San José State University

PROGRAM PLANNING SELF-STUDY
DEPARTMENT OF KINESIOLOGY
COLLEGE OF APPLIED SCIENCES AND ARTS

Programs
Bachelor of Science in Kinesiology
Bachelor of Science Preparation for Teaching
Bachelor of Science in Athletic Training
Master of Arts in Kinesiology

Submitted March 2012

The enclosed self-study report has been reviewed by the faculty in the instructional unit and is now submitted for external review.

Dr. Shirley H. M. Reekie

Department/Program Head

Draft has been read and deemed ready for external review by:

Dr. Charles Bullock

College of Applied Sciences and Arts Dean

Dated signature of department/program head: This signature serves to verify that there has been widespread faculty participation, including faculty in interdisciplinary programs, in the preparation of the self-study report and that the faculty are aware of all findings and recommendations.

Dated signatures of the College Dean: This signature indicates that the self-study report is complete and ready for external review. It does not necessarily indicate agreement with the recommendations in the self-study report.
San José State University

PROGRAM PLANNING SELF-STUDY
DEPARTMENT OF KINESIOLOGY
COLLEGE OF APPLIED SCIENCES AND ARTS

Programs
Bachelor of Science in Kinesiology
Bachelor of Science Preparation for Teaching
Bachelor of Science in Athletic Training
Master of Arts in Kinesiology

Submitted March 2012

The enclosed self-study report has been reviewed by the faculty in the instructional unit and is now submitted for external review.

________________________________________
Dr. Shirley H. M. Reekie
Department/Program Head  Date

Draft has been read and deemed ready for external review by:

________________________________________
Dr. Charles Bullock
College of Applied Sciences and Arts Dean  Date

Dated signature of department/program head: This signature serves to verify that there has been widespread faculty participation, including faculty in interdisciplinary programs, in the preparation of the self-study report and that the faculty are aware of all findings and recommendations.

Dated signatures of the College Dean: This signature indicates that the self-study report is complete and ready for external review. It does not necessarily indicate agreement with the recommendations in the self-study report.
Executive Summary

The following is the Program Planning Self Study for the Department of Kinesiology (Kin). The appendices containing the appropriate supporting documents are provided at the end of the self study. Over a period of five years, Kin has engaged in strategic processes for assessment and planning. In fall 2010, Kin faculty developed a plan for implementing quality assessment practices across its curricula: graduate, undergraduate major, physical activity, and general education. The undergraduate major program now has a set of measurable program learning objectives that have been mapped for outcomes in all undergraduate baccalaureate program courses. The physical activity and graduate programs now require that new program learning objectives are incorporated into course materials and that measurable outcomes are linked to them.

In fall 2011, in preparation for program planning, the Kin faculty engaged in creating Kin Vision 2017 and four strategic initiatives for the next five years. Following a retreat in early August 2011, the ideas were vetted with all faculty members in various Kin curriculum meetings, with the department coordinators, and in Kin Department Faculty Meetings. The proposed plan includes the following four strategic initiatives that should be implemented across the next five years: expand applied and scholarly contributions focused on health promotion and physical activity; integrate teaching, research, and practice; provide student centered learning environments that apply the principles of inclusive excellence; provide quality operations and services to students and the community. The new Kin Vision 2017 that emerged from the work is:

By 2017, the Department of Kinesiology will expand its regional reputation for applied and scholarly contributions focused on health promotion and physical activity, by offering an integrated approach to education in Kinesiology to meet a variety of targeted employment opportunities

The overall health of the Department is very good. Kinesiology is one of the fastest growing majors in the California State University System. The required data exhibits (presented in Appendix A) indicate that students are attracted to undergraduate and graduate majors offered in Kin at SJSU. The consequences of high student demand reverberates most in the undergraduate degree program that is impacted since fall 2010. With an overall reduction in tenured/tenure track faculty over the last five years and a consequent increase in FTES this creates often challenging situations for Kin student majors and Kin faculty.
## Self Study
### Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>2</td>
</tr>
<tr>
<td>Context and Review</td>
<td>6</td>
</tr>
<tr>
<td>Context</td>
<td>6</td>
</tr>
<tr>
<td>Review</td>
<td>9</td>
</tr>
<tr>
<td>History</td>
<td>10</td>
</tr>
<tr>
<td>Faculty</td>
<td>11</td>
</tr>
<tr>
<td>Students</td>
<td>12</td>
</tr>
<tr>
<td>Lifetime Physical Activity</td>
<td>12</td>
</tr>
<tr>
<td>Curriculum</td>
<td>13</td>
</tr>
<tr>
<td>Graduate Program Component</td>
<td>13</td>
</tr>
<tr>
<td>Undergraduate Major Program Component</td>
<td>15</td>
</tr>
<tr>
<td>Physical Activity Program Component</td>
<td>19</td>
</tr>
<tr>
<td>General Education Component</td>
<td>20</td>
</tr>
<tr>
<td>The Kin Program Plan</td>
<td>22</td>
</tr>
<tr>
<td>Kin Strategic Vision</td>
<td>22</td>
</tr>
<tr>
<td>Kin Strategic Initiatives</td>
<td>22</td>
</tr>
<tr>
<td>I. Expand applied and scholarly contributions focused on health promotion and physical activity</td>
<td></td>
</tr>
<tr>
<td>III. Integrate teaching, research, and practice</td>
<td></td>
</tr>
<tr>
<td>III. Provide student centered learning environments that apply the principles of inclusive excellence</td>
<td></td>
</tr>
<tr>
<td>IV. Provide quality operations and good customer services to students and the community</td>
<td></td>
</tr>
<tr>
<td>Challenges</td>
<td>24</td>
</tr>
</tbody>
</table>
List of Appendices

Appendix A. Required Data Exhibits, Revised November 30, 2011
   Data Exhibit 1: Number of Course and Section Offered
   Data Exhibit 2: Average Headcount Enrollment per Section
   Data Exhibit 3a: Student/Faculty Ratios – SFR
   Data Exhibit 3b: Full-time Equivalent – Students
   Data Exhibit 3c: Course Enrollment by Student Majors
   Data Exhibit 4: Course Enrollment by Student Majors
   Data Exhibit 5: Application, Admission, and Enrollment of New Students
   Data Exhibit 6: Headcount Enrollment by Class Level
   Data Exhibit 7: Headcount Enrollment by Major and Concentration
   Data Exhibit 8: Degree Award by Major and Concentration
   Data Exhibit 9: 1st Year Retention Rates
   Data Exhibit 10: Graduation Rates

Appendix B. Graduate Program Component
   B1. Revised Course Syllabi
      B1A. Kin 250 Sample Course Syllabus
      B1B. Kin 251 Sample Course Syllabus
   B2. Graduate Program Assessment
      B2A. Graduate Program Learning Objectives
      B2B. AY 2009-2010 Assessment Report
      B2C. AY 2010-2011 Assessment Report

Appendix C. Undergraduate Major Program Component
   C1. Undergraduate Major Program Assessment
      C1A. Undergraduate Major Program Learning Objectives
      C1B. AY 2009-2010 Assessment Report
      C1C. AY 2010-2011 Assessment Report
      C1D. Strategic Model Used for Assessment
      C1E. Kin Exit Survey 2011

Appendix D. Physical Activity Component
   D1. Physical Activity Assessment
      D1A. Physical Activity Program Brochure
      D1B. Physical Activity Program Learning Objectives
      D1C. Physical Activity Survey
      D1D. Preliminary Summary Fall 2011 Activity Survey

Appendix E. General Education Component
   E1. Kin General Education Report for the Board of General Studies
   E2. Core General Education
      E2A. Development of Human Potential (ChAD/Kin 67)
         E2A1. ChAD/Kin 67 Sample Course Syllabus
         E2A2. Assessment Schedule, 2009-2011
         E2A3. AY 2009-2010 Assessment Report
         E2A4. AY 2010-2011 Assessment Report
      E2B. Stress Management (Kin 69)
Context and Review

The following represents a description of the context, a review of the Department, and a vision and plan for five years. Hyperlinks to sites containing additional information are provided for reviewers. Appendices are accumulated and organized on D2L on a site dedicated to the development of the Program Planning Self Study; as well, all appendices are ordered behind the electronic version of this document. Using D2L to post the plan and the components of the Self Study allowed for full faculty review on an on-going basis.

Context

In fall 2011 following a national search, a new President, Dr. Mohammad Qayoumi, was appointed to San José State University. He quickly focused the campus on developing a vision and goals now found in the Executive Summary for Vision 2017. Its guiding principles are:

A Strong and Unique Sense of Place. SJSU has a strong and unique sense of place, both physical and virtual, with modern learning spaces, gathering places and a technology infrastructure. We create a welcoming, vibrant and safe environment that fosters a sense of belonging and Spartan pride.

and

Unbounded Learning. SJSU is an innovative, engaged learning community committed to preparing students with adaptive skills and knowledge for a global 21st century. Unbounded learning is facilitated by highly regarded faculty members actively engaging with students to provide a wide range of access to and delivery of learning content through in- and out-of-the-classroom experiences.

SJSU is a large metropolitan university located in the heart of Silicon Valley. In 1857, SJSU became the first public institution of higher education in the State of California. Today, it is one of 23 campuses of the California State University (CSU) system. Over a five year period, SJSU enrolled approximately 27,000 to 33,000 students per year. Each fall approximately 3000-4000 freshmen and approximately 3000 transfers (most of whom have completed all lower division requirements at their respective community colleges) are admitted; some still have lower division prerequisite requirements remaining upon enrolling in their majors as transfers. New agreements such as SB 1440 create external pressures. SB 1440 is a state bill that guarantees to transfer students following the model transfer curriculum that only 60 additional units of passing credit hours will be required for graduation at CSU institutions. These 60 units may include possible general education and lower division prerequisites in addition to major requirements. Overall enrollment opportunities at SJSU have become more limited over the last several semesters due to impacted status, i.e., more students are interested in attending the SJSU than its capacity and resources can support.

A significant number of co-curricular programs are available to enhance students’ experiences while at SJSU. They are designed to complement and add to the SJSU academic experience. Freshman students that live more than 30 miles from campus at the time of acceptance are now required to live on campus. SJSU offers living in a relatively new set of buildings called Campus Village; several other on-campus
living opportunities exist. A host of student affairs and campus life programs are held in the event center, Student Union, Counseling Services Center, Disability Resource Center, MOSAIC Cross Cultural Center, and Health Center.

Kinesiology is the study of the art and science of human movement. In its first position statement, the American Kinesiology Association reported that kinesiology is one of the fastest growing majors in academia (see http://www.americankinesiology.org/white-papers/white-papers/kinesiology-on-the-move--one-of-the-fastest-growing-but-often-misunderstood-majors-in-academia?highlight=california%20state%20university). A specific indicator in California is that kinesiology is offered on 21 of the 23 CSU campuses and seven of the 21 campus kinesiology programs are impacted (see http://www.calstate.edu/sas/documents/impactedprograms_matrix.pdf). The Department of Kinesiology (Kin) at SJSU has been impacted since 2010. One explanation for the rapid growth in kinesiology is that student interest in obtaining degrees especially in the allied health and medical professions is increasing (e.g., physical therapy, occupational therapy, and medicine). The knowledge and skills obtained through kinesiology baccalaureate programs articulate well with careers in athletic training, sport management, teaching of physical education, community fitness and health, ergonomics, and stress management, or for earning advanced degrees in kinesiology and allied fields. The multidisciplinarity of the field of kinesiology applies biological, physical, social, philosophical, and behavioral perspectives as they are related to movement, fitness, rehabilitation, holistic health, as well as sport and fitness management and marketing strategies; this perspective allows practitioners to study humans from an integrative and applied perspective.

Herein lies the uniqueness of kinesiology in the academy. By using multidisciplinary and interdisciplinary approaches kinesiologists can investigate and analyze movement and physical activity across a variety of areas that are represented by significant intellectual depth, generally referred to as the subdisciplines (e.g., exercise physiology, motor learning, sport and exercise sociology, sport philosophy, and sport and exercise psychology). Using basic and applied scholarship kinesiologists study movement and the physical capacities of the body, and how these ideas interrelate with the mind and function across diverse applications. For a century and a half, kinesiology has thrived in academia and at SJSU because of the significance of educating the physical, mental, and emotional components of humans who are active and engaged in the world. Kinesiologists are responsible for understanding movement and physical activity, and for preparing future professionals and new scholars for careers in kinesiology.

Originally, the purpose of physical education in the late 19th century was to deal directly with the failing health of college men and women due to sedentary values and lifestyles that were purposefully restrictive. Similar health problems are manifested today in forms such as obesity, diabetes, osteoporosis, hypertension, cardiovascular disease, and some forms of cancer. Kinesiologists investigate the effects of physical activity and other health-related activities throughout the lifespan and with diverse populations on the prevention and treatment of these diseases; as well, they engage in practice that requires movement analysis for a spectrum of individuals such as the sport expert and individuals with motor dysfunction. Specifically, the Kin core curriculum addresses these aspects through content addressed in the subdisciplinary courses. Additionally, specific concepts are addressed in emphasis courses such as: Introduction to Adapted Physical Activity (Kin 156), and Clinical Exercise Physiology (Kin 187). Kinesiologists examine movement efficiency, the cultural aspects of movement, and the scientific approaches used to understand physical activity. These concepts are examined also in the Kin general education offerings: Developing Human Potential (Kin 67) and Diversity, Stress, and Health (Kin 169).
The importance of understanding physical activity and human movement from multiple perspectives has significant effects on public health and health care in general. In the reports of the Surgeon General and Healthy People 2020 (Department of Health and Human Services) physical activity remains among the goals for 2020 because of the health consequences of a sedentary lifestyle that result in hypokinetic diseases (due to physical inactivity and other inadequate health related practices). SJSU and Kin have been committed to making a positive impact on the lives of students and the community by supporting a quality physical activity program with a significant breadth and depth of choices for students to select. Also through its undergraduate major Kin offers core and emphasis area courses that represent breadth and depth for undergraduate students working in sport management, fitness and exercise, athletic training, adapted physical activity, societal studies, and teaching. The Kin graduate program prepares students for careers that require a master’s degree as well as doctoral degree programs.

Experiencing the pressures of high student demand and ongoing reduction of resources with which to serve students, the Kin undergraduate program became impacted in fall 2010. As Kin leadership and the entire faculty continue to critically examine impaction and its required processes enrollment management is critical. For example, Kin developed a specific emphasis, the Transfer Curriculum Studies Option that is now one among 14 of 21 kinesiology programs in the CSU approved for SB 1440 students. Whenever possible, multiple sections of backlogged classes have been added during the semester (plus summer and winter) to meet student demand and to assist students’ timely progress toward graduation (see Appendix A, RDE: Data Exhibit 1). The number of lower division and upper division sections offered by Kin has grown by approximately 30 sections each. Additionally, winter and summer session offerings have been added to supplement sections offered during the regular semester. However, the ability to meet student demand is limited by the availability of qualified faculty. In many cases, the department has been unable to find part-time faculty experts qualified to teach specific major courses. Additionally, with increasing expectations for scholarship and research, a number of Kin faculty members have applied for, and received grants that provide teaching release; thus the number of majors is increasing while availability of qualified faculty is decreasing. Kin needs additional tenure track positions to maintain its high quality programs, meet student demands, promote scholarship, and provide resources for curricular growth and innovation to meet societal needs.

Kin is situated in the academic division of the University that is led by the Provost and Vice President for Academic Affairs. Following a national search, Dr. Ellen Junn was hired as University Provost in spring 2012. She leads the seven colleges of the University. Within each college are schools, departments, and programs that house disciplinary programs leading to baccalaureate and master level degrees. Most recently joint doctorates in the College of Education and in the School of Nursing have been added at SJSU. A long history of educational access, as well as high quality academic programs, distinguished alumni, and an exceptionally talented faculty have attracted students to the CSU for many years. Freshmen and transfer students (primarily from community colleges) are attracted to specific SJSU programs with the overall purpose of obtaining a baccalaureate degree. In addition, prospective graduate students from local, national, international locations are attracted to reputable SJSU graduate programs representing a variety of disciplinary specializations. Most recently the graduate program was reorganized to include four concentrations representing the strengths of the faculty and what is attractive to prospective students. Students now make application to a specific concentration within their application processes for the Kin graduate program. Also new and higher admissions standards have been implemented.
Within the academic division is the College of Applied Sciences and Arts (CASA), one of the seven colleges at SJSU. CASA is home to 7 departments (including Kin), 4 schools, and 3 programs. The vision for CASA is:

*The College of Applied Sciences and Arts is home to applied and professional disciplines serving dynamic societal needs and dedicated to promoting a healthy, ethical, and enlightened global community through innovative application of knowledge and scholarship.*

The Dean of CASA, Dr. Charles Bullock, has emphasized a culture of research and this is reflected in new opportunities for members of all levels of the college professoriate. Scholarly opportunities include the new Center for Applied Research in Health Services (CARHS) for assisting faculty with writing for manuscript and grant development, as well as statistical consulting. One Kin faculty member serves on the CARHS Advisory Board and has received assigned time to take on a significant role with the center. The CASA Dean has provided new opportunities for competitive start up grants to implement creative innovations in the community, and for scholarly and other creative activity. Further, CASA now houses a Student Success Center (opened in February 2011) to provide a space for students to study, relax, meet with an advisor, or find other forms of academic support. Kin is integrally linked with CASA. The Kin chair meets regularly with the CASA Dean and with the College Council of Chairs. Moreover, Kin faculty, staff, and students engage in and oftentimes chair key CASA committees. For these and many other activities Kin faculty, staff, students, clubs have been recognized multiple times for college awards and scholarships. An example is that the Adapted Physical Activity Club received a Dean’s Award. On multiple occasions our faculty members have won Outstanding Professor, Outstanding Service, and Outstanding Scholar Awards of both the College and even the entire University. In 2011, a Kin staff member won the first Outstanding Staff Award.

**Review**

In her external review in 2007, Dr. Sharon Guthrie (Chair; Department of Kinesiology, CSU, Long Beach) noted a need for Kin to spotlight research and community involvement as well as external grant funding.

Over the five year period since the last review Kin hired assistant and associate professors who have been successful in these areas. Further, over this period, faculty members were presented with increasing opportunities from the University to engage in research supported both internally and through external competitive awards. Through the Provost’s Office, Kin faculty members received release time to collect data, attend national and international meetings, and produce scholarship through Research, Scholarship and Creative Activity (RSCA) grants; Student Success Grants; and, Junior Faculty Development Grants. Faculty members have been successful in receiving external grant support from the Health Trust and from the World Anti-Doping Agency. One faculty member (a professor) is completely bought out to direct the California Physical Education and Health Project, leading state initiatives with teachers to design and implement standards and programming related to physical education and health. Kin faculty members are examining ways to engage undergraduate students in their research. For example, through RSCA money, Dr. Peggy Plato is engaging undergraduate students in the development and execution of research in exercise physiology. Four projects have been approved by the Institutional Review Board, including: Non-exercise Activity Thermogenesis (NEAT), Music and Muscle Endurance, Isometric Grips and Blood Pressure, and the Gokhale Method© Foundations Course working with a local health and wellness center.
Over the five year period and since the last review Kin has increased its community involvement through the management of The Timpany Center. The mission of The Timpany Center is to provide, through multi-agency involvement and SJSU student service learning, inclusive aquatic and land-based activities that target the promotion of physical health and wellness in individuals with disabilities, obesity, and/or advanced age from the greater Santa Clara County community. The Timpany Center is located at 730 Empey Way in San Jose, CA, has a 92 degree 100,000 gallon warm-water pool, spa, classroom, research lab, gymnasium, and a rehabilitation physical therapy clinic. Since assuming responsibility for the operation of the Santa Clara County-owned facility in 2009, the SJSU Timpany Center, operated by Kin, has been able to provide over 250 students, to date, with fieldwork/internship service-learning opportunities directly impacting the physical activity and wellness of individuals with special needs from the Santa Clara County area. Over 5000 persons a month access the Timpany Center; the majority come from Santa Clara County (San Jose primarily) and include all racial/ethnic groups in either pool memberships, aquatic and land-based classes, personal training, regular and adapted swim lessons, specialty workshops, and/or rehabilitation services. The center is opened 81 hours a week, Monday-Saturday, and employs SJSU students in its operation. The work of Kin in the Timpany Center has been highly praised by local elected politicians.

The previous reviewer suggested that Kin develop a hiring plan based on a reconfiguration of the emphasis areas in the Kin undergraduate program and reorganization into specializations (concentrations) in the graduate program. A hiring plan is an ongoing challenge as the budget continues to swirl and we continue to be unsure about growth and replacement positions for retirements and for those faculty who move to new positions both within and outside of the University. Additionally, the reviewer made specific suggestions about changes to the core of the graduate curriculum that is further discussed in the Graduate Program Component section below. The reviewer noted that the reward system for faculty who advise theses, internships, and fieldwork warranted examination. Finally, she made note of the “best faculty in the worst facility in the CSU”. Our renovation is finally scheduled to begin in spring 2013. The Kin Chair and her various committees have been working with the architect to create the best teaching and research environment for this renovated facility to be able to meet the needs for future students, faculty, and staff.

At its fall 2011 retreat, as part of a SWOT (strengths, weaknesses, opportunities, and threats) analysis, the faculty recognized five emergent strengths that fall into these categories: history (2012 marks the 150th anniversary of a rich and long history at SJSU); faculty (Kin faculty offer a diverse set of perspectives and are adept in their ability to offer a broad based curriculum yet be recognized specialists of the foundations of the field); students (Kin has attracted a diverse student population of qualified and motivated individuals, see Appendix A, Data Exhibit 1); lifetime physical activity (the Kin physical activity program impacts the lives of thousands of SJSU students each semester); curriculum (undergraduate, graduate, activity, and general education curricula are cutting edge; undergraduate and graduate students acquire knowledge and practical skills through internships in the community). Each of these strengths is discussed in the sections that follow.

**History**

In 2012, Kin celebrates its 150th anniversary having offered classes since 1862 (Reekie, 2012). All current Kin students, alumni, and previous faculty and staff have been invited to celebrate in the rich history and the accomplishments of Kin on April 21, 2012. Over these 150 years, Kin has maintained a vital role in the University through its disciplinary offerings, its outstanding students, and its dedicated faculty and their service to the University and the field. CASA recognizes distinguished alumni and each
year Kin selects extraordinarily accomplished alumni from our field. In the past five years, these have included the first female athletic trainer in the NFL, a world renowned exercise physiologist, and the senior research physiologist for the US Army Institute of Surgical Research. In Kin, new graduate concentrations and a variety of undergraduate emphases attract students interested in specific careers related to kinesiology and those that use the knowledge and skills of the major to build the scaffolding for advanced degrees. Additionally Kin faculty have long committed to engaging in the general education curriculum offerings serving students from all colleges of the University. Moreover, Kin offers a cutting edge physical activity program with a broad range of offerings across adventure, aquatic, individual and team sport, self defense, and dance activities (see Appendix D1A, Physical Activity Program Brochure). The Center for International Sport and Physical Education draws visiting professors from at least 15 different countries to study with physical activity experts and other disciplinary faculty to conduct their research, and attend Kin undergraduate and graduate classes. Kin remains dynamic in its offerings to meet current societal needs and the interests of new generations of students and the community. Kin remains strong and has a rigorous and challenging set of offerings.

Kin faculty and students are engaged in community service through projects such as RePLAY (see http://www.replay-sj.org/) which recycles slightly used sporting equipment and resources to recycle to the community. Moreover, faculty and students have worked with numerous other organizations through their internships and through volunteer opportunities in the community.

Faculty

Kin faculty members are recognized within and outside of the University. A review of their curriculum vita (see D2L Program Plan page in the Dropbox for full time faculty vita and available in a file that accumulated all full time faculty vita) indicates an engaged and active faculty in Kin, CASA, SJSU, and professionally in organizations and societies. At the University level over this five year period, these faculty members served as chair and member of key University and CASA committees, e.g., the academic senate (senators), the review committee for a University associate vice president (chair), University Professional Standards Committee (member), Institutional Review Board committee (chair), Student Fairness committee (chair), numerous president’s cabinet level positions search committees (members), the Board of General Studies (members), University Board of Academic Freedom and Professional Responsibility (member), University Library Committee (member), SJSU Club Sports Disciplinary Review Board (member), Sustainability Committee (member), College Curriculum Committee (chair) and College Committee to Enhance Equity and Diversity (chair). These same faculty members serve professional organizations on committees such as: the American Alliance for Health, Physical Education, Recreation, and Dance; the Association for Applied Sport Psychology; the North American Society for the Sociology of Sport; the North American Society for Sport Management; the American College of Sports Medicine; and the National Strength and Conditioning Association. They publish in anthologies in their respective areas such as: Women and Exercise: The Body, Health, and Consumerism; Physical Cultural Studies Anthology; and, Handbook for Achieving Gender Education. They publish in journals such as: International Journal of Aquatic Research and Education, Journal of Sport Science Review, Journal of Athletic Training, Sport in Society, International Journal of Sport Communication, and Canadian Journal of Sport Psychology. They review for these journals and several others. As mentioned previously, Kin has been recognized numerous times for contributions to the University and its students as well as to professional organizations with awards for individual faculty and for the department at each of these levels. Examples include University Outstanding Service Award, University Outstanding Professor Award, The Provost’s Outstanding Assessment Award, CASA Outstanding Service Award, CASA Outstanding Professor Award, and multiple CASA CEED Awards.
Students

Total head count enrollment of Kin majors has grown from approximately 778 in fall 2007 to 845 in fall of 2011. Enrollment in fall 2009 capped at 894 students prior to impaction. These students are engaged in specialized clubs related to their future employment objectives and potential opportunities such as the Adapted Physical Activity Club, the Sport Management Club, and the Pre Physical Therapy Club. All clubs actively stage events such as fun runs for the community, health and wellness fair booth staffing, and fund raisers with Kin faculty to promote awareness of physical activity and health. The Pre Physical Therapy Club has a monthly electronic newsletter and many events to guide students toward a future career in physical therapy, e.g., students organized panel discussions of Kin alumni and site visits to campuses that offer physical therapy advanced degree programs. A Council of Student Clubs sponsors a graduation dinner every year that serves approximately 100 graduates and 500 family and friends.

Kin students are recognized in numerous ways for their academic and creative talents. They recently won a video contest sponsored by the American Kinesiology Association for a video on the field of kinesiology (http://www.americankinesiology.org/news--announcements/news--announcements/congratulations-to-san-jose-state-university-the-first-winners-of-the-aka-youtube-contest). The Kin ambassadors are a group of students who promote physical activity and the major to K-12 students and in the community. Additionally, approximately 73 Kin students will be recognized at the spring 2012 Honor’s Convocation as Dean’s Scholars and another six will be President’s Scholars. With impaction and focus, Kin students are achieving well in the University. According to the Physical Therapy Centralized Application Service 2010-2011 Applicant Data Report (http://www.apta.org/uploadedFiles/APTAorg/Educators/Curriculum_Resources/APTA/PTCAS/2010_11_PTCAS_ApplicantDataRpt.pdf), exercise science and kinesiology are two among the top three majors contributing to admissions into physical therapy programs. In 2009-2010, SJSU had four of its 15 applicants accepted for physical therapy school, a 27% acceptance rate. In 2010-2011, SJSU had 16 of 26 applicants accepted for physical therapy schools, a 62% acceptance rate. With good advising and support from the faculty, staff, and peers SJSU Kin students are finding good success toward achieving their goals related to physical therapy.

Lifetime Physical Activity

Kin offers a contemporary physical activity program with a broad range of physical activity offerings in individual and team sport activities, dance, combative, adventure, aquatics, and fitness. SJSU students complete a two unit physical activity graduation requirement either at SJSU or at a community college. Reviewed in a separate section is an assessment of the Kin physical activity program. As indicated by their ratings, students value the program, recognizing the importance of physical activity in their daily lives. Additionally, students value the opportunity to receive high quality instruction in lifetime physical activities. The research overwhelmingly supports the health-related benefits of physical activity. As Dr. Robert Sallis, former President of the American College of Sports Medicine has stated, “If we had a pill with all the proven benefits of exercise, every physician would prescribe it to every patient and the health care system would find a way to pay for it.” Both the Counseling Services and the Student Health Centers make frequent recommendations for students to take activity classes. In addition to the health-related benefits, the instructional physical activity program provides a unique opportunity for diverse students to interact with one another. The graduation requirement maintains the importance of these ideas and principles. Further, physical activity courses interface with the Kin major program; the core of a kinesiology major relies on the analysis and performance of movement. The core requirements of the undergraduate program include six activity courses. Moreover, one of the five program learning
objectives for the Kin undergraduate major is “to apply scholarship and practice of different movement forms to enhance movement competence in kinesiology”. Accreditation of the teacher education emphasis requires numerous physical activity courses from across a variety of areas. Participation and instruction in movement activities prepares Kin majors for analyzing and understanding dynamic movement and working effectively across multiple settings in the community for their internships, and in careers such as: athletic training, physical education teaching, physical therapy, health and fitness, and sport marketing and management, to name a few.

Curriculum

The Department is organized with a Department Chair who currently receives a .75 teaching release. Because of the multiple and growing demands on the Chair, the CASA Dean has agreed to support an addition .2 release beginning fall 2012 to provide assistance to the Chair because of the doubling of the number of majors over the past five years. The Chair is guided by a coordinator council, including: a graduate coordinator, an undergraduate coordinator, an activity coordinator, and a general education coordinator (GE). Each coordinator receives a .2 (course release). They provide counsel to the chair and leadership in curricular matters related to their program. This organization structure, with a coordinator for each Kin program component, has facilitated the development of strong curricula and program assessment across all four program components. Provided below is information related to the assessment of each of these program components.

Graduate Program Component

A Graduate Program Handbook explaining the procedures for being a Kin graduate student can be found at http://www.sjsu.edu/kinesiology/docs/KINGradHandbook_10-11FINALrev.pdf. Over a period since the last review and based upon the recommendations made by the external reviewer in 2007, more stringent criteria were implemented for admission to the Kin graduate program in fall 2010; thus, when viewing the required data exhibits one must consider these revised criteria. Some fluctuation in graduate program enrollment has occurred over the last 5 years (see Appendix A. RDE: Data Exhibit 3b), see Figure 1. A record number of applicants (n=127 applicants) was recorded for fall 2011. A reorganization of the Kin graduate program now includes four distinct concentrations for students specializing in: athletic training, exercise physiology, sport management, sport studies, and a general curriculum option is also offered for students who need a broad-based set of courses. The Kin graduate program also completely revised its core requirements with a reconfiguration of the previous core courses into two new courses: Kin 250 (Fundamentals of Quantitative Research Methods in Kinesiology) and Kin 251 (Fundamentals of Qualitative Research Methods in Kinesiology). Sample course syllabi can be found in Appendix B1A and B1B respectively. The number of graduate sections offered in fall 2007 (26 graduate sections) were fewer than in fall 2011 (31 graduate sections); the increase is accounted for from fall 2007 to fall 2008 when 30 sections were offered (see Appendix A. RDE: Data Exhibit 1). Kin has offered an average of 31 graduate sections since fall 2008. The newly implemented graduate admissions criteria created a drop in the average headcount and student faculty ratios (SFR) in the graduate program in fall 2010 (headcount dropped from approximately 10 per section to approximately 6 per section and SFR dropped from 15 to 8) (see Appendix A. RDE: Data Exhibit 2). A note regarding the reported SFR in the graduate program is that it includes independent studies, theses, and project supervision course sections representing the supervision for each faculty member. These supervisory type sections tend to have exceptionally low enrollments (n=1 to 4 students) and thus negatively skew the SFR downward. The actual enrollment cap for Kin graduate courses (excepting supervisory sections)
is 15. Most instructors take up to 10 over the cap. For the two core courses (KIN 250 and 251) the cap is set at 22 students.

Retention rates for first time graduate students dropped from 90% to just over 67% (see Appendix A. RDE: Data Exhibit 9). This drop is most likely due to the implementation of more rigorous standards in the Kin graduate program. The three year graduation rate for first time graduate students ranged from just over 75% in 2007 (for the entering class of 2004) to over 63% in 2011 (for the entering class of 2008).

The Kin graduate program learning objectives can be found in Appendix B2A and the assessment reports for 2009-2010 and 2010-2011 can be found in Appendix B2B and Appendix B2C respectively. The 2009-2010 assessment accounted for the old learning objective: “Students will be able to demonstrate the acquisition of knowledge, and strength in an area of study, within Kinesiology through the graduate culminating experience”. While the previous assessment data for this SLO were acceptable, we still saw room for improving the final Kin 298 projects that are undertaken by the majority of Kin graduate students. Anecdotal information and comments (assessment retreat, 2009) indicated that faculty also felt that the rubric used to evaluate projects needed revisions. In addition, the failure of three students in spring 2009 made it clear that the department could do more to assess and then help improve the final culminating experience of the students in the graduate program. Several steps have been taken not only to address SLO, but to improve the entire quality of the graduate program. They were: in fall 2008 the graduate committee voted to create four new concentrations in Kin, as opposed to the 11 different emphasis areas that existed previously. These concentrations were approved and are listed in the fall 2010 catalog; they require significantly higher entrance requirements. Application requirements are: 1) a GPA ≥ 3.0; 2) letters of recommendation; and 3) GRE scores of ≥900. Course changes were submitted in fall 2009 to revise both core grad courses - Kin 250 and Kin 251. Both courses now require students to design a study, collect and analyze data, and write up the results in addition to a review of literature.

In spring 2009, a new Plan B project director was appointed, who immediately solidified even more rigorous standards. It is worth noting that since the new standards were implemented, the number of
KIN 299 theses has also risen, despite the lack of new faculty hires to work with graduate students. Two graduate students working in Kin have been recognized for their extraordinary theses: one in 2010 as the CASA Outstanding Thesis and the other in 2008 at the University Outstanding Thesis. For Kin 298 (Plan B), a comprehensive literature review is now mandatory. In addition, the evaluation form was configured to more adequately reflect the evaluation criteria. The impact of the increased standards related to the Plan B projects, and by extension the SLO stated above, has been immediate. Several students failed for the first time in spring 2009, then the “word got out” to other students that the standards had been raised. Now students seek out faculty who set up timelines, and more students are now going through the Human Subject Approval (IRB) process since they are actually collecting and analyzing data for research. At the end of fall 2009 the changes to the graduate culminating experience were assessed through the number of IRB proposals submitted and approved; results of the new project evaluation tool; and number and percentage of student passing the course.

The 2010-2011 assessment the Kin Graduate Program was centered on the transition from the previous learning objectives to the creation and implementation of new Program Learning Objectives (PLOs). In an effort to move forward with this assessment project, the graduate committee began to develop PLOs. In fall of 2011, new graduate PLOs were evaluated. It became clear that the PLOs, although in line with the undergraduate program, were not well suited to the graduate program overall, and that more importantly, two of the PLOs were worded in a way that would make their assessment difficult. So, in December 2011 the following PLOs were approved in:

At the completion of the Master’s degree program in the department of kinesiology, students should be able to:

1. Conduct and critique research using theoretical and applied knowledge.
2. Interpret and apply research findings to a variety of disciplines within kinesiology.
3. Effectively communicate essential theories, scientific applications, and ethical considerations in kinesiology.
4. Acquire tools to become agents of change to address issues in kinesiology through the application of knowledge and research.

In the spring 2012 semester, a comprehensive plan for evaluating the newly accepted PLOs for the KIN graduate program is being developed, and hopefully implemented by the end of the spring semester. In keeping with the previous SLO model, assessment will take place primarily in the two core courses in the KIN grad program: KIN 250 (Quantitative Research Methods in Kinesiology) and KIN 251 (Qualitative Research Methods in Kinesiology). In addition, one person from each of the four major concentrations will submit a brief summary of how students meet the PLOs in their specific course content.

**Undergraduate Major Program Component**

An Undergraduate Major Advising Handbook with the roadmap for the core and emphasis courses in Kin can be found at [http://www.sjsu.edu/kinesiology/docs/Undergraduate_Handbook_2012.pdf](http://www.sjsu.edu/kinesiology/docs/Undergraduate_Handbook_2012.pdf). An increased student demand in the Kin undergraduate major program is reflected in a strong FTES across the five year period, as indicated by Figure 2. The upper division FTES for fall 2007 was 281.2 and in fall 2011 was 323.0. With the exception of fall 2009 when we were instructed at SJSU to maintain a cap on FTES, we have steadily increased our accommodation of undergraduate students. This is reflected in the number of lower and upper division sections offered in fall 2007 (149 lower division and 79 upper
division sections) and fall 2011 (174 lower division and 110 upper division sections). A note about the undergraduate program relates again to the SFR which is due to the supervision and in the undergraduate case the frequency of laboratories associated with Kin major courses, negatively skewing the SFR downward. The numbers of declared Kin majors across five years are listed as PHED (an artifact from our past) in the Program Planning: RDE for Kinesiology, Data Exhibit 4. Course enrollment by student majors for fall semesters increased from 639 in fall 2007 to 694 (with impaction) in fall 2011.

The first year retention rates for first time freshman ranged from 73.6% in fall 2006 to over 84% in fall 2010. New undergraduate transfers had slightly higher retention rates in fall 2010 (86.5%) than in fall 2006 (see RDE for Kinesiology, Data Exhibit 9). This drop is most likely due to the rigorous and standardized curriculum now implemented in the Kin graduate program. The six year graduation rates for first time freshman rose from just over 35% in 2007 (for the entering class of 2001) to just over 45% in 2011 (for the entering class of 2005). The three year graduation rates for new transfer students dropped from over 50% in fall 2007 (for the entering class of 2004) to 39% in fall 2011 (for the entering class of 2008) (see Appendix A. RDE: Data Exhibit 10) that may be due to the higher impaction standards today than in the past.

A Kin exit survey was administered through Survey Monkey to those graduating in spring 2011 and summer 2011. The demographic question showed that of the 54 surveys returned the respondents were 31 undergraduates, 9 graduates, and 14 did not indicate their degree. In more than 87% of the cases the respondents chose satisfactory and very satisfactory to overall academic quality of the classes in Kin; over 88% chose satisfactory and very satisfactory regarding support from the faculty; over 74% chose satisfactory and very satisfactory regarding availability of the faculty; over 83% chose satisfactory and very satisfactory with regard to the value their degree in Kin/AT; over 85% chose satisfactory and very satisfactory with regard to how they think well of the faculty; over 60% rated their internship experience as satisfactory or very satisfactory; over 68% rated the equipment in Kin as satisfactory and very satisfactory; over 75% rate their preparation for career in the field as satisfactory and very satisfactory. Of those responding over 44% specified they planned to continue their education. On the item regarding employment: over 24% had a job in the area of choice; over 20% had a job but not in ideal area; over 34% did not have any job; and, over 20% had the same job as before they graduated. The full report including narratives from respondents to open ended questions can be found in Appendix C1E. Illustrated in Figure 3 is the distribution of respondents’ rates of responses across the items.
Beginning in the fall 2009, faculty members in the Department of Kinesiology (KIN) began engaging in
new and rich discussions about how to authentically assess the student learning objectives (SLOs) of
the undergraduate program (http://www.sjsu.edu/kinesiology/about/learning_outcomes/index.htm),
and to determine how the Kinesiology program learning objectives (PLOs) are linked to the student
learning objectives (SLOs) in each undergraduate major course. Coincident publication of the AAC&U’s
nine content valid and useful value rubrics (http://www.aacu.org/value/rubrics/index.cfm) facilitated
our thinking on this topic. Kin implemented a new department faculty meeting agenda which includes
participation of the entire faculty on assessment issues. The goal was to link the assessment process
and curriculum to the vision and mission of Kin and the University. This work began in the Kin
Undergraduate Committee in fall 2009. Materials associated with the undergraduate major component
can be found in Appendix C.

Over a period of many years, Kin has offered a set of bookend courses: (1) Introduction to Kinesiology
(Kin 70) and, (2) the capstone Senior Seminar course (Kin 185). The Introduction to Kinesiology course
(Kin 70) is a prerequisite or co-requisite to all major courses in Kinesiology. In Kin 70 students learn
about various subdisciplinary perspectives related to movement and physical activity, and how the
knowledge gained from these subdisciplinary perspectives is linked to making professional decisions as a
kinesiologist. The Introduction course creates broad foundational support for understanding the field of
kinesiology and the subsequent coursework students take. Students are then provided with content
and knowledge through their core and emphasis coursework. Often our department scholars give
special lectures in Kin 70 to introduce students to the various subdisciplinary areas.

In the Senior Seminar course (Kin 185) majors have an opportunity to synthesize the knowledge they
gained in major courses as they close their degree programs. Taken after 35 units are completed in the
major, Kin 185 has a long standing portfolio requirement. The ability to integrate physical, social,
behavioral, and environmental perspectives with movement and physical activity is what distinguishes a
person trained in kinesiology from untrained individuals that also attempt to work in fields where
scientific, theoretical and multidisciplinary knowledge about movement is needed.
To assess the broad PLOs we decided to compare students at the completion of Kin 70 and Kin 185. At the end of the fall 2009, two faculty members teaching 5 sections of Kin 70 and Kin 185 administered a common essay developed by the Kin Undergraduate Committee for assessing the critical thinking skills of Kin majors. The essay required that students develop a dialog defining kinesiology from multidisciplinary perspectives. The AAC&U critical thinking value rubric was used to assess if any differences in critical thinking about our field exist between those students beginning and those students completing their undergraduate degrees. Though the faculty reported that differences between Kin 70 and Kin 185 students was not apparent, they each noted how the evaluation will inform their teaching of these courses in future semesters. One of the faculty members realized the need to provide more explicit detail about the subdisciplinary perspectives in her Kin 70 course. She is now intentional about the discussion of each of the subdisciplines and how they relate to each other and the broad field.

In addition, four faculty members who taught multiple sections of Kin 100W in fall 2009 and spring 2010 meet each semester. In spring 2010 faculty implemented the AAC&U writing value rubric to measure 15 randomly selected papers from three different Kin 100W courses (five papers per course). Four faculty members developed consensus using the writing value rubric to provide an assessment of our students’ writing on a final essay for Kin 100W.

Our goals for 2010-2011 were to discuss how to better motivate faculty members to include the Kin PLOs on all course syllabi, in addition to specific SLOs for the course. We focused on how to measure our other values related to movement confidence, diversity, and sustainability. We are waiting for the recommendations from the University Sustainability Task Force to determine how to include a PLO related to sustainability issues in the context of the subdisciplines in Kin. Eventually for the fall semester of 2010, Kin faculty were asked to connect their course assignments to the program learning objectives so that students can demonstrate their knowledge of the subject area though the products they create (for example, scholarly papers, portfolios, oral presentations, written examinations questions, quizzes, and other written assignments). Our future goals included providing meaningful, manageable and sustainable assessment (e.g., focus on key values such as critical thinking, writing, movement competence, diversity, and sustainability); create information rich data to make relevant decisions about our curriculum; use assessment rubrics to enhance the quality of students’ learning; align SLOs to PLOs and create the significant link for “closing the loop”.

Over the first 2 days of the fall 2010 semester, full time and tenure track faculty in Kin used a strategic model, as illustrated in Appendix C1D to facilitate and guide a retreat focusing on development of new program learning objectives for the undergraduate major program. They are:

At the end of a Bachelor of Science degree program graduates of the Department of Kinesiology should be able to:
1. Obtain a critical understanding and the ability to apply theoretical and scientific knowledge from the subdisciplines in kinesiology for personal fitness, healthy lifestyles, sport, and/or therapeutic rehabilitation.
2. Effectively communicate the essential theories, scientific applications, and ethical considerations related to kinesiology.
3. Apply scholarship and practice of different movement forms to enhance movement competence in kinesiology.
4. Recognize and apply sustainable approaches as they relate to kinesiology.
5. Identify social justice and equity issues related to kinesiology for various populations.
Further, by using a strategic model, a process unfolded whereby faculty learned the value of their participation in assessment and the significance of individual investment in “closing the loop” by identifying and measuring how students are meeting the program learning objectives in each of the undergraduate courses of the major program. This strategic model allowed faculty participants to restate five common values that have been consistently reified by the Kin faculty over the last 20 years. Faculty participants were asked to reflect on the ways their courses and assignments assisted students in achieving at least three of the program learning objectives across all courses. The retreat culminated in the acceptance of five new program learning objectives for the Kin undergraduate major program. Further these learning objectives served as a model for the graduate program and physical activity program.

Currently, in spring 2012 a mapping project of specific outcomes for each course with the new program learning objectives was completed. Based upon the Kin faculty policy, all program learning objectives should appear on all course syllabi and each course is required to meet a minimum of three of the five learning objectives by providing outcomes. The map shows the specific ways faculty are using assignments and outcomes meet the each objective for each class.

**Physical Activity Component**

In fall 2010 newly developed activity program learning objectives were passed. They appear on all Kin physical activity course syllabi. They are:

After the completion of the class the student shall be able to:
1. Demonstrate the acquisition and apply motor skills appropriate to the specific activity.
2. Demonstrate an understanding of the applicable history, rules, strategies, current research, safety and etiquette appropriate to the specific activity.
3. Demonstrate an understanding of the benefits of a specific activity as it relates to physical and mental health.
4. Demonstrate a positive change in personal fitness as it relates to component such as cardiovascular endurance, muscular strength and endurance, flexibility and body composition (classes in the fitness category are encouraged to include this APLO, and other classes should include it where applicable to the specific activity).

The activity program offers 39 different physical activity classes across approximately 120 sections each semester. Several activities are offered in beginning, intermediate, and advanced levels. These classes provide fitness, health, safety, and education for active lifestyles for approximately 10,000 SJSU students each academic year. The classes are taught by highly qualified instructors, including internationally, nationally, and locally recognized experts on different physical activities and are not repeatable for credit.

A recent survey of the activity program was conducted on interest, needs, and feedback on classes and the program during fall 2011. The last survey of the activity program was conducted in 2001. This recent survey is to continue efforts to understand student needs and to provide the best program for SJSU students. Data were collected from October 24 through November 15, 2011. The survey was conducted anonymously in all activity classes offered in the activity program and approximately 2,390 students returned the survey, an estimated 24% response rate. Among the student respondents, 52.6% were
women and 47.4% were men. Also included were 15.2% freshmen, 18.3% sophomores, 29.5% juniors, 36.1% seniors, and 0.8% graduate students. The survey included closed and open ended items.

Descriptive results for the closed ended items are indicated in the following bullets:

- 75.5% of students felt that their participation in a SJSU physical activity class serves as a worthwhile educational purpose relating to their overall university experience, while only 5.5% of students disagreed.
- 90.8% of students found that taking a physical activity class at SJSU has been a positive experience for them, while only 1.7% of students disagreed.
- 97.2% of students believe that it is important to establish a habit of physical activity, while only 0.3% of students disagreed.
- 79.5% of students believe that exposure to varying physical activities helps them broaden an understanding of our diverse society, while only 4.1% disagreed.
- 95.5% of students believe that participation in physical activity helps reduce their stress and anxiety, while only 0.8% of students disagreed.
- 97.6% of students believe that participation in physical activity is important to an individual’s health, while only 0.3% of students disagreed.
- 89.6% of students believe that participation in physical activity is important to the prevention of disease, while only 1.3% disagreed.
- 64.4% of students believe that participation in physical activity helps them to be a more effective student in the other courses that they take at SJSU (major, GE, etc.), while 9.5% disagreed.

General Education Component

Below is a summary of the Kin general education program. A more detailed report with all of the elements required by the Board of General Studies including all general education course syllabi and associated assessment materials can be found in Appendix E.

For numerous years, faculty members in the Department of Kinesiology (Kin) have made significant contributions to the development of essential knowledge and skills of San José State University students. These contributions have been in the form of offering a variety of GE courses, serving as the CASA representative on the Board of General Studies, representing GE on the leadership council (the coordinators) of Kin, and committing a faculty position to interdisciplinary teaching, with primary responsibility to the Kin general education program. Over many years, Kin faculty members have contributed to the university GE program; 14 of the 17 current tenured/track-track faculty members have taught in the GE program.

The long and consistent service of Kin faculty on the Board of General Studies has enriched our understanding of the broader university perspective and the emergent expectations that stretch beyond disciplinary boundaries, e.g., in the SJSU Studies courses, faculty incorporate active strategies that engage students through small and large groups, and support students with diverse learning styles. Further, diversity is examined across the curriculum, and all GE courses have specific writing requirements, with opportunities for practice and feedback. Students are taught to use scholarly materials to write papers and present logical arguments in presentations; information literacy is taught through written and oral assignments. Moreover, the interdisciplinary requirements of Area E, Human Understanding and Development, make it a perfect interface with Kin in that each views the dynamic
person from social, psychological, and physiological perspectives. Dr. Matthew Masucci, the associate professor in the “interdisciplinary” position is now tenured; he serves on the Board of General Studies and has taught 3 of the 6 KIN GE courses. Additionally, three other KIN faculty (Drs. Conry, Wughalter, and Plato) have served as the CASA representative on the Board of General Studies. Involvement at this level allows for implementation of new strategies that make Kin a dynamic player with a creative curriculum that is intentionally designed to meet the GE learning objectives. The subdisciplinary approach used to understand the field of Kinesiology articulates well with providing a liberal education for all students. Kinesiology provides the framework for organizing perspectives on movement, sport, and physical activity. Each of the Kin GE courses allows students to think critically by applying scholarly techniques to topics that are culturally relevant, including stress, diversity, health disparities, motor development, physical activity, fitness, and sport.

Presently, Kin offers six GE courses: two in the core (Area E, Human Understanding and Development) and four in SJSU Studies (one in Area R, Earth and Environment; two in Area S, Self, Society, and Equality in the U.S.; and one in Area Z, Written Communication II). The number of sections offered is carefully balanced to meet student demand, within the constraints of faculty availability. The GE coordinator monitors the enrollment in GE sections; in spring 2012, 2-10 sections of each GE course were offered, and enrollment ranged from 93% to 102% of the enrollment caps. (Only Kin 101 was enrolled below 100% of its cap, yet it was still well enrolled).

Kin offers a .2 release to the general education coordinator to provide universal leadership in Kin and specific leadership for general education. Three of the GE courses are cross-listed and/or co-taught with faculty from other departments. Child and Adolescent Development (ChAD) is the home department for ChAD/KIN 67, Development of Human Potential; Nutrition, Food Science, and Packaging (NuFS) is the home department for NuFS/KIN 163, Physical Fitness and Nutrition; and KIN is the home department for KIN/HS 169, Diversity, Stress, and Health. This cross-disciplinary approach provides students with multiple perspectives on the course content. The GE coordinator also serves as a liaison between KIN and these departments. Each GE course has a course coordinator who facilitates annual assessment of the course. When multiple faculty teach the same course, the GE coordinator organizes at least one meeting per year to discuss curriculum, concerns, improvements, selection of common textbooks, and development of measures to assess the GE student learning objectives. New media have impacted the ability of the faculty to share resources and further calibrate GE courses. For example, an electronic repository of materials has been developed for Kin 101 instructors to use for their teaching. Also, Kin faculty use rubrics designed to assess student performance on the GE objectives, evaluate the data, and implement changes to enhance student learning. A writing rubric developed by AAC&U is being used to assess student writing in Kin 100W.

Plans for the next planning cycle include a new SJSU Studies course offering. Visual Representations of Sport & Culture is nearly finalized (February 7, 2012; GE minutes). Further, the Kin GE committee is in the initial stages of planning a course focusing on international perspectives (February 7, 2012; GE minutes). The Kin faculty has had preliminary discussions about the possibility of an integrative learning package in consultation with other departments for meeting SJSU Studies and to provide interdisciplinary perspectives on mind/body and sport issues. However, this will require a significant commitment of faculty resources (e.g., 9 WTUs during the academic year to staff one section of this course). With the higher demand for major courses and reduction in tenure-track faculty, the GE program has increasingly relied on part-time faculty. Thus, until the department is able to rebuild its tenure-track ranks, it is difficult, if not impossible, to make this level of faculty commitment for the development of an innovative, integrated GE learning package.
The Plan

Developing a new strategic plan was the focus of a Kin retreat held on the opening days of the fall 2011 semester. The retreat helped to clarify a common vision that should guide Kin and to forecast three to five strategic initiatives for the next five years. Almost all full time faculty (n=16; one excused), an additional three lecturers who teach “an almost full load”, and one administrative staff person participated in the retreat. Prior to leaving campus for the summer 2011, faculty members were provided copies of *Our Iceberg is Melting* (2006) to read. The book created positive and somewhat congruent starting perspectives on change. At the time of our retreat uncertainties were uncovered; these continue into the future. The plan was vetted to Kin faculty throughout the fall semester through a PowerPoint Slide presentation called Kin Vision 2017 where the various initiatives flow from the vision we had. To continue to follow up with faculty on the retreat, program planning appeared on the agendas of multiple Kin faculty, graduate, undergraduate, activity, general education, and coordinator meetings so that all department faculty had a chance to buy-in and be heard throughout the fall 2011 semester. The following represents the strategic vision and initiatives planned for the faculty for the next five year period.

Kin Strategic Vision 2017

*By 2017, the Department of Kinesiology will expand its regional reputation for applied and scholarly contributions focused on health promotion and physical activity, by offering an integrated approach to education in Kinesiology to meet a variety of targeted employment opportunities.*

Kin Strategic Initiatives

1. Expand applied and scholarly contributions focused on health promotion and physical activity

   A. **Enhance a Kin culture of research.** A culture of research refers to creating and nurturing a departmental environment that continues to support and facilitate individual and collaborative research efforts in ways that are tangible, transparent, and forward thinking. Strategies include: identify means for increased departmental support for faculty research and publication; improvement of laboratory spaces in projected renovation of SPX and YuH; increase in number of faculty involved in external grant writing.

   B. **Develop a teacher-scholar model that is student centered by engaging and integrating undergraduate and graduate students into the Kin culture of research.** A student centered teacher-scholar model includes undergraduate and graduate students in opportunities for conducting research as part of course outcomes and as participants in scholarly inquiry partnering with the faculty. This can be accomplished by providing expanded number of research and teaching assistantships to graduate students; pairing athletic training assistantships with research assistants; making creative use of courses to facilitate publishable research for undergraduate and graduate students.

   C. **Enhance a culture of physical activity by building opportunities and meeting community needs through professional and quality practice.** A culture of physical activity refers to creating and nurturing a departmental environment that continues to support and facilitate
individual and collaborative efforts that meet the physical activity needs of the University and the community in ways that are tangible, transparent, and forward thinking. Examples of how the department can measure these impacts are through a longitudinal study of activity program participants to understand the impact of the physical activity program on their lifetime physical activity choices; the development of specific Timpany Center programs that engage and serve the community and that provide internships for connecting students for future employment. Kin can offer programs that enhance healthy lifestyles and wellness through programs such as the Cross Aerobic Training Program (CATS) for faculty and staff, and the Aerobicthon that enhance community wellness.

II. Integrate teaching, research, and practice

A. Create integrated learning approaches in the Kin curriculum. Integrated learning includes interdisciplinary collaborations between and within interdepartmental disciplinarians to contribute to student success. To accomplish this initiative Kin has committed to developing and assessing program learning objectives across all programs for each of the curriculum areas. Strategies include: continuing the portfolio in the bookends classes (Kin 70 and Kin 185) and include students’ reflections to assess integrated learning; implementing new instructional designs and active delivery systems through implementation of new technologies in the classroom; developing a new special session on-line coaching certification program for CEUs; and, involving students inside and outside of the classroom in scholarship and service.

III. Provide student centered learning environments that apply the principles of inclusive excellence

A. Develop programs that are student centered. Inclusive excellence refers to intentional and thoughtful interventions to enhance student success of all students. Strategies include developing a targeted advising system for Kin majors such as an early intervention program to enhance graduation rates, providing a physical space for students in the renovation of SPX and YuH to enhance sense of belonging; creating strategies for peer mentoring in Kin; and, involving students in the conduct of research.

IV. Provide quality operations and services to students and the community

A. Target communication and marketing. Quality operations are made distinctive by providing effective and efficient services that meet the needs of students and the society and reflect cutting edge and best practice. Strategies include: targeted and proactive recruitment of undergraduate, graduate, general education, physical activity, and special session programs; and, systems for communicating with alumni and garnering descriptive information related to their employment.

B. Conduct Kin assessments and “close the loop”. Review required data elements for weaknesses in program and opportunities to improve six year graduation rates of first time freshman, three year graduation rates of new undergraduate transfers, and three year graduation rates of first time graduate students. Processes include: assess the internships and the feedback supervisors are providing about interns by conducting focus groups of students and employers to learn about successes and failures; implement strategies for
employment advice for students; review Kin management strategies for effective and efficient processes.

Challenges

The greatest challenge for the future is to make an accurate prediction. For Kin we believe a challenge will be its ability to offer quality programs in the current budget climate. A shrinking of our staff resources during recent budget cuts have placed increased demands on the existing staff, faculty, and students. Even in the face of fewer resources we maintained and even increased our meeting of the demand (see Appendix A, Data Exhibit 3B: Full-time Equivalent Students). Recruitment and maintenance of faculty with a continued commitment to Kin and the University will be challenging when the future is so uncertain. Kin will continue to grow and experience growing pains as we face the new normal at the University. Our record indicates that we have always met or exceeded what was asked of us; we expect to continue to do so.