KINESIOLOGY SELF-STUDY

Spring 2025

Program:

Bachelor of Science in Kinesiology
Department of Kinesiology
College of Science, Technology, and Business
Sonoma State University

Concentrations:

1. Exercise Science (Pre-Physical Therapy)
2. Interdisciplinary (Pre-Occupational Therapy)
3. Lifetime Physical Activity - Fitness and Wellness

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I. Program Context and Curriculum

A. Program Overview & Context

Kinesiology as an undergraduate discipline has evolved considerably in the United States. While programs in the late 20th century focused primarily on preparing physical education teachers for K-12 settings, contemporary programs address a much broader range of career pathways in healthcare, wellness, and sport performance. These include professions such as physical therapy, occupational therapy, physician assistant roles, athletic training, and nursing, along with careers in fitness, coaching, and athletic development. The SSU Kinesiology program is especially effective in preparing pre-health students for admission to professional healthcare degrees, providing them with the scientific foundation, applied experiences, and advising necessary to succeed in graduate and professional training.

The Department of Kinesiology at Sonoma State University reflects this national evolution and continues to adapt to emerging student and workforce needs. As of Fall 2025, the department serves approximately 300 majors with the support of four tenure-line faculty members (two full professors and two assistant professors), twelve lecturers (many on multi-year contracts), one administrative coordinator, and one instructional support technician.

The department has historically followed a teacher-first model but has transitioned to a teacher-scholar model, blending teaching excellence with active research engagement. This approach enhances student learning through faculty-supervised research opportunities and high-impact applied experiences.

Despite successes, the department faces pressing challenges:

- Faculty shortages and heavy advising loads: With four tenure-line faculty serving nearly 300 majors, each faculty member advises 80–90 students, limiting the ability to provide timely, individualized guidance.
- Facilities constraints: While new laboratories have been developed, space limitations and outdated equipment restrict teaching capacity and research growth.
- Enrollment decline: Majors declined from 396 in 2017–18 to 274 in 2024–25. Fewer faculty and staff resources make it increasingly difficult to deliver the same level of academic and research opportunities.

Despite these constraints, the department continues to strengthen its curriculum, expand research, and build innovative community-based programs. Ongoing initiatives include:

- Comprehensive curricular revision to be launched in Fall 2026
- Community programs such as Seawolf Fit, Walking Buddy, and National Biomechanics Day

- Laboratory upgrades, including the reconstruction of the Biomechanics Lab and creation Golf & Motor Learning Lab
- Faculty leadership in service-learning and disciplinary research projects
- External grant funding, including the T-Mobile Hometown Grant to enhance the on-campus walking trail with QR-enabled exercise and educational features

These initiatives highlight both the strengths and ongoing needs of the department: dedicated faculty, innovative partnerships, and meaningful student engagement, paired with urgent calls for more faculty hires, improved laboratory and teaching spaces, and modernized equipment.

B. Program Goals, Mission, and Vision

1. *Kinesiology Program Description*

The Department of Kinesiology provides students with a comprehensive education on physical activity, integrating biological, behavioral, and sociocultural perspectives. Through a well-structured curriculum, hands-on experiences, and personalized academic advising, students acquire the knowledge and skills necessary to promote movement, health, and performance in diverse settings. Our dedicated faculty, proactive mentorship, research opportunities, and meaningful field experiences create a supportive and engaging learning environment that prepares students for success in a wide range of career paths.

As a result of these rigorous academic and practical experiences, our graduates are well-prepared to:

- Enter pre-health professional training for physical therapy, occupational therapy, athletic training, and other allied health fields such as nursing and medical programs
- Continue graduate studies in exercise science, physical education, adapted physical education, sports medicine, and public health
- Enter careers in fitness and sports industries, teaching and coaching, and various wellness settings

2. *Vision Statement*

The Department of Kinesiology seeks to be a highly regarded undergraduate program in the CSU system through innovative practices in teaching, research, and service to the community. The Department of Kinesiology realizes this vision through:

- Building a practice of identifying and utilizing the latest developments in teaching and research in the field of kinesiology;
- Integrating experiential learning throughout the curriculum, ensuring students have multiple hands-on experiences;

- Developing quality research laboratories with state-of-the-art equipment that supports student and faculty research, presentations, and publications;
- Graduating students equipped with the skills and knowledge to successfully pursue the next stage in their development as lifelong learners who will contribute to kinesiology as leaders, scientists, educators, and professionals;
- Engaging community partners in response to local and regional needs.

3. *Mission Statement*

Kinesiology is a multidisciplinary field dedicated to the study of complex interactions among physiological, biomechanical, psychological, sociological, and developmental aspects of human movement in health and wellness. The mission of the Department of Kinesiology is to advance and apply knowledge through teaching, research, applied student experience, and service programs that promote lifelong physical health and wellbeing in our community.

4. *Program Alignment With University Vision, Values, And Outcomes*

Our department's mission and vision reflect the university's through the lens of scientific inquiry in human health and wellness (see mission and vision statement above). We have demonstrated our commitment to achieving the university's vision of excellence in undergraduate education by increasing faculty/student research, refocusing our curriculum and program, and emphasizing teaching effectiveness.

5. *Serving Regional And State Needs*

The department focuses on admitting students in Sonoma State's service area and admits California students from beyond the area. Many of our graduates remain in the region to build their careers in kinesiology. We address regional healthcare industry needs by training students to become competent healthcare practitioners through diverse approaches, including service-learning, community service activities, and research. Specifically, the department provides service to the community through Seawolf Fit and Cycle Without Limits programs for children with special needs and their family members, hosting local high school students to the National Biomechanics Day events. Other community-based research projects led by faculty include the Walking Buddy program that pairs kinesiology students with local older adults; cycle biomechanics research with cyclers, summer motor skill camp with children with intellectual disabilities, and the golf clinic with golfers with and without disabilities.

6. *Program Goals And Learning Outcomes*

The department vision statement - revised and ratified in November 2017 - reflects our program goals. In Fall 2017, we also reviewed and revised the student learning outcomes for our program. The program learning outcomes (PLOs) underwent another revision in Spring 2023. A graduate of the SSU Kinesiology program will be able to …

- Learning Outcome #1: Demonstrate knowledge of the history and broad content within the disciplines of kinesiology and the ability to synthesize concepts across disciplines.
- Learning Outcome #2: Demonstrate proficiency in the Core Competencies across the subareas of kinesiology through their academic work and practical application.
    - (WSCUC Core Competencies: written communication, oral communication, critical thinking, quantitative reasoning, and information literacy)
- Learning Outcome #3: Apply concepts, theories, and methods in kinesiology in professional and scholarly activities.
- Learning Outcome #4: Critically evaluate research and apply evidence-based practices to kinesiology related fields such as allied health, education, and therapeutic intervention.
- Learning Outcome #5: Demonstrate professional responsibility and ethical decision-making when applying knowledge of kinesiology.

C. Curriculum Coherence and Consistency

The department offers a Bachelor of Science (B.S.) in Kinesiology, designed to provide students with a strong disciplinary foundation and applied experiences.

1. *Curriculum Structure*

- Lower-division support courses in biology, chemistry, psychology, and statistics
- Upper-division Kinesiology core addressing historical, physiological, sociological, psychological, and biomechanical aspects of human movement
- Three concentrations:
    - Exercise Science (Pre-PT) – graduate study in physical therapy, physician assistant, athletic training, and related careers
    - Interdisciplinary (Pre-OT) – preparation for occupational therapy and allied health
    - Lifetime Physical Activity – Fitness & Wellness – careers in fitness, wellness, coaching/training, nursing, PE/Adapted PE teaching, and related fields

2. *Alignment with PLOs*

Core courses develop knowledge of kinesiology history, scientific foundations, and WSCUC Core Competencies (written/oral communication, critical thinking, quantitative Reasoning, and information literacy). Each of the PLOs is mapped onto the curriculum through sequenced coursework that builds from foundational understanding in the lower division to advanced application in upper-division core and concentration

courses. Concentrations allow students to apply disciplinary methods to specialized career pathways, particularly in pre-health fields such as physical therapy, occupational therapy, physician assistant programs, nursing, and athletic training. Laboratory courses emphasize evidence-based practice and critical evaluation of data, research experiences develop scholarly inquiry and information literacy, and community-based service-learning programs reinforce professional responsibility, ethical decision-making, and communication with diverse populations. Collectively, these elements ensure coherence across the curriculum and give students multiple opportunities to practice, integrate, and demonstrate mastery of the PLOs in applied contexts.

3. *Pedagogical Methods*

Faculty employ experiential learning, service-learning, and research mentorship, offering students multiple avenues to engage with kinesiology in both classroom and applied settings. Laboratory instruction, community engagement, and applied projects are deliberately woven into the curriculum to prepare students for future professional practice. These varied learning opportunities reinforce professional responsibility, ethical practice, and evidence-based application while ensuring that graduates are equipped with practical skills, critical thinking, and adaptability for diverse career paths.

D. Learning Experiences Beyond the Classroom

Learning beyond the classroom is integral to the program. Students participate in:

- **Seawolf Fit** – our national award-winning adaptive sports and wellness program serves children with disabilities and their families, integrated with KIN 427: Adaptive Physical Activity
    - Kinesiology Today (p.9-10) featuring 2024 AKA Student Group Community Impact Award
    - Video introduction
    - Fall 25 Newsletter
- **Walking Buddy Program** – pairs SSU students with older adults to promote physical activity and intergenerational health benefits
- **National Biomechanics Day** – outreach to local high schools introducing students to kinesiology science
    - Website
    - School of Science & Tech Newsletter in Fall 2023
- **Bike & Swim Camp** – adaptive cycling and swimming program for individuals with disabilities
    - Summer Bike-Swim Camp & Winter Bike Camp

- **Faculty-mentored research** – student presentations at campus symposia and national conferences, co-authored publications, and applied projects with community partners

These experiences directly support PLOs related to critical thinking, communication, professional responsibility, and application of disciplinary knowledge.

E. Contribution to and from Other Programs

The Kinesiology program contributes to General Education by offering activity and lecture-based courses accessible to non-majors, such as KIN 217, which fulfills Lower-Division GE Area B (now Area 5). Beyond GE, the program also supports other academic units: KIN 400 serves the Hutchins School and the Early Childhood Studies (ECS) program, KIN 427 and KIN 410 supports ECS and Human Development. In turn, the program depends on supporting coursework from biology, psychology, and other sciences to build a strong interdisciplinary foundation for majors. This reciprocal structure ensures coherence between kinesiology education and the broader university curriculum.

F. Progress Since Last Review

1. *Improve Laboratory Facilities*

- Recommendations from previous review
  - A 2018 review highlighted that the department's facilities and educational technology resources were outdated and inadequate.
  - Similarly, a 2013 external review compared SSU's resources to CSU standards and found Sonoma State's kinesiology facilities to be "in dire need of upkeep and expansion," yet little had changed.
  - Address the lack of space for student and faculty research.
  - Separate the biomechanics lab from the laundry room and sports medicine lab.
- Changes in response to the recommendations
  - In recent years, we have repurposed classroom spaces in the PE building to establish the Biomechanics Laboratory and the Golf & Motor Learning Laboratory. Both laboratories have been actively utilized for student-involved research and hands-on teaching activities. However, we lost two classroom spaces in the PE building in exchange for expanding our laboratory space.
  - The Biomechanics Laboratory was significantly enhanced with a one-time $115,000 grant from the university.

- The Golf & Motor Learning Laboratory was well-equipped through various research grants and funds donated to the MOPASA Lab. However, the lab is still sharing its entrance with the laundry room.
- Despite the addition of two new research laboratories, the department still lacks multi-purpose spaces that can be utilized as both a classroom and a teaching laboratory. The limited space in the existing research labs, much of which is occupied by equipment, continues to constrain the department's ability to expand lab section capacity for Kinesiology Core Courses.

2. *Increasing Faculty and Staffing*

- Recommendations from previous review
  - Hire at least one additional tenure-track faculty member to address workload concerns.
  - Provide more release time for faculty engaged in departmental work.
  - Improve RTP (Retention, Tenure, and Promotion) guidelines to support faculty development.
- Changes in response to the recommendations
  - Since the 2018 program review, we've lost five tenured faculty members and added only two tenure-track hires, resulting in a net loss of three. Despite previous recommendations to hire more to ease workload, staffing has declined.
  - While the last review recommended more release time, our understaffed department shares responsibilities collectively. Because our work is highly collaborative and requires everyone's participation, systematically allocating release time to individuals is not practical under our current circumstances. Ideally, the university would support an internative structure for allocating release time that takes the collaborative nature of our work into account.
  - We have significantly improved our RTP (Retention, Tenure, and Promotion) guidelines to better support faculty development.
  - The previous RTP criteria consisted of a brief two-page document lacking clear guidelines. To improve clarity and comprehensiveness, an updated eight-page RTP document was implemented in the 2023-2024 academic year, providing more detailed and structured guidelines.
- Overall, although our RTP document has been notably improved, we still face ongoing issues with faculty and staffing. This challenge limits our department's growth, despite its strong potential.

3. *Enhanced Curriculum and Course Offerings*

- Recommendations from previous review

- Continue curriculum revisions to address bottlenecks and align with professional trends.
  - Consider adding a comprehensive exam as a non-thesis option for graduate students.
- Implement stronger GPA requirements for specific concentrations.

- Changes in response to the recommendations
  - Discontinued Master's Degree program: The Master's Degree program in Kinesiology at Sonoma State University was discontinued due to limited faculty resources, which made it challenging to effectively support both undergraduate and graduate students. Additionally, faculty observed that graduate student engagement and commitment were inconsistent, leading to a strategic decision to focus on strengthening the undergraduate program and enhancing the quality of education and mentorship for these students.
  - Completed Major Curricular Revision: In response to evolving student needs and to better align with current faculty expertise, the department has undertaken a comprehensive curricular revision. The new curriculum will be implemented in Fall 2026, with existing students given the option to adopt the updated curriculum or continue with their current program.
  - Overall, the department has eliminated its M.A. program and substantially revised its curriculum

4. *Improve Advising and Student Support*

- Recommendations from previous review
  - Ensure all students declare a concentration early to receive appropriate advising.
  - Develop a multi-step plan to provide consistent and effective advising.
  - Implement group advising for freshmen and students without a declared concentration.
- Changes in response to the recommendations
  - Each semester, the department distributes a comprehensive advising newsletter along to all Kinesiology students via email
  - The SSU Kinesiology website offers multiple resources to help guide students toward the correct curricular pathways and informed academic choices.
  - Faculty offer group advising for freshmen and undeclared students.

5. *Strengthen Assessment and Program Evaluation*

- Recommendations from previous review
  - Develop and implement a formal assessment plan for PLOs.

- Create rubrics to measure student achievement and analyze results for curriculum adjustments.
- Increase the use of student learning outcomes and employer/alumni surveys for ongoing program improvement.

- Changes in response to the recommendations
  - Although faculty fully acknowledge the need for structured assessment and promotion of these efforts, no formal assessment plan for PLOs has been implemented to date.
  - Lack of progress is primarily due to critical understaffing and faculty bandwidth limitations. In addition, each faculty member has been working intensively to serve our students by delivering high-impact, research-driven learning opportunities:
    - 4 funded research projects active each academic year.
    - Student participation in the CSU Research Competition for five years in a row, representing Sonoma State University.
    - Student involvement in faculty-led research and peer-reviewed publications.
    - Robust service-learning and outreach programs include:
      - Seawolf Fit
      - National Biomechanics Day
      - Walking Buddy program
  - On-campus visits and workshops for local high school students (some of whom later apply to our program) as well as an elementary school career fair.
  - These efforts have significantly enhanced student engagement, academic achievement, and community interest in the Kinesiology program. However, there remains an ongoing need to more effectively promote these accomplishments both within the campus community and to external audiences.
  - **Therefore**, plans to develop a formal assessment strategy will be prioritized once sufficient staffing and time become available.

6. *Enhance Student Research and Experiential Learning*

- Recommendations from previous review
  - Increase opportunities for student involvement in research projects.
  - Provide additional resources and funding to support undergraduate research.
  - Expand hands-on learning opportunities through internships and community partnerships.

- Changes in response to the recommendations
    - Since the last program review in 2018, the Department of Kinesiology has made significant strides in enhancing student research opportunities and experiential learning. Each full-time faculty member has actively engaged undergraduate students in research and scholarship.
        - Until its discontinuance in Spring 2019, Dr. Bulent Sokmen served on three MA thesis committees that led to seven funded and one unfunded student-involved research projects that were presented at internal symposia. The projects also resulted in one peer reviewed journal publication and two internal refereed journal publications (McNair Scholars Research Journal, Sonoma State) with students.
        - Dr. YJ Ryuh has led six funded and two unfunded student-involved research projects since his arrival in Fall 2020. He guided students to eight internal poster presentations and four national presentations (two verbals by students). Out of twelve publications since Fall 2020, he has published one article, submitted one with student collaborators, and has three additional manuscripts in progress with other students.
        - Dr. Youngmin Chun has led three funded and one unfunded research project since his arrival in Fall 2021, mentored four internal and two external presentations, and is working on one manuscript with student co-authors.
        - Dr. Poram Choi, although serving in a lecturer role since 2022 Spring, has made a substantial contribution by leading three student-involved research projects and delivering three research presentations with students.
    - In addition to research, the department has expanded experiential learning through high-impact community-based programs, which provide hands-on experiences in real-world health and fitness contexts. These efforts have significantly enriched student learning, skill development, and professional preparedness.
        - Dr. Ryuh is newly appointed as a faculty fellow for the Center for Community Engagement starting in Fall 2025, and works on facilitating service-learning across the campus.
    - Overall, student-involved research and service-learning through community partnerships have become key strengths of our department.

7. *Maintain Community Engagement and Partnerships*

- Recommendations from previous review
    - Strengthen community-based health and wellness programs.
    - Enhance opportunities for students to engage with local organizations through internships and service-learning.

- Changes in response to the recommendations
  - Community engagement has become a core strength of our department, exemplified by the Seawolf Fit program. This adaptive sports and wellness initiative serves over 30 individuals with disabilities and their siblings, while also offering fitness and wellness sessions for their parents.
  - The program maintains active partnerships with local organizations such as Common Ground Society, Miracle League Baseball, North Bay Challenger Baseball League, Special Olympics of North Bay, United Cerebral Palsy of North Bay, and Becoming Independent.
  - Academically, Seawolf Fit is integrated into KIN 427: Adaptive Physical Activity as a required lab, where enrolled students serve as instructors. Additional leadership is provided by student volunteers known as the Seawolf Fit Crew.
  - Overall, Seawolf Fit is not only a high-impact community service but also an effective hands-on learning platform for students.

8. *Secure Additional Resources and Support*

- Recommendations from previous review
  - Advocate for increased budget allocation to support program needs.
  - Ensure adequate instructional support, including technology and staffing resources.
- Changes in response to the recommendations
  - Actively pursued external grants and internal funding opportunities to offset limited budget allocations.
  - Secured a one-time $115,000 grant to enhance the Biomechanics Laboratory.
  - Received a $50,000 T-Mobile Hometown Grant to expand the community walking trail with interactive health-promoting features.
  - These efforts demonstrate creativity and persistence in resource development but remain stop-gap solutions rather than long-term structural support.
  - Technology and staffing resources continue to lag behind CSU standards, with only one administrative coordinator and one instructional support technician supporting approximately 300 majors and multiple laboratories.
  - While faculty innovation has mitigated some gaps, sustainable progress requires increased institutional investment in budget, staffing, and instructional technology to fully support program needs. Faculty cannot indefinitely sustain the current level of scholarship and achievement under the growing workload burdens.

G. Anticipated Disciplinary/Program Changes (Next Five Years)

The department anticipates several key developments in the next five years.

1. Implementation of the revised curriculum (in Fall 2026)

The revised curriculum will provide students with clearer academic pathways that align with emerging workforce needs in healthcare, fitness, and wellness. This comprehensive revision ensures stronger integration of PLOs with coursework and concentrations, better preparing students for graduate programs and professional careers.

2. Expansion of community-based programs

The department expects continued expansion of community-based programs, with growth of flagship initiatives such as Seawolf Fit, Walking Buddy, and outreach events for local high schools such as National Biomechanics Day. Seawolf Fit now serves children of all abilities (including siblings without disabilities), parents, and older adults, and will continue to broaden its reach and quality of service. Walking Buddy, an emerging flagship program, pairs college students with local older adults and early research has demonstrated positive effects on self-perception, mental, social, and physical health. Supported by the T-Mobile Hometown Grant, the Walking Trail QR-code project will further enhance accessibility and enrich both Seawolf Fit and Walking Buddy programs. Together with initiatives involving local high school students such as National Biomechanics Day, these programs expand service-learning opportunities for students while positioning the department as a growing hub for community fitness and wellness that serves people of all ages and abilities.

3. Continuation of excellence in faculty-student research productivity

The faculty will continue to lead projects involving undergraduate students as collaborators, with students increasingly participating in local, CSU-wide, and national research conferences. The number of student co-authored publications is also expected to grow, further strengthening scholarly contributions and enhancing career readiness for graduates. With some faculty expected to achieve tenure, our active teacher-scholar faculty members will also be well-positioned to expand their scope by pursuing external grants, creating additional opportunities to engage and support student researchers.

4. Increased demand for faculty hires and staff support

There will be an increased demand for faculty hires and staff support. Additional tenure-line faculty are critical to alleviating advising loads and maintaining program quality. Likewise, more instructional and administrative staff are needed to manage labs, advising, and the growing portfolio of community-based programming. These hires will ensure sustainability of high-impact teaching, research, and community service.

5. *Facility modernization*

The department anticipates the need for facility modernization. Modernized, multipurpose instructional and research spaces are required to align with CSU system standards. Upgrades will allow the department to expand lab sections, integrate advanced technology, and provide cutting-edge experiential learning. This modernization is essential for sustaining competitive preparation of pre-health and kinesiology students.

These anticipated developments reflect the department's adaptability and responsiveness, while underscoring the urgent need for strategic investment to support students, faculty, and the region. In particular, the program is highly effective in preparing pre-health students who successfully transition into professional healthcare degrees such as physical therapy, occupational therapy, physician assistant programs, nursing, and athletic training.

II. Assessment

A. Curriculum Map

The Department of Kinesiology revised its PLOs as part of the curriculum revision initiated in Fall 2024. Since the revised curriculum is still pending official approval, this document includes two curriculum maps: the current version (Figure 1) and the proposed version (Figure 2). The revised PLOs are published on the Department website.

Program Learning Outcomes / Kinesiology Courses	Prereqs.		Support			Core						
	BIOL 110/115	CHEM 105/110/115A&B	MATH 165	BIOL 220	BIOL 224	KIN 201	KIN 301/315	KIN 317	KIN 405	KIN 410	KIN 450	KIN 460
1. Demonstrate knowledge of the history and broad content within the disciplines of kinesiology and the ability to synthesize concepts across disciplines.												
2. Demonstrate proficiency in the Core Competencies across the subareas of kinesiology through their academic work and practical application.												
3. Apply concepts, theories, and methods in kinesiology in professional and scholarly activities.												
4. Critically evaluate research and apply evidence-based practices to kinesiology related fields such as allied health, education, and therapeutic intervention.												
5. Demonstrate professional responsibility and ethical decision-making when applying knowledge of kinesiology.												
Student Learning Level		**Developing**				**Developed**				**Mastering**		

Developing: students are beginning to learn and building learning (understanding, practice, vocabulary)
Developed: Sound fundamentals and good concept (relationship between concepts)
Mastering: confident application and practice (critical evaluations and synthesis

Figure 1. Current Version of the Kinesiology Curriculum Map

Program Learning Outcomes / Kinesiology Courses	Support					Core						
								Pick One				
	KIN 101	MATH 165	KIN 201	BIOL 220	BIOL 224	KIN 242	KIN 301 WIC	KIN 315	KIN 402	KIN 405	KIN 410	KIN 460
1. Demonstrate knowledge of the history and broad content within the disciplines of kinesiology and the ability to synthesize concepts across disciplines.												
2. Demonstrate proficiency in the Core Competencies across the subareas of kinesiology through their academic work and practical application.												
3. Apply concepts, theories, and methods in kinesiology in professional and scholarly activities.												
4. Critically evaluate research and apply evidence-based practices to kinesiology related fields such as allied health, education, and therapeutic intervention.												
5. Demonstrate professional responsibility and ethical decision-making when applying knowledge of kinesiology.												
Student Learning Level		**Developing**				**Developed**				**Mastering**		

Developing: students are beginning to learn and building learning (understanding, practice, vocabulary)
Developed: Sound fundamentals and good concept (relationship between concepts)
Mastering: confident application and practice (critical evaluations and synthesis

Figure 2. Proposed version of the Kinesiology Curriculum Map

B. Integrating WSCUC Core Competencies

The Kinesiology PLO #2 - Demonstrate proficiency in the Core Competencies across the subareas of kinesiology through academic work and practical application - explicitly incorporates the WSCUC Core Competencies: written communication, oral communication, critical thinking, quantitative reasoning, and information literacy. All Kinesiology students are expected to demonstrate these competencies through their coursework and assignments, ensuring that they develop and apply essential skills within the context of the discipline.

As shown in the revised Kinesiology Curricular Map (Figure 2), WSCUC Core Competencies are systematically embedded across the curriculum and reinforced at multiple stages of student progression. For example, students begin developing these skills in KIN 201 – Foundations of Kinesiology and general education support courses such as MATH 165 and BIOL 220/224. They then refine and demonstrate competency in upper-division core courses, including KIN 301 WIC (Writing Intensive), KIN 315, KIN 402, KIN 405, KIN 410, and KIN 460.

C. Integrating PLOs and Curriculum Map into Student Experience

The Department of Kinesiology has continued to strengthen the integration of PLOs into the student experience. With the curriculum revision initiated in Fall 2024, faculty have worked to ensure that students view each course not as an isolated requirement, but as a purposeful step in building their knowledge and skills across the major. The revised curricular map (Figure 2) illustrates how PLOs are intentionally scaffolded across Support and Core courses, guiding students from developing-level performance to mastery by the time of graduation.

Faculty are embedding this alignment more directly into courses by revising departmental practices around syllabi. New syllabus templates are being designed to show how course-specific learning outcomes connect to the PLOs, enabling students to clearly recognize how their coursework supports broader program goals. Individual instructors continue to determine the specific learning experiences and assignments for their classes, but the transparent link to PLOs helps students understand expectations, take greater ownership of their learning, and see how the degree represents more than the accumulation of course units.

Students encounter PLOs in multiple contexts across the curriculum. Support courses allow them to begin developing Core Competencies, while Core courses require them to synthesize concepts across subareas of kinesiology, apply theories and methods, and integrate evidence-based practices. In this way, the curriculum ensures that students advance systematically from foundational learning to applied mastery.

This syllabus-based integration of course outcomes, PLOs, and the curriculum map serves as the foundation of the department's assessment plan. As the revised curriculum is implemented, assessment of student learning will be guided by this structure, ensuring that PLOs are consistently reinforced and that evidence of student achievement is systematically collected across the program.

D. Analysis of Student Learning

Since the last review, the Department of Kinesiology has not completed a formal Analysis of Student Learning. Faculty recognized the importance of assessment and took initial steps, including revising the department's mission and vision, redesigning the PLOs, and developing a curriculum map that clarifies where learning outcomes are

addressed. However, a significant reduction in tenure-line faculty left the department with limited capacity to move beyond these preliminary efforts.

With fewer faculty members, advising loads increased sharply, service commitments expanded, and instructional demands intensified. Under these circumstances, faculty efforts necessarily focused on sustaining course offerings, supporting students, and implementing major curricular revisions. While the intent to engage in systematic assessment was present, the department was unable to dedicate the time and resources required to fully carry out an analysis of student learning during this review period.

E. Curriculum Changes

Since the last program review, the curriculum of the Department of Kinesiology has undergone significant revisions in response to faculty changes and updates to the Graduation Writing Assessment Requirement (GWAR).[1] In Fall 2020, KIN 430 – Field Experiences was removed from the Core requirements. Beginning in 2023–24, the department also discontinued its impacted major status. Most recently, a comprehensive curriculum revision was implemented to adjust course requirements and numbering.

Previously, students could choose either KIN 301WIC – History & Philosophy of Human Movement or KIN 315 – Sociology of Sport to fulfill a Core requirement. Under the revised curriculum, KIN 301WIC is now required to meet GWAR, along with either KIN 315 or KIN 402 – Exercise Psychology. Several courses were also renumbered: KIN 305, KIN 350, and KIN 360 became KIN 405 – Motor Control and Learning, KIN 450 – Biomechanics, and KIN 460 – Physiology of Exercise, respectively.

Core requirements were further adjusted. KIN 450 – Biomechanics was moved from the Core to the Exercise Science concentration, while two courses were added to the Core: KIN 242 – Functional Anatomy and KIN 402 – Exercise Psychology. As noted above, KIN 402 may also substitute for KIN 315 under the revised requirements.

F. Assessment Plan

The department now views assessment as a priority for the coming review cycle and is committed to developing a sustainable process. With support from Academic Programs, school assessment coordinators, and the Faculty Center, the department will pursue the following next steps:

- Syllabi Alignment – Fully integrate PLOs into all course syllabi to make explicit how individual courses contribute to the overall educational pathway.
- Direct Assessment Instruments – Develop common assignments, rubrics, or exams in Core courses to directly measure student achievement of PLOs.

[1] The GWAR was waivered for students who started at Sonoma State University prior to Fall 2023.

- Indirect Assessment Instruments – Continue and refine the use of surveys with upper-division students and recent alumni to capture perceptions of learning, advising, and preparation for graduate study and careers.
- Assessment Cycle – Establish a multi-year cycle in which each PLO is systematically assessed, results are reviewed annually, and curricular or pedagogical changes are implemented based on findings.
- Faculty Engagement – Embed assessment practices into regular departmental operations, including faculty meetings and workload planning, so that assessment becomes a shared and sustainable responsibility.

Through these efforts, the department aims to move from planning to practice—building a culture of evidence, systematically evaluating student learning, and using results to guide continuous improvement. This work will ensure that by the next program review cycle, the Department of Kinesiology can provide clear evidence of student achievement across all PLOs.

III. Faculty

The Department of Kinesiology has experienced a reduction in full-time, tenure-line faculty, declining from six in 2020–21 to four in the current academic year. While the department lost four faculty members during this period—three to retirement and one who left academia—only two new tenure-line faculty were hired in 2019–20 and 2021–22, respectively. As of Spring 2025, the department is staffed by four tenure-line faculty members, consisting of two full professors and two assistant professors (Table 1).

The number of lecturers in the Department of Kinesiology fluctuated over the review period. In the 2019–2020 academic year, prior to the pandemic, the department offered 26 to 30 sections of PA courses taught by 10 to 11 of 16 lecturers. During the 2020–2021 academic year, however, the pandemic significantly reduced course offerings; only four PA course sections were taught online by three lecturers, resulting in a decline of more than 50% in the total number of lecturers compared to the previous year. While efforts were made in subsequent years to rebuild the lecturer pool and PA courses, the number has decreased to 12 as of Spring 2025 (Table 1).

Table 1. Number of Lecturers and Tenure-Line (Full-time) Faculty, and Full-time Faculty to Lecturer Ratio in the Department of Kinesiology

Academic Year	Semester	Lecturer	Tenure-line (Full-time) Faculty	Full-time Faculty to Lecturer Ratio
2019-2020	Fall	16	6	0.38
	Spring	15	6	0.40
2020-2021	Fall	6	6	1.00
	Spring	7	6	0.86
2021-2022	Fall	12	4	0.33
	Spring	15	4	0.27
2022-2023	Fall	12	4	0.33
	Spring	13	4	0.31
2023-2024	Fall	10	4	0.40
	Spring	11	4	0.36
2024-2025	Fall	9	4	0.44
	Spring	12	4	0.33

A. Demographic Information

As of Spring 2025, our full-time, tenure-line faculty are 25% women and 75% men. Two faculty members are Asian American (one woman, one man); one is Korean; and one is of Middle Eastern descent. Three are first-generation college graduates.

Kinesiology values diversity across all position types and, as a community of teaching scholars, we respect each other's expertise and backgrounds. Continued progress depends on the availability of new or newly created positions and on our sustained commitment to inclusion across ethnicity, race, gender, religion, disability, age, and sexual orientation.

B. Faculty Specialization and Alignment to Program Curriculum

The Department of Kinesiology's faculty expertise is closely aligned with the program's mission and vision, giving students a comprehensive and meaningful education. All tenure-line faculty hold doctoral degrees, joined by a lecturer with a doctoral degree and others with master's or bachelor's training. Faculty specialize in biomechanics, exercise physiology, motor control and learning, disability and physical activity, and the history, philosophy, and sociology of sport (Table 2). These areas reflect the multidisciplinary nature of kinesiology and support the department's goals of innovative teaching, active research, and service to the community. By combining classroom instruction with applied experiences, faculty prepare students to think critically, solve problems, and develop into professionals and leaders in the field.

Faculty expertise also connects directly to PLO. Biomechanics, exercise physiology, and motor control and learning emphasize quantitative reasoning, research application, and evidence-based practice, while adaptive physical activity, exercise psychology, and the socio-historical study of sport foster critical thinking, communication, and ethical decision-making. Core courses such as Sociology of Sport, Motor Control and Learning, Biomechanics, and Physiology of Exercise embody these specializations, giving students a strong foundation in human movement, injury prevention, and performance enhancement. Together, these experiences equip graduates with both the breadth and depth of knowledge needed to succeed in kinesiology.

Table 2. Specialized Area of Each Faculty Member in the Department of Kinesiology

Faculty Member	Specialization
Young Min Chun	Biomechanics
Lauren Morimoto	History, Philosophy, & Sociology of Sport
Yonjoong Ryuh	Motor control & learning, exercise psychology, and adaptive physical activity
Bulent Sokmen	Exercise Physiology

C. Assessment of Teaching Effectiveness

Assessment of teaching effectiveness in the Department of Kinesiology is aligned with school and university policies. All courses receive student evaluations each fall and spring. In addition, peer evaluation is required for reappointment, tenure, and promotion. Probationary tenure-line faculty complete one or two peer observations per year

depending on the review cycle—one observation in the first, third, and fifth probationary years and two observations in the remaining years. For major personnel actions (e.g., tenure and promotion), two peer evaluations are required in the review year. Together, these mechanisms foster a culture of reflective teaching and continuous improvement. This commitment to quality is reflected in recent recognition. In 2023–24, Dr. Young Min Chun was nominated for Sonoma State University's Excellence in Teaching Award.

D. Faculty Scholarship, Professional Practice & Development, and Service

1. Scholarly Activity

From Fall 2019 to Spring 2025, Kinesiology faculty have demonstrated strong productivity in research, publications, and external funding efforts. Collectively, faculty have published in leading journals such as *Research Quarterly for Exercise and Sport, Journal of Biomechanics, Journal of Applied Biomechanics, International Journal of Sports Physical Therapy, International Journal of Exercise Science, International Journal of Sport Psychology, Adapted Physical Activity Quarterly, The Physical Educator, and Quest*. Publications span biomechanics, exercise physiology, applied movement science, motor learning, exercise psychology, adaptive physical activity, and critical perspectives in kinesiology. For example, Dr. Morimoto published a 2024 article in *Quest* interrogating kinesiology through Højskole pedagogy and democratic practice, and contributed to edited volumes on feminist sport psychology. Dr. Sökmen co-authored research on resistance training and community health and has a forthcoming Exercise Physiology Laboratory Manual with McGraw Hill. Dr. Ryuh has authored twelve peer-reviewed journal articles, including one co-authored with an undergraduate student, and currently has four additional manuscripts under review, one of which is co-authored with a student. Dr. Chun published extensively in biomechanics, including a 2023 article in *Journal of Biomechanics* on sex differences in joint stiffness and multiple co-authored studies with undergraduate students.

Faculty regularly present their research at national and regional meetings, including the North American Society for the Psychology of Sport and Physical Activity (NASPSPA), North American Federation of Adapted Physical Activity (NAFAPA), Southwest Chapter of the American College of Sports Medicine (SWACSM), the National Association for Kinesiology in Higher Education (NAKHE), and Sonoma State's Research, Scholarship, and Creativity Symposium. Highlights include Dr. Morimoto's 2022 Common Read keynote at Sonoma State and her 2024 invited Praxis Lecture at NAKHE. Dr. Chun has regularly presented at SWACSM with students and co-mentored the CSU-wide Research Competition. Dr. Ryuh has mentored undergraduate students in presenting their work at national conferences, including two oral presentations and three poster presentations and NASPSPA and NAFAPA conferences. Every year, starting in 2021, he has also guided students in the CSU Research Competition, where his mentees have earned second-place awards twice.

Grant activity has been robust and increasingly competitive. Since 2019, faculty have secured over $120,000 in internal student research and Koret Scholars grants,

directly supporting undergraduate research mentoring. Dr. Ryuh was awarded the 2025 T-Mobile Hometown Grant ($50,000) as Principal Investigator, in collaboration with lecturer Dr. Poram Choi (Co-PI). He also serves as Co-PI on a NIRSA Research Grant proposal, *A Comparative Study of Campus Recreation Engagement and Inclusion Among Students With and Without Intellectual and Developmental Disabilities*, which is currently under review. Dr. Morimoto is Co-PI on two major AANHPI Chancellor's Office grants, totaling $1.5 million (2024–2030). These efforts reflect the department's growing capacity to secure external funding to support student engagement, scholarly activity, and community partnerships.

2. Professional Development

Faculty demonstrate an ongoing commitment to enhancing teaching and disciplinary expertise through professional development. Across the review period, Kinesiology faculty have engaged in Quality Learning and Teaching (QLT) programs, online pedagogy certifications, Canvas design workshops, equity-minded pedagogy trainings, and AI teaching innovation institutes. Dr. Chun and Dr. Ryuh completed multiple trainings in online pedagogy and equity-focused instruction, while Dr. Morimoto participated in the CSU Middle Leadership Academy (2023–24) and completed Mental Health First Aid certification (2021).

Faculty have also pursued disciplinary development. Dr. Ryuh completed the Golf Biomechanics Specialist Training Program, and Dr. Sökmen and Dr. Chun maintain certification as a Certified Strength and Conditioning Specialist (CSCS). Dr. Sokmen also serves as Associate Editor of the *Journal of Strength & Conditioning Research* and as a reviewer for leading journals and grant agencies. Faculty membership in professional organizations, such as the American College of Sports Medicine (ACSM), the National Strength and Conditioning Association (NSCA), American Society of Biomechanics (ASB), North American Society for the Psychology of Sport and Physical Activity (NASPSPA), and North American Federation of Adapted Physical Activity (NAFAPA), ensures strong disciplinary engagement and visibility. Collectively, these activities ensure that faculty remain current in pedagogy, leadership, and disciplinary expertise, directly benefiting students.

3. Service

Service contributions from Fall 2019 through Spring 2025 reflect the department's extensive engagement at every level of the university, profession, and community.

a. Departmental Service

Faculty have played key roles in curriculum revision, RTP criteria development, program review, and multiple tenure-track searches. As Chair, Dr. Morimoto has led a comprehensive curricular revision, overseen lab improvements by securing approximately $190,000 in funding, and coordinated departmental operations during the pandemic while maintaining enrollment. Dr. Chun and Dr. Ryuh have served on search

committees and led initiatives such as departmental website management and RTP revisions. The faculty also organizes annual outreach events including National Biomechanics Day, Seawolf Decision Day, Giving Day, Cinco de Mayo Roseland 5K and Health Fair, and Sheppard Elementary School Career Day.

b. School and University Service

Faculty contributions include Curriculum Committee, Professional Development Committee, RTP Committees, STB Elections Committee (Dr. Ryuh as a chair), Institutional Review Board (with Dr. Sökmen serving as Interim Chair in 2019), Scholarship Committee, University RTP Committee, and CPUSAC. Dr. Morimoto served as Chair of the Academic Senate (2021–23 and 2023–25), representing SSU in high-level governance and planning. Faculty also served on the University Budget Advisory Committee, Academic Master Plan Project, Title IX Implementation Team, and Commencement Planning Committee.

c. Professional and Community Service

Faculty extend their expertise beyond campus through professional leadership, reviewing manuscripts for journals such as *Quest, Fat Studies, Journal of Developmental and Physical Disabilities,* and *Journal of Strength & Conditioning Research.* Dr. Sökmen reviews grants for the NSCA and serves on editorial boards, while Dr. Ryuh and Dr. Chun have coordinated community-facing fitness and research outreach. Notably, Dr. Ryuh directs Seawolf Fit, an eight-week community fitness program that earned national recognition with the 2024 American Kinesiology Association (AKA) Student Group Community Impact Award. Dr. Morimoto has also provided significant community leadership as President of the Japanese American Citizens League, Sonoma Chapter (2019–2023) and co-chair of the AAPI Faculty & Staff Association.

Taken together, the scholarly productivity, professional development, and service contributions of Drs. Morimoto, Sökmen, Ryuh, Chun illustrate the Department of Kinesiology's breadth of expertise, national visibility, and deep commitment to both students and the community. Through securing competitive grants, mentoring undergraduate researchers, advancing equity-focused pedagogy, and sustaining extensive service at every level, the faculty collectively advance the department's mission and strengthen Sonoma State University's role as a center for teaching, research, and community engagement.

IV. Program Resources

A. The Faculty Human Resources

As of Spring 2025, the Department of Kinesiology includes four tenure-line faculty members and twelve lecturers. As noted in the "Faculty" chapter, the department has experienced a significant loss of tenure-line faculty over the review period. Despite a decline in overall enrollment, these losses have resulted in increased advising loads for the remaining faculty and reduced instructional capacity. This reduction in faculty capacity provides essential context for understanding the department's course offerings, instructional balance, and long-term program sustainability.

1. Analysis of Teaching

Building on this reduction in instructional capacity, it is important to consider how it has shaped course offerings. The Department of Kinesiology delivers a curriculum designed to prepare students for professional programs in Physical Therapy, Athletic Training, Occupational Therapy, Physician Assistant, and Nursing. Delivering this curriculum requires specialized faculty expertise across the broad fields of kinesiology. The department has also offered Physical Activity (PA) courses to make exercise and sport accessible to all Sonoma State students.

Despite these challenges, the department has maintained a student-faculty ratio (SFR) of over 21 (Table 3). This is consistently higher than the university average, which declined from 20 to 17[2] over the same period. The higher SFR in Kinesiology reflects sustained student demand for kinesiology courses and comparatively greater instructional workload within the department. Together, these trends highlight the resilience of the department in maintaining instructional quality, while also pointing to structural strains that affect teaching capacity.

A key measure of faculty resources is tenure density, defined as the proportion of instructional capacity provided by tenure-line faculty relative to the total instructional faculty FTEF. Systemwide CSU reports identify tenure density as a critical indicator of faculty stability, long-term program investment, and instructional quality.

From Fall 2019 to Spring 2025, tenure density in Kinesiology has fluctuated widely, ranging from 25.6% to 79.4%, but has been stable around 55% after the pandemic. In contrast, Sonoma State University's overall tenure density has steadily increased during this period, widening the gap between the department and the campus average.[1]

Low tenure density means that a greater share of instruction has been provided by lecturers rather than tenure-line faculty. While our lecturers are highly qualified and

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[2] California State University, Fullerton. Office of Institutional Research and Analytical Studies. (2023). *CSU tenure density and student–faculty ratio trends, 2013–2022* [PDF]. California State University, Fullerton.

committed educators, reliance on non-tenure-line instruction has important implications for teaching:

- Curriculum continuity: Tenure-line faculty are essential to sustaining consistent course offerings over time. Low tenure density creates vulnerability in maintaining course coverage, especially for specialized or advanced classes.
- Instructional quality assurance: Tenure-line faculty play a central role in developing, revising, and assessing curriculum. With fewer tenure-line faculty, it becomes more difficult to ensure that instructional practices remain aligned with program goals and accreditation standards.
- Program capacity: Greater reliance on lecturers limits flexibility in offering high-demand or specialized courses, as lecturer availability may vary from year to year.

In summary, while the Department has maintained strong student learning outcomes, the relatively low and unstable tenure density underscores ongoing challenges in sustaining consistent teaching capacity and ensuring long-term instructional quality.

Table 3. Estimated Full-Time Equivalent Faculty (FTEF), Full-Time Equivalent Students (FTES), Student Faculty Ratio (SFR), and Tenure Density

Academic Year	Semester	# of Lecturer	# of Tenure-line Faculty	FTEF			FTES	SFR	Tenure Density
				Lecturer	Tenure-line Faculty	Total			
2019-2020*	Fall	27	6	13.85	4.76	18.61	216.2	11.6	25.6%
	Spring	26	6	11.55	5.23	16.78	239.6	14.3	31.2%
2020-2021	Fall	6	6	1.32	5.08	6.40	191.8	30.0	79.4%
	Spring	7	6	2.10	4.92	7.02	161.6	23.0	70.1%
2021-2022	Fall	12	4	3.99	3.08	7.07	163.8	23.2	43.6%
	Spring	14	4	4.11	2.95	7.06	144.3	20.4	41.8%
2022-2023	Fall	12	4	3.15	3.50	6.65	142.2	21.4	52.6%
	Spring	13	4	3.58	3.50	7.08	149.2	21.1	49.4%
2023-2024	Fall	10	4	2.63	3.50	6.13	134.2	21.9	57.1%
	Spring	11	4	3.12	3.50	6.62	135.8	20.5	52.9%
2024-2025	Fall	9	4	2.63	2.92	5.55	125.4	22.6	52.6%
	Spring	10	4	2.71	3.50	6.21	131.8	21.2	56.3%

** The Full-Time Equivalent Faculty (FTEF) and Full-Time Equivalent Students (FTES) in the 2019–20 academic year were overestimated due to intercollegiate athletic team courses being offered under the Department of Kinesiology.*
*** Lecturer FTEF in 2019–20 includes coaching assignments (9.2 in Fall and 7.2 in Spring), which contributed to an abnormally low Student-Faculty Ratio (SFR) and tenure density.*
**** FTEF data were extracted from the Faculty Assignments by Department (FAD) report.*

2. Analysis of Advising

Advising is a central component of student success in the Department of Kinesiology, particularly given that many majors plan to pursue competitive post-graduate programs such as Physical Therapy, Athletic Training, Occupational Therapy, Physician Assistant studies, and Nursing.

As of Spring 2025, the department currently has **294** majors advised by only four tenure-line faculty members. This creates an unusually high advising load, with each faculty member responsible for approximately 70–75 students (Table 4). Even as overall enrollment has declined, the ratio of students to advisors has remained disproportionately high due to the reduction in tenure-line faculty.

Table 4. Number of Tenure-Line Faculty, Students, and Student-Faculty Ratio (SFR) for Advising

Academic Year	# of Tenure-line (Full-time) Faculty	# of Students	Student-Faculty Ratio for Advising
2020-2021	6	358	59.7
2021-2022	4	343	85.8
2022-2023	4	298	74.5
2023-2024	4	292	73.0
2024-2025	4	294	73.5

* The Student–Faculty Ratio for advising is calculated by dividing the total number of students by the number of tenure-line faculty.

Many kinesiology students must plan highly specific prerequisite sequences tailored to their chosen post-graduate pathway. This level of guidance requires sustained attention from tenure-line faculty who understand the nuances of each professional track. Although students have access to general advising through the university's Advising Center, only faculty advisors within the discipline can provide the detailed and accurate program-specific advising needed to prepare students for graduate school and competitive health professions.

As part of their early major requirements, students take KIN 201 Foundations of Kinesiology, a course that introduces the discipline through lectures by the instructor and guest presentations from many industry professionals, along with discussions on potential career pathways. While this course provides an important foundation for career exploration, it cannot substitute for the individualized, program-specific advising students need as they progress through the major.

To sustain student success and fully support their preparation for post-graduate programs, the Department of Kinesiology urgently needs additional tenure-line faculty. This investment would ensure that students not only receive general guidance, but also the specialized, career-focused advising necessary for their long-term success.

3. Analysis of Other Student Supports

In addition to advising, tenure-line faculty play a vital role in supporting students through research and other high-impact practices. These experiences extend learning beyond the classroom and prepare students for advanced study and professional success.

Currently, three of the four tenure-line faculty members have led their own research teams, actively involving undergraduates in scholarly work. These opportunities provide students with hands-on research training, mentorship, and professional development that directly strengthen graduate school applications and career preparation.

The department's capacity to sustain such opportunities, however, is closely tied to tenure density. With fewer tenure-line faculty, the ability to expand or even maintain these student supports becomes increasingly difficult.

Despite these challenges, the department has demonstrated strong commitment to enriching the student experience through faculty-led research, mentoring, and professional engagement. Continued investment in tenure-line faculty is critical to sustaining these supports and ensuring students have access to meaningful opportunities that prepare them for their future careers.

B. Library, Information, And Technology Resources

The Sonoma State University Library provides essential support for Kinesiology students by ensuring access to the resources and technologies necessary for academic success.

- **Course Textbooks and Reserves**: The library maintains a collection of all required Kinesiology major textbooks on course reserve, reducing financial barriers for students and ensuring equitable access to learning materials.
- **Technology Lending**: Students may borrow laptops, tablets, and other devices for short- or long-term use, allowing them to fully participate in coursework and research regardless of personal access to technology.
- **Research Resources**: The library provides extensive access to electronic databases, journals, and e-books relevant to kinesiology, exercise science, and the health sciences. These resources allow students to engage with current research and evidence-based practices in their field.
- **Instruction and Support**: Librarians offer information literacy workshops, research consultations, and online guides tailored to student needs. These services support Kinesiology students in developing critical research skills that are vital for their academic careers and preparation for graduate study.
- **Collaborative Spaces**: The library provides individual and group study areas, including technology-enabled collaboration rooms that are frequently used by Kinesiology students for projects and peer learning.

While the library provides essential academic resources, the department's own technology resources remain limited. Kinesiology, as a discipline, requires specialized equipment to measure human movement and performance, particularly in laboratory sections of the core and concentration requirements. Although the department has improved its laboratory equipment during the review period, additional investment is needed to enhance hands-on learning. For example, the recently developed Functional Anatomy course focuses on the musculoskeletal system and its role in movement. Learning in this area would be significantly strengthened by technologies such as virtual dissection tables, Virtual and Augmented Reality (VR/AR), and 3D anatomy atlases.

In addition to acquiring new technologies, the department must also address maintenance and replacement of existing equipment. Several outdated PCs in the Exercise Physiology Laboratory are still used to operate older equipment; however, internet access is not permitted by IT due to the unsupported operating systems. Similarly, the cycle ergometer, used for both coursework and research, relies on software that is no longer compatible with modern computers. Without regular investment in updated hardware and software, the department risks losing the capacity to provide students with applied, research-based learning experiences.

Importantly, investment in new and updated technologies directly supports student outcomes. Access to modern laboratory tools not only strengthens classroom learning but also prepares students for graduate programs and careers in allied health, exercise science, and human performance. Hands-on experience with current technologies allows students to build the practical skills and professional competencies that are expected in their future fields.

C. Instructional Space And Facilities

Until Spring 2025, the Department of Kinesiology shared the Physical Education (PE) Building (Gymnasium) with the Department of Athletics. The building offers very limited classroom space. At present, the only designated classroom is PE 33, which seats 30 students and is equipped with a single ceiling-mounted projector and PC. Historically, the department had access to two classrooms, PE 33 and PE 38, but PE 38 was converted into the Biomechanics Laboratory after it was determined that the department had the most outdated biomechanics facility among Kinesiology programs in the CSU system.

The instructional technology in PE 33 has also been reduced over time. The classroom originally had three projectors, but these were removed during a campus-wide classroom standardization in Spring 2022. Only one projector and a PC were reinstalled, which aligned the space with campus standards but reduced the instructional flexibility that previously supported multiple viewing angles for demonstrations and active-learning activities. Because of this shortage of dedicated classrooms, the department has also relied on PE 15, a conference room primarily intended for department meetings and events, to accommodate additional classes.

The department maintains three research laboratories: Biomechanics (PE 38), Exercise Physiology (PE 37), and Golf & Motor Learning Laboratory (PE 44). These laboratories also serve as instructional spaces for courses such as KIN 450 – Biomechanics and KIN 460 – Physiology of Exercise. However, their classroom functionality is limited by the lack of adequate seating, desks, and projection equipment. In some cases, classes must use classrooms in other buildings, but moving between these spaces for lecture and lab portions leads to significant time loss and reduces the effectiveness of instruction.

For physical activity (PA) courses and other laboratory-based activities, the department utilizes the Main Gym (PE 8), Weight Room (PE 6), and Field House (PE 101). These spaces provide sufficient floor area to accommodate large groups of students. However, depending on the course—for example, KIN 405 Motor Control and Learning, currently held in the gymnasium (PE 8), where the department must set up projectors and chairs for each lab (which lacks tables), or KIN 242 Functional Anatomy, conducted in the weight room (PE 6) without tables or chairs for students—instructional effectiveness is limited. Faculty and students would greatly benefit from a dedicated teaching laboratory designed to integrate structured instruction with active, hands-on learning.

In addition to classrooms and laboratories, the department's facilities include:

- Faculty offices: Each tenure-line faculty member has an individual office in the PE Building.
- General office space: PE 14 houses a shared administrative office.

Overall, while the department has access to a range of teaching and research spaces, current facilities remain fragmented, undersized, and inconsistently equipped with technology. Expanded classroom capacity, updated laboratory infrastructure, and more consistent instructional technology are critical to supporting high-quality teaching, research, and student learning. Although Athletics has been discontinued (with the possibility of revival under discussion), their absence has led to increased use of PE facilities by club sports. For example, club sports—previously unable to access PE 6 while Athletics operated—have begun utilizing this space, creating ongoing pressures on facility availability even in the absence of Athletics.

D. Staff Support

The Department of Kinesiology has one instructional support technician for setting up PA classrooms and one administrative coordinator.

E. Operational budget needs and trends

The Department of Kinesiology's most pressing operational need is the investment in additional tenure-line faculty. Over the review period, the department has experienced a decline in the number of tenure-line faculty while continuing to serve a large student population. As of Spring 2025, four tenure-line faculty members are

responsible for both instruction and the advising of approximately 294 majors, resulting in an advising load of 70–75 students per faculty member.

Hiring an additional tenure-line faculty member is critical to sustaining the high-quality education that students expect and deserve. Equally important, it would help address the department's consistently low tenure density relative to the campus average. Increasing tenure-line capacity would strengthen program stability, broaden instructional expertise across the discipline, and reduce reliance on lecturers. It would also help alleviate the heavy advising demands currently placed on the existing faculty. This is particularly significant for Kinesiology majors, who often pursue competitive post-graduate programs such as Physical Therapy, Athletic Training, Occupational Therapy, Physician Assistant studies, and Nursing—programs that require highly specific, program-based advising to ensure students meet prerequisite requirements.

Without additional tenure-line faculty, the department will continue to face ongoing challenges in balancing teaching, advising, and broader program responsibilities. Strategic investment in tenure-line hiring will directly support student success, improve faculty workload balance, and ensure the long-term sustainability of the program.

V. Student Success

A. Program Enrollments

New admissions in the Department of Kinesiology have increased significantly, rising from 57 students in the 2019–20 academic year to 106 students in the 2024–25 academic year. While First-Time First-Year (FTFY) admissions have remained relatively stable, the sharp increase in transfer student admissions, from 17 to 56 during this period, has driven the overall growth (Figure 3a). Although total enrollment declined during the review period due to a higher proportion of graduating students relative to new admissions (Figure 3b), the recent increase in transfer students has helped slow this trend and may position the department for future recovery if sustained.

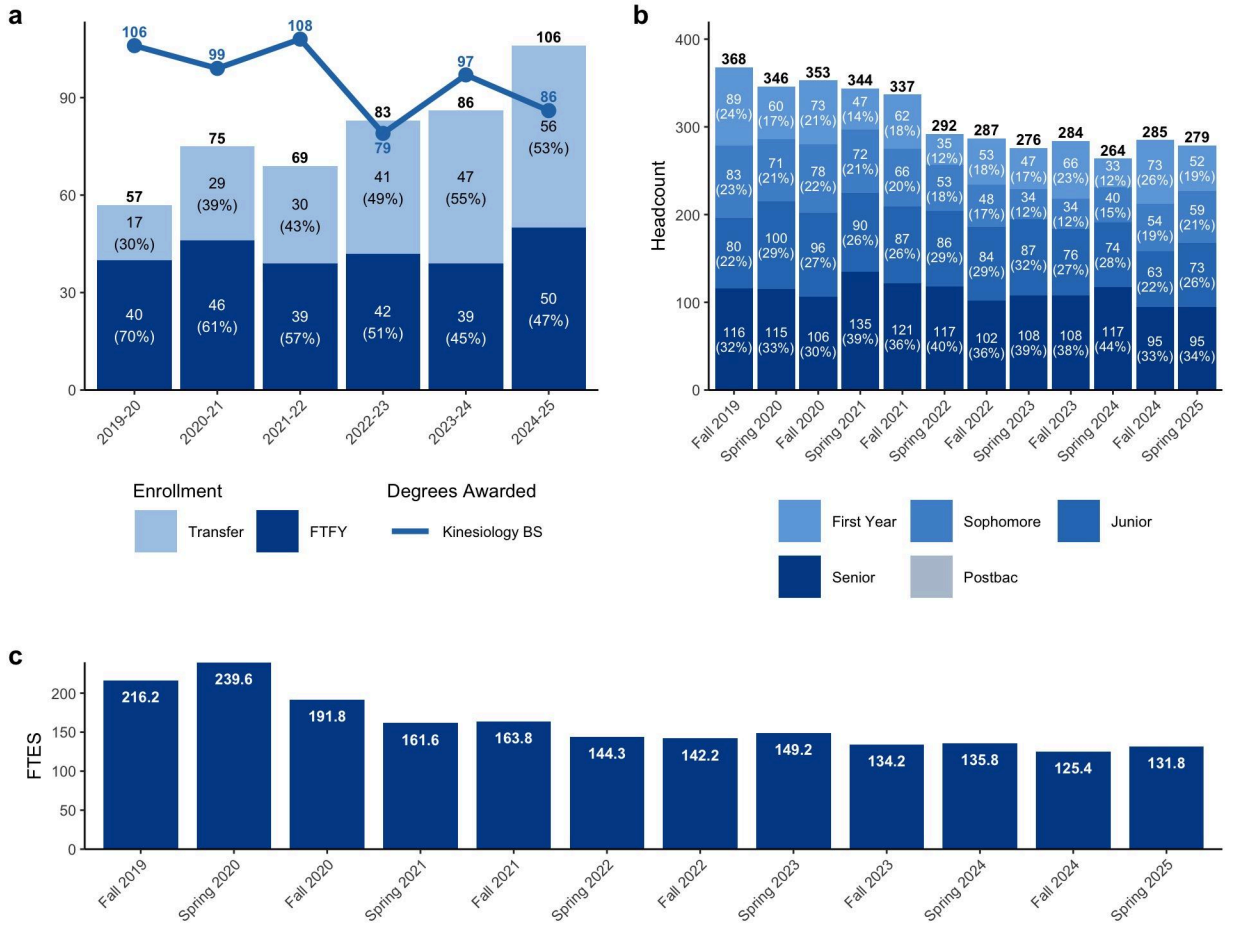

Figure 3. (a) Enrollment of Kinesiology Majors by First-Time First-Year (FTFY) and Transfer Student with Kinesiology Degrees Awarded for each academic year, (b) Headcount of Kinesiology Majors by Academic Levels, and (c) Full-Time Equivalent Students (FTES) from Fall 2019 to Spring 2025

The discontinuation of the Kinesiology program impaction in 2023–24 is also assumed to have supported this growth. Overall, from Fall 2019 to Spring 2025, the department experienced a reduction of 89 majors (a 24.2% decrease), which is notably

smaller than the university-wide decline from 8,649 to 5,585 students (a 35.4% decrease).

In response to the declining number of Kinesiology majors with stable FTFY admission and increased transfer student admissions, there has been a noticeable shift in the distribution of students across academic levels. Specifically, the numbers of juniors and seniors have remained consistent, while the numbers of freshmen and sophomores have decreased (Figure 3b).

In response to the decline in the number of Kinesiology majors, the department's Full-Time Equivalent Students (FTES) also decreased over the review period. In 2019–20, FTES was 216.2 in fall and 239.6 in spring, but it dropped sharply to 191.8 and 161.6 in the following academic year (Figure 3c), despite a modest increase of seven students in total headcount from Spring 2020 to Fall 2020 (Figure 3b). This decline is largely explained by the discontinuation of intercollegiate sport team courses offered under Kinesiology beginning in 2020–21 as mentioned in Table 3. In addition, the COVID-19 pandemic substantially reduced the number of PA course offerings: the department offered 26 and 30 sections in Fall 2019 and Spring 2020, but only 4 sections each in Fall 2020 and Spring 2021. Because FTES is calculated as the total student credit units divided by 15, the sharp reduction in course sections was likely to impact FTES directly. Following this disruption, FTES continued to decline in line with overall enrollment trends (Figures 3b & 3c).

The Department of Kinesiology offers three distinct concentrations: Exercise Science, Interdisciplinary, and Lifetime Physical Activity (LPA). Throughout the review period, student enrollment across these concentrations has remained consistently proportional. As of Spring 2025, more than half of Kinesiology majors selected the Exercise Science concentration, while 28% enrolled in the LPA concentration and 12% in the Interdisciplinary concentration (Figure 4).

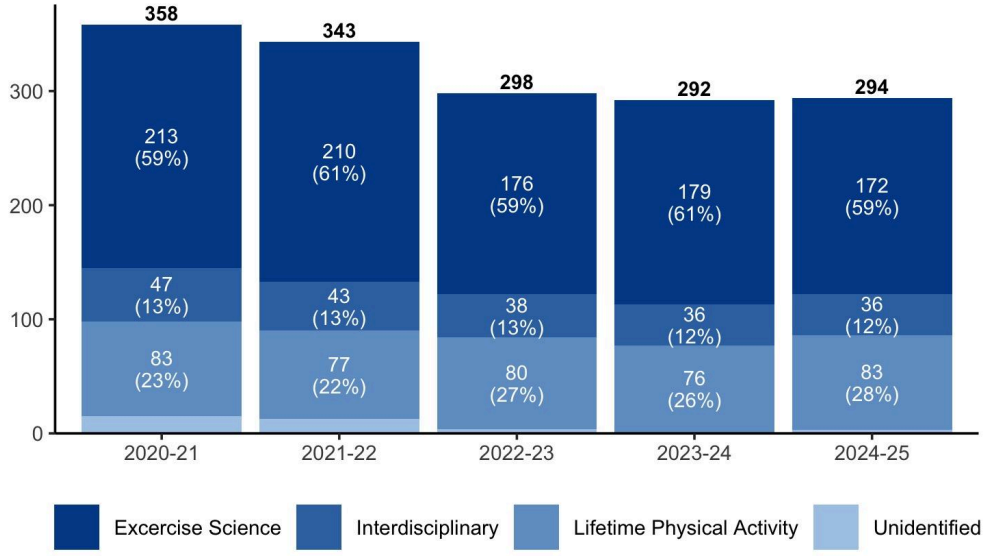

Figure 4. Distribution of Kinesiology Majors by Concentration. The total enrollment shown in this figure includes all students majoring in Kinesiology, regardless of whether it was their primary or secondary (double) major. As a result, the total is slightly higher than in Figure 1b, which reflects only primary majors.

B. Degrees Awarded In The Program

In the previous self-study, the department set a goal of maintaining approximately 400 majors and graduating 100 students per academic year. While the target number of majors was not reached, the number of graduates has consistently exceeded the goal (Table 5). A total of 575 Kinesiology majors conferred Bachelor of Science degrees and one completed a post-baccalaureate program over the current review period. Of these, 55.5% were in the Exercise Science concentration, 16.8% in the Interdisciplinary concentration, and 27.5% in the Lifetime Physical Activity concentration.

Table 5. Number of Degrees Awarded by Concentration

Academic Year	Ex. Sci.	INTD	LPA	Post-bacc	Total
2019-20	60 (56.6%)	19 (17.9%)	27 (25.5%)	0 (0.0%)	106 (100.0%)
2020-21	55 (55.6%)	19 (19.2%)	25 (25.3%)	0 (0.0%)	99 (100.0%)
2021-22	63 (58.3%)	19 (17.6%)	26 (24.1%)	0 (0.0%)	108 (100.0%)
2022-23	42 (51.2%)	13 (15.9%)	24 (31.7%)	1 (1.2%)	80 (100.0%)
2023-24	57 (58.8%)	16 (16.5%)	24 (24.7%)	0 (0.0%)	97 (100.0%)
2024-25	44 (51.2%)	11 (12.8%)	31 (36.0%)	0 (0.0%)	86 (100.0%)
Total	**321 (55.5%)**	**97 (16.8%)**	**159 (27.5%)**	**1 (0.2%)**	**576 (100.0%)**

** Ex. Sci.: Exercise Science; INTD: Interdisciplinary; LPA: Lifetime Physical Activity*

C. Student Demographic Information

Nearly all Kinesiology majors are California residents (upper-left chart of Figure 5a). In the previous review, approximately 20% of majors were local students from the North Bay Area, including Sonoma, Marin, Solano, and Napa counties. Comparable residency data are not available for the current review period, but patterns in new admissions suggest that the proportion of local students has likely increased. The number of new local students declined sharply in 2020–21 but was offset by growth in admissions from outside the North Bay Area (Figure 6). Since then, local student numbers have rebounded alongside the overall increase in new admissions.

Historically, the Department of Kinesiology has enrolled more female than male students. Approximately 70% of majors were female through Spring 2022, a proportion consistent with the previous program review (the upper-left chart of Figure 5a). Since then, however, the percentage of female students has steadily declined, reaching about 50% by Spring 2025. Currently, 145 female students are enrolled in the program.

The proportion of Underrepresented Minority (URM) students in Kinesiology rose to 53% by Spring 2023 but has since declined to 47%, aligning with the overall university level (bottom-right chart of Figure 5a). The proportion of First-Generation college students has remained relatively stable, aside from a temporary decline in Fall 2023. As of Spring 2025, 26% of Kinesiology majors identify as First-Generation college students, which is slightly below the university average of 30.9% (bottom-left chart of Figure 5a).

Compared to the previous review, the racial and ethnic composition of Kinesiology majors has shifted slightly. Hispanic/Latinx students, who previously represented the second-largest group, are now the largest population within the major. Overall, racial and ethnic proportions have remained relatively stable throughout the review period. As of Spring 2025, the department includes 115 Hispanic/Latinx, 104 White, 19 Asian, 18 students of two or more races, 11 Black or African American, 1 American Indian or Alaska Native, and 3 Native Hawaiian students (Figure 5b).

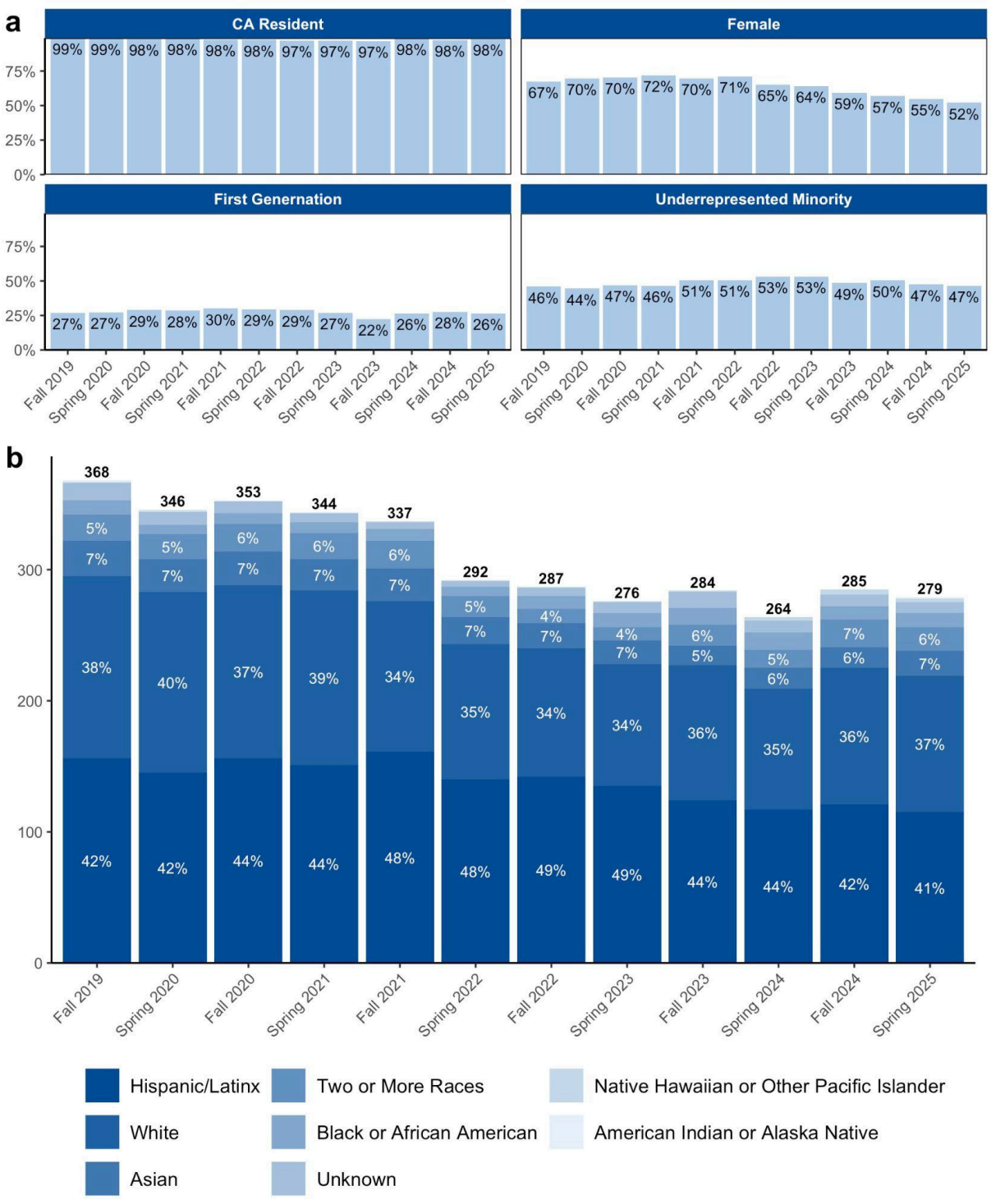

Figure 5. a) Bar charts showing the proportion of Kinesiology students by selected characteristics: California residency, Female, first-generation college status, and underrepresented minority status (upper-left to upper-right, then lower-left to lower-right); b) Stacked bar chart showing the distribution of Kinesiology students by race/ethnicity.

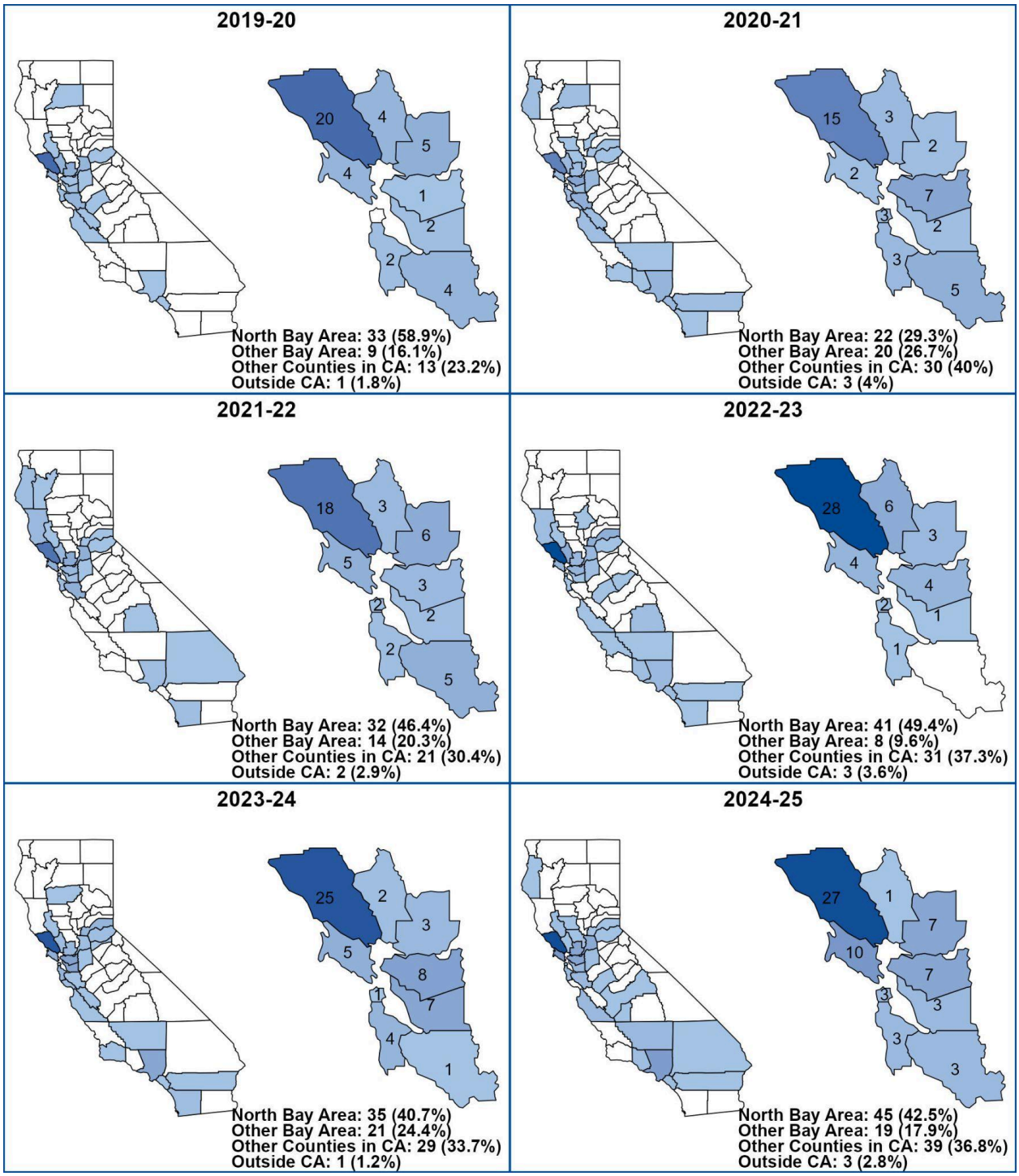

Figure 6. Geographic Distribution of New Kinesiology Admissions by County, 2019–20 through 2024–25. Maps illustrate the number of newly admitted students by county of residence in California, with totals for the North Bay Area, Other Bay Area, Other counties in California, and out-of-state students indicated for each academic year.

D. Student Feedback & Alumni Achievement

The Department of Kinesiology administered surveys to current students and alumni to gather feedback on the program and alumni outcomes. Surveys were distributed to 290 current students and 715 alumni from the classes of 2019–2024. We received responses from 55 students (18.9%) and 68 alumni (9.5%). Partial responses were retained even though the survey was not completed. The full survey reports are available in Appendix A. Survey Results - Current Students and Appendix B. Survey Results - Alumni.

1. Student Feedback

After excluding eight responses that did not answer any questions, a total of 47 valid responses were included in the initial analysis: 23 seniors (48.9%), 14 juniors (29.8%), 6 sophomores (12.8%), and 4 freshmen (8.5%). The major reasons for choosing Kinesiology were for career goals (31.1%) and interest in the subject matter (25.5%). Overall, approximately 85% of students answered that they are satisfied with their decision to join the Department of Kinesiology (48.9% of extremely satisfied and 36.2% of somewhat satisfied).

a. Advising

A total of 78.3% of respondents reported meeting with their academic advisor, and 93.9% indicated that the faculty and staff of the Department of Kinesiology are supportive. Academic advising most frequently focused on course scheduling (44.9%), followed by career pathways (18.8%) and graduate school preparation (14.5%). When asked about the most helpful advising support, respondents most often cited course scheduling (49.2%), followed by guidance on graduate school (14.8%) and research opportunities (13.1%).

Nearly 85% of respondents reported being satisfied with their advising experience, with 48.5% saying they were somewhat satisfied and 36.4% saying they were extremely satisfied. However, some students expressed concerns about the limited availability of advising appointments. Suggestions for improvement included having more appointment times during the week, adding more advisors, and offering regular check-ins each semester. One student noted, "*I would like to see more hands to help our professors. There are only a few professors with hundreds of Kin students, and I believe our professors need more support.*" These responses highlight the need for additional faculty and advising resources to continue providing strong academic support for Kinesiology students.

b. Kinesiology Coursework

As shown in Table 6, more than 80% of Kinesiology majors reported being satisfied with the overall quality of their coursework. Many students shared that their classes have greatly enriched their learning and career preparation by providing both practical skills and meaningful insights into future career paths. Several noted that certain courses not only expanded their knowledge but also inspired a genuine enthusiasm to take them again. Others highlighted how courses such as KIN 426 -

Individualized Assessment and Program Design and KIN 427 - Adaptive Physical Activity: Theory to Practice offered valuable, hands-on experiences directly applicable to careers in occupational therapy and adaptive physical activity. Students also appreciated opportunities to connect classroom learning with real-world applications, pointing to guest speakers, career exploration activities, and well-organized, engaging instruction as factors that helped them discover new interests, clarify their career goals, and build the confidence to achieve them.

Table 6. Student responses to the question, "How would you rate the quality of Kinesiology coursework?"

	Extremely satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Extremely dissatisfied
Effectiveness of Faculty Instruction	16 (51.6%)	7 (22.6%)	6 (19.4%)	2 (6.5%)	0 (0%)
Preparedness for Career or Graduate Studies	15 (48.4%)	8 (25.8%)	5 (16.1%)	3 (9.7%)	0 (0%)
Overall Quality of Coursework	14 (45.2%)	12 (38.7%)	5 (16.1%)	0 (0%)	0 (0%)

c. Physical Activity (PA) Courses

Only 61.3% of respondents reported having taken physical activity (PA) courses. Although PA courses are not currently required, this participation rate is relatively low given their relevance to Kinesiology majors and the study of human movement. One student highlighted the value of these courses, noting their direct connection to core Kinesiology coursework: "... *I am also able to apply what I learned in KIN 350 and 360, which helps me to remember it.*"

When asked about areas for improvement, students most commonly suggested upgrading equipment (46.2%), expanding course offerings (15.4%), and enhancing facilities (15.4%). Overall, students expressed satisfaction with PA courses, particularly with respect to course structure and organization, instructor knowledge and effectiveness, opportunities to develop skills, and facility accessibility and maintenance. The most consistent concern raised was the condition of the equipment.

d. Laboratory Section

The Department of Kinesiology offers several core courses with laboratory components, including KIN 242 – Principles of Musculoskeletal Injuries, KIN 405 – Motor Control and Learning, KIN 450 – Biomechanics, and KIN 460 – Physiology of Exercise. Overall, students reported a high level of satisfaction with the laboratory sections (Table 7), emphasizing their value in reinforcing course content through practical application. While the majority of respondents viewed the labs positively, a small number expressed areas of dissatisfaction, suggesting opportunities for refinement and enhancement of the learning experience.

Students consistently emphasized that the most beneficial aspect of laboratory sections is the opportunity for hands-on learning and active engagement with course material. Many respondents noted that applying theoretical concepts from lecture in a practical setting enhanced their understanding and retention of the material. Access to specialized equipment, such as EKG, VO_2, and electrode systems, was seen as particularly valuable for connecting classroom learning to real-world applications in kinesiology and related careers. In addition, students appreciated the collaborative nature of the labs, where working with peers and receiving direct guidance from instructors fostered a supportive and interactive learning environment.

Table 7. Student responses to the question, "How would you rate the laboratory section(s)?"

	Extremely satisfied	Somewhat satisfied	Neither satisfied nor dissatisfied	Somewhat dissatisfied	Extremely dissatisfied
Relevance of lab activities to the course contents	13 (50%)	12 (46.2%)	0 (0%)	1 (3.8%)	0 (0%)
Enhancement of your understanding of key concepts	12 (46.2%)	12 (46.2%)	1 (3.8%)	1 (3.8%)	0 (0%)
Lab structure and organization	14 (53.8%)	10 (38.5%)	1 (3.8%)	1 (3.8%)	0 (0%)
Instructors' assistance for your learning	14 (53.8%)	10 (38.5%)	0 (0%)	1 (3.8%)	1 (3.8%)
Lab equipment and resources	12 (46.2%)	11 (42.3%)	2 (7.7%)	1 (3.8%)	0 (0%)
Opportunities for hands-on learning	16 (61.5%)	9 (34.6%)	1 (3.8%)	0 (0%)	0 (0%)
Lab Space	16 (61.5%)	9 (34.6%)	1 (3.8%)	0 (0%)	0 (0%)
Overall	15 (57.7%)	9 (34.6%)	1 (3.8%)	0 (0%)	1 (3.8%)

At the same time, students identified several areas where the laboratory experience could be strengthened. A common theme involved the need for updated or additional equipment to ensure smooth operation and minimize disruptions during activities. Some respondents expressed interest in having more structured lab groups, extended time to complete activities, and better alignment between lecture content and lab material. Suggestions also included improvements to the physical learning environment, such as cleaner and more spacious facilities, as well as more flexible use of the allotted lab time. Collectively, these responses highlight the strengths of the lab sections in promoting experiential and applied learning, while also pointing to opportunities for investment in resources, scheduling, and instructional coordination to further enhance student outcomes.

e. Extracurricular Experiences

The Department of Kinesiology faculty have actively involved undergraduates in research and supported them in presenting at campus symposia and regional conferences. In our recent survey, 44.4% of respondents reported participating in research and were satisfied with their experience. Among these students, 75% said that research involvement helped them refine career goals and future academic interests. Students most often highlighted close collaboration with faculty and peers; practical skill building in literature review, study design, data collection and analysis, and presentation; exposure to new equipment and methods; and seeing the full research cycle—from IRB approval to project execution and dissemination. Many also valued small, team-based projects that developed leadership, professional connections, and a sense of contributing to new knowledge.

Faculty have also led service-learning and community engagement. Two flagship programs are Seawolf Fit, which offers adapted physical activity for community members with disabilities, and National Biomechanics Day, which provides hands-on biomechanics activities for local high school students. In the survey, 15 students (55.5% of respondents) reported participating in these experiences and expressed high satisfaction. Students emphasized giving back to the community, working directly with children, peers, and clients, and applying course concepts in real settings. They reported growth in instructional skills (for example, adapting activities to individual needs), stronger professional networks, and deeper exploration of subfields such as adapted physical activity. Many described these experiences as intrinsically rewarding and noted that Seawolf Fit's comprehensive design and mentorship motivated them toward graduate study and future program leadership.

2. Alumni Achievement

Five responses were excluded due to insufficient information, resulting in 63 analyzed alumni surveys: 19 alumni from the class of 2024 (30.2%), 9 from 2023 (14.3%), 14 from 2022 (22.2%), 8 from 2021 (12.7%), 2 from 2020 (3.2%), 5 from 2019 (7.9%), and 6 who graduated before Spring 2019 (9.5%). The most common reasons for selecting the Kinesiology major were career goals (21.9%) and personal interest in the subject (18.9%). Top post-graduation pathways included physical therapy (19.1%) and other graduate programs (19.1%; see Figure 7). Overall, 44 alumni (71%) reported that they are currently working or studying in a Kinesiology-related field.

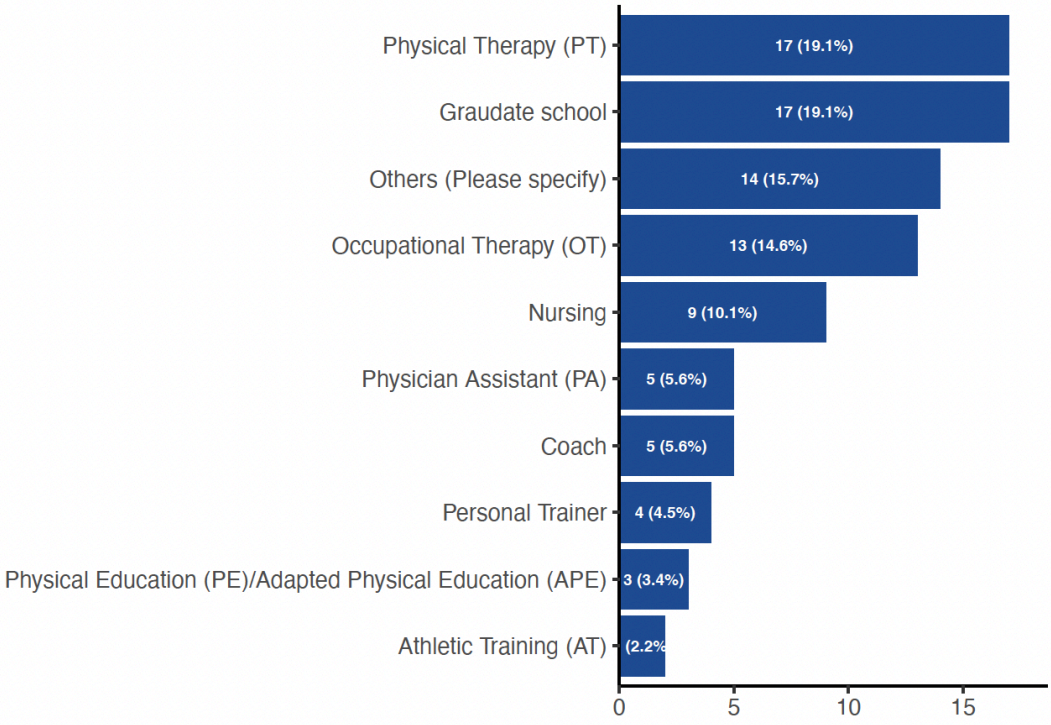

Figure 7. Alumni post-graduation career paths

a. Alumni feedback on advising

Alumni expressed high satisfaction with advising, with 62.3% reporting that they were *extremely satisfied* and 31.1% *somewhat satisfied*. Nearly all respondents (98.4%) met with a faculty academic advisor, and most felt supported in both their academic and career development (strongly agree 68.9%; somewhat agree 26.2%). Advising most frequently focused on course scheduling (30.3%), letters of recommendation (21.1%), and career planning (15.8%). Open-ended responses emphasized accessible and individualized advising, clear course mapping for competitive graduate pathways, timely communication regarding degree progress, and mentoring that connected students to research, volunteer, and observation opportunities. Alumni also noted that smaller class sizes contributed to stronger advisor-student relationships. While a few responses cited challenges in accessing advising, the dominant pattern reflected satisfaction with personalized and actionable guidance.

b. Alumni feedback on coursework

Alumni consistently reported that Kinesiology faculty instruction effectively prepared them for their careers or graduate studies, with the majority rating instruction as *extremely effective* (33.3%) or *very effective* (37%). Nearly all respondents (98.1%) also reported that lab activities were useful in strengthening both content knowledge and career preparation, with 38.9% describing them as *extremely useful* and 35.2% as *very useful*. Overall, alumni affirmed that coursework provided a strong foundation for

professional and educational advancement, with 68.5% rating it as *extremely* or *very effective*.

c. Alumni feedback on extracurricular experiences

Among 54 valid responses, 30 alumni reported participating in extracurricular activities such as service-learning, community engagement, and faculty-led research projects. Nearly all respondents found these experiences beneficial for skill and career development, with 57.1% rating them as *extremely beneficial* and 35.7% as *very beneficia*l. Alumni also highlighted the value of these opportunities in deepening their understanding of Kinesiology, with 67.9% describing them as extremely valuable and 25% as *very valuable*. In addition, 96.4% of respondents indicated that they would recommend service-learning opportunities to current students.

d. Overall feedback

Alumni reported overwhelmingly positive experiences in the SSU Kinesiology program, with 54.9% rating their overall experience as excellent, 37.3% as good, and only 7.8% as average. Many emphasized the dedication and support of faculty, describing them as approachable, engaging, and genuinely invested in student success. As one respondent noted, "*The professors in the program want to see their students succeed…they helped me prepare for graduate school.*" Others highlighted how small class sizes fostered strong faculty-student relationships and a sense of community, with one alum reflecting, *"Building relationships with knowledgeable professors due to the small class sizes was invaluable."*

In addition to supportive faculty, alumni frequently pointed to hands-on learning opportunities, including labs, service-learning, and research, as transformative aspects of their education. Courses such as Biomechanics, Exercise Physiology, and Anatomy with cadaver dissection were cited as particularly impactful. As one alum shared, *"Biomechanics and KIN 242 were the most informational and enjoyable courses—truly made my time at SSU worthwhile."* Another explained, "*Having such hands-on experience in undergraduate classes such as program development and ADA created foundational concepts that helped me immensely in my graduate program."* Beyond coursework, alumni valued the department's welcoming community and lasting connections, with many noting that these experiences prepared them for graduate studies and professional careers in physical therapy, occupational therapy, athletic training, and related fields.

VIII. Reflection and Plan of Action

A. Summary of Findings

1. Assessment

The Department of Kinesiology revised its PLOs in Fall 2024 as part of a major curriculum revision, creating both current and proposed curriculum maps that integrate WSCUC Core Competencies across lower- and upper-division coursework. Courses are sequenced to help students progress from foundational to advanced learning, with new syllabus templates highlighting how course outcomes align with PLOs. Although a formal analysis of student learning has not yet been completed due to stretched faculty workload, the department has **advanced its curriculum in direct response to changes in faculty expertise**—removing impacted status, renumbering courses, updating GWAR requirements, and adding or shifting courses between the core and concentrations. Looking forward, the department plans to fully integrate PLOs into syllabi, implement common direct and indirect assessment tools—including the **development of an exit survey for graduating seniors**—and establish a multi-year cycle for systematic evaluation, embedding assessment into regular faculty operations to ensure sustainability.

2. Faculty

Since 2020, the Department of Kinesiology has declined from six to four tenure-line faculty, supported by about 12 lecturers in Spring 2025. Despite reduced numbers, faculty expertise remains broad—covering biomechanics, exercise physiology, motor learning, adaptive physical activity, and socio-historical studies of sport—and well aligned with program learning outcomes. The faculty also bring diversity, with 25% women and three of four being first-generation college graduates.

From Fall 2019 to Spring 2025, faculty published more than 25 articles in leading peer-reviewed journals, maintained a strong national and regional conference presence, and collectively secured over $120,000 in student research and Koret Scholars grants, a $50,000 T-Mobile Hometown Grant (PI: Dr. Ryuh, Co-PI: Dr. Choi), and two AANHPI Chancellor's Office grants totaling $1.5 million (Co-PI: Dr. Morimoto), with additional proposals under review. Also, The faculty are deeply committed to undergraduate mentorship and scholarly contributions: for example, Dr. Ryuh has guided students to present at NASPSPA and NAFAPA conferences (including two verbal presentations) and to compete annually in the CSU Research Competition, where his mentees have twice earned second-place awards; Dr. Chun has published extensively in biomechanics; Dr. Sökmen is producing a forthcoming lab manual with McGraw Hill; and Dr. Morimoto has advanced critical perspectives in sport and kinesiology through invited lectures and publications.

faculty remain deeply engaged in teaching, equity-focused pedagogy, professional development, and service at every level of the university and community. Notably, Seawolf Fit, directed by Dr. Ryuh, received the 2024 American Kinesiology

Association Student Group Community Impact Award and continues to expand its national recognition.

All in harmony, the department's four faculty members are achieving far beyond expectations through collaboration and dedication, ensuring students benefit from cutting-edge research, high-impact learning, and strong mentorship. However, this level of productivity is not sustainable without restoring tenure-line positions. With additional faculty lines, the department could not only sustain its current success but also grow to meet increasing student and community needs.

3. Program Resources

The Department of Kinesiology currently has four tenure-line faculty and twelve lecturers, a sharp reduction from previous years that has left advising and teaching loads unsustainably high (70–75 students per faculty advisor). This burden is especially acute because nearly all kinesiology majors pursue **pre-health career pathways** - including physical therapy, occupational therapy, athletic training, physician assistant, nursing, and coaching - that require carefully sequenced prerequisites and timely course planning. Unlike general academic advising, this preparation demands individualized guidance from tenure-line faculty who understand the specific requirements of each professional track. Without sufficient faculty capacity, students risk delays in graduation and reduced competitiveness for graduate programs.

While student learning outcomes remain strong, low tenure density (averaging around 55% since the pandemic, compared to a rising campus average) has increased reliance on lecturers, reducing curriculum continuity, flexibility, and long-term program stability. Despite these challenges, the department continues to deliver a comprehensive curriculum aligned with health professions and to provide PA courses for the broader campus. Faculty have involved undergraduates in research teams and high-impact learning, but sustaining and expanding these opportunities is constrained by limited tenure-line capacity.

Instructional and facility resources remain fragmented and outdated: core labs lack seating and modern equipment; KIN 405 is taught in the gym with makeshift projectors and chairs but no tables; KIN 242 is held in the weight room without desks or seating; and classrooms have lost flexibility due to campus-wide technology reductions. These conditions undermine instructional effectiveness and highlight the urgent need for a dedicated teaching laboratory, modernized classrooms, and updated lab technologies (e.g., VR/AR tools, 3D anatomy platforms).

The program is further supported by one instructional technician, one administrative coordinator, and the university library's strong collections, databases, and technology lending. However, departmental operational budgets are insufficient to meet current and future needs. **The top priority is investment in additional tenure-line faculty hires** to restore stability, reduce advising loads, improve tenure density, and sustain student success. With more faculty, the department can not only maintain current quality but also grow its capacity as a campus and regional hub for **pre-health**

preparation, meeting student demand and workforce needs in allied health and wellness.

4. Student Success

Student and alumni feedback is overwhelmingly positive, with high satisfaction reported across every aspect of the program: coursework, advising, labs, career preparation, and overall experience. Students consistently highlight the value of close faculty mentorship, hands-on labs, and applied learning experiences that connect directly to their future careers. Alumni affirm that the program prepared them exceptionally well for graduate study and health-related professions such as PT, OT, PA, AT, and Nursing, pointing to small class sizes, individualized advising, and faculty who are deeply invested in their success.

Perhaps most encouraging, **new admissions—particularly transfers—have grown substantially**, rising from 17 to 56 during the review period. This increase stands out as a surprise given the broader enrollment declines and challenges at SSU, and it speaks directly to the department's resilience and proactive outreach. Faculty have worked hard to create strong pipelines from Santa Rosa Junior College (SRJC), including collaborations between SRJC's Adapted Physical Education program and Seawolf Fit, guest lectures that introduce students to research projects, and faculty dedication to conducting high-quality community-based work. These efforts, ranging from service-learning to applied research, give students clear pathways into SSU Kinesiology and build confidence in the program's quality and relevance.

Looking forward, the department is well-positioned to build on this momentum by **strengthening its presence in the local service area.** National data show that most undergraduates choose colleges close to home (median distance ~17 miles), and public institutions are seeing stronger application growth than private ones.[3] At the same time, campus visits and visible community engagement are playing a larger role in students' decisions. By expanding outreach through events such as National Biomechanics Day, KIN Major Shadowing, and Seawolf Fit showcases, the department can enhance its role as a **regional hub for pre-health preparation**. With its proven ability to attract and support students—even in difficult times—Kinesiology is poised not only to sustain its current strengths but also to grow as a leader in health, wellness, and student success across the North Bay.

B. Final Reflection

The self-study confirms that the Department of Kinesiology is supported by dedicated and competent faculty and that students consistently report high levels of satisfaction with coursework, advising, career preparation, and applied learning opportunities. Alumni affirm that the program prepared them well for graduate study and careers in the health professions. These outcomes demonstrate that, even with limited

[3] The Institute for College Access & Success. (2023, October). College access & success: Most students go to college close to home. Retrieved from https://ticas.org

resources, the department continues to provide a strong, high-impact education aligned with Sonoma State University's mission.

At the same time, the review highlights an ongoing challenge: limited faculty and resource capacity. Since 2020, the number of tenure-line faculty has declined from six to four, yet enrollment has remained strong—particularly among transfer students, whose numbers have more than tripled. This has created heavy workloads for faculty, with advising ratios of 70–75 students per advisor, alongside sustained responsibilities for teaching, research, and service. Despite these constraints, faculty have continued to mentor students in research, facilitate service-learning programs, and engage with the community. Examples include the Seawolf Fit program, which received a national award, student recognition in the CSU Research Competition (two second-place awards), undergraduate research projects by four faculty each year, and outreach for local high school students through National Biomechanics Day and other initiatives. These accomplishments underscore the department's resilience and commitment to student success, even as faculty consistently take on responsibilities beyond what is required in order to support their students.

Looking ahead, the action plan for the next five years is informed by the strengths and challenges identified in this self-study:

- **Build on strengths:** Continue to expand high-impact practices such as undergraduate research, service-learning, and community-based initiatives (e.g., Seawolf Fit, Walking Buddy, and partnerships with local schools).
- **Address weaknesses**: Advocate for additional tenure-line hires to restore faculty capacity, reduce advising loads, and stabilize curriculum coverage. Prioritize investments in facilities and instructional technology to improve the teaching and learning environment.
- **Collaborations**: Strengthen partnerships with Santa Rosa Junior College (e.g., APE to Seawolf Fit pipeline), local high schools (e.g., National Biomechanics Day, KIN Major Shadowing), and regional health organizations to build recruitment pipelines and enhance experiential learning. Explore collaboration with SSU's proposed Health Science B.S. program, highlighting that many health-related career pathways are already supported within Kinesiology.
- **Improvements with existing resources**: Continue leveraging faculty innovation to enhance advising, mentoring, and outreach through strategies such as advising newsletters, faculty-student research teams, and expanded campus events.
- **Improvements requiring additional resources**: Additional tenure-line faculty, modernized laboratories, updated instructional technologies (e.g., VR/AR and 3D anatomy platforms), and greater staff support are essential for long-term sustainability and growth.

In summary, the department has demonstrated resilience in sustaining student success and program quality under resource constraints. With reinvestment in faculty

lines, facilities, and technology, Kinesiology is well-positioned to maintain its current strengths, expand opportunities for students, and further its role as a regional leader in pre-health preparation.