall/spring semester that is easier so people do not get pushed back from graduation as a main reason.

There has been good and bad experiences. Some teachers work harder than the students. Some seem like they just show up to cash the paycheck. I feel that instructors should have more accountability for how/what they teach. As leaders who are crafting the minds of others, they shouldn't always blame the students when things go wrong. While this is more of a university problem, something must be done about the parking situation. You can have the students in class learning or driving in circles looking for a parking space for a hour, not both.
Make observation and volunteer hours accessible to students who don't have cars and take public transportation.

For Rehab Science emphasis students, I feel as though when it comes to Chem 1A and Chem 1B we tend to be the least successful students in those courses because from our perspective it’s too science-specific of a course that we can’t relate to our desired career as a PT. However, we understand those courses are requirements for PT schools.

Please hire more staff and increase the availability of classes/class times. It will make many students have a better experience and reduce stress amongst students when registering for students.

The athletic training program is dysfunctional. I understand there is a change going on to an entry level masters program, but that doesn’t mean the current program needs to suffer. There is also a disconnect between the clinical sites students are assigned (even those on campus) and the classes AT’s need to take pertaining to scheduling.

My experience with my academics athletic advisor was awful. I had to stay a full extra year at Sjsu because she put me in classes I didn’t need to be in.

KIN 198 was very helpful

Overall I had a very positive experience with the kin department and there were only a few teachers that I felt should not be teaching here

Positives - I love the professors in the KIN department, they are great people and I learned a lot from them. Negatives - I thought that there wasn’t always a real world application for some of the things I was being taught in certain classes, also the workload in some of the classes was too much in my opinion.

Don't let [redacted] come back. Get rid of the teachers who do not enjoy teaching.

[redacted] was my advisor and lost my graduation and major worksheet. I would not have known that he lost them if I didn’t follow up with him which was rather frustrating. After that incident I started going to Dr. Cisar who was very helpful and able to answer all of my questions I had.

In regards to getting out earlier with my degree I was a little disappointed in regards to learning critical information a little too late. Making requirement crystal clear from the beginning would have been helpful. In regards to coursework, I was really looking forward to biomechanics, but the professor the semester I took it (I don’t think names are necessary, but you know who I’m talking about), made it incredibly difficult to really understand the information and apply it to the real world. The test format was stressful and tedious and was not conducive to our understanding of biomechanics what so ever. We learned models, and how to fill in blank paragraphs with his chosen words which were based on his models. There was not much room for functional understanding or application of biomechanics as AT’s/OT’s/PT’s use this information. For someone with such advanced degrees, maybe his time is better spend in the laboratory and not in the classroom where students are fed up and frustrated with his teaching style and subject, when in reality it should be fun and interesting. I didn't receive a bad grade in the class, but it was a lot more work than it needed to be for such an interesting field of study.

Overall program for sport management needs to be redone, as classes in the sciences and health do not apply to what most students are looking to do with their degree. Classes focusing in business, law, finances, hospitality, and marketing need to be the focus for this emphasis.

No disrespect but [redacted] should focus on sports psych rather than teaching me about LGBT Q etc. I get that it's an issue but I didn't sign up for her life stories. Also let's try and help students find internships as sophomores and freshmen

I just wish there weren't as many scheduling conflicts between suggested electives and required classes. I really never got to take a class from multiple professors I had heard positive things about.

Requiring science class for Sports Management and Culture students doesn't seem logical. The emphasis should be reclassified to either Business or Hospitality.

The program was good but scheduling conflicts made finishing a lot more stressful
I wish we learned more practical skills for applying to jobs and interview skills in the Kin 100W and Senior Seminar classes. There should be more help for preparing for our careers or graduate school in these classes specifically. 100W should have writing aspects with how to write research papers, but be more practical in the sense that we need help with Grad School, PT School or Med school applications and how to write personal statements. These would be more helpful to students than straight research article writing. There is a large chance that these students will not be writing research papers. There should be a separate writing section for students interested in writing research papers. Again, aspects should be covered in 100W, but not focused around it. Senior Seminar should focus on the fun aspects of our major. Dr. Jeffrey had a great layout of her senior seminar, and catered it to our needs. Dr. York and Michelle Watson made the Biomechanics Assessment course fun, manageable, and overall a great learning experience and applied many aspects of the core courses of kinesiology.

Although my job is not in my area of interest. I'm currently volunteering in my area of interest.
Q41 - 20. How would you like to stay connected with or help the Kinesiology program?
Check all that apply.

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Giving donations</td>
<td>0.90%</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Soliciting donations (funds or goods) for the department</td>
<td>1.80%</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Mentoring current students</td>
<td>26.13%</td>
<td>29</td>
</tr>
<tr>
<td>4</td>
<td>Appearing as a guest speaker</td>
<td>12.61%</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>Receiving newsletters</td>
<td>19.82%</td>
<td>22</td>
</tr>
<tr>
<td>6</td>
<td>Contributing to newsletters</td>
<td>3.60%</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Attending alumni events</td>
<td>35.14%</td>
<td>39</td>
</tr>
</tbody>
</table>

Showing Rows: 1 - 8 Of 8
### Q42 - Other (please specify)

<table>
<thead>
<tr>
<th>Other (please specify)</th>
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</thead>
<tbody>
<tr>
<td>I would like to mentor but my experience has been bumpy and I have done more work outside of the department.</td>
</tr>
<tr>
<td>I would not like to</td>
</tr>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

Showing Records: 1 - 3 Of 3
Q43 - 21. Please write in your email address so we can keep in touch with you after graduation, let you know what your department is achieving, and help you by providing information relevant to you professionally. We will not share this information with any other person or group. In addition, when the survey is submitted the email will be separated from the other survey responses.
Q44 - 22. Any shout outs to exceptionally good KIN faculty, staff, or administrators? We'll pass along your feedback!

22. Any shout outs to exceptionally good KIN faculty, staff, or administrat...

Shout out to Ms. Wughalter for being very passionate about the field and inspiring students to do what they love.

Daniel Murphy was my favorite professor!! He was so real and truthful.

Dr. Wughalter and Dr. Schachner are made my time here at SJSU very challenging, yet rewarding in all the right ways. Thank you!

Dr. Semarjian has been the absolute best in all my years at SJSU. She knows the department insise and out and is always willing to help students. I feel like I became a better person because of her guidance. She's definitely my favorite professor/faculty member at SJSU. Dr. Armstrong is another that I'd like to shout out. He did an awesome job in my sports management classes, and I thank him so much for bringing in guest speakers from the industry to talk to the class. One of those speakers became a mentor of mine, and helped me on my way to landing a job. Armstrong's classes are some of the best I've ever taken. Other professors I'd like to shout out are Dr. Vernon, Dr. Cisar, and Professor Murphy. I felt that I learned so much from their classes. They are some of the best at SJSU.

All the professors I have had in the kinesiology department have been wonderful. I would like to give a special shout out to Dr. Megginson, Dr. Lee, and Dr. Chen. I felt that they were able to connect with students well and were very approachable and understanding. Thank you for making my time at SJSU so memorable!

Dr. Masucci, Dr. Wughalter, Dr. Semerjian, and Dr. Wilkin, you all are amazing and have made a big impact on my time at SJSU as a KIN major!

Dr. Wughalter is the greatest! One of the most personable professors I had. She also loves what she teaches, she loves being in the classroom, and loves teaching. I remember going to class after the last presidential election and she let us speak about how we felt, which was powerful. I will never forget that. After that day I felt more connected to my major. Professor Murphy is great too! He is so energetic and in tune with the diversity in the classroom, it is truly appreciated.

Dr. Jeffrey and Professor Murphy are amazing!!!

Thank you for making my time at SJSU an enjoyable experience. I loved going to all of your classes because you made the information interesting and I saw passion in all of you. Each of you challenged me to become a better person which helped to develop and shape me to the person I am today. These professors are Dr. Jeffrey, Dr. Wughalter, the newest teacher Dr. York, Daniel Murphy, Dr. Megginson, Dr. Jenson, Dr. Cisar, Matt Crockett, and Jennifer Schachner. Also shout-out to the best TA out there Adriane Tomimbang.

Dr. Daum though he's new has dived right into his role as my advisor and professor and kept me on track, and was there for whatever I needed while being a great mentor. Dr Megginson has been so inspirational I hope at her age I am still passionate about physical activity and deliver the same joy she does to each of her students. Dr Wughalter shared so many unique perspectives and made learning in her class fun. The concepts stuck because of her examples, and seeing her around campus makes my day even after two years she always smiles, says hi and always asks how I'm doing. I don't know too many professors who do that, and for me as a future teacher that provides a great example. Adrienne as a lab instructor set a great example and made everything very practical and attainable.

Dr. Wughalter!!! Wilkin, Jeffery, semergin, cisar, Masucci!!!

Dr. Masucci!!! I don't think I can thank him enough for all the help he gave me over the past two semesters. He was the only person that was able to give me a clear cut answer to my advising/graduation questions when student services and my advisor were telling me different. Dr. Masucci my name is Danny Gutierrez and I want to thank you, without you I wouldn't be graduating this semester.

KARIN JEFFREY has been the most helpful professor at SJSU without even being my assigned adviser. She goes above and beyond for KIN students.

Dr. Armstrong, Dr. Wilkin, Dr. Plato
Shout out to Michelle Watson, Linda Wilkin, Greg Payne, and Daniel Bohegan for some teaching my favorite classes at SJSU.

<table>
<thead>
<tr>
<th>Emily Wughalter, Linda Wilkin, Daniel Murphy, Craig Cisar, you guys are amazing!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Wilkins was amazing in senior sem her format for it was the best and very helpful. Mr. Murphy is hilarious and super engaging anyways. Dr. Daum and Dr. Siebert are always timely with email replies and life advice and general accessibility. WSI instructor Laurie Bosewell was a mild disaster and overall the class is a waste a time, we don't get anything done and taking it through the Red Cross over a weekend would probably be more valuable and we would learn more overall</td>
</tr>
<tr>
<td>Dr. Linda Wilkin! Dr. Jihyun Lee! Dr. Nancy Megginson! Dr. Emily Wughalter! I appreciate all of these amazing professors!!! They are the best!</td>
</tr>
<tr>
<td>Dr. Craig Cisar, Dr. Vernon Andrews, Dr. Karin Jeffery, Professor Daniel Murphy, Professor Kathleen Bruja, Professor Henry Pai—these instructors drive the KIN department. They care about students learning and succeeding. I have learned a tremendous amount from each one. Find more people like them, because they work a lot harder than they get credit for.</td>
</tr>
<tr>
<td>Had a great time at the school! But can't wait to move back home (:</td>
</tr>
<tr>
<td>Dr. Butryn needs to teach more classes (I know he is busy with the ISSSSC), he is phenomenal! Same with Dr. Armstrong, he did a great job of connecting our material to the outside world, not just academia.</td>
</tr>
<tr>
<td>Dr. Wughalter, Dr. Jensen, Dr. Cisar, Professor Crockett, Dr. Seibert</td>
</tr>
<tr>
<td>Thank you to all the staff for helping me to graduate on time and being accessible when struggling to get into important classes during my final semester.</td>
</tr>
<tr>
<td>Shout out to Dr. Peggy Plato she's the best professor and most understanding as well as Dr. Bethany Shifflett. Also loved Daniel Murphy one of my favorite professors. lovedddd Cole Armstrong. Enjoyed Tamar Semerjian—could relate with her and enjoyed her stories hahahah</td>
</tr>
<tr>
<td>One of my favorite and most helpful faculty member is Cole Armstrong. He never fails to communicate with me and help me throughout college. He was the reason I landed so many internships and jobs that has helped me gain valuable experience in my field of study. Definitely one of best professor/advisor/mentor I've ever had!</td>
</tr>
<tr>
<td>Dr. Wughalter (You are awesome even though your a Yankees fan) Professor Bohigian (Always dope to discuss martial arts with you) Michelle Watson (Thanks for being so knowledgeable about Biomechanics and being so energetic) Matthew Crockett Mr. Yosh Uchida—Thank you for being the best coach and always believing in me when I was freshman to now as the captain of your judo team, it has been an honor to be your student the last 5 years!!!!!</td>
</tr>
<tr>
<td>Michelle Watson</td>
</tr>
<tr>
<td>Just about everyone I've had classes with and interacted with in the Kin Department has been awesome. Wughalter, Reekie, Payne, Chang, Jensen, Jeffrey, Murphy, Semerjian, Chen, Crespo, Adrianne, Vy, Curt, Chris May, and Masucci all are great!</td>
</tr>
<tr>
<td>Professor Crockett—Enjoyable teacher, manageable workload, knows his stuff, provided information that had real world applications Dr. Payne—Great teacher, fun to listen to, definitely knows his stuff, manageable workload, really enjoyed all his classes, good person Dr. Wughalter—Great teacher and person as well, could listen to her talk forever. Another favorite of mine. Dr. Masucci—Great person, easy to talk to, genuine, helpful Arman Medina—Knows his stuff, makes class enjoyable. Made a subject that wasn't my favorite a lot of fun, just a good person</td>
</tr>
<tr>
<td>Murphy Armstrong Reekie Bohigian</td>
</tr>
<tr>
<td>Shoutout to Dr. Semerjian! She was a great professor and advisor! She is a great mentor!</td>
</tr>
<tr>
<td>Bohegian, wughalter, wilkin, Jeffrey, masucci (or the succinator), Mercer, Chang, lee, megginson, butryn, cisar, surmurgian, are amazing humans and teachers. They give me hope for the future</td>
</tr>
</tbody>
</table>
Adrienne, Michelle Watson, and Dr. Wughalter were all great!

Wughalter, semerjian & jeffrey!

I would like to thank Dr's Shifflett, Semerjian, Plato, Cisar, Jeffrey, Wughalter and of course Massuci for always being available and willing to help me with my educational process. Your classes and feedback have given me so my chances to challenge myself and grow as a kinesiologist and lifelong learner. Time spent in your classes and applying your subjects and concepts will always remind me of my time at SJSU.

DR. MASUCCI IS THE GOAT

Dr Semerjian for being an awesome instructor and having an open mind towards everyone! Dr Armstrong for working to make the sport management emphasis be more engaging and looking to build the program up!

dr.murphy, wughalter, Cesar, Plato, Jenson, and Vernon Andrews are the reasons I stayed a kin major. ALSO major shout out to Dr Massucci! Thanks for everything

Dr. Wughalter and Dr. Megginson are the best!

Michelle Watson- KIN 147, she took on a lot with the institution of Dr. York and I appreciate her honesty about my coursework, career plans, and personal aspirations. Dr. Shifflet- KIN 175, I can't imagine how hard the last spring semester must have been regarding her husband, but she always made our classes informative, efficient, and fun. Dr. Plato- KIN 157 and 154B, She is by far the most organized professor I have ever had the pleasure of learning from. Her assignments are challenging, but doable. She has us reach for heights greater than mediocre because she can see that some of us won't accept mediocre in our careers and lives. Dr. Andrews- KIN 160 and 164, He's funny as hell and tells great stories. I'm glad I had classes with him because they provided a different take on the world of KIN. Dr. Wilkin- KIN 185 and 187, She is the definition of hard truth. She's up front about expectations and constantly speaks from experience. I'm not sure if anyone better could teach senior seminar. She is knowledgeable and connected.

Big thanks to Dr. Semerjian! The first professor I had at SJSU after transferring. Spent a lot of time in her office and enjoyed every minute. :)

Vernon Andrews, Michelle Watson, Karen Jeffereys, Tamar Samairigen, Wughalter

Thank you to all of the Kinesiology teachers that I have had at SJSU! Although I was here longer than I planned, I enjoyed every single minute of it.

Dr. Wughalter, Dr. Jeffrey and Dr. Jensen! Thank you for inspiring me and providing me with helpful information that I could apply in real life.

Special shoutout to Dr. Vernons, Dr. Walthaughter, Handball Coaches Tom Urquhart, Michael Linnik, and the rest, Dr. Jeffery, and Dr. Masucci for always arriving to SJSU feeling 110%, eager to see their students, and ready to learn with them. You all are excellent, rated staff.

Dr. Wilkin Ms. Watson Dr. Samirjin Dr. Payne

Dr. Jeffery, and Michelle Watson made my last several semesters at SJSU incredible. They are very inspiring and were always available for help and questions. They are an incredible asset to the Kinesiology program, and I wish them well, and cannot thank them enough for their dedication to their students. I appreciate them very much, and hope they know how helpful they were to me personally. Thank you, Alex Coia

Dr. Wughalter is sunshine! Dr. York has been great for biomechanical assessment.

Shout out to Dr. Daum, Dr. Lee, Dr. Siebert, Dr. Megginson, and Dr. Murphy!
Appendix 9.9

UG Assessment Rubrics
<table>
<thead>
<tr>
<th>PLO #2</th>
<th><strong>Advanced</strong></th>
<th><strong>Proficient</strong></th>
<th><strong>Satisfactory</strong></th>
<th><strong>Unsatisfactory</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Comprehension of Key Ideas and Details</strong></td>
<td>The student response provides a descriptive accurate analysis of what the text says explicitly and inferentially and cites several specific textual/assignment-based evidence to support the analysis, showing comprehension of ideas expressed in the text(s).</td>
<td>The student response provides an accurate analysis of what the text says explicitly and cites specific textual/assignment-based evidence to support the analysis, showing comprehension of ideas expressed in the text(s).</td>
<td>The student response provides analysis and shows comprehension of ideas expressed in the text(s).</td>
<td>The student response provides minimal analysis and shows limited comprehension of ideas expressed in the text(s).</td>
</tr>
<tr>
<td><strong>Written Expression Development of Ideas</strong></td>
<td>The student response thoroughly addresses the assignment/prompt and provides effective development of the ideas by using clear reasoning, specific details, and several text-based evidence.</td>
<td>The student response addresses the assignment/prompt and provides development of the ideas by using reasoning, details, and text-based evidence.</td>
<td>The student response addresses the assignment/prompt and develops the claims by using reasoning, limited details, and text-based evidence.</td>
<td>The student response minimally addresses the assignment/prompt and develops the claims by using limited reasoning, details, and text-based evidence.</td>
</tr>
<tr>
<td><strong>Written Expression Organization</strong></td>
<td>The student response demonstrates a great deal of coherence, clarity, and cohesion, and includes: 1. an introduction to the topic 2. discussion of several ideas made in the text 3. ideas are clearly stated and supported 4. a conclusion 5. logical progression of ideas, making it fairly easy to follow the writer’s progression of ideas.</td>
<td>The student response demonstrates coherence, clarity, and cohesion, and includes: 1. an introduction to the topic 2. discussion of ideas made in the text 3. ideas are stated 4. a conclusion 5. a progression of ideas is used to follow the writer’s progression.</td>
<td>The student response demonstrates basic coherence, clarity, and/or cohesion, making the writer’s progression of ideas understandable but lacking in depth.</td>
<td>The student response demonstrates limited coherence, clarity, and/or cohesion, making the writer’s progression of ideas somewhat unclear.</td>
</tr>
<tr>
<td><strong>Written Expression Clarity of Language and Vocabulary</strong></td>
<td>The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses mostly precise language, including: 1. descriptive words and phrases 2. linking and transitional words 3. domain-specific vocabulary appropriate for the audience and purpose.</td>
<td>The student response establishes and maintains style, while attending to the most norms and conventions of the discipline. The response uses mostly precise language, including: 1. detailed use of words and phrases 2. transitional words 3. domain-specific vocabulary appropriate for the audience and purpose.</td>
<td>The student response demonstrates effectiveness, with minimal awareness of the norms of the discipline. The response includes baseline descriptions, linking or transitional words, or minimal domain-specific vocabulary appropriate for the audience and purpose.</td>
<td>The student response demonstrates limited effectiveness, with limited awareness of the norms of the discipline. The response includes limited descriptions, linking or transitional words, or domain-specific vocabulary appropriate for the audience and purpose.</td>
</tr>
<tr>
<td><strong>Writing Knowledge of Language and Conventions</strong></td>
<td>The student response demonstrates a thorough command of the conventions of standard English consistent with academic writing. There are no distracting errors in grammar and usage and the meaning is clear. Effective and consistent use of punctuation, capitalization, and spelling.</td>
<td>The student response demonstrates a command of the conventions of standard English consistent with academic writing. There are minimal distracting errors in grammar and usage and the meaning is remains clear. Effective and consistent use of punctuation, capitalization, and spelling, with limited distracting errors made.</td>
<td>The student response demonstrates basic command of the conventions of standard English. There are a couple errors in grammar and usage that may impede understanding including but not limited to several errors in punctuation, capitalization, and/or spelling.</td>
<td>The student response demonstrates limited command of the conventions of standard English. There are multiple errors in grammar and usage that may impede understanding including but not limited to frequent errors in punctuation, capitalization, and/or spelling.</td>
</tr>
<tr>
<td>PLO #3</td>
<td>Advanced 4</td>
<td>Proficient 3</td>
<td>Satisfactory 2</td>
<td>Unsatisfactory 1</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------</td>
<td>--------------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>Creative attention getting strategy captures listeners’ attention to introduce the topic. It is relevant to the topic and clearly gains the desired response from the audience. Credibility was established by speaker.</td>
<td>Effective strategy to capture listeners’ attention. Adequate introduction of the topic. Credibility was established by the speaker.</td>
<td>Use of attention getting strategy, but did not seem to adequately capture audience attention and/or lead to desired outcome. Credibility implied.</td>
<td>No Attention getting strategy was evident. No clear or relevant connection to topic or speech purpose. No Credibility was established.</td>
</tr>
<tr>
<td><strong>Thesis Statement</strong></td>
<td>Speaker clearly stated a well formulated thesis statement during the speech introduction. Thesis statement identifies topic and lists/previews main points.</td>
<td>Thesis statement identifies topic and lists/previews main points.</td>
<td>Thesis is implied, although not explicitly stated. Topic is clearly identified, but main points are not clearly previewed.</td>
<td>No thesis statement. Main points are not clearly identified, audience unsure of the direction of the message.</td>
</tr>
<tr>
<td><strong>Connection to Audience</strong></td>
<td>Connection of topic to audience needs and interests is stated with sophistication. Identifies and expresses a deep understanding of their target audience.</td>
<td>Clearly stated the relevance of topic to audience needs and interests. Expresses an understanding of their target audience.</td>
<td>Topic seems somewhat relevant to audience. Vague reference to audience needs and or interests. Identifies target audience.</td>
<td>Topic seems irrelevant to audience needs and interests. No attempt made to connect topic to audience.</td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong></td>
<td>Depth of content reflects thorough understanding of topic. Main points well supported with timely, relevant and sufficient support. Provided precise explanation of key concepts.</td>
<td>Main points adequately substantiated with timely, relevant and sufficient support. Accurate explanation of key concepts.</td>
<td>Provides some support for main points, but needed to elaborate further with explanations, examples, descriptions, etc. Support is relevant, but not timely.</td>
<td>Provides irrelevant or no support. Explanation of concepts is inaccurate or incomplete.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Effective organization well suited to purpose. Main points are clearly distinct from supporting details. Graceful transitions create coherent progress toward conclusions.</td>
<td>Clear organizational pattern. Main points are distinct from supporting details. Smooth transitions differentiate key points.</td>
<td>General structure/organization seems adequate. Difference between main points and supporting details is blurred. Logical flow, but no clear signposts for transitions.</td>
<td>Lack of structure. Ideas are not coherent. No transitions. Difficult to identify introduction, body, and conclusions.</td>
</tr>
<tr>
<td><strong>Eye Contact, Movement, and Expressions</strong></td>
<td>Consistently uses eye contact to maintain rapport with audience. Inconspicuous use of notes. Effective use of scanning to expanding zone of interaction. Gestures, facial expressions, and posture reinforce and enhance the verbal message. Body language is expressive, dynamic, natural and comfortable.</td>
<td>Eye contact establishes rapport with audience. Unobtrusive use of notes. Scanning of audience to establish a zone of interaction. Body language is an adequate support of the message. Movement and gestures clarify key points. Facial expressions and posture seem comfortable.</td>
<td>Conspicuous use of notes. Only occasional glances at audience. Body language is a minimal support of the verbal message. Gestures, facial expressions, and posture reflect speaker discomfort that occasionally interferes with the message.</td>
<td>Reads speech from notes. Avoids eye contact with audience. Gestures, facial expressions, and posture are stiff or distracting.</td>
</tr>
<tr>
<td><strong>Voice and Fluency</strong></td>
<td>Tone is authentic and appropriate to topic. Rate, pitch and volume vary at key points to support the verbal message and keep audience interest. Voices is natural to the speaker and topic, talking with rather than at audience. Coherence of presentation strongly supported by correct pronunciation, confidence enunciation and articulation. Pauses are purposeful and enhance fluency of speech. Virtually no vocalized fillers are noticeable.</td>
<td>Tone fits verbal message, changing for emphasis at appropriate moments. Rate and volume allow audience to follow message. Pitch seems natural to speaker. Careful pronunciation support coherence of presentation. Enunciation and articulation of words are mostly clear. Pauses were momentary and did not interrupt speech. Vocalized fillers are minimal and not distracting.</td>
<td>Inconsistent use of voice to support message. Monotone passages interfere with audience interest. Rate may be too fast or slow; volume too high or low. Pitch is strained, too artificial, or too nervous. Pronunciation is mostly correct, yet enunciation and articulation are tentative. Speaker recovers from awkward pauses and proceeds. Vocalized fillers are noticeable but not excessive.</td>
<td>Fails to maintain audience interest and support the verbal message due to excessive monotone, inappropriate rate and volume. Incoherent presentation due to poor pronunciation. Long pauses interrupt flow of speech. Excessive use of vocalized fillers which are distracting.</td>
</tr>
</tbody>
</table>
Question (open book): **What did you learn from your experiences in college-level physical activity courses that impacted you personally as well as enhanced your scholarship and practice in Kinesiology?** Address each of the items in the rubric below.

<table>
<thead>
<tr>
<th>Grading Rubric</th>
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<tbody>
<tr>
<td>Failed to address</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

Provide a practical example(s) of how knowledge gained in a physical activity course has been, or could be applied, to a sub-discipline of Kinesiology

Relate benefits of your college level physical activity courses to your personal health and well being

Articulate a psycho-social benefit(s) gained from interacting with diverse individuals in a physical activity course

<table>
<thead>
<tr>
<th>Total Score</th>
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</table>
Assessment of PLO 4

Course: KIN 185  Sec:     Instructor:       Semester:

- Students who score 8-9 on the required paper are considered to have mastered the PLO at a high level.
- Students who score 6-7 on the required paper are considered to have mastered the PLO at an average level.
- Students who score 4-5 on the required paper are considered to have mastered the PLO at a marginal level.
- Students who score 0-3 on the required paper have failed to demonstrate even a marginal level of achievement of the PLO.

<table>
<thead>
<tr>
<th>Number of Students Assessed*</th>
<th>Number Achieving High Level (8-9 on paper)</th>
<th>Number Achieving Average Level (6-7 on paper)</th>
<th>Number Achieving Marginal Level (4-5 on paper)</th>
<th>Number Failing to Demonstrate Achievement (0-3 on paper)</th>
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</table>

* Should equal number of students achieving high, average, marginal, and failure levels

(1) What lessons were learned from this assessment?

(2) Based on this information, what recommendations would you make to help improve student achievement of this PLO?

(3) Other comments
<table>
<thead>
<tr>
<th>PLO #5</th>
<th>Advanced 4</th>
<th>Proficient 3</th>
<th>Satisfactory 2</th>
<th>Unsatisfactory 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Justice</td>
<td>Demonstrates sophisticated understanding of the complexity of group differences that lead to privileges, marginalization and/or social injustice (including related UNDERLYING CAUSES such as social, structural, economic, ideological, political, historical, cultural, philosophical, or other relevant factors.)</td>
<td>Demonstrates good understanding of the complexity of group differences that lead to privilege marginalization, and/or social injustice (including related UNDERLYING CAUSES such as social, structural, economic, ideological, political, historical, cultural, philosophical, or other relevant factors.)</td>
<td>Demonstrates surface understanding of group differences that lead to privilege, marginalization, and/or social justice (including related UNDERLYING CAUSES such as social, structural, economic, ideological, political, historical, cultural, philosophical, or other relevant factors.)</td>
<td>Demonstrates no understanding that there are group differences that lead to privilege, marginalization, and/or social justice (including related UNDERLYING CAUSES such as social, structural, economic, ideological, political, historical, cultural, philosophical, or other relevant factors.)</td>
</tr>
</tbody>
</table>