

HSU Academic Program Criteria

Academic Program in Kinesiology

I. The Vision for Humboldt State University (Limit: 2 pages) [15%]

Kinesiology has established four ongoing curricular opportunities and one co-curricular activity for students to enhance their education.

A. Serving Learning Embedded Curricular Activities

Service learning includes specific pedagogy that combines the academic aspects of our discipline with high quality service to the community. We offer six courses that provide a strong service learning component in Kinesiology from KINS 384 Curriculum and Instructional Strategies in Physical Education to KINS 492 Senior Seminar. These service learning features have been forged through strong partnerships with community organizations including the local school districts, local, state and national parks, and allied health organizations. This activity clearly aligns with the University's vision to improve the human condition; improves our environment; provides an interdisciplinary focus; and develops students who are socially and environmentally responsible citizens who are engaged in informed action and make a positive difference in our communities. (Vision 1, 2, 4, 5, 6, 7, 8)

B. International Walk to School Day

Students enrolled in HED 388 Health and Related Behavior Change, are participating with local and county agencies to develop a social marketing plan and promotion, and to conduct traffic counts. Students and the Department have made a sustainable commitment to the City of Arcata, the County Department of Public Health, HumPals, and the Redwood Community Action Agency to promote more active living. This curricular activity clearly aligns with the University's vision to improve the human condition; improves our environment; provides an interdisciplinary focus; and develops students who are socially and environmentally responsible citizens who are engaged in informed action and make a positive difference in our communities. (Vision 1, 2, 4, 5, 6, 7, 8)

C. Kinesiology Internships

Kinesiology students are required to complete an eight semester-unit internship for graduation. This internship is an opportunity for Kinesiology undergraduates to gain practical experience applying academic understanding and skills in a functioning professional setting. It involves a minimum of 400 hours of supervised experience. This curricular activity aligns with the

University's vision to improve the human condition; it provides an interdisciplinary focus; and develops students who are engaged in informed action and a diversity of perspectives. (Vision 1, 2, 5, 6, 8)

D. Kinesiology Undergraduate Colloquium

Students enrolled in the capstone course KINS 492 Senior Seminar develop a research topic and develop a professional poster following the American Psychological Association guidelines.

These posters are presented to KRA and other HSU faculty, staff, students and friends as part of the Kinesiology Undergraduate Colloquium. This is a major requirement for graduation for all Kinesiology students. This curricular activity aligns with the University's vision to provide an interdisciplinary focus; and develops students who are socially and environmentally responsible citizens who engage in informed action, increase our diversity of perspectives, and make a positive difference. (Vision 2, 5, 6, 8)

E. Co-Curricular Activity: Kinesiology Student Club

The Kinesiology Club is a student organization designed to provide students interested in kinesiology with academic, professional, civic and social activities and resources. The club acts as a vehicle to promote healthy and physically active lifestyles, leadership opportunities, and professional pursuits among HSU students and the greater Humboldt community. The club provides students with professional growth and service learning opportunities both locally and in conjunction with national conferences. Students in the club engage in community civic activities by sponsoring one local charity each year and conducting a fund raiser for that charity. The club promotes campus and community health and physical activity through events such as a 5k run/walk through the Community Forest and the sale of healthy snacks and drinks to students, faculty, and staff in the new Kinesiology and Athletics complex, which improve the human condition and focus attention on the local environment. The Kinesiology Club also helps to retain students in the kinesiology major through social and networking activities, and most importantly by fostering student cohorts. (Vision 1, 2, 3, 4, 5, 6, 7)

II. Demand (Limit: 1.5 pages per option, not including tables) [20%]

A. Internal demand for the degree program and courses in the degree program

1. Headcount Data

Major Academic Year (Fall/Spring) Average Headcount Summary									
Majors_overview_KIUG report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
KIAT	Kinesiology (Athl Training Ed)	0	0	15	30	34	43	54	52
KIES	Kinesi (Exer Sci/Wellness Mgt)	40	33	32	49	51	39	41	55
KIPT	Kinesiology (Pre-Phys Therapy)	0	0	33	53	64	72	59	68
KISM	Kinesiology (Sports Med)-DefunctF02	63	69	35	1	1	1	0	0
KISS	Kinesiology (Education)	63	76	62	58	59	64	60	53
Total		166	177	176	190	208	217	213	228

Second Majors by Academic Year (exclusive of primary majors)									
Majors_overview_KIUG report generated: 16-APR-08									
Major Code	Major Description	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
KIPT	Kinesiology (Pre-Phys Therapy)	0	0	0	0	0	0	0	1
KISM	Kinesiology (Sports Med)-DefunctF02	0	0	1	1	1	0	0	0
KISS	Kinesiology (Education)	0	0	1	2	1	1	1	0
Total		0	0	1	3	2	1	1	1

Minors enrolled AY Average in Health Education								
minors_enrolled_HED report generated: 06-MAR-08								
CLASS	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Frosh	0	0	0	0	1	0	1	0
Soph	0	0	0	0	0	1	0	1
Jr	0	0	0	0	0	0	1	0
Sr	1	0	1	0	0	0	1	3
	1	0	1	0	1	1	2	3

Majors by Sex and Ethnicity									
Majors_overview_KIUG report generated: 16-APR-08									
SEX	Ethnicity	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Female	Asian	3	0	1	2	4	4	3	3

	Black	3	3	1	2	3	3	1	3
	Hispanic	6	10	12	9	10	12	14	20
	Native Amer	5	5	6	4	3	5	3	3
	Pacific Is	2	1	0	1	1	1	1	3
	White	76	76	74	70	71	73	70	65
	Other	1	2	1	2	5	10	13	18
	Unknown	4	6	5	10	10	7	6	8
sum		98	102	98	97	104	113	111	120
Male	Asian	2	3	5	7	3	2	0	0
	Black	7	7	9	13	11	9	7	12
	Hispanic	6	6	2	6	9	10	9	14
	Native Amer	4	4	4	5	4	5	3	4
	Pacific Is	0	0	0	0	0	1	1	2
	White	44	45	49	53	63	58	60	57
	Other	3	4	3	4	6	10	13	7
	Unknown	3	8	7	8	10	11	11	14
sum		68	76	78	94	104	104	103	109

Kinesiology (with options) Degrees Awarded (incl. primary and second majors) degrees_awarded_B_KIUG report generated: 25-JUN-08									
MAJOR		AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Kinesiology (Athl Training Ed)		0	0	0	6	7	3	5	4
Kinesi (Exer Sci/Wellness Mgt)		5	7	10	7	5	8	16	7
Kinesiology (Pre-Phys Therapy)		0	0	0	7	9	14	15	12
Kinesiology (Sports Med)-DefunctF02		14	15	12	4	1	0	0	0
Kinesiology (Education)		19	11	8	7	17	10	11	12
sum		38	33	30	31	39	35	47	35

Kinesiology Degrees Awarded by Sex and Ethnicity (incl. primary and second majors) degrees_awarded_B_KIUG report generated: 25-JUN-08									
SEX	Ethnicity	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Female	Asian	0	2	0	0	1	0	1	0
	Black	0	0	0	0	1	1	0	1
	Hispanic	1	0	1	2	2	2	1	3
	Native Amer	0	1	2	0	0	3	0	1
	White	12	15	11	18	13	11	19	13
	Other	0	0	0	0	0	1	0	0

	Unknown	0	1	2	2	0	3	2	1
sum		13	19	16	22	17	21	23	19
Male	Asian	0	0	2	0	1	1	1	0
	Black	1	0	1	0	3	3	1	1
	Hispanic	2	1	2	0	0	0	2	0
	Native Amer	0	0	1	0	0	1	0	1
	White	19	11	6	8	15	8	16	12
	Other	0	1	0	0	1	0	1	1
	Unknown	3	1	2	1	2	1	3	1
sum		25	14	14	9	22	14	24	16

Minors Awarded by Year in Health Education minors_awarded_HED report generated: 25-JUN-08								
MINOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Health Education	0	0	0	1	1	0	1	0

2. FTES by Course Code

FTES taken in Kinesiology classes by Majors (AY 02/03 - AY 07/08) course_ftes_smry_KINS report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
KINS	Lower-div	Kinesiology	10.7	10.5	10.1	16.9	18.4	16.1
		Undeclared	1.4	1.6	1.6	1.7	1.0	1.3
		Business Administration	.6	.7	.3	.5	.5	.7
		Biology	.4	.6	.1	.3	.3	.5
		Psychology	.2	.4	.0	.4	.3	.5
		Art	.0	.3	.4	.2	.0	.4
	Sub-total		15.1	16.5	15.6	23.5	23.9	22.8

FTES taken in Kinesiology classes by Majors (AY 02/03 - AY 07/08) course_ftes_smry_KINS report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
KINS	Upper-div	Kinesiology	51.9	55.3	58.5	56.6	51.4	55.3
		Liberal Studies-Elementary Ed	10.8	8.4	10.9	9.7	6.8	7.0
		Kinesiology-Grad	1.8	2.1	1.0	2.2	1.2	2.4
		Biology	1.0	.9	.4	.1	.3	.9
		Undeclared	1.2	.7	.4	.1	.3	.8

Sub-total	76.3	75.5	77.9	74.6	65.4	71.0
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FTES taken in Kinesiology classes by Majors (AY 02/03 - AY 07/08) course_ftes_smry_KINS report generated: 30-JUN-08								
SUBJ	Course level	Student Major	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
KINS	All Levels	Kinesiology	64.5	68.7	70.3	75.4	71.5	72.1
		Kinesiology-Grad	20.0	18.7	13.4	11.7	7.0	12.3
		Liberal Studies-Elementary Ed	11.0	8.8	11.4	9.8	7.0	7.2
		Undeclared	2.6	2.4	2.1	1.8	1.4	2.1
		Biology	1.4	1.5	.5	.4	.6	1.4
Total			112.3	111.7	107.7	109.7	96.7	104.8

3. Service to other HSU program/options

Other HSU program/option name	Courses required List course number and units	Restricted elective courses List number and units
Nursing	HED 231 Basic Human Nutrition (3 units)	HED 495 Directed Field Experience (3 units)
Area E General Education	HED 400 Sound Mind, Sound Body (3 units)	
Liberal Studies Elementary Education	KINS 475 Elementary PE (3 units)	KINS 474 Psychological Foundations of Kinesiology
Education	KINS 610 Statistics (3 units)	
College Faculty Preparation Program (CFPP)	KINS 615 College Teaching (3 units)	
Psychology		KINS 474 Psychological Foundations of Kinesiology (3 units) HED 495 Directed Field Experience (3 units)

4. Comment on the internal demand **FOR EACH OPTION** of the Major. Explain any significant changes in internal program demand over past 7 years. Provide any additional relevant information of internal demand.

Kinesiology (Exer Sci/Health Promotion)

Average headcount data reveals that demand for the exercise science/health promotion (ES/HP) option has been strong over the past 7 years, ranging from a low of 32 students in AY 02/03 to a high of 55 students in the most recent year for which data is reported (AY 07/08). The demand

for this option is growing, as reflected by a 71% increase in student headcount from AY 02/03 to AY 07/08. Promise for continued growth remains strong, with a 34% increase in headcount over the last year for which data is reported. September 2008 headcount figures (n= 67, an increase of 21% from AY 07/08) offer further support of the idea that this option will continue to grow. Anecdotal evidence suggests that this increase may be from students who came in as Athletic Training Education students and have chosen to change their option area to exercise science.

Degrees awarded in this option range from a low of 5 (AY 99/00 & AY 03/04) to a high of 16 (AY 05/06). There are year to year fluctuations in degrees awarded, with AY 05/06 having the highest number of graduates at 16. It is expected that, since total headcounts (reflecting all class levels) for the option have increased, there will be a corresponding increase in degrees awarded in this option.

WASC data reveal that, as a department, we have a net increase in total number of majors second only to geography since 2003. Importantly, there has been a concurrent increase over this time period in underrepresented groups in the major (American Indian, Black, Hispanic, and Asian), which is unlike many departments on campus which have lost ground in recruiting and retaining ethnically diverse students. WASC data also reveal that more black students have transferred into the Kinesiology department than any other major on the HSU campus since 2003.

Kinesiology (Athletic Training Education)

Although Athletic Training has been taught at HSU for approximately 50 years, the Kinesiology (Athletic Training Education Program-ATEP) option began in AY 02/03 as result of changes to the professional educational requirements for future athletic trainers. Effective Jan 1, 2004, ATEP became accredited. The Athletic Training option was previously combined with Pre-Physical Therapy under the now defunct Kinesiology (Sports Med) option.

ATEP headcount rose from 15 in AY 02/03 to 54 in AY 06/07. It dropped to 52 in AY 07/08 and decreased further to 50 this fall 2008. The decrease in headcount is most likely due to the suspension of the ATEP program. Approximately 36% of the enrollment into Kinesiology over the past four years has been into ATEP. HSU has received approximately 160 applications for

each of the past three years, which would rank ATEP in the top 10-15% of applications received by majors for the university. Although, many students transfer to the other options such as exercise science after beginning their education at HSU. Due to the rigorous, demanding, and stressful nature of the profession and the number of clinical experience hours required (~1000-1200 hrs), only 25 students have graduated in the past 5 years. In addition, the ATEP program, due to lack of practicum placements, can only take 10 students into the clinical portion of the program per year. This fall semester, we have 7 students in the practicum.

Kinesiology (Education)

Average headcount data reveals that demand for the Kinesiology education has remained stable over the past 7 years, ranging from 63 in AY 00/01 to 53 in 07/08. The slight drop in 07/08 may be due to the sabbatical leave of the only faculty member who teaches in this option. We believe the potential for growth in this area is strong and with his return, the headcounts should increase.

Kinesiology (Pre-Physical Therapy)

The Pre- Physical Therapy (Pre-PT) program is the largest major within the Kinesiology program with an average of 67 majors over the past three academic years. The major has experienced a 106% growth rate from its first year (2002/03) enrollment of 33 to its current enrollment of 68. This fall 2008, the number of Pre-PT majors has risen even higher to 77. Since the first seven degrees in Pre-PT were awarded in 2002/03, the major has grown to average nearly 14 degrees awarded over the last three academic years. Moreover, a significant portion of the 106 major changes to Kinesiology are attributable in part to changes by students to a Pre-PT major.

Health Education Minor

Average headcount data reveals that demand for the Health Education Minor has been weak (ranging from 0 to 3 students), largely as a function of a lack of marketing. This minor requires no additional resources (given that coursework is in place, and that classes for the minor are offered as electives to students in the exercise science and/or are taken by students from outside the option and the major). A faculty member with expertise in health education was hired in AY

05/06 and, although numbers have been small, there has been a 100% increase each year in the number of students enrolled in the minor over this time period.

B. External demand for “graduates” from the program

Imagine you are answering a parent’s question about job prospects and the demand for graduates of your program/option. Describe evidence of external demand for this program. Evidence may be cited from one of the following sources: the State of California <http://www.labormarketinfo.edd.ca.gov/>, the US Department of Labor <http://www.bls.gov/OCO/>, the National Association of Colleges and Employers, <http://naceweb.org>. Evidence may be cited from an additional source from, for example, a professional society relevant to your discipline.

Kinesiology (Exer Sci/Health Promotion)

The degree in exercise science helps to prepare students for careers including, but not limited to: personal trainers, exercise specialists, cardiac rehabilitation specialists, strength and conditioning coaches, sport-specific trainers, sports equipment sales persons, health educators, and many go on to do graduate work. Fitness trainers and aerobics instructors are the 32nd fastest growing (2006-2016) occupation in the country. In California, a 27.6% increase in the average annual job openings for fitness trainers and aerobics instructors is expected in the years between 2004 and 2014. From 2006 to 2016, “employment of fitness workers is expected to increase 27 percent over the 2006-2016 decade, much faster than the average for all occupations.” These workers are expected to gain jobs because an increasing number of people are spending time and money on fitness, more businesses are recognizing the benefits of health and fitness programs for their employees, and aging baby boomers are concerned with staying healthy, physically fit, and independent. Moreover, the reduction of physical education programs in schools, combined with parents’ growing concern about childhood obesity, has resulted in rapid increases in children’s health club membership. The number one worldwide fitness trend for 2008 is considered to be “educated and experienced fitness professionals” (Thompson, WR. *Worldwide Survey Reveals Fitness Trends for 2008. ACSM’s Health and Fitness Journal* 11(6): 7-13, 2007). Malek, Nalbone, Berger and Coburn found that “a bachelor’s degree in the field of exercise science and possession of American College of Sports Medicine (ACSM) or National Strength and Conditioning Association (NSCA) certifications, as opposed to other certifications, were strong predictors of a personal trainers knowledge, whereas years of experience was not related to

knowledge” (Importance of Health Science Education for Personal Fitness Trainers. *Journal of Strength and Conditioning Research* 16(10):19-24, 2002). Importantly, the exercise science option in Kinesiology prepares students for these certifications, considered the most rigorous professional certifications in this field in the world.

Lastly, the exercise science option is somewhat unique in the CSU, given the high number of applied fieldwork experiences required of the students to earn the degree. Students must complete a 400-hour internship and three 1-unit fieldwork classes in the Human Performance Lab, in addition to laboratory sections of exercise science core coursework. Hence, HSU exercise science students are highly sought after in the job market for both their academic preparedness and their hands-on experience.

Kinesiology (Athletic Training Education)

The State of California Labor Market Info website indicates that the occupation of Athletic Trainer is estimated to grow 33.3% between 2006 and 2016, and that the top industries employing athletic trainers are: colleges and universities, other amusement & recreation industries, general medical and surgical hospitals, and junior colleges. The California Labor Market and Economic Analysis indicates that Health Care is one of California’s High-growth Industries. The American Medical Association lists Athletic Trainer as a Health profession. America’s Career InfoNet ranks Athletic Trainer at 24th for the top 50 fastest-growing occupations.

Kinesiology (Education)

California is expected to hire approximately 260,000 to 300,000 new teachers in the next ten years. Currently, fewer than 20,000 (57% by the CSU) new teachers are prepared each year in California. California will need 26,000 to 30,000 new teachers per year due to attrition of teachers (6%) and retirements (2%). Nationally, the U.S. Department of Labor and National Association of Colleges and Employers predict jobs for educators will increase by an average 23% over the next 10 years (2006-2016) . While no specific reference is made relating to physical education teachers, it is a reasonable assumption that the need for physical education teachers will parallel the 6,000 to 10,000 teacher shortfall predicted across all disciplines.

Kinesiology (Pre-Physical Therapy)

From a global perspective, a career in PT is considered a "[Hot Jobs](#)" as listed by the *Wall Street Journal*, *Parade Magazine*, and London's *Earth Times* (April 1, 2008). "Physical Therapy will drive job growth for years to come as aging Baby Boomers, as well as high school, college, and professional athletes often require extended periods of therapy to recover from painful injuries," as stated by IBIS World Senior analyst George Van Horn. Physical therapy is one of the fastest growing professions in the US. In fact, according to the US Bureau of Labor Statistics, PT is predicted to be the 15th fastest growing profession with a projected growth rate of 27% (172,900 to 219,800) between 2006 and 2016. Within the state of California during the same time period, the PT profession is expected to grow 29% (13,400 to 17,300). In order to become a licensed PT, one must complete one of the more than 180 accredited graduate professional programs in the US. All of these programs are now switching to doctoral programs, as the Masters in PT is in the process of being phased out by 2020. As such, there is an even greater demand for Pre-PT programs like the one at HSU that adequately prepare students for their graduate professional studies at accredited schools. Another factor leading to growth in the PT profession is job satisfaction, which is crucial to the continued growth of any current profession, as many of today's students are looking at quality of life/satisfaction as a driving force behind career and college major decisions. According to a recent National Opinion Research Center survey chronicled in an April 17, 2007 article of the *Chicago Tribune*, more than three-quarters of PTs reported being "very satisfied" with their occupations. Physical Therapists were second only to clergy in job satisfaction, and were the only health care profession in the top 5. In summary, the PT profession is experiencing tremendous growth globally, nationally, and locally here in California. The profession and major are also in high demand due to the high job satisfaction reported by PTs.

Health Education Minor

Health educators are the 17th fastest growing (2006-2016) occupation in country requiring a Bachelor's degree or higher; the demand for health educators in California specifically is expected to increase by 21% between 2004 and 2014.

According to the Bureau of Labor Statistics, from 2006 to 2016, “the employment of health educators is expected to grow by 26 percent, which is much faster than the average for all occupations. Growth will result from the rising cost of health care and the increased recognition of the need for qualified health educators.

The rising cost of healthcare has increased the need for health educators. As health care costs continue to rise, insurance companies, employers and governments are attempting to find ways to curb the cost. One of the more cost effective ways is to employ health educators to teach people how to live healthy lives and avoid costly treatments for illnesses. Awareness of the number of illnesses, such as lung cancer, HIV, heart disease and skin cancer, that may be avoided with lifestyle changes has increased. These diseases may be avoidable if the public better understands the effects of their behavior on their health. In addition, many illnesses, such as breast and testicular cancer are best treated with early detection so it is important for people to understand how to detect possible problems on their own. The need to provide the public with this information will result in State and local governments, hospitals, and businesses employing a growing number of health educators.

The emphasis on health education has been coupled with a growing demand for qualified health educators. In the past, it was thought that anyone could do the job of a health educator and the duties were often given to nurses or other healthcare professionals. However, in recent years, employers have recognized that those trained specifically in health education are better qualified to perform those duties. Therefore, demand for health professionals with a background specifically in health education has increased.

III. Program Quality (Limit: 6 pages, not including tables) [30%]

A. Students

1. For undergraduate programs

Kinesiology (with options) Mean GWPE Scores (incl. primary and second majors) degrees_awarded_B_KIUG report generated: 25-JUN-08								
MAJOR	AY 99/00	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07
Kinesiology (Athl Training Ed)				15.2	17.6	17.3	16.6	15.0
Kinesi (Exer Sci/Wellness Mgt)	17.2	16.3	16.1	17.1	15.8	16.6	16.8	16.7

Kinesiology (Pre-Phys Therapy)				17.6	16.5	15.8	16.9	16.8
Kinesiology (Sports Med)-DefunctF02	16.3	16.5	16.1	16.0	18.0			
Kinesiology (Education)	15.3	15.6	16.3	15.7	15.5	16.5	16.7	16.5
Overall	15.9	16.2	16.1	16.4	16.2	16.3	16.8	16.4

Provide evidence indicative of program quality related to student learning (e.g., patterns of student achievements in discipline-specific contexts such as special honors or awards, publications, presentations; passing rates on professional examinations; proportion of students who are admitted to graduate school and/or employed in a disciplinary field; and so on – as appropriate for your discipline).

Kinesiology (Exercise Science/Health Promotion)

Students completing the exercise science option have the knowledge and skills to sit for the most rigorous and prestigious (internationally recognized) professional certification exams that are offered for those with a Bachelor's degree (i.e., Certified Strength and Conditioning Specialist [CSCS] offered through the National Strength and Conditioning Association, and the Health Fitness Instructor [HFI], offered through the American College of Sports Medicine). The curriculum has changed significantly over the last two years to insure that the outcomes for the upper division required courses include, but are not limited to the competencies required for these exams. Our strength and conditioning course was offered for the first time in spring 2008; 8 of the 10 students who took the exam to become a strength and conditioning specialist passed both the scientific and practical parts of the CSCS exam, the other 2 students passed one part of the exam. Additionally, 30 out of 30 students in the class took and passed the USA Weightlifting Coach exam. In spring 2009 a number of students have indicated their intent to sit for the HFI exam. Quality of the option is also reflected in 100% job placement in the field for our students who do not elect to go on to graduate school.

Kinesiology (Athletic Training Education)

Of the 19 ATEP graduates since AY 03/04, 7 have passed the national examination to become a Certified Athletic Trainer, which represents a 36.8% passing rate and is consistent with the national passing rate of 35.0%. Since 5 graduates have changed careers, only 14 of the 19 are known to have taken the examination, which represents a current passing rate of 50.0%. One of those 14 graduates, is scheduled to take the examination November 2008; four have attempted the examination at least once, and we are currently unable to track two graduates.

Kinesiology (Education)

There have been 205 students of the 495 HSU kinesiology teaching/coaching graduates who have entered credential programs. All 205 (100%) have been accepted into a credential. Of the 205, 96 students have elected to use their credential and become physical education teachers and all (100%) are employed.

Kinesiology (Pre Physical Therapy)

Nearly all of the students in this major are seeking admission to graduate schools in Physical Therapy or Occupational Therapy. We have had our graduates gain admission to universities in many of the western states including Colorado, Arizona, California, Oregon, and Washington. We also have had students admitted to physical therapy schools in some eastern states. We have had students admitted to prestigious physical therapy programs, such as USC, San Francisco, and the Mayo Clinic to name a few. However, because many of our students graduate and leave campus before gaining admission to a post-graduate school we do not have a tracking method to determine the success rate of our graduates gaining admission to post-graduate schools.

Those students who do achieve admission to a graduate physical therapy school become very successful in that they achieve their ultimate goal of obtaining a medical legal license to practice medicine and all find employment in their chosen field. Licensed physical therapists are in high demand nationwide; therefore employment opportunities for our graduates who achieve their physical therapy license are many and diverse.

B. Faculty

1. Provide evidence of teaching effectiveness and commitment to continuous improvement of teaching. Include, for example, engagement in professional development for teaching (including around campus themes on learning outcomes and diversity, and on accessibility training), program approaches to ensure quality, and/or recognitions, honors, and awards for excellence in the classroom as appropriate for your program.

Kinesiology faculty participate in faculty development opportunities to improve their teaching effectiveness. Professors have completed webinars on teaching effectiveness, and the accessibility training; they've attended numerous conferences including C-Sloan, American

Educational Resource Association, AAPHERD, NATA, and the ACSM Conferences. Professors Manos, Koesterer, Braithwaite, Kontos, and Ortega have participated in training sessions to use the new laboratories advanced equipment and the Dartfish software training. Dr. Koesterer co-wrote a CSU Institute for Teaching and Learning Grant to support a CSU Athletic Training Education Colloquium.

2. Evidence of faculty engagement in scholarship/creative activities and service. (Express as a percentage of full-time or FERP faculty members **affiliated with the program**. For example, if 9 of 10 faculty affiliated with your program gave a paper at a professional meeting in 04/05, then enter 9/10 = 90%.) This table is to be completed by the department.

Scholarship/Creative Activities/Service	05/06	06/07	07/08
At least one peer-reviewed publication or creative product	62%	75%	75%
At least one funded grant or contract related to scholarship	50%	50%	62%
Invited participant or leader of workshops, expert panels, or task forces	50%	62%	88%
At least one presentation (paper, poster, exhibition, etc.) given at a professional society meeting	38%	50%	25%
Professional service activities at a regional or national level	50%	50%	75%
Service on at least one university or college-level committee (at least 1 hour/wk avg.)	62%	88%	100%

3. Provide explanations of the data above and/or descriptions of the patterns of faculty engagement in scholarly and/or creative activities and service as appropriate for your program.

As you can see from the table, our faculty are very engaged in peer-reviewed publications, grant writing, and professional service. In the past two years, more than 75% of our faculty have published in peer-reviewed journals which is remarkable when you consider the 12 WTU workload. More than 50% of our faculty have been funded through grants and contracts. More than 50% of our faculty have been invited to present at professional meetings or as an expert at workshops. As of 07/08, 100% of our faculty serve on at least one university or

college-level committee including such committees as the IRB, Academic Senate, College Personnel and Curriculum.

Our faculty are recognized for their scholarly research and creative activities across the nation. For example, Dr. Ortega has been recognized nationally for his research; Dr. Braithwaite holds national office in AAPHERD; and Dr. Kontos is a frequent presenter at conferences. Dr. Munoz has published four books on health related curriculum and is currently writing a college level nutrition textbook for majors and Dr. Stull has published several short stories in Sport Literature. Examples of publications include peer-reviewed journals such as International Journal of Sport Nutrition and Exercise Metabolism, Research Quarterly, American Alliance for Health, Physical Education, Recreation, and Dance.

Our professors are fully engaged in service to the University. For instance, Dr. Tina Manos serves on the Ed Policy committee. Professors Munoz and Kontos have served on the Institutional Review Board that approves research involving Human Subjects on campus. Dr. Braithwaite was elected to the UCC. Dr. Koesterer served on the University Budget Committee. Dr. Munoz was a member of the Foundation Board of Directors and was appointed as the Faculty Athletic Representation to the NCAA, and served for three years as the Associate Dean of the College of Professional Studies. Dr. Ortega is currently immersed in WASC. Dr. Braithwaite is a National Officer for AAPHERD. Dr. Kontos has given presentations at numerous professional meetings on his sport concussion research.

4. Provide evidence for faculty mentoring of students. Include, for example, approaches to advising, directed study or research, and/or clubs or student professional chapters that involve faculty mentorship.

Academic advising of these students is extensive. Our professors meet personally with each student many times throughout their academic careers directing them toward their academic goals. The advisor makes every effort to be readily available and in constant contact realizing that students often alter their original ideas as they progress through their education. When this occurs we make adjustments and adaptations in a timely fashion, thereby minimizing the impact of students taking courses that don't meet their immediate goals. As with all majors on campus academic advising is of the utmost importance to assist our students in planning their academic

careers. In addition, professors mentor students outside the classroom. For example, faculty host barbecues for students throughout the year and students in Kinesiology education travel to the CAHPERD conference each year with Dr. Braithwaite which provides a networking opportunity for students to make professional contacts. And finally, professors mentor students in Directed Field Experiences. From AY 06/07 to AY 07/07, 12.6 FTES have been generated by Kinesiology students in Directed Field Experiences.

5. Other evidence of quality indicators related to faculty that may not be listed elsewhere, including, for example, faculty diversity within the program.

The Kinesiology faculty are mostly Caucasian (98%) and come from a wide array of educational backgrounds. Twenty-eight percent of the Kinesiology tenure-track and FERP faculty are female.

C. Curriculum (differentiate by option, if appropriate)

1. Writing and oral communication learning outcomes
Describe how written and oral communication skills are included in your program.

Students in all four options of kinesiology demonstrate their written and oral communication skills in every class we teach. The specific learning outcomes related to communication skills are:

GOAL I - PROFESSIONAL EXPECTATIONS: Students should meet the standards, ethics, and expectations of the profession.

Outcome 1.3 Students should be prepared to engage in informed dialogue with diverse professional and lay communities regarding kinesiological and health principles and practices.

GOAL II – TECHNOLOGY INSTRUMENTS FOR ASSESSMENT & SCIENTIFIC INQUIRY: Students demonstrate the ability to select and apply appropriate technologies in support of scientific inquiry, qualitative and quantitative assessment, and professional practice in movement and health related fields.

Outcome 2.2 Students demonstrate the ability to organize, analyze, interpret, and present professional literature and assessment data.

2. Assessment

[Data on program progress with assessment tasks will be provided from the Faculty Associate for Assessment]

Provide 2 examples of how you have used results of assessment of your program's student learning outcomes to adapt, enhance, or affirm your program's curriculum.

Based on the assessment of our students' skills, we developed an Undergraduate Colloquium series that was implemented in our capstone course. Students are required to organize, analyze, interpret and present their research in both written and oral formats. Assessment data on this learning outcome will be gathered during the fall (2008) and analyzed during spring semester.

3. Accreditation (if applicable)

If the program is accredited, describe the need for this accreditation and its impact on the quality and composition of the curriculum of the program.

The ATEP option is accredited by the Commission on Accreditation of Athletic Training Education. This accreditation is required in order for our graduates to be eligible to sit for the national certification examination. This accreditation process has a tremendous impact on the composition of the curriculum of the ATEP program. We must incorporate approximately 1260 educational competencies and approximately 550 clinical proficiencies into the curriculum. The approach of teaching these competencies and proficiencies is determined by the faculty and staff that teach in the ATEP program.

In Kinesiology education, many CSU programs are opting not to renew the revised CCTC standards. HSU is one of 11 Kinesiology programs that still maintain single subject matter programs allowing students to enter a credential program with no deficiencies.

4. Relevance and innovation

Provide evidence through examples that demonstrate a curriculum that is relevant, innovative, forward looking, responsive to changing trends, and equips students to function in a diverse, global context.

The equipment we've purchased this year for the new facility will enhance our curriculum and provide state-of-the-art hands-on training for our students. We redesigned the curriculum in 2007/2008 to be more responsive to student needs and capture changing trends in the field. For example, Dr. Ortega has created a new laboratory for students to analyze gait in a diverse

population group. Dr. Kontos has incorporated his sport concussion research into the curriculum to expand student knowledge and skill in this new area of research. Dr. Braithwaite adapted his courses to include state-of-the-art software called Dartfish for students to learn to assess behavior in the classroom and in sport and Dr. Koesterer has incorporated new, innovative techniques into the Exercise Physiology class. Both professors Braithwaite and Koesterer are adapting their international experiences from their sabbaticals to the curriculum.

5. Interactions between graduate and undergraduate programs (if applicable)
If this is a graduate program, what opportunities for undergraduates result (or are lost) by virtue of the graduate program.

Our undergraduate students benefit from having a graduate program in our department. Undergraduate students participate in graduate student research both as subjects and assisting the collection of data in the laboratory. Seniors take classes offered through the graduate program to enhance their undergraduate experience. We have two GA's in ATEP who supervise undergraduate students in the classroom and during their practicums, and a GA in exercise science who works with students in the Human Performance Lab. Graduate students in KINS 615 College Teaching, present lectures in sections of the undergraduate kinesiology curriculum. And finally, both undergraduate and graduate students interact in the Kinesiology Student Club.

6. Program uniqueness
If your program provides unique educational opportunities or course content that is found at few or no other CSU institutions, please describe this uniqueness.

Kinesiology (Exer Sci/Wellness Mgt)

We are unique in the number and quality of on-campus directed fieldwork experiences that we require of students as part of their academic program. We can say with confidence that students in the exercise science program at HSU obtain more hands-on exercise testing and training experience (using the most sophisticated laboratory equipment) than students anywhere in the CSU. Furthermore, the exercise science program is the smallest program among a select handful of programs at CSU campuses to offer curriculum that prepares students for both the Certified Strength and Conditioning Specialist [CSCS] exam offered through the National Strength and Conditioning Association, and the Health Fitness Instructor [HFI] exam, offered through the American College of Sports Medicine.

Kinesiology (Athl Training Ed)

The ATEP program at HSU is unique not only in the CSU, but also in California. All of the other athletic training education programs in California are available to students only at the large CSU's, which are heavily impacted, or at private universities, which are very expensive. Humboldt is the only smaller public university in California to offer an athletic training education program.

Kinesiology (Education)

There are only 2 other Kinesiology programs that have pedagogy laboratories in the CSU. Our new Behavioral Performance Laboratory facilities provide superior resources for our students to utilize, including the Dartfish software and analysis systems, as compared to the other teaching/coaching CSU Kinesiology Programs. Included in the new facility is an observation booth where students will be able to film and analyze skills during real time events.

Kinesiology (Pre-Phys Therapy)

Pre-PT is unique in that students take the kinesiology core and the rest of their program is through the various sciences on campus. This creates a unique major that encompasses a variety of options for our students to develop knowledge in human health. In addition, Pre-PT students are provided experiential learning through internships and work in a community setting.

Health Education Minor

Students who enroll in our health education minor courses also participate in quality off and on-campus directed fieldwork experiences. Health Education students obtain more hands-on exercise testing and training experience (using the most sophisticated laboratory equipment) than students anywhere in the CSU.

7. Opportunities for undergraduate scholarship/creative activities/service
Estimate the percentage of your undergraduate majors that participate in scholarship/creative activities/professionally-related service, and provide some illustrative examples of such activities. Can students receive academic credit for these activities and have them counted toward undergraduate major requirements?

One hundred percent of our undergraduate students participate in scholarship as part of the requirements of the capstone course KINS 492 Senior Seminar. They develop a research study, and collect and analyze the data. This information is presented as a professional poster for the Kinesiology Undergraduate Colloquium. This is a major requirement for graduation for all Kinesiology students. This curricular activity aligns with the university's vision to provide an interdisciplinary focus and develops students who are socially and environmentally responsible citizens who engage in informed action, increase our diversity of perspectives, and make a positive difference. (Vision 2, 5, 6, 8)

In service, kinesiology students in exercise science complete a 400 hour internship in which they earn 8 semester credit units; kinesiology ATEP students complete 1200 hours of service as an internship; and kinesiology education students work in the local schools.

All Pre-PT students (currently we have approximately 80 students listed as Pre-Physical Therapy majors) must accumulate at least 200 hours of clinical and hospital observation under a licensed physical therapist as part of their pre-requisite requirement for admission to graduate school. The local hospitals and physical therapy outpatient clinics are often swamped by our students requesting opportunities to observe and/or volunteer. Many of our students find employment as aids in these clinics/hospitals while simultaneously fulfilling their observational requirements. The local community fulfills a service to the university by allowing our students to observe in their clinics/hospitals and we offer some of them a service through our students volunteering and assisting with some of the mundane chores in the clinics.

D. Affiliations/Equipment/Facilities/Environment

1. Affiliations

Some academic programs are affiliated with on-campus or off-campus centers, units or institutes that bring important benefits to programs. For any such center/unit/institute, please provide (1) the name of such center/unit/institute, and very brief descriptions of (2) the purpose of the center/unit/institute, (3) the nature of your program's affiliation with the center/unit/institute, and (4) the benefits accruing to your program/major from your affiliation with this center/unit/institute.

Units/centers/institutes may be public (HSU, CSU, local, state, federal) or private.

We were approached last summer by a local non-profit physical therapy organization (Vector Physical Therapy) about participating in an institute they were interested in establishing. Our students could participate and assist by supplying a labor force while simultaneously gaining the observation hours required for admission to graduate schools. This would benefit both our students and the organization. The institute is in the development stages.

2. Facilities and resources

We just moved into our new \$44 million Kinesiology and Athletics building August 22, 2008. The new academic building provides our students with the best equipped kinesiology laboratories in the CSU. Three new laboratories including the Human Performance Lab, the Biomechanics Lab, and the Behavioral Performance lab have new state-of-the-art equipment which will provide an exceptional learning and teaching facility. All instructional spaces include the latest technology which will improve teaching effectiveness and support hands-on learning. In addition, this building will enhance undergraduate and graduate student and faculty recruitment efforts, position us to obtain federally funded research grants, and expand our services to the university and the Northcoast community. The department has established an excellent reputation for providing students with a well-rounded education. An interactive learning approach prepares students and gives them the skills necessary for starting a career immediately following graduation. Hands-on experiences provide opportunities to apply theory learned in the classroom on the field and in the laboratory. Small, interactive classes contribute to a strong learning environment and the student-to-faculty ratio ensures personal attention and specialized instruction from a dedicated and committed faculty. This new facility will continue this strong educational tradition.

Human Performance Lab

The Human Performance Laboratory is one of the most well equipped labs (for support of undergraduate and graduate teaching) in the CSU system. The equipment and supplies in this lab are used to support existing courses, such as KINS 455 (Exercise Testing) and KINS 495 (Directed Field Experience). Additionally, this lab space is where fitness/physiologic testing occurs for the Healthy U Program, which serves community members as well as faculty, staff and students at HSU. This lab, and the recently acquired equipment, provide the resources and a great potential for the development of new “applied” units within courses that have not had a lab

component, such as KINS 379 (Exercise Physiology) and KINS 650 (Exercise Physiology). Also, this lab will be the focal point for the recently approved Institute of Health and Human Performance. Collectively, the resources of this lab are instrumental to quality teaching and research; as such, there are many opportunities to use the lab as an excellent recruitment tool for the Department and the University.

Biomechanics Lab

The Biomechanics Lab at Humboldt State University provides students with the opportunity to explore movement and the human body in an interactive, hands-on setting. The lab is used for a variety of classes, presentations and experimental research projects using the latest in video-capture motion analysis technology. Research focuses on sports-related movements and the effects on performance.

Behavioral Performance Lab

The Humboldt State University Behavioral Performance Lab trains teacher education and coaching students to analyze the appropriate approach in physical education. Using special computer software to analyze skill, technique and physical activity, the lab assists in developing best practices for the teaching of physical and athletic fundamentals. The North Coast Concussion Program, which examines concussions resulting from athletic competition, will also be housed in the Behavioral Performance Lab.

3. Unique local and regional environment

Describe how the program takes advantage of the unique local or regional social, cultural and/or natural environment available to students and faculty at HSU. (Do not include items listed under D1.)

Kinesiology students learn in a supportive environment with a unique campus directed fieldwork experience in the laboratories. Students work with faculty, staff, and the community through the Healthy-U program and community outreach. Kinesiology students in the education option learn from experience in the local elementary and high school classrooms and our ATEP and Pre-PT students are welcomed in the community to provide support through internships and field experiences.

IV. Investments, Revenues, and Efficiencies (Response Limit: 2 pages of narrative, not including tables) [20%]

A. Program Investments

1. Program Investment – Degree Requirements

Enter the total number of required course units (as listed in the catalog) for this academic program, and then the number of required course units for this academic program that are from the primary course code associated with your program. Provide a total for each option if appropriate.

Student Units

Total required Program SCUs	KISS 61-62 KIES 71-72 ATEP 58 KIPT 62	Required Program SCUs in the primary Course Code	KISS 61-62 KIES 71-72 ATEP 58 KIPT 24
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Weighted Teaching Units (WTU's)

Total the number of WTUs required to teach 1 section of each of the required courses in the program. If there are lists of restricted electives (e.g., take 1 of the following 3 courses), then choose a representative course from the list. For required S-factor courses, estimate the typical number of WTU's assigned to a faculty member who teaches the course. Again, differentiate by option if appropriate.

Total Required Program WTUs	KISS 66.0 KIES 64.9 ATEP 65.1 KIPT 69.9	Required Program WTUs in the primary Course Code	KISS 66.0 KIES 64.9 ATEP 65.1 KIPT 24.6
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2. Program investment – by Minimum Weighted Teaching Units required to offer coursework so students can make reasonable progress toward their degree.

Complete the table below using the definitions that follow. Include additional columns as needed for additional options.

Total WTU in Course Code	WTU for GE and service to other academic Programs	KISS WTU for Major Option 1	KIES WTU for Major Option 2	ATEP WTU for Major Option 3
367.8	0	174.6	199.0	191.0

Total WTU in Course Code: Sum up the total number of WTU that were used to teach courses in the primary course code associated with your academic program over the past two academic years. Exclude remedial courses.

Service to GE and other Academic Programs: Enter the total number of WTU that were used over the past 2 years to meet service demands imposed by students outside the major. (In other word, if 8 sections of Egyptology 301 have been offered over the past 2 years, but if 2 sections over the past 2 years would have been sufficient for the Egyptology majors, then count 6 sections of Egyptology, and the associated WTU, in this category.)

WTU for Major Option (s): Sum up the non-service WTU for the set of courses in the course code associated with your program that you would need to offer over a two year period to accommodate progress toward degree for your program students.

Notes: 1) In programs with multiple options, courses common to the multiple options should be included in all options. Hence the entries to the right of the "Total" entry will not sum to the total. 2) Do not pro-rate WTU's by the percentage of students in a particular section of a course that are majors. Include the course in the count if it must be offered during a 2-year period for students to make progress toward their degree. The 4-year major plan for Freshmen may be useful.

Data for the four options are presented. ATEP has the least number of required course units of the four options with all of the SCU's in the primary course code. KISS (education) and KIPT (Pre-PT) each require the same total number of SCU's but KIPT students take only 24 units in kinesiology and the rest are taken in the other sciences such as biology, chemistry, and psychology. KIES (exercise science) has the largest number of SCUs and they are all primary courses.

ATEP has the least number of units but requires the most WTU's (65.1), followed by KISS at 66.0 WTU's. KIES requires the fewest WTU's (64.9).

We would need to fund 367.8 WTU's at a minimum for our students to progress at a reasonable pace to a degree. The least expensive option in the major is KIPT (98 WTU's). This is because Pre-PT students only take the kinesiology core and the rest of the coursework is taken in other departments. KIES (199.0 WTU's) and ATEP (191.0) cost the most WTU's and for KISS students, the minimum required is 174.6 WTU's.

3. Program Investments – by staff allocations.

Estimate the percent of departmental expenditures for staff positions that can be attributed to this academic program. Provide an explanation, as appropriate.

	Major Program
Percent of Staff FTEF	50%

Staff FTE

	1/31/2004		1/31/2005		1/31/2006		1/31/2007		1/31/2008	
KINESIOLOGY AND RECREATION ADMIN	Count	Sum	Count	Sum	Count	Sum	Count	Sum	Count	Sum
R04							1	1.00	1	1.00
R07	1	1.00	1	1.00	1	1.00	1	1.00		
R09	1	1.00	1	1.00	1	1.00	2	1.60	2	1.60
Total	2	2.00	2	2.00	2	2.00	4	3.60	3	2.60

The table lists 3.6 staff of which 1.0 FTEF is the Director of Intramural and Recreational Sports and 0.6 FTEF is the Dive Safety Officer. They do not contribute to the academic program in their role. Two other staff members spend 50% of their time scheduling facilities, scheduling and facilitating service courses, and managing the office needs. Thus, only 50% of their time can be allocated to the academic programs in Kinesiology.

4. Program Investments – Other annual costs.

Provide dollar estimates for other program costs by the following categories. Annualize periodic costs (equipment purchases or facilities upgrades) as necessary. Include an explanation, if appropriate. Do not include costs for commonly used items (smart classrooms, faculty workstations, etc.).

Category	Estimated Cost
Equipment (including maintenance)	\$2088
	\$16,000

Instructional Supplies	
Temporary Help (graders, lab assistants, GA's, etc.)	\$7,400

The annual costs listed in the table above reflect the total costs of KRA and not Kinesiology alone. The equipment costs for Kinesiology consist of copier supplies and instructional supplies that are shared by the entire KRA department. There is one GA in Kinesiology that is paid for by department funds. The maintenance of the new equipment will result in an increase cost in the future. The funds generated from the Institute, such as grants and fees paid by staff and community members who seek the services of the Institute, should cover these future expenses.

5. Program Investments – accreditation [if applicable]

If this program is accredited, describe how this accreditation effects program costs.

The ATEP program has an annual membership cost of accreditation of \$1,100. In addition, if the program is not eliminated, a \$5,000 cost will be assessed every five years for site visit for the accreditation team in 2010. The accreditation also requires assigned time be given per semester for the Director. If this program is eliminated, the professor would be able to teach in the other option areas (exercise science) resulting in a savings to the department.

B. Gross Revenues

Revenue			
DEPARTMENTS COMPLETE THIS SECTION	05/06	06/07	07/08
Fundraising/donations	\$1,265	\$120	\$42.50
Extended Education	\$4,897	\$4,293	\$2,617
Student fees	0	0	0
Instructionally Related Activities (IRA)	0	0	0
Instructionally-related grants	0	0	0
Grants and contracts to P.I.s	0	0	0
Other revenues	0	0	0

Provide an explanation for how these revenues support the academic program.

These minor revenues are used to purchase needed equipment, software for student use, and other instructional needs.

C. Efficiency

1. Efficiency – By SFR for course code

Academic Year Averages	Subject	02/03	03/04	04/05	05/06	06/07	07/08
SFR	KINS	12.73	14.24	16.65	16.25	14.77	17.19
FTEF	KINS	8.82	7.85	6.47	6.76	6.55	6.10

SFR SUMMARY	02/03	03/04	04/05	05/06	06/07	07/08
AHSS	20.36	22.05	21.94	20.61	21.19	22.91
CNRS	15.66	16.90	17.17	16.04	16.82	18.28
CPS	15.12	16.29	15.68	15.22	20.80	25.33
UNIVERSITY TOTALS	17.28	18.65	18.57	17.52	19.32	21.43

Explain any substantial changes in SFR. Also explain why this SFR differs from the college and/or university SFR. What efforts have been made over the past few years by the program to improve this measure of efficiency? Use the data under part IV.E. as appropriate.

A more appropriate method of comparing SFR is to discuss it by option. In AY 06/07, The SFR for Exercise Science was 19.50, Kinesiology Education was 21.97, and ATEP was 6.92. When the average SFR is computed in Kinesiology for Spring 2007, it is lower than the Ex/Science or Education options at 15.49. This is due to the low SFR in ATEP (6.92). The SFR for the KINS core classes, which all Kinesiology students must complete, shows a much higher rate of 28.27. And finally, when viewing the entire KRA department, the SFR is 29.6 which is 28% higher than the University SFR. It is the practicums in the ATEP program which result in the low SFR. These practicums, which are required by the accreditation process, limit the number of students who can be enrolled per FTEF. It costs \$12,422 per FTES as compared to \$6,800 per FTES for the Exercise Science option and \$2,217 for the Kinesiology Education option. This is one of the reasons the ATEP was suspended.

2. Efficiency – Other views.

The Prioritization Task Force will examine the data given under section IV.A and B in terms of the overall production (e.g. number of majors, number of graduates) in the program. Please comment if appropriate.

Kinesiology has a total of 276 majors AY 2008/2009 and shares the cost of KRA staff to meet the academic needs of these students. The Kinesiology department has limited program costs and investments but contributes a large FTES to the university.

D. Budget cut impacts

Indicate how your program has been affected by recent (since 2002-2003) budget cuts that have directly affected resources for your program (faculty, staff, operating expense) and course offerings (class size, reduced course offerings or options for the major.) Refer to the data included under section IV. E. or in the departmental report as appropriate.

The budget cuts have reduced the number of qualified faculty we've been able to hire to replace those faculty who have retired. This has resulted in fewer course offerings and a serious reduction in the ability to mentor students. Budget cuts have also resulted in a lower number of class offerings per semester because of fewer faculty available to teach. For example, we used to offer 8 sections of HED 400, a GE Area E course. Now, we offer 2-3 sections per semester. We have added an online version of this course with higher enrollments to offset the reduction in class sections. Despite fewer class offerings, the program has continued to grow by offering larger class sizes and faculty overloads.

E. Additional Data

Course Offerings Profile in Kinesiology (AY 00/01 - AY 07/08)								
class_offerings_KINS report generated: 27-JUN-08								
	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Distinct Courses Enrolled	33	32	34	32	28	27	29	27
Sections Enrolled	48	48	41	41	35	34	32	31
Average Section Enrollment	15	13	16	15	17	17	15	17
Distinct Courses Enrolled in Kinesiology by Level (AY 00/01 - AY 07/08)								
class_offerings_KINS report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	2	2	5	5	5	6	7	7
Upper-div	24	21	22	20	18	16	17	16
Graduate	8	10	7	7	5	6	6	5
Total	33	32	34	32	28	27	29	27

Sections Enrolled in Kinesiology by Level (AY 00/01 - AY 07/08) class_offerings_KINS report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	2	2	5	5	5	7	7	7
Upper-div	37	32	27	25	21	19	20	20
Graduate	10	15	10	11	9	8	6	5
Total	48	48	41	41	35	34	32	31

Avg Section Enrollment in Kinesiology by Level (AY 00/01 - AY 07/08) class_offerings_KINS report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	35	27	16	18	17	18	19	16
Upper-div	16	15	18	18	22	21	17	19
Graduate	8	6	9	7	7	6	4	8
Total	59	48	43	44	46	45	40	43

FTES in Kinesiology by Course Level (AY 00/01 - AY 07/08) class_offerings_KINS report generated: 27-JUN-08								
Course Level	AY 00/01	AY 01/02	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lower-div	10.6	8.2	15.1	16.5	15.6	23.5	23.9	22.8
Upper-div	96.9	80.0	76.3	75.5	77.9	74.6	65.4	71.0
Graduate	21.0	20.8	20.9	19.7	14.1	11.6	7.4	10.9
Total	128.5	109.0	112.3	111.7	107.7	109.7	96.7	104.8

NOTE: In the above tables all class sections have 2 or more students enrolled. This is done to minimize the influence of independent student sections. Distinct Courses count each distinct SUBJ/Course-number combination enrolled. All figures are Fall/Spring term averages. Due to the rounding of average Academic Year counts, the various breakouts may not add to the exact same amounts.

Other Class Offering Breakouts

These examine independent study sections, and sections by different modes of instruction. The Lecture-only sections have only a C1 through C6 mode. The Lab/Activity-only sections have only a C7 through C-16 mode. Other modes and combinations contain the remaining modes or combinations of lecture and lab/activity modes.

Other Special breakouts in Kinesiology (AY 00/01 - AY 07/08) class_offerings_KINS report generated: 27-JUN-08									
	AY	AY	AY	AY	AY	AY	AY	AY	AY

	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
Sections with 1 student enrolled	15	12	15	11	6	11	10	8
Lecture only sections	21	19	16	14	14	15	13	14
Lab/Activity only sections	11	8	9	9	6	3	1	1
Other modes and combinations	17	21	16	17	16	17	19	16

V. Potential (Please complete this section for each option. Limit: 2 pages per option) [15%]

A. Program capacity with existing resources:

1. What is your program's maximum capacity with current resources? Use two metrics to define “capacity”: The number of graduates per year, and the number of FTES generated by courses that are unique to this option, per year.

(Completed by the department)	Graduates per year	FTES in the major option per year
Existing	35	104.8
Maximum capacity with existing resources	35	104.8

2. If your program is at maximum capacity, proceed to part B. If you have capacity to grow with existing resources, what steps have been taken to increase enrollment? What have been the effects of these steps, and what results are still anticipated?

The core courses are full to capacity but some of the option areas, such as ATEP, could graduate larger numbers if the practicums were available.

B. Opportunities for future growth or substantial curricular changes

1. What opportunity does the program have for future expansion? Provide evidence for your response.

The exercise science, education, and Pre-PT options are primed for growth especially with the new \$44 million facility and projected internal and external demand in the field.

The future potential for the ATEP program is influenced by a number of factors and is therefore difficult to determine an exact number. The major factor reducing the potential is the supervision of the ATEP students in the clinical setting. The local community only employs

three certified Athletic Trainings who could offer the types of clinical experiences our students require. With the possibility of CR, local high schools, and an expansion of HSU sites, the ATEP faculty project a potential graduation rate of 16 ATEP students per year assuming they meet the academic qualifications.

2. Describe the curricular changes and/or staffing increases required to accomplish such an expansion?

The Kinesiology curriculum does not need to change other than to increase the frequency by which the courses are offered. Currently, many courses are offered on a every third semester because of budgetary constraints. This increases the time it takes for students to graduate. To offer courses more often would require additional faculty.

C. Impact of augmented resources

Suppose that your program were ranked in a category that recommended augmentation of resources. What would be the impact of augmented resources? (Answer for a 10% augmentation and a 20% augmentation.)

A 10% augmentation in salary in Kinesiology would allow us to hire another .8 FTEF in part-time lecturers who could teach as many as four more sections of the courses in kinesiology education such as the concepts classes. In exercise science the additional salary could be used for the health education electives. An augmentation for ATEP wouldn't improve the lack of practicums in the area because that is simply due to too few certified athletic trainers in the county. A 20% augmentation in salary would allow us to hire 1.6 FTEF and teach as many as six more classes per year. With the addition of 1.6 FTEF, we believe we could increase FTES by at least 35%.

D. Impact of reduced resources

Suppose that your program were ranked in a category that recommended reduction of resources. What would be the impact of reduced resources? (Answer for a 10% reduction and a 20% reduction.)

An underfunded, weak and inferior undergraduate degree in kinesiology would have a negative effect on the ability of the department to attract new students and faculty. A 10% reduction would reduce the quality of instruction and result in the reduction of at least four sections and the hands-on learning components in our classes. A 20% reduction would decrease the number of

majors. Our efforts to grow the current program are showing promise and student interest. Reducing resources would impair our ability to retain our excellent faculty and overall reduce our FTES.

E. Impact of program elimination

Suppose that your program were recommended to be discontinued. What would be the impact of program elimination?

If the kinesiology program is eliminated, HSU would lose 276 majors. The new \$44 million building would be empty, except if the service program was maintained by another department, because students would be forced to leave and attend school somewhere else in the CSU. Students would lose the opportunity to participate in this unique program and the community would lose the services of the students through the service learning components and internships. If the physical education activity program was totally eliminated, as well as Intramurals and Club Sports, the total FTES loss to the university would be 531.7, the 5th largest in the university.

It's difficult to predict how many students would leave HSU if the ATEP program was eliminated. Many students have changed options from ATEP to exercise science or education even with the ATEP program in place. If ATEP was eliminated, Dr. Koesterer would use the 3 WTU's he receives for directing the program to teach another exercise science course. There are several other considerations however when considering elimination of ATEP. The impact on the services to the students and staff at the university, including the Health Center and Athletics could be substantial.

VI. Additional Information (Limit: 1 page) [up to 5 extra credit points may be assigned to the overall score]

Provide crucial information that is not provided under the previous categories.

APPENDIX

HSU *Vision* Statement

1. Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.
2. We will be the premier center for the interdisciplinary study of the environment and its natural resources.
3. We will be a regional center for the arts.
4. We will be renowned for social and environmental responsibility and action.
5. We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
6. We will commit to increasing our diversity of people and perspectives.
7. We will be exemplary partners with our communities, including tribal nations.
8. We will be stewards of learning to make a positive difference.