Department of Kinesiology Bachelor of Science in Kinesiology Option Elevation Proposal

Bachelor of Science in Kinesiology:

Exercise Science Option to

Bachelor of Science in Exercise Science

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October 12, 2021

TO:

FROM:

Saul Jimenez-Sandoval, President California State University, Fresno

Jenelle N. Gilbert, Chair *) u. y/ JLd\_)*

Department of Kinesiolog

SUBJECT: Undergraduate Degree Elevation - Exercise Science

The Kinesiology Undergraduate Program offers three Options: Exercise Science, Physical Education Teacher Education, and Sport Administration. Due to Executive Order 1071, the Kinesiology Undergraduate Program is seeking to elevate these Options to full degree status. While the documentation for all three Options is being submitted simultaneously, the current package is for the Exercise Science Option.

More specifically, the attached seeks to elevate the Bachelor of Science in Kinesiology: Exercise Science Option to a stand-alone program. The proposed title for the new stand-alone degree is Bachelor of Science in Exercise Science.

Should you have any questions, please do not hesitate to contact Jenelle Gilbert (278- 8902 or jgilb rt@csufresno.edu). Thank you.

**Department of Kinesiology**

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THE CALIFORNIA STATE UNIVERSITY

**September 2018**

**Elevating Options or Concentrations to a Full Degree Program Template**

The Kinesiology Department seeks to elevate the Bachelor of Science in Kinesiology: Exercise Science Option to a stand-alone program. The proposed title for the new stand-alone degree is Bachelor of Science in Exercise Science.

### Program Type

State-Support

The proposed stand-alone degree (i.e., BS-Exercise Science) is categorized as a state- support program.

Option Elevation

In accordance with the direction from the Chancellor’s Office, the Kinesiology Department seeks to elevate the Bachelor of Science in Kinesiology: Exercise Science Option to a stand-alone program. The proposed title for the new stand-alone degree is Bachelor of Science in Exercise Science.

Delivery Format Fully face-to-face.

### Program Identification

Campus Fresno State

Full and exact degree designation and title Bachelor of Science in Exercise Science

Term and academic year of intended implementation Fall 2023

Total number of units required for graduation 120 units

Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.

Department of Kinesiology

Name, title, and rank of the individual(s) primarily responsible for drafting the proposed option or concentration elevation to a full degree major program.

Scott R. Sailor, Ed.D., ATC, Professor / Associate Dean, College of Health and Human Services

Jenelle N. Gilbert, Ph.D., CMPC, Professor / Chair, Kinesiology Department Mark W. Baldis, Ph.D., Lecturer / Coordinator, Exercise Science

Please specify whether this proposed program is subject to WASC Substantive Change review. The campus may submit a copy of the WASC Sub-Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WASC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.

The WSCUC Substantive Change Program Screening Form is attached.

Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code

|  |  |  |
| --- | --- | --- |
| Proposed Degree | Proposed CSU Degree Program Code | Proposed CIP Code |
| Bachelor of Science in Exercise Science | 08355 | 31.0505 |

Please provide teach-out policy language to accommodate those students who will complete the original program with the option or concentration.

The curriculum will not change should the stand-alone degree be approved; only the degree title will change.

“Due to a mandate from the California State University Chancellor’s Office (EO 1071), the Kinesiology Department is requesting that the BS in Kinesiology with an Option in Exercise Science be elevated to a stand-alone degree. This would result in a new degree name, but the curriculum will not change. Therefore, students who are enrolled in the BS in Kinesiology with an Option in Exercise Science at the time of the proposed degree programs’ approval will complete their original program of study (i.e., BS in Kinesiology with an Option in Exercise Science) without interruption. Students who have questions or concerns are encouraged to contact the Kinesiology Department Chair.”

Provide evidence the current option will be discontinued once all existing students exit the program.

The B.S. in Kinesiology: Exercise Science Option will be discontinued and stop enrolling any new students once the new degree (i.e., Bachelor of Science in Exercise Science) has been approved.

### Program Overview and Rationale

* 1. Provide a rationale for option or concentration elevation to a full degree program. Include a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for elevating the option or concentration to a full degree program at this time.

The Department of Kinesiology currently offers a Bachelor of Science in Kinesiology with Options in Exercise Science, Physical Education, and Sport Administration.\* These degrees are out of compliance with the Chancellor's Executive Order 1071. Currently the three options in our B.S. Degree in Kinesiology share between 22-32% of the required units; more than 50% of the units must be shared in order to be in compliance. This proposal is intended to put our undergraduate degrees in compliance with the Executive Order, while continuing to offer a high-quality, content-focused degree and experience for all students.

|  |  |  |  |
| --- | --- | --- | --- |
| Option | Core | Total Major Units | Percentage |
| Exercise Science | **15** | **69** | **22%** |

\* The current Elevating Options or Concentrations to a Full Degree Program document is seeking to elevate the Bachelor of Science in Kinesiology: Exercise Science Option to a stand-alone program. The proposed title for the new stand-alone degree is Bachelor of Science in Exercise Science. Information for the other Options is included here solely to provide context and separate Elevating Options or Concentrations to a Full Degree Program documents will be submitted for the Physical Education and Sport Administration Options.

* 1. Provide the proposed catalog copy description, including program overview, degree requirements (including course catalog numbers, titles, and units), and admission requirements.

Bachelor of Science in Exercise Science
**Degree Requirements**

**1. Exercise Science Major requirements (65-69 units)**

KINES 109 or 110, 119, 121, 137, 163, 165, 167; BIOL 33 or BIOL 67A & 67B

Select any KAC course or ATHL 100

Select 15 – 24 elective units (16 units for associate degree for transfer) from:

* Any KINES academic course, other than those required in the major;
* Any KAC activity course (no more than 3 additional KAC courses can be applied to the major; repeated KAC course cannot be counted);
* PH 48, 92, 109, 114, 128S, 141; PSYCH 10, 42, 66, 155, 169; BIOL 1A\*, 1B, 1BL, 10, 20\*, 102, 103, 144, 166; CHEM 1A\* and 1AL\*, 1B and 1BL, 3A\*, 3B, 3BL, 8, 128A, 129A, 128B, 129B, 150, 155A; PHTH 105; PHYS 2A, 2B; MATH 11; NUTR 53, 54, 147, 153; HHS 18A, 18B
1. **General Education requirements (49 units)**
2. **Other requirements (9 units)**
[American Government and Institutions (PLSI 2)](https://www.fresnostate.edu/catalog/courses-by-department/political-science/index.html#plsi2), Multicultural and International (MI), and Upper-division writing
3. **Sufficient elective units to meet required total units** (varies)
4. **Total units (120)\*\***

\* Courses meet major electives requirement and prerequisites for BIOL 67A

\*\* G.E. can be double-counted with major requirements. See advisor for details.

## Advising Notes

1. With the assistance of the department advisor, students may choose a program that will prepare them for working with specific age groups or special populations, coaching, athletic training, teaching physical education, or professional applications in the exercise sciences and fitness-related industries.
2. Students majoring in Kinesiology may count a maximum of 12 units of activity courses (ATHL, KAC, DANCE) toward the 120 units required for a bachelor's degree. Repeat credit towards the Kinesiology major is not allowed in any of these activity courses.
3. CR/NC grading is not permitted in courses for the Kinesiology major, except in those courses which are designated CR/ NC grading only.
4. General Education and elective units may be used toward a minor (see departmental minors) or supplemental credential. Consult the appropriate department chair, program coordinator, or faculty advisor for further information.
5. Students interested in the athletic training option should consult the department regarding criteria for selection into this program.
6. A grade of C or higher in all required coursework is necessary for successful completion of the major. Any course required as a prerequisite must be completed with a grade of C or better before registration in the subsequent course.
7. Lower-division courses taken at other institutions may be accepted as being equivalent to lower-division requirements in the department. Petitions to have courses accepted should be completed during the first semester in the major.
8. The Bachelor of Science in Exercise Science complies with university policy regarding the re-taking of courses. Exercise science students who fail a course (D or F) in the Kinesiology core may retake the class for a second time. If they earn a failing grade (D or F) a second time, they will not be allowed to petition to repeat the course for a third time. These students will not be able to complete the Bachelor of Science in Exercise Science requirements and will be required to declare a new major.

In compliance with Federal Requirements for Posting Licensure and Certification Eligibility, please see the CSU Chancellor’s Office calstate.edu website.

Proposed catalog copy description:

The Bachelor of Science in Exercise Science provides foundational study in the movement sciences which fully prepares students for graduate study, professional careers in fitness, wellness, health promotion, human performance, and preventive and rehabilitative sciences. This program includes courses from a broad area of topics including, but not limited to; exercise physiology, exercise testing and prescription for health-related and skill related fitness training programs, health assessment and promotion, and biomechanics.

Program overview:

The Bachelor of Science in Exercise Science is for students interested in studies

related to the science of human movement. The Department houses a 3,000 sq. ft. Human Performance Lab with state-of-the-art research-grade equipment. The program of study will prepare students for graduate study and can lead to careers in the fitness, wellness, health promotion, human performance, and preventive and rehabilitative sciences. A variety of local internships in the health-related, performance-related, and clinical settings may also be available.

|  |
| --- |
| Exercise Science Major Requirements (65 - 69 units) |
| Core(40-43 units) | KINES 1. Introductory Principles and Techniques for Physical Fitness Development (3 units) |
| KINES 32. Lifetime Fitness and Wellness (2 units) |
| KINES 33. Foundations of Sport and Exercise Psychology (3 units) |
| KINES 116. Fundamentals of Biomechanics (3 units) |
| KINES 118. Fundamentals of Exercise Physiology (3 units) |
| KINES 109. Motor Learning (3 units) ORKINES 110. Motor Development (3 units) |
| KINES 119. ECG and Clinical Exercise Physiology (3 units) |
| KINES 121. Body Composition: Theory, Principles and Management (3 units) |
| KINES 137. Structural Biomechanics (3 units) |
| KINES 163. Fitness and Wellness (3 units) |
| KINES 165. Performance Related Fitness (3 units) |
| KINES 167. Integrative Exercise Science (3 units) |
| BIOL 33 Introductory Human Anatomy and Physiology (5 units), or BIOL 67A. Human Anatomy & Physiology I (4 units) &BIOL 67B. Human Anatomy and Physiology II (4 units) |
| Activity (1 unit) | Any KAC course or ATHL 100 |
| Exercise Science Electives (15 - 24 units,16 units for associate degree for transfer) | Any KINES academic course, other than those required for the option |
| Any KAC activity course (no more than 3 additional KAC courses can be applied to the major; repeated KAC course cannot be counted) |
| PH 48. First Responder and Emergency Care (3 units) |
| PH 49. Emergency Medical Technician Training (3 units) |
| PH 109. Epidemiology of Disease (3 units) |
| PH 114. Health Behavior (3 units) |
| PH 128S. Holistic Health and Alternative Medicine (3 units) |
| PH 141. Applied Ergonomics (3 units) |
| PSYCH 10. Introduction to Psychology (3 units) |
| PSYCH 42. Introductory Statistics (4 units) |
| PSYCH 66. Abnormal Psychology (3 units) |
| PSYCH 155. Developmental Psychology (4 units) |
| PSYCH 169. Psychological Aspects of Physical Disability (3 units) |
| BIOL 1A. Introductory Biology (4 units) |
| BIOL 1B. Introductory Biology (3 units) |
| BIOL 1BL. Introductory Biology Laboratory (1 unit) |

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|  | BIOL 10. Life Science (3 units) |
| BIOL 20. Introductory Microbiology (4 units) |
| BIOL 102. Genetics (3 units) |
| BIOL 103. Cellular Biology (3 units) |
| BIOL 144. Neuroanatomy (4 units) |
| BIOL 166. Neurophysiology (3 units) |
| CHEM 1A. General Chemistry 1A (3 units) |
| CHEM 1AL. General Chemistry Laboratory 1A (2 units) |
| CHEM 1B. General Chemistry 1B (3 units) |
| CHEM 1BL. General Chemistry Laboratory 1B (2 units) |
| CHEM 3A. Introductory General Chemistry (4 units) |
| CHEM 3B. Introductory Organic and Biochemistry (3 units) |
| CHEM 3BL. Introductory Organic and Biochemistry Laboratory (1 unit) |
| CHEM 8. Elementary Organic Chemistry (3 units) |
| CHEM 128A. Organic Chemistry (3 units) |
| CHEM 128B. Organic Chemistry (3 units) |
| CHEM 129A. Organic Chemistry Laboratory (2 units) |
| CHEM 129B. Organic Chemistry Laboratory (2 units) |
| CHEM 150. General Biochemistry (3 units) |
| CHEM 155A. Fundamentals of Biochemistry (3 units) |
| PHYS 2A. General Physics (4 units) |
| PHYS 2B. General Physics (4 units) |
| MATH 11. Elementary Statistics (3 units) |
| NUTR 53. Nutrition and Health: Realities and Controversies (3 units) |
| NUTR 147. Nutrition and the Athlete (3 units) |
| NUTR 153. Advanced Nutrition (3 units) |

Admission Requirements:

Preferred Incoming Freshmen GPA = 3.0 Preferred Transfer GPA = 3.0

* 1. Provide written documentation of the campus approval process with written evidence of a significantly greater campus and administrative commitment to sustain the stand-alone program than was required to establish it as a specialization area.

Please see the attached approvals from Undergraduate Curriculum Committee, as well as the University Undergraduate Committee, the Academic Senate, and President Jiménez-Sandoval.

* 1. **Curriculum –** *(These requirements conform to the revised 2013 WASC Handbook of Accreditation)*
		1. Provide a side-by-side comparison showing the course requirements of the existing degree major and concentration on one side and the proposed new major on the other.

|  |  |
| --- | --- |
| Current: Bachelor of Science in Kinesiology: Exercise Science Option (69 units) | Proposed: Bachelor of Science in Exercise Science (69 units) |
| Core – Common Courses(15 units) | KINES 1. Introductory Principles and Techniques for Physical Fitness Development (3 units) | Core(43 units) | KINES 1. Introductory Principles and Techniques for Physical Fitness Development (3 units) |
|  | KINES 32. Lifetime Fitness and Wellness (2 units) |  | KINES 32. Lifetime Fitness and Wellness (2 units) |
|  | KINES 33. Foundations of Sport and Exercise Psychology (3 units) |  | KINES 33. Foundations of Sport and Exercise Psychology (3 units) |
|  | KINES 116. Fundamentals of Biomechanics (3 units) |  | KINES 116. Fundamentals of Biomechanics (3 units) |
| Option Specific– Exercise Science (29 units) | KINES 118. Fundamentals of Exercise Physiology (3 units) |  | KINES 118. Fundamentals of Exercise Physiology (3 units) |
| KINES 109. Motor Learning (3 units) OR KINES 110. Motor Development (3 units) | KINES 109. Motor Learning (3 units) OR KINES 110. Motor Development (3 units) |
| KINES 119. ECG and Clinical Exercise Physiology (3 units) | KINES 119. ECG and Clinical Exercise Physiology (3 units) |
|  | KINES 121. Body Composition: Theory, Principles and Management (3 units) |  | KINES 121. Body Composition: Theory, Principles and Management (3 units) |
|  | KINES 137. StructuralBiomechanics (3 units) |  | KINES 137. StructuralBiomechanics (3 units) |
|  | KINES 163. Fitness and Wellness (3 units) |  | KINES 163. Fitness and Wellness (3 units) |
|  | KINES 165. Performance Related Fitness (3 units) |  | KINES 165. Performance Related Fitness (3 units) |
|  | KINES 167. Integrative Exercise Science (3 units) |  | KINES 167. Integrative Exercise Science (3 units) |
|  | BIOL 33 Introductory Human Anatomy and Physiology (5 units) or ,BIOL 67A. Human Anatomy & Physiology I (4 units) and BIOL 67B. Human Anatomy and Physiology II (4 units) |  | BIOL 67A. Human Anatomy & Physiology I (4 units) |
|  |  | BIOL 67B. Human Anatomy and Physiology II (4 units) |
| Activity (1 unit) | Any KAC course or ATHL 100 | Activity (1 unit) | Any KAC course or ATHL 100 |
| Exercise Science Electives (24units, 16 units | Any KINES academic course, other than those required for the option | Exercise Science Electives | Any KINES academic course, other than those required for the option |

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| for associate | Any KAC activity course (no | (24 units, | Any KAC activity course (no more |
| degree for | more than 3 additional KAC | 16 units for | than 3 additional KAC courses can |
| transfer) | courses can be applied to the | associate | be applied to the major; repeated |
|  | major; repeated KAC course | degree for | KAC course cannot be counted) |
|  | cannot be counted) | transfer) |  |
|  | PH 48. First Responder and |  | PH 48. First Responder and |
|  | Emergency Care (3 units) |  | Emergency Care (3 units) |
|  | PH 49. Emergency Medical |  | PH 49. Emergency Medical |
|  | Technician Training (3 units) |  | Technician Training (3 units) |
|  | PH 109. Epidemiology of Disease |  | PH 109. Epidemiology of Disease |
|  | (3 units) |  | (3 units) |
|  | PH 114. Health Behavior (3 units) |  | PH 114. Health Behavior (3 units) |
|  | PH 128S. Holistic Health and |  | PH 128S. Holistic Health and |
|  | Alternative Medicine (3 units) |  | Alternative Medicine (3 units) |
|  | PH 141. Applied Ergonomics (3 |  | PH 141. Applied Ergonomics (3 |
|  | units) |  | units) |
|  | PSYCH 10. Introduction to |  | PSYCH 10. Introduction to |
|  | Psychology (3 units) |  | Psychology (3 units) |
|  | PSYCH 42. Introductory Statistics |  | PSYCH 42. Introductory Statistics |
|  | (4 units) |  | (4 units) |
|  | PSYCH 66. Abnormal Psychology |  | PSYCH 66. Abnormal Psychology |
|  | (3 units) |  | (3 units) |
|  | PSYCH 155. Developmental |  | PSYCH 155. Developmental |
|  | Psychology (4 units) |  | Psychology (4 units) |
|  | PSYCH 169. Psychological |  | PSYCH 169. Psychological Aspects |
|  | Aspects of Physical Disability (3 |  | of Physical Disability (3 units) |
|  | units) |  |  |
|  | BIOL 1A. Introductory Biology (4 |  | BIOL 1A. Introductory Biology (4 |
|  | units) |  | units) |
|  | BIOL 1B. Introductory Biology (3 |  | BIOL 1B. Introductory Biology (3 |
|  | units) |  | units) |
|  | BIOL 1BL. Introductory Biology |  | BIOL 1BL. Introductory Biology |
|  | Laboratory (1 unit) |  | Laboratory (1 unit) |
|  | BIOL 10. Life Science (3 units) |  | BIOL 10. Life Science (3 units) |
|  | BIOL 20. Introductory |  | BIOL 20. Introductory |
|  | Microbiology (4 units) |  | Microbiology (4 units) |
|  | BIOL 102. Genetics (3 units) |  | BIOL 102. Genetics (3 units) |
|  | BIOL 103. Cellular Biology (3 |  | BIOL 103. Cellular Biology (3 |
|  | units) |  | units) |
|  | BIOL 144. Neuroanatomy (4 |  | BIOL 144. Neuroanatomy (4 units) |
|  | units) |  |  |
|  | BIOL 166. Neurophysiology (3 |  | BIOL 166. Neurophysiology (3 |
|  | units) |  | units) |
|  | CHEM 1A. General Chemistry 1A |  | CHEM 1A. General Chemistry 1A |
|  | (3 units) |  | (3 units) |

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|  | CHEM 1AL. General Chemistry Laboratory 1A (2 units) |  | CHEM 1AL. General Chemistry Laboratory 1A (2 units) |
| CHEM 1B. General Chemistry 1B (3 units) | CHEM 1B. General Chemistry 1B (3 units) |
| CHEM 1BL. General Chemistry Laboratory 1B (2 units) | CHEM 1BL. General Chemistry Laboratory 1B (2 units) |
| CHEM 3A. Introductory General Chemistry (4 units) | CHEM 3A. Introductory General Chemistry (4 units) |
| CHEM 3B. Introductory Organic and Biochemistry (3 units) | CHEM 3B. Introductory Organic and Biochemistry (3 units) |
| CHEM 3BL. Introductory Organic and Biochemistry Laboratory (1 unit) | CHEM 3BL. Introductory Organic and Biochemistry Laboratory (1 unit) |
| CHEM 8. Elementary Organic Chemistry (3 units) | CHEM 8. Elementary Organic Chemistry (3 units) |
| CHEM 128A. Organic Chemistry (3 units) | CHEM 128A. Organic Chemistry (3 units) |
| CHEM 128B. Organic Chemistry (3 units) | CHEM 128B. Organic Chemistry (3 units) |
| CHEM 129A. Organic Chemistry Laboratory (2 units) | CHEM 129A. Organic Chemistry Laboratory (2 units) |
| CHEM 129B. Organic Chemistry Laboratory (2 units) | CHEM 129B. Organic Chemistry Laboratory (2 units) |
| CHEM 150. General Biochemistry (3 units) | CHEM 150. General Biochemistry (3 units) |
| CHEM 155A. Fundamentals of Biochemistry (3 units) | CHEM 155A. Fundamentals of Biochemistry (3 units) |
| PHYS 2A. General Physics (4 units) | PHYS 2A. General Physics (4 units) |
| PHYS 2B. General Physics (4units) | PHYS 2B. General Physics (4units) |
| MATH 11. Elementary Statistics (3 units) | MATH 11. Elementary Statistics (3 units) |
| NUTR 53. Nutrition and Health: Realities and Controversies (3 units) | NUTR 53. Nutrition and Health: Realities and Controversies (3 units) |
| NUTR 147. Nutrition and the Athlete (3 units) | NUTR 147. Nutrition and the Athlete (3 units) |
| NUTR 153. Advanced Nutrition (3 units) | NUTR 153. Advanced Nutrition (3 units) |

* + 1. These program proposal elements are required:
* Comprehensive assessment plan addressing all assessment elements;
* Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including a strategy and tool to assess each student learning outcome, (directly related to overall institutional and program learning outcomes). Constructing an assessment matrix, showing the relationship between all assessment elements, is an efficient and clear method of displaying all assessment plan components.

Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is “Introduced,” “Developed,” and “Mastered” insures that all student learning outcomes are directly related to overall program goals and represented across the curriculum at the appropriate times.

Assessment of outcomes is expected to be carried out systematically according to an established schedule.

Please see the attached Student Outcomes Assessment Plan document.

### Evidence of Potential Student Demand

Please provide enrollment numbers in the current option for the past three to five years to provide evidence of sustained and possible future interest in the program.

 

*Figure 1a ‐ Exercise Science Applicants and New Students Figure 1b ‐ Exercise Science Degrees*

* 1. **Self-Support Programs – N/A**

# WASC – WSCUC Substantive Change Program Screening Form

Exercise Science

*Senior College and University Commission*

**WSCUC Substantive Change Program Screening Form**

Form is updated January 2020

**Directions:** Institutions planning to implement new degree programs must submit this screening form to WSCUC to determine if a Substantive Change review and approval is necessary **prior to implementation**. A determination on the necessity of review is made after submission of the form and any further information requested by WSCUC.

**Program Information**

1. Full Name (no abbreviations) as it should appear publicly on the WSCUC Directory of Institutions.

Bachelor’s of Science in Exercise Science

1. Description (one or two paragraphs single-spaced):

The purpose of this proposed change is to elevate the Bachelor of Science in Kinesiology: Exercise Science Option to full degree status (i.e., Bachelor of Science in Kinesiology: Exercise Science Option to Bachelor of Science in Exercise Science).

The Bachelor of Science in Exercise Science provides foundational study in the movement sciences which fully prepares students for graduate study, professional careers in fitness, wellness, health promotion, human performance, and preventive and rehabilitative sciences, and also prepares students for professional certifications from internationally recognized health/fitness organizations. This program includes courses from a broad area of topics including, but not limited to; metabolic, neuromuscular, cardiovascular and respiratory exercise physiology, exercise testing and prescription for health-related and skill-related fitness training programs, health assessment and promotion, and biomechanics. With advisement, students are also able to incorporate an internship, supervised work experience opportunity, and/or independent study courses into their program. Additionally, and with advisement, students can include courses from the biological and physical sciences into their Bachelor of Science in Exercise Science degree program.

1. Start Date of Proposed Change: **Fall 2023**
2. Requested Month/year of Review: **Month – October, Year - 2028**

**New Degree Information**

1. Degree Level: **Bachelor’s**
2. Modality: **On-site**
3. Is this request a resubmission of a previous request? **No**
4. Designate if any of the following apply:

Competency-based Degree Program – **No**

Duration - Change in Degree Program Length – **No**

1. Joint or Dual Degree: Partner institution name: **N/A**
2. Please provide the names and CIP codes of the institution's two most closely related programs to the

proposed program.

1st Program Name: **Kinesiology/Exercise Science**

1st Program CIP: **31.0505**

2nd Program Name: **Kinesiology/Physical Education**

2nd Program CIP: **31.0501**

1. Number of programs currently offered at the degree level of the proposed program: **70**
2. Number of new courses being required for this program (no course name needed): **0**
3. How many new faculty members will be required for this program? **0**
4. Please describe any significant additional equipment or facilities needed for the program. **None**
5. Please describe any significant additional financial resources needed. **None**
6. Please describe any significant additional library/learning resources needed. **None**

# Student Outcomes Assessment Plan (SOAP) Exercise Science

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| **Bachelor of Science in Exercise Science 2021‐2026****Department of Kinesiology College of Health and Human Services** |
| **Student Outcomes Assessment Plan (SOAP)** |
| I. Mission Statement |
| It is the mission of the Department of Kinesiology to create, foster and perpetuate an academic environment and community which transcends social and economic disparity, and focuses upon improving the human condition through education, research, and practical applications related to physical activity, fitness, and wellness, and through the biological, psychological, philosophical, social, economic and personal benefits intimately associated with physical learning, development and achievement. Related to this mission, it is the philosophy of the Department that positive and formative development of individuals and society, promotion of health, vitality and wellness, and achievement of self‐actualization are derived from a foundational understanding of underlying biological, physical, psychological, sociological and philosophical principles of physical activity, and from the regular practice of physical activities which promote such understanding. We believe that our students are profoundly influenced by positive working relationships with individual faculty members, who are actively involved in teaching, research, and community outreach. The Department of Kinesiology is therefore committed to continuous improvement of our curriculum and the process by which we educate our students and conduct research, and to expansion of ourinteractions with the local and global community. |

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| **II. Goals and Student Learning Outcomes** |
| 1. Student will demonstrate knowledge, skill, and practice in physical activity, health, wellness, and quality of life.
	1. Demonstrate knowledge of the relationship between the physical activity participation, health, and well being across the lifespan.
	2. Demonstrate skill in evaluating physical activity programs that promote health and improve quality of life.
	3. Demonstrate knowledge of lifestyle factors and choices that increase risk for chronic disease or which prevent chronic disease, and promote optimal health and wellness.
	4. Demonstrate knowledge of nutritional patterns and practices that increase risk for chronic disease or which prevent chronic disease, and promote optimal health and wellness.
2. Students will demonstrate knowledge of and skill in scientific foundations of physical activity.
	1. Apply scientific theory of human movement in the design and implementation of appropriate physical activities.
	2. Critically evaluate information about physical activity from a scientific basis.
3. Students will identify issues related to kinesiology for diverse populations.
	1. Identify factors that influence physical activity choices for diverse populations.
	2. Demonstrate skills or abilities necessary to implement appropriate physical activity programs for diverse populations.
4. Students will develop critical thinking, problem solving, and professional communication skills.
	1. Identify problems and develop solutions based upon issues in kinesiology.
	2. Demonstrate skills to communicate kinesiological principles to diverse groups.
 |

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| **III. Curriculum Map (Matrix of Courses x Learning Outcomes)**I =Introduced, E = Emphasized, A = Applied, R = Reinforced, M = Mastered |
|  | **Outcome****A1** | **Outcome****A2** | **Outcome****A3** | **Outcome****A4** | **Outcome****B1** | **Outcome****B2** | **Outcome****C1** | **Outcome****C2** | **Outcome****D1** | **Outcome****D2** |
| KINES 1. Introductory Principlesand Techniques for Physical Fitness Development | I | I | I | I | I | I | I | I | I | I |
| KINES 32. Lifetime Fitness and Wellness | A | A | A | A | E | E | I | I | E | I |
| KINES 33. Foundation of SportExercise Psychology | I | I | A |  |  | A | R | I | R | R |
| KINES 109. Motor Learning |  |  |  |  | E, A, R,M | E, A, R |  |  | E, A, R | E, A, R |
| KINES 110. Motor Development | E, A, R | E, A, R | E, A, R |  | E, A, R, M | E, A, R | E, A | E, A | E, A, R | E, A, R, M |
| KINES 116. Fundamentals ofBiomechanics | R | A | R | R | M | E | E | E | E | E |
| KINES 118. Fundamentals ofExercise Physiology | M | E | R | R | E | E | E | E | E | E |
| KINES 119. ECG and Clinical Exercise Physiology | M | E | M | A | E | M | M | M | M | E |
| KINES 121. Body Composition: Theory, Principles andManagement | E | E |  | E |  | R | I |  | M |  |
| KINES 137. StructuralBiomechanics | R | R | R | R | M | E | E | E | M | E |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| KINES 148. Biophysical Aspectsof Aging | M | M | M | E | R | R | R | E | R | M |
| KINES 163. Fitness andWellness | A | A | M | A | E | M | E | M | M | E |
| KINES 165. Performance Related Fitness | A | A | M | A | E | M | E | M | M | E |
| KINES 167. Integrative ExerciseScience | E | E | E | M | E | E | E | E | E | M |
| BIOL 67A. Anatomy & Physiology I | A | A | M | A | E | M | E | M | M | E |
| BIOL 67B. Anatomy &Physiology II | E | E | E | M | E | E | E | E | E | M |

### IV. Assessment Methods

**A. Direct Measures**

1. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 119.
	1. This measurement provides information on how well exercise science majors understand the relationship between physical activity participation, health, and well being across the lifespan.
	2. This measurement provides information on the exercise science majors’ skill in evaluating physical activity programs.
	3. This measurement provides information on the exercise science majors’ ability to critically evaluate information about physical activity from a scientific basis.
	4. This measurement provides information on the exercise science majors’ ability to identify factors that influence physical activity choices for diverse populations.
	5. This measure provides information on the exercise science majors’ abilities in implementing appropriate physical activity programs for diverse populations.
2. Percentage of Kinesiology majors who score 70% or above on the Cardiovascular Risk Assessment assignment in KINES 32.
	1. This measurement provides information about how effectively students can interpret how wellness data collected impacts their risk of chronic disease and what prevention steps can be taken. It is evaluated using a rubric.
3. Percentage of Kinesiology majors in KINES 32 who score 70% or above on the 7‐day Nutritional Analysis assignment.
	1. This measurement provides information on the students’ understanding of nutritional practices and theories and how they

impact health and disease prevention on a personal level. It is evaluated using a rubric.

1. Percentage of exercise science majors who score 70% or above on embedded questions on exam four in KINES 137.
	1. This measurement provides information on exercise science majors’ ability to apply scientific theory to design and implement appropriate physical activities.
	2. This measurement also provides information on the exercise science majors’ ability to identify problems and develop solutions based upon issues in Kinesiology.
2. Percentage of Kinesiology majors who score 70% or above on the Practical exam in KINES 1.
	1. This measure provides information on the exercise science majors’ ability to communicate kinesiological principles to diverse groups and is evaluated using a rubric.

**B. Indirect Measures**

1. Results of the senior exit survey.
	1. The senior exit survey is a comprehensive survey of the student’s perceptions about content, quality, organization, relevance, and how prepared they feel for the future. Thus, it allows the Department to better understand graduates’ perceived level of competence in each of our learning outcomes.

**V. Student learning outcomes x Assessment Methods Matrix**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Outcome A1 | Outcome A2 | Outcome A3 | Outcome A4 | Outcome B1 | Outcome B2 | Outcome C1 | Outcome C2 | Outcome D1 | Outcome D2 |
| **DIRECT MEASURES** |  |  |  |  |  |  |  |  |  |  |
| Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 119. | X | X |  |  |  | X | X | X |  |  |
| Percentage of Kinesiology majors who score 70% or above on the CardiovascularRisk Assessment assignment in KINES 32. |  |  | X |  |  |  |  |  |  |  |
| Percentage of Kinesiology majors in KINES 32 who score 70% or above on the 7‐dayNutritional Analysis assignment. |  |  |  | X |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 137. |  |  |  |  | X |  |  |  | X |  |
| Percentage of exercise science majors who score 70% or above on the Practical exam in KINES 1. |  |  |  |  |  |  |  |  |  | X |
| **INDIRECT MEASURES** |  |  |  |  |  |  |  |  |  |  |
| \*Results of senior exit survey. | X | X | X | X | X | X | X | X | X | X |

\* Currently under revision.

### Timeline for Implementation of Assessment Methods and Summary Evaluations

Year 2020 to 2021

* 1. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 137. *(Outcome B1)*
	2. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 119. *(Outcome B2)*

Year 2021 to 2022

1. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 119. *(Outcome A1 and A2)*
2. Percentage of exercise science majors who score 70% or above on the Cardiovascular Risk Assessment assignment in KINES 32. *(Outcome A3)*
3. Percentage of exercise science majors in KINES 32 who score 70% or above on the 7‐day Nutritional Analysis assignment. *(Outcome A4)*

Year 2022 to 2023

1. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 137. *(Outcome D1)*
2. Percentage of exercise science majors who score 70% or above on the Practical exam in KINES 1. *(Outcome D2)*
3. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 119. *(Outcome C1 and C2)*

Year 2023 to 2024

1. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 137. *(Outcome B1)*
2. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 119. *(Outcome B2)*

Year 2024 to 2025

1. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 119. *(Outcome A1 and A2)*
2. Percentage of exercise science majors who score 70% or above on the Cardiovascular Risk Assessment assignment in KINES 32. *(Outcome A3)*
3. Percentage of exercise science majors in KINES 32 who score 70% or above on the 7‐day Nutritional Analysis assignment. *(Outcome A4)*

Year 2025 to 2026

1. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 137. *(Outcome D1)*

1. Percentage of exercise science majors who score 70% or above on the Practical exam in KINES 1. *(Outcome D2)*
2. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 119. *(Outcome C1 and C2)*

Data is collected and analyzed according to the implementation schedule, above. This information is then used to write a report, “Summary of Outcome Assessment Results”, for the academic year in which the data is collected. Shortly after the report is compiled, it is presented to and reviewed by the departmental faculty. The findings are discussed and an action plan may be decided upon, as appropriate. If it is decided that an action needs to be taken or a change needs to be made, responsibilities are assigned. It is then up to the Assessment Coordinator to follow up on any actions or changes in terms of additional data collected in subsequent years. Examples of “Summary of Outcome Assessment Results” reports will clearly identify actions that have been taken and are available upon request.

**VII. Process for Closing the Loop**

1. Appendix A: Embedded Exam Questions for KINES 119
	1. Outcomes A1, A2, B2, C1, C2
2. Appendix B: Cardiovascular Risk Assessment Assignment and Rubric for KINES 32
	1. Outcome A3
3. Appendix C: Seven Day Nutritional Analysis Assignment for KINES 32
	1. Outcome A4
4. Appendix D: Embedded Exam Questions for KINES 137
	1. Outcomes B1 and D1
5. Appendix E: Practical Exam for KINES 1
	1. Outcome D2
6. Appendix F: Senior Exit Survey (under revision)
	1. All outcomes

**Appendices**

## A1

KINES 119, Test #1

### Appendix A

Embedded Exam Questions for KINES 119

1. According to your K119 instructor, the best description of the **primary job duty** of any individual possessing an exercise science degree is to:
	1. Ensure that the client is properly supervised during all exercise testing procedures.
	2. Properly document all pertinent and relevant information during an exercise session
	3. *Promote lifelong adherence to a physically active lifestyle for all individuals*
	4. Screen at risk individuals for developing disease(s) and counsel them on safe alternatives to exercise

For a “Wellness” way of life, a person needs to:

1. recognize components of lifestyle that are detrimental.
2. implement programs conducive to increase positive outcome in all the dimensions of wellness.
3. become (and stay) physically fit .
4. manifest no signs of disease and avoid all risk factors for disease.
5. the combination of all of the above is ideal for a “Wellness” way of life.

## A2

KINES 119, Test #3

1. Mrs. Fatty McButterpants wants to lose this initial 20 pounds in the **most effective** manner possible, as supported by the scientific evidence. Because of your expertise and knowledge about the effects of exercise, diet, and medications on weight loss, your co‐worker has asked your opinion about the best way for Mrs. McButterpants to lose weight. Which of the following would be the best option (according to the scientific evidence) in order to promote weight loss?
	1. Weight train 3 days/week + 1000 calorie a day diet
	2. 30 minutes of aerobic exercise daily
	3. Weight train 2 days/week ***and*** 30 minutes of aerobic exercise daily while maintaining her typical dietary intake/habits
	4. Medically supervised use of weight loss medication combined with weight training
	5. *A balanced diet combined with physical activity that results in a deficit of 500 – 1000 calories a day.*

KINES 119, Test #3

Mr. Methuselah Honeysuckle has come to you for an exercise prescription. He has undergone extensive screening and testing by his physician and is cleared to begin an exercise program. Mr. Honeysuckle is 73 years old, 5’11’ tall and 163 lbs. He has been diagnosed as hypertensive and with coronary artery disease (CAD). He currently is taking medication for these diseases, and these diseases are well controlled. He lives alone. His major complaint is that it is becoming more difficult for him to get in and out of his car,

stepping up & down curbs, climbing stairs, generally walking about, etc. He also has a hard time getting up and down from his recliner and the toilet. You notice he requires several tries to get up from the chair in your office. He also moves with a very “stiff” gait and has trouble turning his head. He still likes a good cigar every now and then, and drinks two glasses of wine with dinner every night. He also says he has trouble lifting a gallon of milk out of the refrigerator (about 8 lbs.)

1. For a warm–up, you will have Mr. Methuselah Honeysuckle walk slowly for 5‐10 minutes, gradually increasing his exercise intensity. After this he may commence the aerobic exercise portion of his program. After the aerobic training session and a gradual cool‐down he will perform a series of stretches that address each major muscle group. Based on class discussion, is this an optimal order for performing these components of an exercise program?
	1. *Yes*
	2. No

What is the **typical** (traditional) aerobic exercise prescription for sedentary, overweight persons wanting to lose weight?

1. 3‐4x per week / 15‐20 minute sessions / 75‐85% intensity
2. 5‐6x per week / 45‐60 minute sessions / 50‐65% intensity
3. 5‐7x per week / 15‐45 minute sessions / 50‐65% intensity
4. 4‐5x per week / 60‐90 minute sessions / 60‐70% intensity

## B2

KINES 119, Test #1

1. Ms. Leeza Snerdley is a 20 year‐old college student. She is a Kinesiology student at CSU Fresno. Her mother developed breast cancer when Leeza was 16 and her father was diagnosed with colon cancer last year. She had heard, and shared with her parents, that regular physical activity may help slow the progression of their diseases. Her parents discussed this with their physician, Dr. Dray. Dr. Dray informed them that there is no scientific evidence to support Leeza’s claim. Is Dr. Dray correct?
	1. Yes
	2. No

## C1

KINES 119, Test #1

1. Which of the following statements is incorrect?
	1. Physical activity tends to increase with age
	2. Physical activity tends to be less among low‐income individuals
	3. Physical activity tends to be less among lower educated individuals
	4. Sedentary lifestyle tends to be greater among adult women v. adult men

**C2**

KINES 119, Test #1

1. Because of language and cultural barriers, when the client and EP come from different cultural backgrounds, the health history obtained may not be accurate. This statement is essentially:
	1. True
	2. False

**Scoring Rubric**

**ASSIGNMENT #2: Lifestyle Assessment and Risk for Cardiovascular Disease (100 points).** The objective of this paper is to perform a family history to assess your genetic potential for longevity and resistance to disease. Then, use this information to modify your lifestyle to reduce the risk for this disease and to improve the chances of living a long and healthy life.

**Appendix B**

Cardiovascular Risk Assessment Assignment for KINES 32

|  |  |  |
| --- | --- | --- |
| **Paper components** | **Possible** | **Earned** |
| Have your resting blood pressure measured and record results. Compare your results with norms provided. | 5 |  |
| Perform a thorough health history going back 3 generations (parents, grandparents, great‐ grandparents) and include as many aunts, uncles, cousins, etc. as possible. Create a chart tosummarize findings and attach as an appendix. | 10 |  |
| Fill out the “Self Evaluation for Cardiovascular Risk” form and calculate your score. Attach to this paper as appendix. | 5 |  |
| Complete the “Stress Vulnerability Questionnaire” and “Stress Test” and calculate the two scores. Include scores in narrative of paper. | 10 |  |
| Use all of these data to estimate your risk for cardiovascular disease. Rate yourself on a scale from 1 (lowest risk) to 10 . | 10 |  |
| Explain why you have given yourself that rating. Relate the rating to the number and severity of risk factors you have identified for yourself. | 10 |  |
| Identify three (3) lifestyle modifications you could make that would have the greatest positive effect on your cardiovascular health. | 10 |  |
| Develop and fully describe a practical, feasible behavior‐based strategy for implementing the 3 lifestyle modifications you have identified above. Explain precisely how you would change your daily life to implement these modifications. | 30 |  |
| Extra Credit: Take the blood lipid panel test and attach a copy of your results. Compare your results with the norms in the textbook or class handout. Discuss your blood lipid results as they compare to norm values. | (20) |  |
| Present this information in a clear, well‐developed paper. This paper should have an introduction, which provides the reader with some general info about the relationship between lifestyle and disease/longevity, and which clearly and concisely describes the purpose/objectives of the paper. Following this intro there should be a multi‐paragraph body, which covers the points identified above. Finally, there should be a conclusion, which summarizes the info in thebody in relation to the main points in the introduction. | 10 |  |
|  | 100 |  |

**Appendix C**

Seven Day Nutritional Analysis Assignment for KINES 32

The purpose of this assignment is to take a close look at the foods and beverages you are eating, and determine if they are helping or hindering your ability to meet your daily caloric and nutritional goals (based upon determining your Daily Caloric Allowance). Additionally, you should be able to see if there are any inconsistencies in your diet that need addressing.

1. Go to [www.choosemyplate.gov](http://www.choosemyplate.gov/) and then click on “SuperTracker”.
2. Click on “create profile” and answer the questions.
	1. Profile name, age, gender
	2. Activity level
	3. Height and weight
	4. Are you trying to lose weight or maintain weight?
3. Then “Register to save your profile” and “Submit to review your plan”.
	1. Write down your log in info
4. Read the “My Plan” info provided which is specific to you and includes:
	1. Your daily caloric allowance
	2. Limit of empty calories per day allowed
	3. Specific recommendations for each food group
		1. Number of servings
		2. Food group amounts (serving sizes)
		3. What counts
		4. Tips
5. Return to the SuperTracker start page and click on “Food Tracker”
6. Enter ALL foods and beverages eaten each day for 7 consecutive days.
	1. SUGGESTION: keep a food journal during the day and write everything down after each meal/snack so you don’t forget anything and be very specific
	2. Log everything onto the Food Tracker by day (use calendar)
7. At the end of 7 days, go to the SuperTracker start page and click on “My Reports”
	1. For this assignment you will need to print out and submit the following:
		1. “Food Groups and Calories” report for the 7 days
		2. “Nutrients” report for the 7 days
8. Attach the following to the above reports to complete the assignment
	1. Typed with the following headings
		1. “Analysis of Food Groups and Calories report”
			1. identify your strengths and weaknesses (up to 3 paragraphs)
		2. “Analysis of Nutrients report”
			1. identify your strengths and weaknesses (up to 2 paragraphs)

i. “My Plan of Action”

* + - 1. briefly describe the changes you need to make to your diet based upon this project (up to 2 paragraphs)

|  |
| --- |
| **Appendix D**Embedded Exam Questions for KINES 137 |
| **B1**KINES 137, Test #4Please answer questions #6, 9, 10 using the pictures of the standing side bend exercise below. The picture on the far left is the starting position. The picture in the middle is end position of the first half of the movement. The picture on the far right is the end position of the second half of the movement.**Standing Side Bend**1. Which one of the following muscles functions to move the trunk from the starting position to the end position of the first half of the movement?
	1. Erector spinae
	2. External oblique
	3. Quadratus lumborum
	4. All of the above
	5. None of the above
2. When moving from the end position of the first half of the movement to the end position of the second half of the movement, the muscle(s) causing this movement is(are) contracting .
	1. Concentrically
	2. Eccentrically
	3. Isometrically
	4. None of the above; not actively participating in this movement
3. When moving from the end position of the first half of the movement to the end position of the second half of the movement, the spine is moving in .
	1. Flexion
	2. Extension
	3. Lateral flexion
	4. Rotation
	5. Hyperextension

**D1**A 1500m runner wants to find out what is his/her optimal training running speed. What variables must be simultaneously measured during an incremental exercise test |

|  |
| --- |
| attempting to estimate this optimal intensity?1. heart rate (HR), treadmill speed, and VO2.
2. HR, VO2, and blood lactate concentration.
3. HR, treadmill speed, and blood lactate concentration.
4. VO2, treadmill speed, and blood lactate concentration.
 |

The Practical is worth a possible **20 points**. The goal of the Practical is for you to show me how you can successfully coach a movement to others. You will be evaluated on your knowledge of the movement details, how well you can communicate the details to your students/athletes so that they can execute the movement with good technique, and your ability to recognize and correct faults. Your Practical should last a minimum of 4 minutes.

**Appendix E**

Practical Exam for KINES 1

**INTRO:**

 Intro yourself

 Background/Description of movement

 Initial Demo

**SETUP:**

 Stance = shoulder width, toes turned out slightly

 Full extension at hips and knees

 Head position is neutral

 Bar “racked” on the shoulders (create a shelf with the shoulders for the bar to sit on)

 Hands outside shoulders

 Loose, open fingertip grip

 Elbows high

 Upper arm parallel to the ground1

**EXECUTION:**

 Weight on heels

 Natural curve of low back (lumbar curve) maintained

 Chest up

 Butt travels back and down to initiate movement

 Bottom of squat is hip crease below the top of the kneecap (below parallel)

 Knees track parallel to feet (no buckling)

 Return to full extension at the hips and knees to complete the movement

 Elbows high, arms stay parallel to ground throughout movement

**PRIMARY POINTS OF PERFORMANCE:**

 Bar racked properly: elbows high, hands just outside 1shoulders, bar rests on shoulders with a loose 1fingertip grip

 Elbows high throughout the movement

 Natural curve of low back (lumbar curve) maintained

 Butt travels back and down to initiate movement

 Bottom of squat is hip crease below the top of the kneecap (below parallel)

**DELIVERY:**

 Volume

 Confidence/Calm

 Organized/Good Flow

 Reinforcing of Key Points

 DISCUSSED RELEVANCE OF POINTS

 Review/Conclusion/Tying up of any loose ends

 Time Management (4 minute minimum)

**COMMAND OF ATHLETES:**

 Cueing/Clarity of Cueing

 Adequate amount of reps

 Recognition/Correction of Faults

 Everyone constantly engaged

 Everyone kept on task

|  |
| --- |
| **Appendix F**Senior Exit Survey |
| **California State University, Fresno Department of Kinesiology****B.S. in Kinesiology SENIOR EXIT SURVEY**The Department of Kinesiology at California State University, Fresno is “On the Move!” and dedicated to providing quality educational and professional development experiences for our students now and in the future. As a graduating senior in a Kinesiology Option, we are interested in your satisfaction with our degree program. Your answers will help us assess how well we have served your needs and will assist us in improving the training and experiences for future students.Your responses on this questionnaire are for the Department of Kinesiology use only. You will remain anonymous in any and all reports related to this survey. Please first complete the background information by choosing the letter of the correct response. If “Other” is chosen in numbers 3 and 5, use the correct letter on the scantron then write the response directly on this sheet.1. **Gender:** A. Male B. Female2. **Age Group:** A. 18‐21 D. 31‐35 G. 46‐50B. 22‐25 E. 36‐40 H. 51 or overC. 26‐30 F. 41‐451. **Race/Ethnicity:** A. American Indian / Alaskan Native E. Native American /Indian
	1. Asian / Pacific Islander F. White
	2. Black / African American G. Other (specify)
	3. Hispanic / Latino
2. **Kinesiology Option:** A. Exercise Science

B. Physical Education1. **Career Goal (select one that best describes you now):**
2. Teaching and/or Coaching at Elementary or Secondary level
3. Teaching and/or Coaching at Collegiate or Professional level
4. Athletic Administration at Elementary or Secondary level
5. Athletic Administration at Collegiate or Professional level
6. Athletic Training/Physical Therapy
7. Fitness Management/Personal Training/Recreation
8. Sport Marketing/Public Relations/Sport Agent
9. Post‐Baccalaureate Training (Either Graduate or Professional Education)
10. Other (please specify)

**Please read statements 6‐39 and rate your agreement using the letter of correct response.**1. Strongly Agree
2. Agree
 |

|  |
| --- |
| 1. Undecided
2. Disagree
3. Strongly Disagree
 |
| **Coursework/Instruction**1. The required coursework was relevant to my future career plans.
2. The coursework blended course content and practical field experiences.
3. The coursework has prepared me for future employment in the kinesiology profession.
4. The overall quality of instruction in the required kinesiology (KINES) courses was high.
5. The overall quality of instruction in the required kinesiology activity (KAC) courses was h
6. Instruction in the use of technology related to kinesiology was high.
 |
| **Timing of Instruction/Coursework**1. The kinesiology courses were offered when I needed to take them.
2. The kinesiology courses were available (open) when I needed to take them.
3. It would have benefited me if required kinesiology courses were offered at night betwee to

9 pm.1. It would have benefited me if required kinesiology courses were offered on Saturday.
2. It would have benefited me if required kinesiology courses were offered in the summer.
3. It would have benefited me if required kinesiology courses were offered on‐line.
 |
| **Academic & Career Advising**1. I received appropriate and timely academic advising.
2. I received relevant career advisement.
3. I received advising which directed me to take the appropriate classes for my option.
4. I received advising which directed me to take classes in the appropriate sequence for m option.
5. I received advising that helped me make good decisions about my future career directio
6. The overall quality of advising which I received was high.
 |
|  |
| **Kinesiology Faculty**24. The faculty has a strong commitment to student learning. |

|  |  |
| --- | --- |
| 1. The faculty are professionally knowledgeable.
2. The faculty are organized and prepared for class.
3. The faculty presented current information.
4. My contact and interaction with faculty was sufficient enough to facilitate my learning an professional development.
5. The faculty displayed an interest in my professional development and growth.
6. Faculty were available for help outside of class.
7. Faculty were conscientious and enthusiastic.
8. The Kinesiology Department has outstanding faculty.
 | d |
| **Staff**1. The department office staff was helpful in meeting my needs.
2. The equipment room staff was helpful in meeting my needs.
 |  |
| **Overall Rating**1. I am satisfied with the overall education I received in kinesiology.
2. I received a sound education and training in kinesiology that taught me the principles, theories

and application of my option.1. The learning experiences I received met my expectations.
2. I believe I am well prepared for a career in kinesiology.
3. I would recommend the Kinesiology Major at CSU Fresno to someone seeking a degree in kinesiology.

**Written Comments (Please write directly on this sheet.):**1. What have been the Kinesiology Department’s greatest assets for you?
2. What have been the Kinesiology Department’s greatest drawbacks for you?
 |  |