



OFFICE OF
**INSTITUTIONAL
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UNIVERSITY OF SAINT KATHERINE

Academic Program Review

Kinesiology

Fall 2017

University of Saint Katherine

Academic Program Review: Kinesiology

Introduction

The University of Saint Katherine (USK) is an Orthodox Christian liberal arts university located in San Marcos, California and currently offers degree programs in Business Management, Arts and Humanities, the Natural Sciences, and Kinesiology. The university maintains a commitment to higher education with robust course offerings following the mission statement “to provide a balanced education in the liberal arts and sciences, founded and rooted in the life of the Orthodox Christian Tradition – *Inquiry Seeking Wisdom*.” Since its inception in 2010, Saint Katherine has increased enrollment beginning at 14 students and currently has a total undergraduate count of 147 students for the fall 2017 semester. The university also held its first commencement ceremony in the spring of 2013 and has since then added 15 total alumni to the USK family.

Awarded on March 2, 2016, USK is currently accredited by the WASC Senior College and University Commission which has catapulted the university to new heights as an institution of higher learning. It is the faculty and administration's desire to provide students with an educational experience that challenges thinking and pushes them to truly seek wisdom and knowledge in their area of study. Degree offerings are, at present, headed by four full time faculty members with 37 adjunct faculty members serving as instructors within their respective departments. Below are the degree program and corresponding concentrations offered at USK.

Bachelor of Arts (BA)

Arts and Humanities

Concentration options: Art, English Language and Literature, Interdisciplinary Studies, History, Music, or Orthodox Christian Theology.

Business Management

Bachelor of Science (BS)

Kinesiology

Concentration options: Health Science, or Exercise Science and Athletic Performance

Natural Sciences

Concentration options: Biological Sciences or Chemistry & Biochemistry

Additionally, USK offers a highly robust and unique Integrated Interdisciplinary Core as well as General Education curricula required for all students which sets the university apart from other institutions of its size.

Kinesiology Program Overview

The Kinesiology program at the University of Saint Katherine is dedicated to providing students with the knowledge, skills and resources to thrive in the professional fields of exercise, general wellness, rehabilitative therapies, sport performance and development as well as teaching and research. The Kinesiology program mirrors the mission statement of the university in that it aims “to provide a balanced education in the areas of Kinesiology as it relates to Health Science (HS) and Exercise Science and Athletic Performance (ESAP), founded and rooted in the life of the Orthodox Christian Tradition – *Inquiry Seeking Wisdom.*” In doing so, the department is committed to maintaining a Christian perspective in Kinesiology and health science education that is in line with the teachings of the Orthodox Christian Church and embodies the core values of a liberal Christian education. Courses within the department are designed to develop each student's ability to acquire and critically interpret knowledge of basic facts and theories of Kinesiology and health science, to relate that knowledge to other subject areas in the liberal arts, and to communicate his or her understanding to others both within and outside the field of Kinesiology.

The program is currently chaired by Jessica Rodriguez, MS, and she, along with three part-time faculty members, are responsible for instructional delivery of the curriculum. Mrs. Rodriguez also serves as academic advisor for all Kinesiology students as well as having a role in other academic affairs. To better prepare students to enter the promising field of Kinesiology, course offerings for the program were reviewed and revised in summer of 2016 with the goal to ensure that the curriculum was providing the proper training to meet the demands of the growing field and those outlined in the program and institutional outcomes. This review was led by Mrs.

Rodriguez with involvement from the chairs of the departments of Natural Sciences and Arts and Humanities. Although the assisting faculty are not directly associated with the discipline of Kinesiology, their expertise in curricular development and knowledge of the Integrated Core and General Education curricula of the university proved to be a great asset to Mrs. Rodriguez's efforts. The original Kinesiology course offerings were focused heavily on sports psychology with little emphasis on rehabilitative and preventative health strategies, general wellness, and strength and conditioning practices. When developing the current curriculum, a thorough review of institutions, both local to USK and nationwide, was conducted to establish consistency within the field. Upon the revision of the program, two concentration specific curricula were established. An outline of both the Health Science, and Exercise Science and Athletic Performance concentrations are found below.

BS – Kinesiology: Health Science – 120 units

- Integrated Course courses – 21 units
- General Education courses – 32 units
- Pre-requisites for the Major – 25 units
- Kinesiology Core courses – 30 units
- Concentration specific courses – 12 units

BS – Kinesiology: Exercise Science and Athletic Performance – 128 units

- Integrated Course courses – 21 units
- General Education courses – 32 units
- Pre-requisites for the Major – 33 units
- Kinesiology Core courses – 30 units
- Concentration specific courses – 12 units

The concentrations and courses implemented have provided a more comprehensive curriculum congruent with the direction that the field of Kinesiology is moving. This will allow students to be more adequately prepared to pursue a plethora of careers including fitness and health education and promotion, wellness coaching, health research, public health and community promotion, personal training, exercise program development, strength and agility coaching, and therapeutic exercise, such as physical and occupational therapy, cardiac

rehabilitation and other rehabilitative settings. Students will also be prepared to peruse graduate studies in Kinesiology, nursing, and other health related fields.

Currently, there are 42 students enrolled in the Kinesiology program at USK – 18 and 24 in Health Science and Exercise Science and Athletic Performance, respectively. Analysis of headcount enrollment displays a positive enrollment trend for the program between the fall 2014 and fall 2017 terms (Figure 1). This trend is thought to be in connection with the awarding of accreditation to the institution as well as the changes made within the curriculum of the program. Athletic recruitment efforts also attracted a number of Kinesiology students as well as those in other degree programs offered by USK. Growth in the Kinesiology program can also be demonstrated by evaluation of enrollment by concentration (Figure 2) and total term units attempted by concentration (Figure 3). The USK Kinesiology program has graduated two students to date, one fall 2016 and one spring 2017.

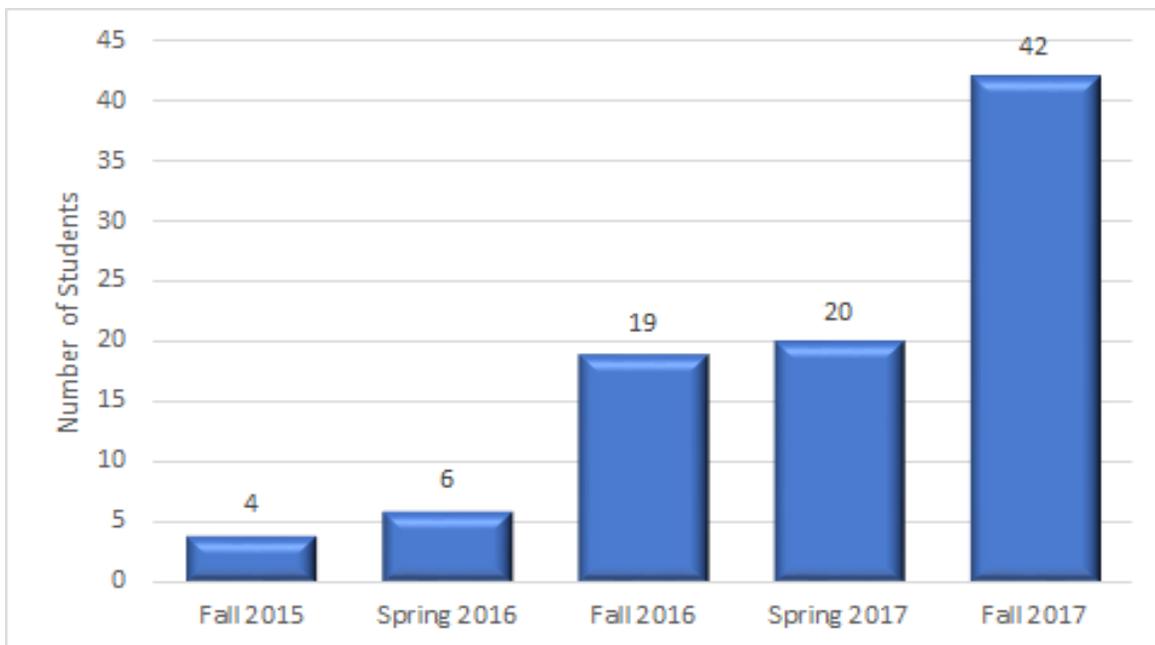


Figure 1. Kinesiology Program Headcount Over Five Terms

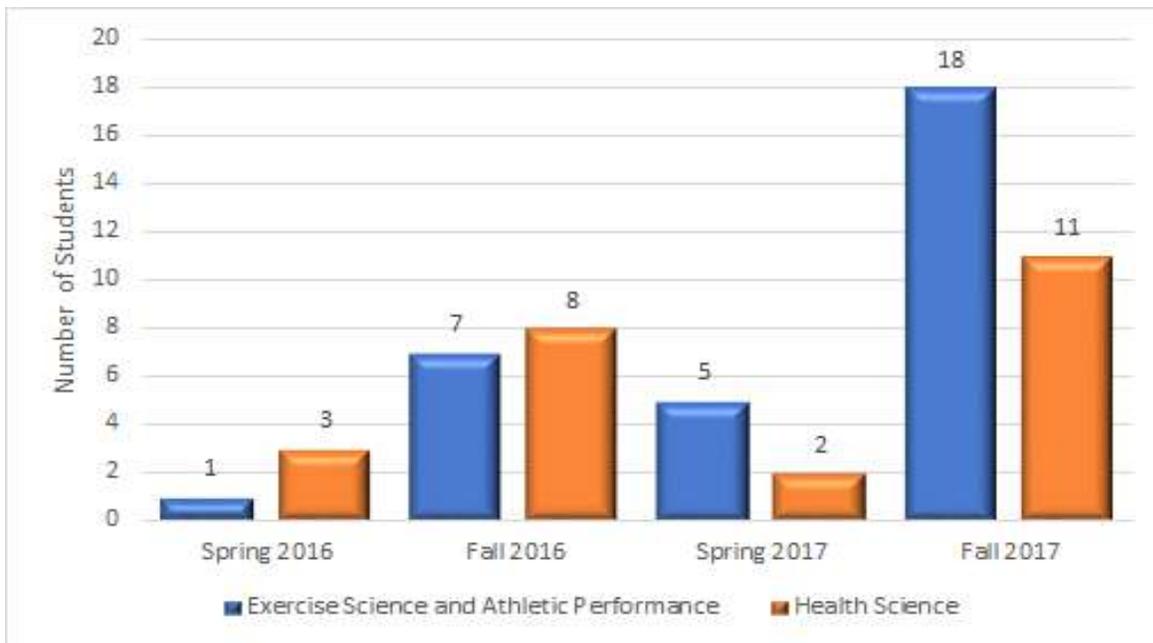


Figure 2. Kinesiology Enrollment Trends Over Four Terms.

* Data depicts entrance of students by concentration in a given semester

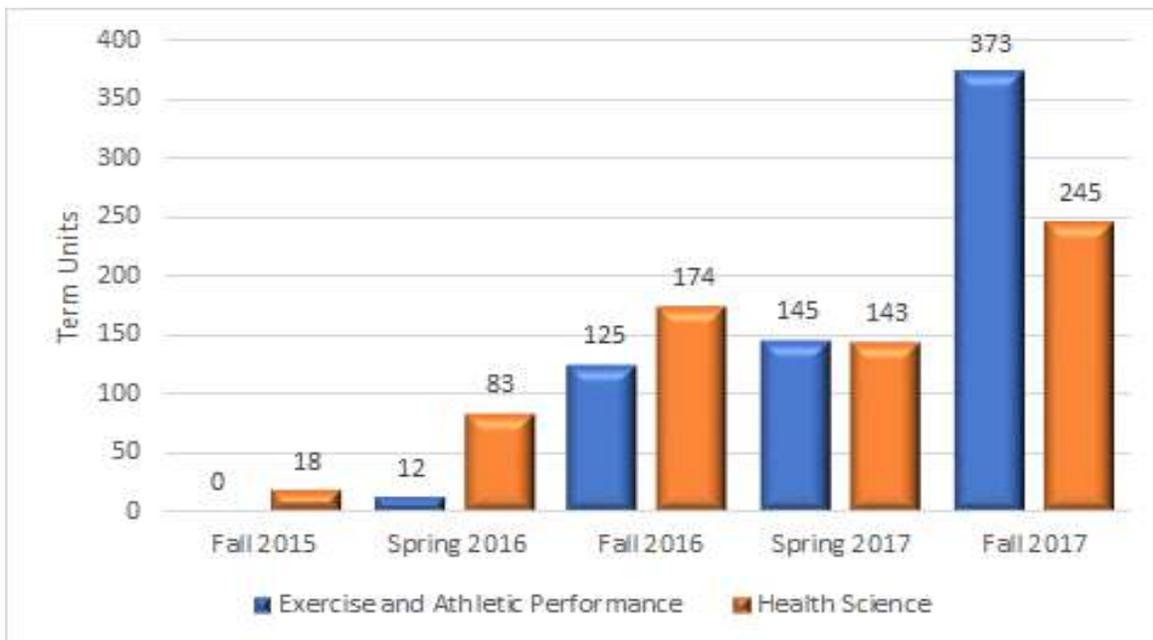


Figure 3. Total Term Units Completed by Concentration for Five Terms

Part I: Alignment of Educational Objectives with Institutional Mission

As previously mentioned, the Kinesiology program shares the mission of the university and is dedicated to offering a robust curriculum in the liberal arts and sciences. The recent restructuring of the degree program reinforces this partnership in providing coursework that will

challenge students to develop and use skills in oral and written communication, critical thinking, problem solving as well as ethics and diversity. The course offerings also provide for a great depth of knowledge of Kinesiology and related fields, and call for students to demonstrate and apply these skills in both the classroom and real-world settings.

Institutional and Program Learning Outcomes

Details regarding the university's institutional learning outcomes (ILOs) are below.

- 1) Students communicate ideas clearly and concisely in both oral and written form (Articulate Communication, Written and Oral).
- 2) Students develop a sense of inquiry rooted in critical thinking, research, and analysis (Critical, Informed Inquiry).
- 3) Students engage in interdisciplinary approaches to learning such as integrative thinking, collaboration, and the application of theoretical knowledge to practical issues (Broad, Interdisciplinary Insight).
- 4) Students establish a specialized set of intellectual and/or technical skills applicable within their discipline (Specialized Intellectual Skills).
- 5) Students contribute self-reflectively to local communities and global society (Applied and Collaborative Knowledge).
- 6) Student gain an appreciation for the historical Christian faith and deepen their own spiritual life in an Orthodox Christian context (Enriched Christian Spirituality).

These ILOs are aligned with the program learning outcomes (PLOs) for Kinesiology (Table 1). Furthermore, alignment of PLOs and the course learning outcomes (CLOs) are found in the syllabi for each course. CLOs are developed by the course instructor with the guidance of the department chair. Upon evaluation of the syllabi to establish the validity of CLOs within each course, it was found that the alignment was well presented however, evidence regarding the proper assessment practices for CLOs was lacking.

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Table 1: Alignment of Kinesiology Program Learning Outcomes with Institutional Outcomes

Program Learning Outcome	Institutional Learning Outcome
PLO1. Students apply Kinesiology related skills to real-world problems through empirical research, internships, field experience, and/or service learning. (Problem solving)	ILO 2
PLO2. Students use clear and effective communication techniques to foster inquiry, collaboration, and engagement in physical activity and health related settings. (Communication)	ILO 4
PLO3. Students analyze and evaluate one's own knowledge, abilities, and actions relative to professional standards, seek opportunities to grow professionally, and utilize self-assessment and assessment of others to foster physical, cognitive, social, and emotional well-being. (Lifelong learning, assessment, and self-reflection)	ILO 1
PLO4. Students demonstrate leadership and social responsibility to improve quality of life for others and ensure equitable access for diverse groups by creating appropriate environments to initiate and maintain a physically active, healthy lifestyle. (Ethics, diversity, and social justice)	ILO 3, ILO 4
HS Concentration PLO1. Students demonstrate acquisition of a comprehensive knowledge base in kinesiology concepts, theories, trends, issues and practical application of physiological, behavioral, and sociocultural components of health across the lifespan. (Comprehensive Knowledge)	ILO 4, ILO 5
HS Concentration PLO2. Identify and apply theories of health, disease, and overall well-being in the planning, implementation, assessment and evaluation of health interventions for disease prevention and overall health promotion. (Knowledge application)	ILO 4
ESAP Concentration PLO1. Demonstrate knowledge and basic skills in human movement, treatment of injuries, and the benefits of physical activity and exercise as well as consequences of inactivity. (Content knowledge and application)	ILO 4
ESAP Concentration PLO2. Demonstrate organizational efficiency in design, implementation/coaching, and/or evaluation of exercise or strength/conditioning training programs to increase fitness, optimize performance and promote overall health. (Organizational competency)	ILO 4

In order to ensure core competencies in the Kinesiology program are being met, PLOs are assessed via formative and summative signature assignments which are evaluated on a two-year

rotation (Table 2). Moreover, courses throughout the program have been selected where signature assignments can be collected. Such assignments were selected to assess specific CLOs and PLOs. Upon further evaluation of assessment practices for Kinesiology, it was revealed that the current rubric used as criteria for success was insufficient and requires revision to align with specific discipline requirements.

Table 2. Assessment of the Program Learning Outcomes for Kinesiology

Program Learning Outcomes (PLO)	Measure		Multi-year Schedule	Criteria for Success	Assessment & Data Analysis
	Formative	Summative			
PLO1. Students apply Kinesiology related skills to real-world problems through empirical research, internships, field experience, and/or service learning. (Problem solving)	KIN 240 Research Project	KIN 325 Disease/Disorder Paper; KIN 350 Research Manuscript KIN 499 Senior Thesis	Formative: Fall 2016, 2018, 2020 Summative: Spring 2018, 2020, 2022	75% of the students should have an average score of at least 75% on the relevant aspects of the assignment.	Program Director and faculty
PLO2. Students use clear and effective communication techniques to foster inquiry, collaboration, and engagement in physical activity and health related settings. (Communication)	KIN 200 Research Project	KIN 320 Biomechanics Final Project; KIN 360 Research Project, KIN 499 Senior Thesis	Formative: Fall 2016, 2018, 2020 Summative: Spring 2018, 2020, 2022	75% of the students should have an average score of at least 75% on the relevant aspects of the assignment.	Program Director and faculty
PLO3. Students analyze and evaluate one's own knowledge, abilities, and actions relative to professional standards, seek opportunities to grow professionally, and utilize self-assessment and assessment of others to foster physical, cognitive, social, and emotional well-being. (Lifelong learning, assessment, and self-reflection)	KIN 100 Dietary Recall Assignment; KIN 200 Professional Interview	KIN 315 Partner Nutritional Assignment; KIN 460 Internship Reflection; KIN 499 Senior Thesis	Formative: Fall 2016, 2018, 2020 Summative: Spring 2018, 2020, 2022	75% of the students should have an average score of at least 75% on the relevant aspects of the assignment.	Program Director and faculty
PLO4. Students demonstrate leadership and social responsibility to improve quality of life for others and ensure equitable access for diverse groups by creating appropriate environments to initiate and maintain a physically active, healthy lifestyle. (Ethics, diversity, and social justice)	KIN 200 Portfolio III Assignment	KIN 340 Health and Wellness Program Assignment; KIN 395 Special Population Program Development; KIN 499 Senior Thesis	Formative: Fall 2016, 2018, 2020 Summative: Spring 2018, 2020, 2022	75% of the students should have an average score of at least 75% on the relevant aspects of the assignment.	Program Director and faculty
HS Concentration PLO1. Students demonstrate acquisition of a comprehensive knowledge base in kinesiology concepts, theories, trends, issues and practical application of physiological, behavioral, and socio-cultural components of health across the lifespan. (Comprehensive Knowledge)	KIN 200 Group Research Project	KIN 370 Child/Adult Lifestyle Plan; KIN 499 Senior Thesis	Formative: Fall 2016, 2018, 2020 Summative: Spring 2018, 2020, 2022	75% of the students should have an average score of at least 75% on the relevant aspects of the assignment.	Program Director and faculty
HS Concentration PLO2. Identify and apply theories of health, disease, and overall wellbeing in the planning, implementation, assessment and evaluation of health interventions for disease prevention and overall health promotion. (Knowledge application)	KIN 315 Behavior Change Assignment	KIN 360 Disease Prevention/Intervention Plan, KIN 499 Senior Thesis	Formative: Fall 2016, 2018, 2020 Summative: Spring 2018, 2020, 2022	75% of the students should have an average score of at least 75% on the relevant aspects of the assignment.	Program Director and faculty
ESAP Concentration PLO2. Demonstrate organizational efficiency in design, implementation/coaching, and/or evaluation of exercise or strength/conditioning training programs to increase fitness, optimize performance and promote overall health. (Organizational competency)	KIN 240 Research Study Project	KIN 330 Injury Research Paper, KIN 499 Senior Thesis	Formative: Fall 2016, 2018, 2020 Summative: Spring 2018, 2020, 2022	75% of the students should have an average score of at least 75% on the relevant aspects of the assignment.	Program Director and faculty
ESAP Concentration PLO2. Demonstrate organizational efficiency in design, implementation/coaching, and/or evaluation of exercise or strength/conditioning training programs to increase fitness, optimize performance and promote overall health. (Organizational competency)	KIN 275 Personalized Exercise Program	KIN 315 Personalized Nutritional Plan; KIN 499 Senior Thesis	Formative: Fall 2016, 2018, 2020 Summative: Spring 2018, 2020, 2022	75% of the students should have an average score of at least 75% on the relevant aspects of the assignment.	Program Director and faculty

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Part I: Institutional and Program Alignment of Vision, Mission, Core Values, and Learning Outcomes

Key Findings	Recommendations
1. Department mission statement is clear and aligns with the overall mission of the university. Learning outcomes are properly aligned with the institutions outcomes.	1. No change needed.
2. Course syllabi fail to demonstrate specific assessment practices for CLOs within each course.	1. Develop and implement a faculty development program surrounding assessment in order to strengthen syllabi.
3. A comprehensive assessment plan has been implemented however, evaluation criteria are inadequate which can have implications upon analysis of signature assignments.	1. Convene the faculty within the program to develop a shared assessment methodology for signature assignment evaluation.

Part II: Analysis of Program Viability and Sustainability

Analysis of enrollment trends and retention data:

As previously mentioned, enrollment trends have been positive with substantial increase seen over the 4-term period examined (Figure 2). While USK is a growing institution with enrollment rates increasing across the university, analysis of retention within the Kinesiology program has shown to be quite stable (Figure 4). This is seen particularly among first time freshmen enrolling in the exercise science and athletic performance concentration and transfer students in both concentrations with retention rates ranging from 83% to 100%. Fluctuations in retention could be accredited to students changing concentrations within the Kinesiology program or changing majors within the university. Overall, data indicates promising evidence to the characteristics of the program and the curricular changes which have been made in regard to demand for the program.

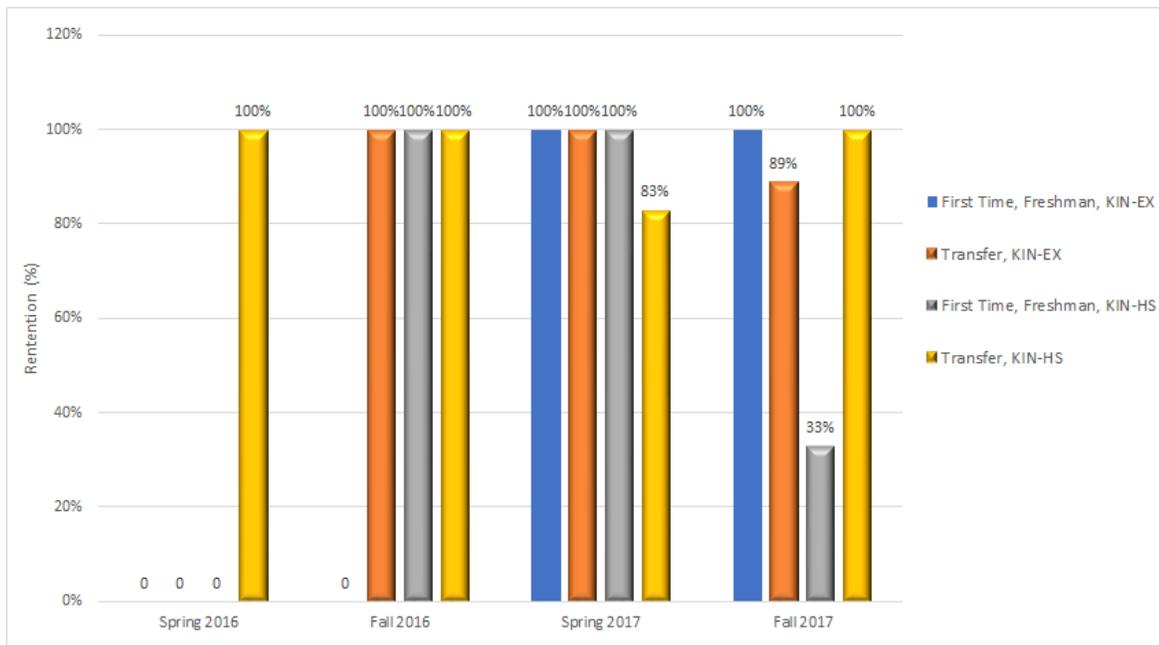


Figure 4. Retention by Program for Kinesiology

Resource Allocation:

Faculty: Faculty responsibilities, teaching and administrative load, evaluation procedures, as well as committee service are outlined in the Faculty Handbook. Positive enrollment trends and retention rates have led to an increase in the demand for qualified faculty. Full-time to part-time faculty ratio has increased from 0:2 in spring 2016 to 1:3 for fall 2017. The program’s only full-time faculty member also serves as Department Chair. Adjunct instructors have been recruited to meet student needs as enrollment and the need for more upper-division coursework has increased. Positive trends in faculty workload in relation to course demand have also been demonstrated in the program (Figure 5). Full-time workload averages 12 credit hours per semester with adjuncts ranging from 3 to 6 credit hours per a semester. Current student faculty ratio within the Kinesiology program is 1:10.

As internal demand for the program continues to grow, the adjunct pool should be broadened along with the increase in full-time faculty to ensure instructional adequacy and availability in the department. Currently, the advising role assigned to full-time faculty has been placed solely on the only full-time faculty member in the department. At this time, the advising responsibility is manageable however, as instructional and administrative duties of the Chair continue to rise, as well as growth in enrollment, this may pose a threat to adequacy in the program.

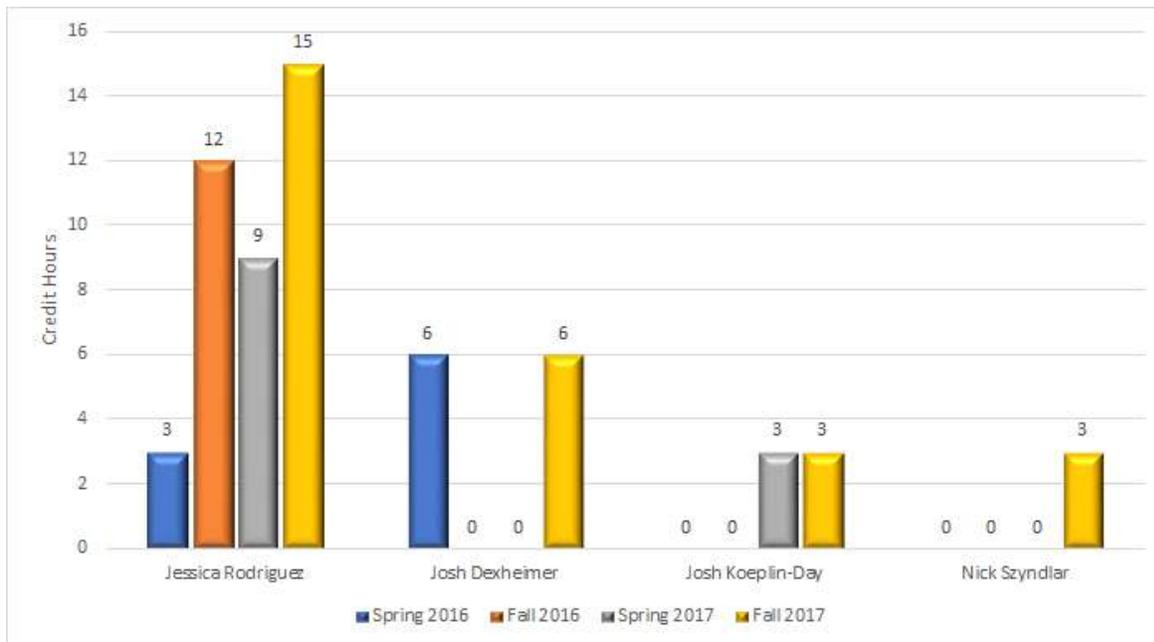


Figure 5. Kinesiology Faculty Workload by Term in Credit Hours

Professional Development and Support: The university supports professional development of its faculty and administration and has worked to incentivize such endeavors. Full-time faculty members are eligible for travel support as well as rewards for scholarly activities related to professional development. The Faculty Handbook outlines a compensation structure for such activities. Awards for teaching have also been implemented for both full- and part-time faculty members. However, professional development opportunities related to pedagogy and assessment practices is scarce. Departmental meetings with faculty were anticipated however, with the faculty structure consisting of mainly adjunct instructors, properly holding such meetings has shown to be a challenge. The Chair of Kinesiology has attempted some interaction via email in attempts to provide support and growth of faculty members in the form of “virtual departmental meetings,” but the lack of face-to-face interaction has proved inadequate.

Student Support: Although the university does not currently have a structured Student Support Services department, faculty and administration engage in student support within each department in various ways. Academic and career advising are provided by the Chair of Kinesiology and resources related to job and/or graduate education post-graduation are also available. Tutoring services are offered free of charge to assist in writing, chemistry, biology and

math and can be arranged for students who are needing additional help. Currently, remediation courses are also offered in algebra and writing.

Upon entering the university all students attend an orientation for the university and meet with the Chair to become acclimated to the program and the unique environment of USK. There are currently no transition programs for students entering as first year freshman or those that have transferred. To aid students with transition to graduate studies, the Kinesiology program maintains an articulation agreement with Point Loma Nazarene University (PLNU) for those students interested in pursuing a Master's degree in Kinesiology with the applicable qualifications required by PLNU. Several other articulation agreements are currently under consideration.

Information and resources regarding financial aid opportunities are also allocated to students through the Financial Aid office. Institutional scholarships for athletics, academics and need based grants are awarded by USK as well as by 3rd parties outside of the university for those students who qualify. To inspire engagement in the campus community, the Student Senate, under the advisement of the Dean of Students, is the official organization of the student body of USK. This body is responsible for the planning and organization of student activities which enables students to play a major role within the college community and encourages academic integrity.

Support is also given for students for research and engagement beyond the campus in the form of internships throughout most programs at USK. For Kinesiology specifically, all students must complete 135 internship hours as part of the core curriculum. Internship placement is guided and supervised by the Chair and allows for students to develop real-world experience in the field.

Information and Technology Resources: The USK library contains physical holdings which has been built mainly from donations and holds nearly 12,000 works that cover Philosophy, Theology, History, Business, Science and Technology. However, there is underrepresentation in the sciences including Kinesiology, thus resources consistent with the informational needs required for the program are inadequate. As the collection expands, it is anticipated that this need will be filled. The university is committed to expanding and advancing information and technological resources that are available to students. In collaboration with the president of the university and department Chairs, the Director of Library Services has investigated and identified areas where information services can be improved. Furthermore, a

subscription to a research database service granting access to a wide range of peer-reviewed journals is top priority. Such a subscription would ensure both students and faculty have adequate access to resources that promote critical thinking and research skills. Even with the absence of these technologies, the Kinesiology program has continued to flourish, and the acquisition of new technologies will only strengthen its success.

Facilities: As the institution grows, so does the physical plant of the campus. In addition to the main building, the university has leased adjacent property which houses additional classroom space and the athletic department. All classrooms in the main building are equipped with SMART board technology which enhances instructional delivery. Students have access to study space located in the library and the additional property, though space is very limited. Laboratory space is also located in the main building which allows for biological and chemical sciences to conduct proper instructional activities for students to acquire skills with hands on learning, and provides some space for Kinesiology related laboratory instruction as well. Office space for full-time faculty and adjuncts are in both the main building and in the adjacent property. The university also has access to undeveloped land adjacent to the university and has future plans to expand. This will provide the opportunity for the development of athletic facilities, student housing, as well as additional learning and instructional space. Moreover, the administration and faculty of USK are exploring various instructional designs and delivery methods to accommodate multiple modalities. Currently, the Kinesiology program offers all courses as in person lecture format however, the inclusion of hybrid and online instruction are future possibilities.

Financial Resources: Previously, the university has been dependent on donor support in order to offset discrepancies between tuition revenue and institutional expenses. With initial accreditation being awarded and more students matriculating, this dependence has begun to lessen, and data shows a positive balance for the last two fiscal years. Cost estimate for Kinesiology prove challenge due to recent growth demands. The program hired more part-time faculty which led to increased labor costs (table 3), and the program is now offering courses with laboratory components requiring an increase in equipment necessary for laboratory instruction. The department is currently in coordination with the financial office to develop a comprehensive budget outlining expected revenue and needs of the department.

Table 3. Kinesiology Department Payroll Summary by Academic Term

	Spring 2016	Fall 2016	Spring 2017	Fall 2017
Faculty 1 (*full-time)	\$ 3,600	\$ 14,500	\$ 29,000*	\$ 29,000*
Faculty 2 (adjunct)	\$ 7,200	n/a	n/a	\$ 7,200
Faculty 3 (adjunct)	n/a	n/a	\$ 3,600	\$ 3,600
Faculty 4 (adjunct)	n/a	n/a	n/a	\$ 3, 600
Totals	\$ 10,800	\$ 14, 500	\$ 32, 600	\$ 43,400

Part II: Analysis of Program Viability and Sustainability

Key Findings	Recommendations
1. Data illustrates positive retentions rates which are indicative of long term success of the program	1. No change needed however, leadership should evaluate factors related to re-enrollment and retention
2. Positive trends in faculty workload reveal growth in the course offerings of the program, and as this trend continues faculty will be limited in their capacities.	1. The Chair and university leadership should expand the adjunct pool in anticipation of increased demand.
3. Regular, sustained professional development and contact between the Department Chair and the contingent majority is scarce.	1. The Chair ought to work to hold either face-to-face or virtual meetings to ensure communication, collaboration, and comradery among the faculty.
4. Student support services offered are commendable however, expansion and organization could compensate for advising deficiencies and other student	1. The Chair ought to partner with the executive team to determine the nature of the need in student support and affairs within the program.

related affairs.	
5. Though strides have been made in informational resources and technologies, the absence of informational databases hinders the learning environment.	1. The Chair must work with the Director of Library Services as well as other faculty and administration personnel to assess and monitor the extent to which faculty are aware of emergent technologies and the acquisition of a comprehensive database system.
6. Anticipated changes to the physical plant offer the opportunity for expansion and enhancement of the learning environment.	1. No change needed. However, physical resources for the direct purposes of the Kinesiology program are warranted.
7. Kinesiology programs lacks a department budget and a full audit of resource allocation in the program was not performed.	1. The Chair should work with Chief Academic and Financial Officers to analyze needs and equip the program with a budget allowing resource allocation to ensure sustainability, growth, and compliance with regulatory expectation.

Part III: Evidence of Program Quality

Student Profile: Recruitment for the Kinesiology program primarily occurs through the Admissions Office as well as the Athletics Division of the university. Due to these practices, a high volume of student athletes comprises the student body of USK resulting in 100% of the students in the Kinesiology program being involved in the athletic program at the university. Current student population for Kinesiology consists of 25 females and 17 males with a mean age of 20.9 ± 2.1 years. Recently, the university was awarded designation and status as Hispanic-serving institution by the US department of Education provided that greater than 25% of enrolled students are Latino/a. Analysis of data across the program demonstrates that the majority of students are of Hispanic or White ethnicity with these categories showing the greatest matriculation of students from spring 2016 to fall 2017 over all other categories (Figure 6). Furthermore, many students may be the first generation in their families to attend higher education.

Most of the enrolled students are transfers with an average GPA of 2.92 ± 0.37 from previous junior colleges or universities with the remaining freshman students averaging a $3.21 \pm$

0.53 GPA from their respective high schools. These numbers are in alignment with the university's admissions policy of a minimum 2.5 high school GPA and maintaining a 2.5 GPA for athletic eligibility. Analysis of GPA by ethnicity indicates the majority of students are maintaining above the required 2.0 and 2.5 minimum GPA to both stay enrolled in the university and be eligible for athletic participation, regardless of ethnicity (Figure 7). Current GPA data is not available for the fall 2017 semester.

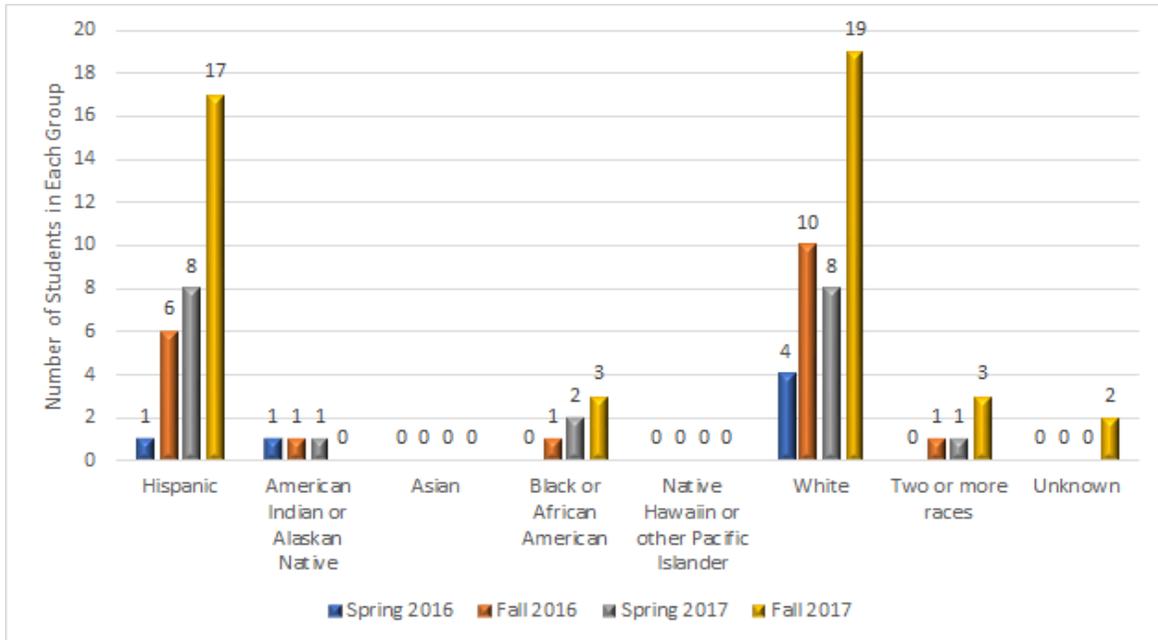


Figure 6. Ethnicity of Kinesiology Students over 4 Terms.

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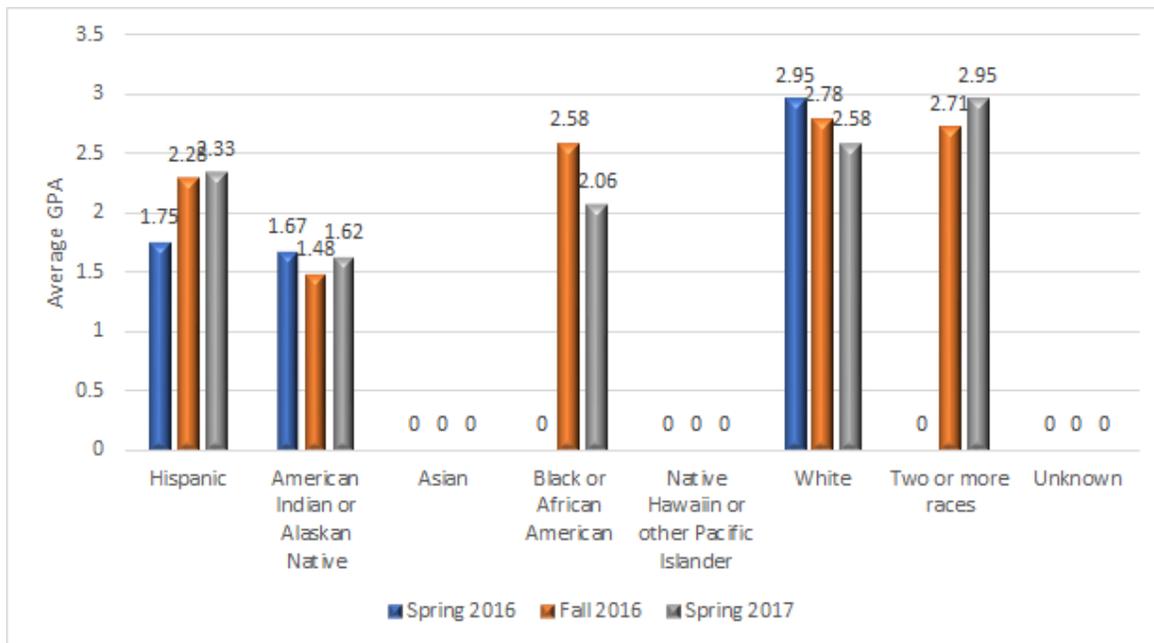


Figure 7. Average GPA by Ethnicity

* Calculated by taking the average GPA of all Kinesiology students in a given ethnic group for that particular term.

* "0" means that no GPA were recorded for that term

With the high enrollment of minority students not only in the Kinesiology program but throughout the institution, the university's approaches development of learning resources with this in mind to provide a robust liberal arts education to non-traditional and historically underrepresented groups. Moreover, the high percentage of student athletes provides the Kinesiology program with a large base of student who are kinesthetically minded. However, this can be a challenge in that the program lacks diversity due to 100% of those enrolled in the program participating in one or multiple sports.

Curriculum and Learning Environment: As previously explained, over the summer of 2016, the Kinesiology program curriculum was revamped to provide students with a robust sequence of courses that would better prepare them for graduate studies and the workforce. Upon review of the previous program, it was noted that students would be lacking in course work dealing with motor behavior, health and wellness, strength and conditioning and special populations of interest among other courses. Similar institutions course offerings were reviewed to ensure that courses implemented would align with disciplinary and professional standards provided. Evidence from institutions with comparable programs including PLNU, Azusa Pacific University, San Diego Christian College, California State University, San Marcos, and San

Diego State University were evaluated. The program was also divided into its current concentrations to provide a track for students who would be pursuing careers in health and wellness and those who desired careers more geared to exercise science. A unique aspect that adds to the robustness of the program is that all student must complete an original Senior Thesis in their last semester which serves as the main summative assessment of student outcomes. The current course offerings along with general education and integrated core requirements total 122 - 130 units for graduation depending on the chosen concentration (Table 4). Along with modifications to the program offerings, courses were chosen that aligned with program learning outcomes (Table 5). Course sequences are also outlined on a 4 and 5-year basis to plan semester offerings and faculty demands (Tables 6 & 7).

Table 4. University of Saint Katherine BS in Kinesiology Course Requirements

Preparation for the Major (25 - 33)	Kinesiology Core Courses (32)	Health Science Concentration (12)	Exercise Science and Athletic Performance Concentration (12)	General Education (32)	Integrated Core (21)
BIO 105 Introductory Biology I (w/lab) (4)	KIN 100 Fundamentals of Nutrition (3)	KIN 340 Principles Health Promotion (3)	KIN 275 Fundamentals of Strength and Conditioning	WRI 100 College Composition I (3)	INT 100 Interdisciplinary Liberal Studies (3)
BIO 110 Introductory Biology II (w/lab) (4)	KIN 150 Introduction to Athletic Training (3)	KIN 360 Health Concepts and Disease Prevention (3)	KIN 330 Prevention and Care of Injuries (3)	WRI 105 College Composition II (3)	INT 110 Critical Reasoning (3)
CHEM 105 General Chemistry I (w/lab) (4)	KIN 200 Introduction to Kinesiology (3)	KIN 370 Health and Fitness Across the Lifespan (3)	KIN 320 Biomechanics (3)	COM 105 Oral Communication (3)	INT 200 Classical Rhetoric (3)
CHEM 110 General Chemistry II (w/lab) (4)	KIN 240 Exercise Physiology (w/lab) (4)	KIN 380 Socio-Psychological Aspects of Sport and Physical Activity (3)	KIN 395 Exercise Physiology in Special Populations (3)	MTH 100 College Algebra (3)	INT 210 Western Civilization & Formation of Christendom (3)
PHY 105 Physics I (4) * required for ESAP concentration only	KIN 300 Applied Kinesiology (3)			MTH 105 Introduction to Statistics (3)	INT 300 Ethics (3)
PHY 110 Physics II (4) * required for ESAP concentration only	KIN 315 Nutrition for Health and Exercise Performance (3)			THE 100 Orthodox Christianity (3)	INT 310 Modern European Thought & Culture (3)
PSY 150 Introduction to Psychology (3)	KIN 325 Motor Control & Learning (3)			THE 105 New Testament (3)	INT 350 The American Experiment (3)
BIO 305 Human Physiology and Anatomy I (3)	KIN 350 Measurement and Evaluation in Kinesiology (3)			Foreign Language I (4) (SPA or ASL 100)	
BIO 310 Human Physiology and Anatomy II (3)	KIN 460 Internship (3)			Foreign Language II (4) (SPA or ASL 105)	
	KIN 490 Experimental and Research Methods (3)			ECO100 Introduction to Economics (3)	
	KIN 499 Senior Thesis (1)				

*Total Units Required for Major: 122 – 130

Table 5. Curriculum Map for Kinesiology Program Learning Outcomes

Required courses	PLO KIN-1	PLO KIN-2	PLO KIN-3	PLO KIN-4	Concentration PLO HS-1	Concentration PLO HS-2	Concentration PLO ESAP-1	Concentration PLO EAP-2
BIO 105	I	I						
BIO 110	I	I						
CHE 105	I	I						
CHE 110	I	I						
PSY 150		I					I	
BIO 305	R	R						
BIO 310	R	R						
KIN 100			I	I		I		I
KIN 150				I				
KIN 200	I	I		I	I			
KIN 240	R	R	I	R			I	
KIN 275	R	R						R
KIN 300	R				R	R	R	R
KIN 315	R		R	R		R		M
KIN 320	M	M	R	M			M	M
KIN 325	M	M			M	M	M	
KIN 330	M						M	
KIN 340	R	R	M	M	M			
KIN 350	M				M			
KIN 360	M	M	M	M	M	M		
KIN 370		M	M	M	M	M		
KIN 380			M	M	M			
KIN 395	M	M		M			M	
KIN 460	M	M	M	M	M	M	M	M
KIN 490	M	M	M	M	M	M	M	M
KIN 499	M	M	M	M	M	M	M	M

proceed to next page

Table 6. Four Year Course Sequence for BS in Kinesiology

Course Sequence for BS in Kinesiology – Health Science Concentration		Course Sequence for BS in Kinesiology – Exercise Science and Athletic Performance	
Fall Semester	Spring Semester	Fall Semester	Spring Semester
Year 1			
INT 100 Interdisciplinary Liberal Studies (3) BIO 105 Introductory Biology I (4) CHE 105 General Chemistry I (4) KIN 200 Introduction to Kinesiology (3) WRI 100 College Composition 1 (3) Total Units: 18	INT 110 Critical Reasoning (3) BIO 110 Introductory Biology II (4) CHE 110 General Chemistry II (4) KIN 100 Fundamentals of Nutrition (3) WRI 105 College Composition 2 (3) Total Units: 17	INT 100 Interdisciplinary Liberal Studies (3) BIO 105 Introductory Biology I (4) CHEM 105 General Chemistry I (4) KIN 200 Introduction to Kinesiology (3) WRI 100 College Composition I (3) Total Units: 17	INT 110 Critical Reasoning (3) BIO 110 Introductory Biology II (4) CHEM 110 General Chemistry II (4) KIN 100 Fundamentals of Nutrition (3) WRI 105 College Composition II (3) Total Units: 17
Year 2			
INT 200 Classical Rhetoric (3) BIO 305 Human Physiology & Anatomy (3) MTH 100 College Algebra (3) PSY 150 Introductory Psychology (3) THE 100 Orthodox Christianity (3) Total Units: 18	INT 210 Western Civilization & the Formation of Christendom (3) BIO 310 Human Physiology & Anatomy II (3) KIN 315 Nutrition for Health & Ex Performance (3) MTH 105 Introduction to Statistics (3) THE 105 New Testament (3) Total Units: 15	INT 200 Classical Rhetoric (3) BIO 305 Human Physiology and Anatomy I (3) MTH 100 College Algebra (3) PSY 150 Introductory Psychology (3) THE 100 Orthodox Christianity (3) Total Units: 18	INT 210 Western Civilization & the Formation of Christendom (3) BIO 310 Human Physiology and Anatomy II (3) KIN 315 Nutrition for Health & Ex Performance (3) MTH 105 Introduction to Statistics (3) THE 105 New Testament (3) Total Units: 15
Year 3			
INT 300 Ethics (3) KIN 340 Principles of Health Promotion (3) KIN 240 Exercise Physiology (4) KIN 300 Applied Kinesiology (3) SPA 100 Spanish I (4) Total Units: 17	INT310 Modern European Thought and Culture (3) KIN 360 Health Concepts and Disease Prevention (3) KIN 325 Motor Control and Learning (3) SPA105 Spanish II (4) COM105 Oral Communication (3) Total Units: 16	INT 300 Ethics (3) KIN 240 Exercise Physiology (4) KIN 300 Applied Kinesiology (3) KIN 330 Prevention and Care of Injuries (3) SPA 100 Spanish I (4) Total Units: 17	INT 310 Modern European Thought and Culture (3) KIN 275 Fundamentals of Strength and Conditioning & Ex Prescription (3) KIN 325 Motor Control & Learning (3) SPA 105 Spanish II (4) COM 105 Oral Communication (3) Total Units: 16
Year 4			
KIN 350 Measurement and Evaluation in Kinesiology (3) KIN 370 Health and Fitness Across the Lifespan (3) KIN 460 Internship (3) KIN 490 Experimental and Research Methods (3) INT350 The American Experiment (3) Total Units: 15	KIN 380 Socio-Psychological Aspects of Sport and Physical Activity (3) KIN 499 Senior Thesis (1) ECO100 Introduction to Economics (3) Total Units: 7	INT 350 The American Experiment (3) PHYS 105 Physics I (4) KIN 350 Measurement and Evaluation in Kinesiology (3) KIN 460 Internship (3) KIN 490 Experimental and Research Methods (3) Total Units: 16	PHYS 110 Physics II (4) KIN 320 Biomechanics (3) KIN 395 Exercise Physiology in Special Populations (3) KIN 499 Senior Thesis (1) ECO100 Introduction to Economics (3) Total Units: 14

Table 7. Five Year Course Sequence for BS in Kinesiology

Course Sequence for BS in Kinesiology – Health Science Concentration	
Fall Semester	Spring Semester
Year 1	
INT 100 Interdisciplinary Liberal Studies (3) BIO 105 Introductory Biology I (4) KIN 200 Introduction to Kinesiology (3) WRI 100 College Composition 1 (3) Total Units: 13	INT 110 Critical Reasoning (3) BIO 110 Introductory Biology II (4) KIN 100 Fundamentals of Nutrition (3) WRI 105 College Composition 2 (3) Total Units: 13
Year 2	
INT 200 Classical Rhetoric (3) CHE 105 General Chemistry I (4) MTH 100 College Algebra (3) THE 100 Orthodox Christianity (3) Total Units: 13	INT 210 Western Civilization & the Formation of Christendom (3) CHE 110 General Chemistry II (4) MTH 105 Introduction to Statistics (3) KIN 150 Introduction to Athletic Training (3) Total Units: 13
Year 3	
BIO 305 Human Physiology & Anatomy (3) INT 300 Ethics (3) PSY 150 Introductory Psychology (3) KIN 315 Nutrition for Health & Ex Performance (3) Total Units: 12	BIO 310 Human Physiology & Anatomy II (3) INT310 Modern European Thought and Culture (3) THE 105 New Testament (3) ECO 100 Introduction to Economics (3) Total Units: 12
Year 4	
KIN 240 Exercise Physiology (4) KIN 300 Applied Kinesiology (3) INT350 The American Experiment (3) SPA 100 Spanish I (4) Total Units: 14	KIN 325 Motor Control and Learning (3) KIN 340 Principles of Health Promotion (3) KIN 460 Internship (3) SPA105 Spanish II (4) Total Units: 13
Year 5	
KIN 350 Measurement and Evaluation in Kinesiology (3) KIN 360 Health Concepts and Disease Prevention (3) COM105 Oral Communication (3) KIN 490 Experimental and Research Methods (3) Total Units: 12	KIN 370 Health and Fitness Across the Lifespan (3) KIN 380 Socio-Psychological Aspects of Sport and Physical Activity (3) KIN 499 Senior Thesis (1) <i>Elective (3)</i> <i>Elective (3)</i> Total Units: 13

Course Sequence for BS in Kinesiology – Exercise Science and Athletic Performance	
Fall Semester	Spring Semester
Year 1	
INT 100 Interdisciplinary Liberal Studies (3) BIO 105 Introductory Biology I (4) KIN 200 Introduction to Kinesiology (3) WRI 100 College Composition 1 (3) Total Units: 13	INT 110 Critical Reasoning (3) BIO 110 Introductory Biology II (4) KIN 100 Fundamentals of Nutrition (3) WRI 105 College Composition 2 (3) Total Units: 13
Year 2	
INT 200 Classical Rhetoric (3) CHE 105 General Chemistry I (4) MTH 100 College Algebra (3) THE 100 Orthodox Christianity (3) Total Units: 13	INT 210 Western Civilization & the Formation of Christendom (3) CHE 110 General Chemistry II (4) MTH 105 Introduction to Statistics (3) KIN 150 Introduction to Athletic Training (3) Total Units: 13
Year 3	
BIO 305 Human Physiology & Anatomy (3) INT 300 Ethics (3) PSY 150 Introductory Psychology (3) KIN 315 Nutrition for Health & Ex Performance (3) Total Units: 12	BIO 310 Human Physiology & Anatomy II (3) INT310 Modern European Thought and Culture (3) THE 105 New Testament (3) ECO 100 Introduction to Economics (3) Total Units: 12
Year 4	
KIN 240 Exercise Physiology (4) KIN 300 Applied Kinesiology (3) INT350 The American Experiment (3) SPA 100 Spanish I (4) Total Units: 14	KIN 325 Motor Control and Learning (3) KIN 275 Fundamentals of Strength and Conditioning & Ex Prescription (3) COM 105 Oral Communication (3) SPA105 Spanish II (4) Total Units: 13
Year 5	
PHYS 105 Physics I (4) KIN 350 Measurement and Evaluation in Kinesiology (3) KIN 460 Internship (3) KIN 490 Experimental and Research Methods (3) Total Units: 13	PHYS 110 Physics II (4) KIN 320 Biomechanics (3) KIN 395 Exercise Physiology in Special Populations (3) KIN 499 Senior Thesis (1) <i>Elective (3)</i> Total Units: 14

Student Learning and Success: As previously discussed, annual results of student learning in the program are evaluated every two years with formative assessments taking place in the fall semesters and summative assessment in the spring (Table 2). Criteria for success requires 75% of the students to have an average score of at least 75% on the relevant aspects of the assignment. Formative and signature assignments are designated for each PLO and it is the responsibility of the faculty member to assign and collect assignments for their respective courses. Primarily, the Senior Thesis is used in the evaluation process of the core competencies with the AAC&U Rubrics for the Core Competencies as the assessment tool. To assess the core competencies of Written Communication, Information Literacy, Critical Thinking, and Quantitative Reasoning, students write a Senior Thesis manuscript that includes their original research or literary review conducted during their senior year. To assess the core competency of Oral Communication, students are required to give a 15 - 20-minute formal presentation/mini-lecture of their Senior Thesis to an audience of their peers, administration, faculty and members of the community. Theses are evaluated by two faculty members, the student's thesis supervisor and a second reader.

While the department maintains a commitment to these assessment practices, a comprehensive analysis of student learning is challenging due to limited evidence collected from previous semesters. This can be attributed to low enrollment numbers, small class sizes, and inadequate assessment practices in place until the most recent reorganizing of the programs' structure. It is the goal of the program to fully establish proper assessment practices in the future to inspect the quality of learning, program integrity and to "close the loop." Moreover, course level-grades were extracted and analyzed for the classes within the program over the previous four terms to further unpack student success. Inspection of grades indicates a normal distribution which suggests student's academic needs are being sufficiently met (Figure 8).

Under the guidance of The Offices of Institutional Research and Effectiveness, the ETS Proficiency Profile which collects indirect evidence related to the teaching and learning environment, and provides counsel on assessment planning has been administered across all programs at USK. Students sit for this examination at the beginning and end of their studies to demonstrate gains during their time at the university. Analysis of students in the Kinesiology program shows an average score of 424.7 for matriculating students and 441.8 for graduating students on a scale of 400-500. Currently no students have taken the profile at the beginning of their studies to graduation.

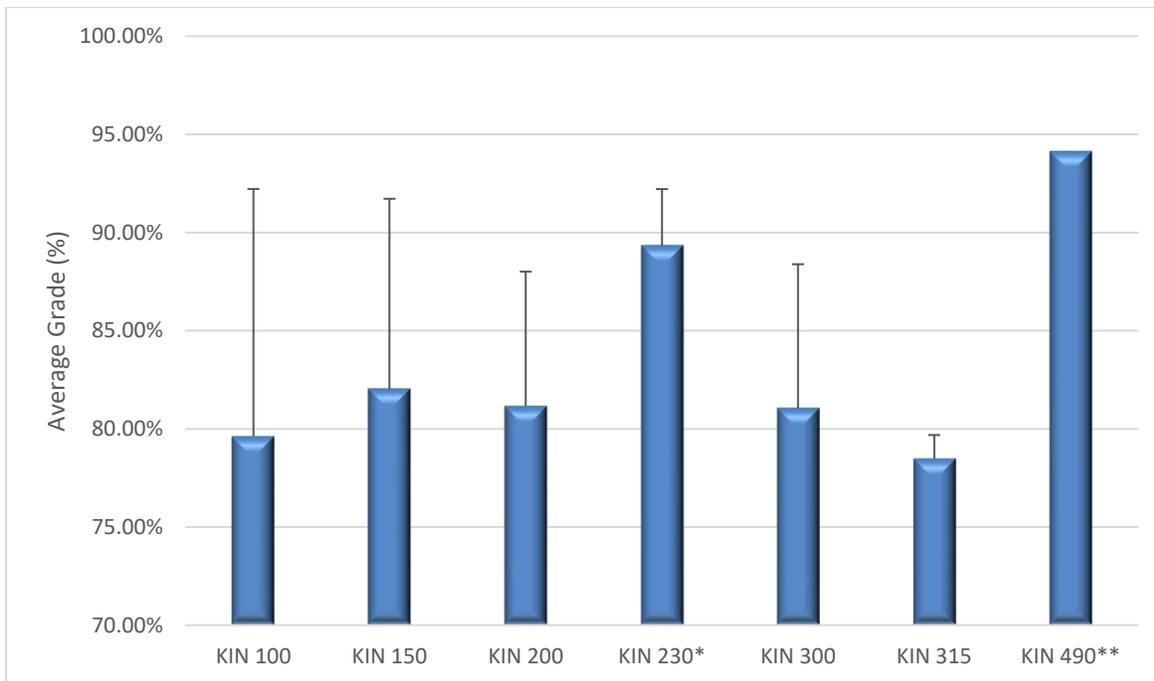


Figure 8. Average Kinesiology Grades for 2016-2017 Academic Year.

***Course under previous degree program, no longer offered.**

****Only 1 student in course.**

Faculty Profile: Kinesiology faculty currently consists of one full-time faculty and 3 part-time adjunct faculty members ranging in specialties including athletic training, nutrition, motor behavior and exercise physiology. While all members hold Master’s degrees in the field, 2 are seeking terminal degrees. Furthermore, all faculty are within 2 years of teaching experience at USK with the newest adjunct hire in their first semester of instruction. Although faculty possess limited experience, they still demonstrate exemplary capabilities, knowledge, and passion for the field. Analysis of faculty evaluations demonstrates adequacy in knowledge, instruction, student-faculty interaction, and facilitation of learning however, research experience and levels of extensive professional practice is deficient. To meet the demands of growth in the program and to strive for continued excellence in instructional and professional quality, faculty recruitment is necessary. Expansion of the adjunct pool will not only meet this demand but allow for greater diversity within the programs faculty as current demographics are relatively uniform.

Part III: Evidence of Program Quality

Key Findings	Recommendations
1. Student demographics and course offerings represent diversity and advance such efforts.	1. No change required. However, recruitment practices should ensure a greater diversity in student demographics as the university continues to grow.
2. Leadership has made great strides in ensuring a quality curriculum and learning environment. However, assessment practices are inadequate.	1. The Chair ought to organize an assessment committee with the faculty in order to ensure the proper assignment, collection and evaluation of signature assignments.
2. Though ETS information is present, lack of clarity remains in the use of such information.	1. Collaboration of the Chair with the office of institutional research and effectiveness to make meaning of the ETS data relating to students within the program is required.
2. Program faculty are within 2 years of instructional experience and show uniformity in demographics. However, it should be noted that two faculty members are seeking terminal degrees in the field.	1. No change is explicitly necessary however, recruitment practices and increase in faculty should be continued to be utilized to hire experienced and diverse faculty members.

Part VI: Summary of Findings, Future Goals and Planning for Improvement

The Kinesiology program at the University of Saint Katherine is growing and approaching sustainability. A continuation of this trend will result in a thriving program within the university. Initial accreditation status as well as changes made to program curriculum most likely explains the trends seen in enrollment and retention. Though evidence related to the demand of the program is commendable, there are several key findings that require care.

First, as the program expands, it is essential that assessment practices are sufficient to speak to the quality of instruction and learning provided to ensure integrity of the program. This includes adequate evaluation criteria in the form of rubrics, and comprehensive assessment protocols for signature assignments. Second, in relation to faculty, the program relies on a small pool of instructors to maintain course instruction. It is essential that this be broadened in order to

effectively deliver quality instruction to the growing student population of the program. More full-time, seasoned instructors will be needed in the upcoming academic terms to fill this need. Also, challenges with advising will only increase as the program expands, further attesting to the need for additional administrative resources. Faculty should also be encouraged to engage in professional development practices both within the department and outside the university to maintain breadth in the discipline.

Third, a budget allocating resources must be developed to ensure that the department is able to administer courses of adequate quality. Laboratory equipment and space is necessary for the learning environment and monetary resources and needs require calculation. Though efforts have been made for a budget to be created, more coordinated efforts are needed to ensure its development and implementation. Lastly, informational resources are essential to the learning environment and should be expanded. The Director of Library Services should be commended in his effort to provide the students with the most up-to-date and state-of-the-art informational resources and as more resources are added, the quality of the curricula throughout the university will be enhanced.

With these findings, it is recommended that the appropriate steps be taken to organize a comprehensive action plan detailing steps to meet the needs of the program. Overall, the Kinesiology program shows exciting opportunity and the items discussed in this internal review will provide avenues for continued growth, enhanced educational activity, and increased longevity.

UNIVERSITY OF SAINT KATHERINE

DEPARTMENT OF KINESIOLOGY

EXTERNAL REVIEWER – PROGRAM REVIEW

Deanna Asakawa, Ph.D.

External Reviewer

January 23, 2017

EXECUTIVE SUMMARY AND FINDINGS

The Department of Kinesiology at University of Saint Katherine is committed to excellent education of its students. The Kinesiology mission statement sets the program goal, “to provide a balanced education in the areas of Kinesiology as it relates to Health Science and Exercise Science and Athletic Performance, founded and rooted in the life of the Orthodox Christian Tradition – *Inquiry Seeing Wisdom.*” The University of Saint Katherine does much of its student recruiting through sports, and therefore the Kinesiology degree program offers many student athletes the opportunity to study human movement with dedicated faculty. This small, Christian Orthodox university provides a supportive learning community. University of Saint Katherine Department of Kinesiology faculty and university administrators are dedicated to the success of the program as they work toward “providing students with the knowledge, skills and resources to thrive in the professional fields of exercise, general wellness, rehabilitative therapies, sport performance and development as well as teaching and research.”

Overall, the Kinesiology program is expanding dynamically under guidance of enthusiastic and competent individuals in the field who are committed to excellent curriculum, support of faculty, and success of their students. While there are challenges presented by small student numbers for assessment and lack of resources in some areas, the groundwork has been laid for clear goals and continued success during growth of the program. The students and faculty in the Department of Kinesiology at University of Saint Katherine are prospering.

Curriculum

The curriculum for the Bachelor of Science in Kinesiology is well structured and provides for two concentrations, Health Science (HS) and Exercise Science and Athletic Performance (ESAP). The current curriculum has benefitted from an update done by the Kinesiology Department Chair in 2016. Courses offered in the Kinesiology department were reviewed in summer 2016 with the goal “to ensure that the curriculum was providing the proper training.” Program learning outcomes were developed that are suitable to the program. Current students in the program stated that they are aware of the program learning outcomes. The curriculum is appropriate to Kinesiology and compares well to similar programs locally including: Point Loma Nazarene, Department of Kinesiology; San Diego State University, Department of Exercise and Nutrition Science; and California State University San Marcos, Department of Kinesiology. Further, the curriculum also compares well to core courses in Kinesiology at universities nationally.

Faculty

The department of Kinesiology has one full-time faculty, the Department Chair, and three part-time faculty. This staffing currently meets the needs of the department. However, in coming years as student numbers grow, increased staffing may be necessary. Many of the faculty have jobs outside of University of Saint Katherine or are pursuing graduate work. All faculty interviewed were enthusiastic about the Kinesiology program and happy to be teaching at University of Saint Katherine. All faculty members hold graduate degrees, most faculty have masters degrees related to Kinesiology.

Faculty interviewed were well-qualified to teach their respective classes. Faculty stated that all classes in the Kinesiology program are taught in person, which they considered to be valuable given the small class size and that face to face interaction with the students allowed them to best understand the classroom environment for this program. Faculty stated during the review interview that assessment for their classes was “very straightforward”, and they understood what was needed for assessment which is achieved through evaluation of signature assignments. One faculty member commented that the small number of students in classes allowed instructors to give extra time to students.

A common request from faculty during the review was for additional resources including equipment and software for classes. Some faculty gave specific examples of equipment that would be useful to enhance the learning environment for students including a treadmill, blood pressure cuffs, goniometers and strength and conditioning equipment. One faculty member stated that improved analysis software would be a benefit. According to this faculty member, students currently use Google Sheets for data analysis. It was stated that better software such as Microsoft Excel (Microsoft Corporation, Redmond, WA) or SPSS (IBM, Armonk, NY) would be useful to help prepare students for their careers or graduate school. Additionally, it was stated that not having a Moodle, or university software such as Blackboard, made it difficult for students to access course information. Students often want a software application that can be used on a smartphone, and such software could be helpful to students and faculty. Faculty also expressed a desire for expanded resources for Kinesiology-related material in the University of Saint Katherine library. These suggestions for added resources demonstrate the dedication of the faculty to providing a high-quality learning experience for students.

When asked if faculty felt that the Kinesiology program prepares students for careers and graduate schools, some faculty mentioned points to consider. It was stated that the Physiology and Anatomy classes at University of Saint Katherine do not include a laboratory. This was pointed out as a hindrance for students, as many universities require a laboratory portion of these classes to get into Physical Therapy or Occupational Therapy graduate school. It was suggested that having an Anatomy Laboratory class would help students advance to professional degrees and they wouldn't have to retake Physiology and Anatomy at a community college or other university. This is a consideration for the Kinesiology program and a point to be discussed, if the Kinesiology program and the university is to provide the best possible preparation for students to advance to graduate school.

Another topic of discussion with faculty members was potential department-wide coordination of policies for student injuries and students missing class. A policy regarding student injuries and missed classes or missed work seems especially important given the large number of student athletes in Kinesiology and at University of Saint Katherine as a whole. Specifically, injury and a return to schoolwork policy for students who sustain concussion were mentioned by faculty and by students as being relevant to support of students. It may be necessary for the university to have a return to play protocol that involves assessment of when students should return to doing academic work, based on the number of athletes in the student body. However, it would be appropriate for Kinesiology, being an exercise and health focused department to take the lead on developing a return to play protocol for Kinesiology students or for adoption by the university as a whole. Return to play protocols published by organizations such as the American College of Sports Medicine could be used as a model, or those used by other similar local or national universities.

Faculty members expressed acknowledgment that it would be beneficial to have Department meetings. The Kinesiology Department Chair has reported that she has tried to set up these meetings, but coordinating schedules among faculty has been prohibitive to holding department meetings this academic year. The majority of faculty are part-time and therefore have commitments outside of University of Saint Katherine.

Department Chair

The Department Chair has played an essential role in growth of the program. The Chair is enthusiastic about the Kinesiology program offered by University of Saint Katherine. Her dedication to the program is apparent when reviewing the accomplishments of the department to date. The Department chair in recent years has worked to revise and structure the Kinesiology core curriculum. In this effort, she consulted with chairs from other departments to utilize their expertise in curricular development. The results of the efforts taken are evident in the well-developed curriculum that is integrated with the Integrated Core Courses and General Education courses at the university. Additionally, the Department Chair has taken a lead role in developing a plan to assess the Program Learning Outcomes. She also serves as the coordinator for faculty and the lead advisor to Kinesiology students. The Department Chair has been successful in leading the Kinesiology program through its early stages while laying the groundwork for curriculum and assessment that will contribute greatly to the success of the program as student numbers grow.

Students

During the review, I was able to speak with two alumni and two current students. Both alumni are currently employed by University of Saint Katherine. This made it challenging to evaluate how well the curriculum prepared students to work in the greater discipline of Kinesiology. The very small number of graduates made it difficult at this point in time to determine where graduates were being placed in the work force or graduate school. Alumni stated they felt well-prepared for graduate school.

One alumni reported that the faculty in Kinesiology “are very helpful.” This student also had transferred from another university and stated that the transfer process went very smoothly. Alumni stated that there are interactions between the athletics department and Kinesiology due to the number of student athletes in the Kinesiology program. The students commented that the current Athletic Director has brought stability to the athletics program, which has benefitted the students.

The current students that were interviewed for the review had a very positive perspective on the Kinesiology program. Students stated that the program was preparing them well for future jobs. Teachers were noted to be helpful and available to students. There are currently 42 students enrolled in Kinesiology with the greater percentage of students in the Exercise Science and Athletic Performance concentration. The enrollment in Kinesiology doubled from Spring 2017 to Fall 2017, demonstrating the recent large growth in the program. Students commented that they would recommend University of Saint Katherine to others.

Many positive comments were made about the program by current students, For example students commented on how hands-on and engaging the Kinesiology program was. The activities done in class were appreciated by students. Students also stated that more equipment would enhance classroom and laboratory activities. Specifically, students said that it is important to have more than videos as learning resources, which some classes did. Also, a student suggested more exercise equipment for classroom laboratories and anatomy models are needed. It was suggested by another student that more equipment would allow all students to participate in activity, rather than one member of a group participating. It was noted by students that due to lack of equipment, the faculty often brought in equipment from outside the university so that it could be used in class.

More than one student independently stated that the Kinesiology Senior Thesis was the best experience in their Kinesiology coursework. The students also liked group work and using teams on assignments so that they could help each other find errors and improve classwork. One student commented that the hours required for Kinesiology Internship were often difficult to fit in during a semester, especially in addition to athletics. Overall, students were pleased with the program, classes and the education in the Department of Kinesiology.

Assessment

Program Learning Outcomes (PLOs) have been developed and are clearly articulated. Additionally, work has been done by the current Kinesiology Department Chair to align the Kinesiology PLOs with the Institutional PLOs. Both formative and summative assessment have been included in the assessment plan for Kinesiology courses. A structured approach proposed by the Department Chairperson demonstrates a clear path toward educating faculty on assessment and implementing a uniform assessment strategy for all courses within the department. The Kinesiology program has developed a means to assess PLOs through signature assignments in core courses and a Senior Thesis. Assessment of PLOs are completed on a 2-year rotation. Assessment practices have been examined carefully by department faculty. Students stated that with regards to assessment, it was very clear what the Kinesiology Department wanted them to learn and the expectations to students were communicated. Key findings of this review include that assessment is being effectively implemented in the Kinesiology Department with a well-structured plan including both formative and summative assessment through signature assignments designed by faculty and completion of a Senior Thesis. However, continued efforts suggested by the Department Chair could be implemented to further improve assessment. For example, course syllabi could be made clearer by stating assessment practices for signature assignments.

COMMENDATIONS

In all, the list of commendations for this young Kinesiology program illustrates the dedication of faculty, administrators, and students to the success of the program. Faculty and administrators are genuinely invested in providing an engaging educational experience to prepare students for work or graduate school in Kinesiology-related fields.

1. The faculty are enthusiastic and hard-working individuals. The positive attitude toward teaching and learning shows that faculty are open to feedback to make the program successful. The faculty are very committed to the success of the students. Faculty are experienced in teaching Kinesiology courses. Faculty, students, and administrators communicate well with each other.
2. The Program Learning Outcomes are clearly stated and have been aligned with the Institutional Learning Outcomes. Program Learning Outcomes have been communicated to Kinesiology department faculty and students.
3. The assessment of Program Learning Outcomes for the Kinesiology Department is completed through signature assignments in each course and evaluation of the Senior Thesis. Therefore, there is a clear method of assessment that can be tailored to individual courses within the Kinesiology core curriculum. Overall, assessment is being effectively implemented in the Kinesiology Department with a well-structured plan that includes both formative and summative assessment.
4. Much has been accomplished with curriculum development and assessment in recent years in the Kinesiology program at University of Saint Katherine. The core courses in Kinesiology are appropriate to the major and to the Department mission aimed to prepare students for subsequent careers. The curriculum is aligned well with other local and national universities' undergraduate Kinesiology curriculum for both the Health Science and Exercise Science and Athletic Performance concentrations.
5. Students gave resoundingly positive reviews of the Kinesiology coursework, learning environment, and faculty. Students commented that the syllabi for each class were clear as were course expectations and Program Learning Outcomes.
6. Academic advising is readily accessible for the students. The Department Chairperson serves as the academic advisor and is available and willing to meet with students to help with advising on an individual basis. Student and faculty interaction were noted to be positive.
7. Students are provided housing opportunities through the University of Saint Katherine. The housing unit is close to campus and convenient for students. Several students commented that the nearby housing was a valuable part of their university experience, especially for student athletes who are on campus for both classes as well as sports practice.

RECOMMENDATIONS

1. Current assessment efforts and plans are clear, but should be continued and evaluated by Kinesiology Department Faculty regularly. Specifically, the Department Chair has suggested “a faculty development program should be implemented to ensure course syllabi clearly state specific assessment practices within each course.” Implementation of recommendations from the Kinesiology Department Chair regarding assessment should be undertaken to ensure success of assessment efforts.
2. The low number of students currently enrolled in some Kinesiology courses makes the assessment goal of “75% of the students should have an average score of at least 75% on relevant aspects of the assignment” difficult to achieve statistically. Continued application of assessment as outlined by the Kinesiology Department is recommended to improve understanding of how well the Program Learning Outcomes are being met as student numbers increase. Specific means to track and record assessment for each course, and for the Kinesiology Department as a whole should be implemented. These data could then be used to determine if the assessment goals are being achieved and to track progress on assessment goals.
3. Several faculty commented during the review that there is a need for increased equipment and resources for student laboratory courses. If possible, it is recommended that the faculty of Kinesiology work to establish a budget that includes what amount of funding would be needed for classroom supplies and equipment necessary to appropriately meet the course learning objectives in the classroom. Addressing this commonly expressed need would expand active learning in the Kinesiology program, and remove responsibility from the Kinesiology faculty for finding their own equipment for hands-on learning. The faculty of Kinesiology could work together to make a list of desired equipment with potential costs, and prioritize equipment needs to create a timeline over coming years for potential acquisition of classroom equipment that would add value to the learning experience for students.
4. Another commonality among faculty interviewed was the desire for expanded library resources related to Kinesiology and improved access to common software packages used for data analysis. Increased resource material relevant to Kinesiology would be of benefit to both faculty and students. It is recommended that the Kinesiology faculty work together with the Kinesiology Department Chair to develop a list of library and software resources that would be desired for Kinesiology faculty and student use. It may be beneficial for the Kinesiology Chair or faculty to develop a policy for requesting and reviewing resource needs.
5. It is recommended that faculty in the department commit to making time for Kinesiology Department faculty meetings. The Department Chair has worked to implement these meetings, but scheduling of part-time faculty with other commitments outside of University of St. Katherine has proven difficult. It is recommended that Department meetings be held in an effort to coordinate assessment among courses. This will clarify assessment of signature assignments

among different courses. Also, Kinesiology Department meetings would allow for discussion of resource and equipment needs, and development of a policy for resource requests.

6. In the future, it would be useful for review of the curriculum if the Kinesiology Department or the University of Saint Katherine tracks the time to graduation for the students. Currently, the low student numbers do not allow for determination of whether students are graduating in 4 years or 5 years. Tracking this time to graduation would allow the department to compare the two concentrations and determine if the extra 8 units in the Exercise Science and Athletic Performance concentration leads to longer time to graduation.
7. It is recommended to consider reducing the number of units in Exercise Science and Athletic Performance (ESAP) concentration within Kinesiology to 120 units. This would make the curriculum requirements at University of Saint Katherine in this concentration more similar to other universities. This reduction in units will also decrease the academic load per semester on students. Reduction in units for ESAP concentration to 120 units will also make this concentration comparable to the Health Science concentration and more accessible to student athletes with large time demands outside of academics.
8. The number of hours required for Kinesiology Internship should be reviewed by the Department Chair and faculty. If the students have a difficult time completing internship during the course of a semester, a summer internship class may be a consideration. Or, the number of hours required for internship could be lowered. Similar Kinesiology Internship courses are offered at several local universities, whose course requirements could be used for comparison. It is recommended that the number of hours required for University of Saint Katherine Kinesiology Internship be reviewed and aligned with other Kinesiology programs.
9. Current students suggested that the Kinesiology program could consider class schedule adjustments during sports season. It is recommended that due to the large number of athletes in Kinesiology, the department could develop guidelines for missing class due to sporting events, and policies for late work. This has been done on an individual basis with small number of students in classes, but the Kinesiology Department may benefit from discussing and outlining policies that are consistent across classes. Development of clear policy for late work and missed classes due to sports would be helpful to students and to faculty.
10. It is recommended that the Kinesiology department discuss the implementation of a uniform policy regarding return to play and specifically return to academic work for students who suffer concussion. Also, a department-wide policy for addressing missed classes or missing work due to injury could lend clarity for students and be included on course syllabi. Such policies or guidelines may prove helpful to both faculty and students as student numbers increase, especially due to the large number of student athletes in Kinesiology. It is possible that such guidelines and policies for injury and concussion could also be discussed or developed in conjunction with university administrators.

11. All Kinesiology students are currently athletes. If the University of Saint Katherine continues to recruit heavily through sports, then the Kinesiology Department may want to discuss with university administration the potential ability for students to convert an athletic scholarship to an academic scholarship. This could be of consequence in retaining student athletes in the Kinesiology major and retaining students at University of Saint Katherine in the case of injury, or in the case a student is no longer an athlete. It is possible there is already such a policy in place to support retention of students, but the reviewer was not made aware of such policy during the review process.

12. It is recommended that the department track the jobs or graduate school discipline into which graduates are placed. This would allow the department to gauge whether the curriculum is preparing students for work in the field. There may also be a need to help students with career placement. However, it may be too early in the program's history to draw this conclusion. Therefore, it is recommended that the department does develop a practice of surveying students after graduation to determine what career or schooling they are pursuing, and whether the University of Saint Katherine prepared them to be successful in the workplace or graduate school. This information could be used to review curriculum and determine a metric of success for University of Saint Katherine Kinesiology graduates.