Academic Program Review Self-Study
2013-2016

Department of Kinesiology and Health
College of Education and Human Development
Georgia State University

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1 Where is Your Unit Now?

Over the APR review period, the Department of Kinesiology and Health has offered two undergraduate programs, a BS in Exercise Science and a BSE in Health and Physical Education (HPE); a new program (BIS in Sport Administration) and a new concentration in the HPE program (Sport Coaching, Physical Activity, Health and Wellness) were implemented in the Fall of 2016. Five Master's programs are currently offered (MS Exercise Science, MEd and MAT Health and Physical Education, MS Sport Administration, MS Sports Medicine), although the MS Sports Medicine program is in the process of being discontinued (see Section 1.b.2). A PhD program in Kinesiology is offered with concentrations in Biomechanics and Physical Rehabilitation, Exercise Physiology, Exercise Psychology, Physical Education Teacher Education, and Sport Administration. The Department has 20 full-time faculty members (16 T-TT and 4 Clinical; 50% male/female; 15% minority) and employs 12 Part-time Instructors, 13 Graduate Teaching Assistants, and five office staff members.

1.a Undergraduate Education

1.a.1 Quality of undergraduate students attracted to the unit’s program (Freshman Index, SAT, GPA, etc.)

The mean High School GPA for KH enrolled freshmen for the 3-year review period was 3.38 and exhibited year-to-year consistency (3.41, 3.36, 3.37 for FA 2013, FA 2014, and FA 2015, respectively). The mean SAT score was 1034 and the mean Freshman Index was 2716 for the same period. The quality of KH enrolled freshmen compare favorably to the overall GSU averages for HS GPA, SAT, and FI of 3.36, 1078, and 2754, respectively for the same review period.

1.a.2 Scholarship Support for Undergraduates

The Jeff and Debbie Rupp Scholarship for undergraduate Exercise Science students recently reached a fund level allowing for the first disbursement of scholarship funds in the Spring of 2016, and the Peg Jones scholarship for HPE students has existed for many years.

1.a.3 Student Success and Satisfaction

1.a.3.1 Learning outcomes, including Core course outcomes: a) provide a list of the Student Learning Outcomes used in the unit’s assessment reporting; b) describe major findings from the SLO assessments; c) describe changes to instruction prompted by the findings; d) describe the impact of the changes on student learning; and e) describe other quality improvements to student learning.

The KH department participates regularly in reflection regarding the effectiveness of our programs. At the end of the academic year each program reflects on the learning process and use data to form decisions and make modifications to the curriculum. For example, undergraduate students at the Exercise Science BS program demonstrated low passing rates (13% - 40% depending on the semester) for the ACSM exam. In order to improve the passing rate, the faculty
decided that students who do not pass the ACSM test on their first attempt will be required to attend 4 weekly study sessions. In addition, each student is now required to pass an exit exam with a grade of 72.5% or higher before they are able to sit for the ACSM exam. Additional examples include students from HPE BSE program that experienced difficulties implementing assessment in authentic settings. The HPE faculty decided to make curriculum changes and incorporate the assessment course with the block courses in the school field-based setting. This change will allow students to develop authentic assessment and use it during their block practicum experiences.

1.a.3.2 Recruitment rates, input quality metrics, and advisement

In 2013, an admission process was implemented for the BS Exercise Science program, resulting in a Pre-Exercise Science major for students to enroll in prior to admission into the BS EXS program. Admission requirements were recently revised to emphasize two courses identified by university metrics as essential to future success in the degree KH 2220 Anatomy in Kinesiology and Health and KH 2230 Physiology in Kinesiology and Health. In addition to completion of core curriculum these courses must be passed with a grade of “C” or higher (maximum of 2 attempts each), and a GPA of 2.5 or higher in the two courses.

The BSE in HPE has required an admission process into the major for many years. To be accepted into teacher education students must have: a 2.50 overall grade point average on all undergraduate coursework previously completed; successful completion of areas A-F of program, including completion of Area A Essential Skills with a “C” or better and Area F courses appropriate to the major with a grade of “C” or better; demonstrated competence in oral communication, passing scores on the GACE Program Admission Assessment or demonstration of an exemption upon application to an initial educator preparation program, completed the Georgia Educator Ethics – Program Entry (350) Assessment, and proof of tort liability insurance. Students must participate in an interview with program faculty and submit a writing sample.

Full-time faculty members are designated as Program Coordinators for each of the majors. Students requesting advising or information about the majors are able to meet with the Program Coordinators by appointment. Once designated as a KH major, students participate in the advising procedures outlined below in section 1.a.3.8.a.

1.a.3.3 Retention rates and graduation rates

The 3-year mean 6-year graduation rate for First-time, Full-time KH students was 56.5%, which compares favorably to the University 3-year mean of 53.6% for the same time period. KH student retention rate for the same time period was 62.7%, compared to the GSU average of 60.2%. Four-year graduation and retention rates for Junior Cohort were 66.8% and 75.4%, respectively, compared to the Georgia State averages of 65.7% and 73.3%.

Degrees conferred during the review period averaged 120 per year. The total number of degrees conferred in the KH department varied, going from 123 in 2014 to 134 and 96 in subsequent years. Although there was a decline in degrees conferred in 2016, the overall number of students and retention and graduation rates in the BS Exercise Science program indicate a vigorous and
growing program, while the low overall, and declining numbers of degrees conferred in the BSE HPE program are of concern.

Nationwide, enrollment in university teacher-preparation programs declined in the years following the 2008 recession. This nationwide trend affected the GSU College of Education and Human Development across all its teacher education programs including the Health and Physical Education program. The HPE faculty have surveyed students to determine reasons for not considering or pursuing an HPE degree and have targeted Intro courses, advising sessions, and open-house style meetings to present positive information and address misconceptions (low pay, lack of available positions) about teaching careers and to recruit new students. The HPE Area F curriculum was revised and a non-school based degree concentration in Coaching, Sports, Physical Activity, Health, and Wellness (CSPAHW) was developed to provide a non-teacher certification option for students interested in activity instruction in informal settings such as coaching, daycare centers, after-school programs, YMCAs, cruise ships, etc.

1.a.3.4 Output quality metrics: Placement rates and/or acceptances into advanced degree programs

Data from the APR Dashboard shows 17 students progressing to Master’s degree programs, 6 to doctoral programs, and 8 to Other. Given the large growth in students and the relative lack of administrative infrastructure, it has been difficult for the department to systematically track job placement or progression to graduate or professional degree programs. Anecdotal evidence and student survey responses indicate Exercise Science students have been accepted into Physical Therapy, Occupational Therapy, and Physician’s Assistant programs, medical schools, and other professional programs. The HPE program has been able to more accurately track the placement of their graduates, and report 100% placement of students seeking employment in education positions.

1.a.3.5 Enrollment by program, gender, and race

The total number of students in the Exercise Science program for the 3-year review period increased from 2013 to 2014 (822 to 935) and remained consistent from 2014 to 2015 (935 to 932). It should be noted that this represents greater than 100% growth since the last APR (410 EXS students in FY2007). The total number of students in the Health and Physical Education program was steady from 2013 to 2014 (73 to 74) and decreased to 43 students in 2015.

A small but consistent majority of majors have been female (52.2%) over the review period. From 2013-2015, 53.0% of students in KH were black, 27.5% were white, and 8.4% were Asian. The number of black students and Asian students have increased since 2013. Less than 0.5% were Pacific Islander and American Indian, 5.5% were multi-racial, and 5.3% did not report their race. The department racial distribution was higher in black students and lower in white and Asian students than the university averages of 37.7%, 35.7%, and 14.8% for black, white, and Asian, respectively.

1.a.3.6 Level of financial need
The gross need for Exercise Science students decreased from $19,380 in 2013 to $18,886 in 2015 while the unmet need increased from $8,799 in 2013 to $9,332 in 2015. The gross need and unmet need for Health and Physical Education students both decreased from $21,100 in 2013 to $19,121 in 2015 and $9,262 in 2013 to $7,629 in 2015, respectively.

1.a.3.7 Student Surveys

KH undergraduate student survey results indicated general satisfaction in the Program Preparation/Challenge and the Faculty Interaction sections, with responses similar to or exceeding the university averages. Students responded with less satisfaction in the General Learning Outcomes area, with concerns about the curriculum contribution towards effective writing, integrating information, analyzing problems, and developing new ideas. The curricula for both undergraduate programs include two Critical Thinking through Writing courses, but these survey results suggest the faculty may need to evaluate the effectiveness of the inclusion of critical thinking in these and other courses in the curriculum. The major area of dissatisfaction in the Program Quality section was the availability of courses, where the department results were below the already low university responses. Student feedback reinforces this dissatisfaction and calls for greater class availability, smaller classes and lab sections, and more full-time faculty instructors and fewer PTI/GTAs. These comments are consistent with a department that has experienced significant growth in numbers of undergraduate students and credit hour production without a concomitant increase in department faculty or financial resources. In the past 2 years the department has added two full-time clinical faculty positions to work specifically with the undergraduate programs. While these additions have been welcomed, the number of credit hours produced, the student to faculty ratios seen in Section 2, and the number of PTI/GTAs that teach upper division courses indicate faculty resources are not sufficient to meet current demand. Survey results also indicate an interest in more laboratory courses and more hands-on, practical instructional activities. The BS EXS program and curriculum has recently been changed to include laboratory courses for the anatomy and physiology courses (KH 2220 and KH 2230) and the Clinical Exercise Physiology course.

1.a.3.8 Curriculum Quality based on internal and external benchmarks

Both undergraduate programs are accredited by their appropriate accrediting body. The BS program in Exercise Science has continuing (10 year) accreditation by the Committee on Accreditation for the Exercise Sciences of the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The BSE in Health and Physical Education is accredited by the Council for Accreditation of Educator Preparation (CAEP). As a requirement of the CAAHEP accreditation of the BS Exercise Science program, students are required to take a national credentialing exam. The program administers this requirement through KH 4750 Practicum in Exercise Science, taken in the students’ last semester and currently requires the students to take either the ACSM Exercise Physiologist or Clinical Exercise Physiologist exam. Pass rates have been somewhat of an issue since the institution of this requirement (likely due to the inability to include passing the external exam a requirement for degree completion); however, in the most recent semester, the pass rate increased to 52%, above the national pass rate (43% in 2015 for Exercise Physiologist exam).
1.a.3.8.a Syllabi, degree requirements, advisement procedures

Degree requirements for the BS Exercise Science and the BSE HPE programs can be found in Appendix 1.a.3.8.a, along with copies of undergraduate course syllabi.

Undergraduate students in the KH department are advised by the Office of Academic Assistance (OAA). Freshmen and Sophomores (30-59 credits) working towards meeting their core course requirements meet with a general adviser in OAA. Juniors (60-89 credits) and Seniors (90+ credits) are advised by the OAA in the College of Education and Human Development. The CEHD OAA adviser for Seniors works only with KH majors in the College. Student majors are also able to meet with faculty Program Coordinators or with individual program faculty during office hours or by appointment for additional advising on the program or on issues related to academic and professional careers, etc.

1.a.3.8.b List of courses

A list of undergraduate courses offered can be found in Appendix 1.a.3.8.b.

1.a.4 Signature Experiences

1.a.4.1 Research practicums

Undergraduate students in Exercise Science may elect to complete a research fellowship (KH 4800 Research Fellowship in Exercise Science) in their final semester at GSU instead of the required internship described below. Students work with a faculty member who is currently conducting research in a specific area such as exercise psychology, locomotive and postural development in children with disabilities, body composition, carbohydrate metabolism and exercise, etc. in order to gain research skills and experience.

1.a.4.2 Urban service learning programs

Service learning opportunities are present in several of our classes, but are not currently widespread and might not be consistent from term-to-term. An effort to organize and grow these programs and link them to research is described in Goal 5 in Sections 3 and 4.

1.a.4.3 Internships

Both undergraduate programs require a culminating experience: Internship in Exercise Science (KH 4760) for the BS EXS program and student teaching for the BSE HPE program (KH 4710/4720 Student Teaching in Health and Physical Education, P-5).

Exercise Science internships require 375 hours of participation in an approved facility or program that is supervised by someone who has a degree in Exercise Science. Example facilities and programs include: worksite health promotion, cardiac rehabilitation, physical therapy, occupational therapy, sports performance, personal training, etc. Information about the internship program and a list of currently approved program sites can be found on the department website.
under Exercise Science program/Student Resources (http://kh.education.gsu.edu/academics-admissions/exercise-science/exercise-science-b-s/).

BSE HPE students must complete 12 credit hours of student teaching in approved public schools in the metro Atlanta area. The department has approved student teaching sites at major area school systems including Atlanta Public Schools, Fulton County, DeKalb County, and Gwinnett County.

1.a.4.4 Study abroad

The Department recently established a Maymester study abroad program in Sport and Exercise Science in Beijing (Study Abroad in China: Sport and Exercise Science) for both graduate and undergraduate students. Participants experience a two-week cultural immersion at Beijing Sport University, including exploring Chinese culture, Tai Chi classes, and traditional Chinese medicine and massage classes. Participants learn the similarities and differences in sport/exercise and its cultural influence between China and the U.S., and also study the impact of the Beijing Olympic Games on sport and exercise in China. Undergraduate students receive credit through registering for KH 3680 International Experience in Sport and Exercise Science. Twelve students participated in the first study abroad program and ten in the second offering.

1.a.4.5 Domestic field schools

The department has approved student teaching sites at major area school systems including Atlanta Public Schools, Fulton County, DeKalb County, and Gwinnett County. See description of the BSE HPE student teaching requirement above in section 1.a.4.3.

1.a.5 Honors College

1.a.5.1 Honors courses and Honors add-ons taught by faculty

The number of students in the KH department taking honors courses increased from 2013 (33) to 2014 (46) and increased slightly in 2015 (49). KH 3650 Physiology of Exercise has been taught several times (Doyle) as an Honors add-on course for KH students. Two faculty members (Otis and Geil) have taught Honors 1000 seminars.

1.a.5.2 Honors Faculty Fellows

One KH faculty member is a University Teaching Fellow (Metzler), and two KH faculty members (Geil, Otis) are Honors College Faculty Affiliates.

1.a.5.3 Honors theses produced by students in the major

To date, one KH student has completed an Honors Thesis: “Do Kinesiology Majors Engage in More Physical Activity than Students in Other Majors?” by Marcia Gooden (2014).

1.a.5.4 Students participating in the GSU Undergraduate Research Conference
1.a.6  Undergraduate programs within the GSU context

1.a.6.1 Programs undertaken jointly with other units at GSU, list of cross-listed courses

KH has no courses cross-listed with other units or departments. The department did have a small number of courses cross-listed within the department as undergraduate/graduate courses. The majority of the graduate courses that were cross-listed were being phased out of the Master’s curriculum and have now been discontinued.

1.a.6.2 Areas of substantial overlap/redundancy with other units at GSU

There are few areas of curriculum or program overlap with other undergraduate units at GSU, and in none of these areas is the overlap substantial. For example, we offer anatomy and physiology classes, as does Biology; the KH courses emphasize human anatomy and physiology exclusively and within the context of movement and exercise/activity, which is a considerably different focus from the Biology courses.

1.a.7  Number of students enrolled in fully online and hybrid courses

The number of students taking fully online courses increased from 50 in 2013 to 118 in 2015. In 2013, no students in KH enrolled in a hybrid course; however, hybrid enrollment increased from 27 in 2014 to 280 in 2015. There are two undergraduate courses in the KH department that were developed and offered as hybrid courses: KH 2130 and KH 3000. The department has also developed fully online courses, including Anatomy (KH 2220) and Motor Learning (KH 3610), so the number of students taking courses online will increase in coming years.

1.b  Graduate Education

1.b.1 Quality of graduate students attracted to the unit’s programs (Average scores on entrance exams, e.g., GRE, GMAT, LSAT); table listing number applied, admitted, and enrolled

Over the self-study period, for enrolled graduate students the average GPA across all programs was 3.24, with approximately 37th percentile on Verbal and 33rd percentile on Quantitative on the GRE. The GPA compares favorably (3.3), but the GRE percentile ranks for enrolled graduate students are below the overall university average (for all degrees) on Verbal (54th percentile) and Quantitative (41st percentile). The acceptance rate declined from 68% to 58% over the self-study period, indicating an increase in selectiveness in graduate admissions within the department. Of those students who were accepted, the enrollment ratio remained steady at approximately 57%. The high quality of students recruited is evidenced by the awarding of 4 Dean’s Fellowships to KH doctoral students through a highly competitive application process at the College level.

There was an overall decline in applications, acceptances, and enrollments in 2015, mostly in the MS Sport Administration program. This is by far our largest graduate program, and the
departure of 1 of only 3 program faculty influenced the number of students who could be accommodated. That faculty position has since been replaced and an additional clinical faculty position has been added to the Sport Administration program.

1.b.2 Expanding Support for Graduate Programs

1.b.2.1 Total numbers of graduate students by year, degree program, and concentration in the period of the Self-Study

The total number of graduate students averaged 198, with 176 master’s students and 21 doctoral students (see Appendix 1.b.2.1). The total number of graduate students in the MED program averaged 15.7 and increased from 12 to 18. In 2014, the state Professional Standards Commission (PSC) required programs to develop and MAT degree program for students with an undergraduate degree seeking initial teaching certification. This Master’s program was developed by the HPE faculty and has now been implemented. The Exercise Science MS has four concentrations and remained steady around 31 students. The Sport Administration MS varied from 78 to 109, decreasing with the loss of a faculty member to 78 for an average of 94 students. Sports Medicine increased from 30 to 37 over the three years with the addition of a new faculty member. However, one Sports Medicine faculty member recently left the university, and due to changes at the national governing level in requirements for certification as an Athletic Trainer (soon requiring a Master’s degree instead of a Bachelor’s), this program is being discontinued. The new entry-level Master’s degree requirement for Athletic Training programs would require the addition of 2-3 faculty above the current 2 positions to maintain the program at its current size. The total number of graduate students in the PhD program, now with six concentrations, increased from 19 to 23 over the review period.

1.b.2.2 Percentage of graduate students compared to the total number of students in the department.

Over three years, the department’s academic programs were comprised of approximately 17% graduate students (e.g., 2015: 187/1,162 students) and 83% undergraduate students. This is a high ratio of undergraduate to graduate students. The total number of graduate students has remained relatively stable for a number of years preceding this review period; this imbalance is mostly due to the large, sustained growth in undergraduate students, particularly in the BS Exercise Science program.

1.b.2.3 Graduate student financial support, by type GTA, GRA, etc.

On average, 71 graduate research assistantships, 5 lab assistantships, and 15.5 teaching assistantships were provided each year. GTA’s increased each year, reaching 20 in Fall of 2015. The increase in teaching assistants was a result of the growth in the undergraduate programs, especially in Exercise Science, that warranted demand for instructors in numerous course sections.

1.b.2.4 Ratio of graduate students to TT faculty
The ratio of graduate students to faculty members was 1:1 for doctoral students, 1:8.6 for Master’s students, and 1:9.5 for all graduate students.

1.b.2.5 Internships, service learning programs, research practica, field placements, etc.

Students in the MS Sport Administration and the MS Exercise Science degree programs have the option to complete either an internship or a thesis as their culminating experience, depending on their professional goals or interest in research. Exercise science students interned in areas including physiology, biomechanics, cardiac rehabilitation, physical therapy, and occupational therapy, with organizations such as Children's Healthcare of Atlanta, Emory Physical Therapy, and the GSU Recreation Center. Sport Administration students interned with organizations such as the Atlanta Braves, Madison Square Garden, intercollegiate athletics departments (e.g. Georgia Tech, Emory, GSU, Agnes Scott College), etc. HPE students seeking teacher certification complete their student teaching in P-12 schools. There is a one-year graduate assistantship for MS Exercise Science students with the Atlanta Beltline. Graduate students in this service-learning opportunity organize and schedule group fitness classes on the Beltline, set up the website, and check credentials/qualifications of group fitness class instructors. We have had one student per year since 2014 work with the Beltline project.

A course in the HPE program, KH 7370 Foundations for Effective Portfolio Design, integrates a community outreach service learning project. Students are asked to identify a community in need and inquire regarding some specific needs the specific community might have. The goal is for the students to contribute from their skills and knowledge to those who can benefit from it. In the past students worked with special needs kids, after school programs, etc.

1.b.3 National Reputation in Professional Degree Programs

1.b.3.1 Number of graduate students in professional degree programs by year, with % growth

Given the large growth in students and the relative lack of administrative infrastructure, it has been difficult for the department to systematically track progression of students to graduate or professional degree programs. Anecdotal evidence and student survey responses indicates Exercise Science students have been accepted into Physical Therapy, Occupational Therapy, and Physician’s Assistant programs, medical schools, and other professional programs.

1.b.3.2 Pass rates on national credentialing examinations

HPE students are required to pass examinations from Georgia Assessments for the Certification of Educators (GACE) and edTPA (formerly Teacher Performance Assessment) in order to become certified as teachers in the state of Georgia. The MEd and MAT programs have a 100% pass rate for these exams. A national certification exam is not required as part of the MS Exercise Science curriculum; however, some students choose to take certification exams offered by organizations such as ACSM (Exercise Physiologist, Clinical Exercise Physiologist, NASM (Certified Personal Trainer), and NSCA (Certified Strength and Conditioning Specialist). During the APR review period, 55% of students passed the ACSM exam, 100% passed the NASM exam, and there was one student who took and passed the NSCA CSCS exam.
1.b.4  **Student Success and Satisfaction**

1.b.4.1.a Learning outcomes, including Core course outcomes: a) provide a list of the Student Learning Outcomes used in the unit’s assessment reporting; b) describe major findings from the SLO assessments; c) describe changes to instruction prompted by the findings; d) describe the impact of the changes on student learning; and e) describe other quality improvements to student learning.

The KH department participates regularly in reflection regarding the effectiveness of our programs. At the end of the academic year each program reflects on the learning process and use data to form decisions and make modifications to the curriculum. For example, students at the Sport Administration program demonstrated weakness in their ability to synthesize research into their comprehensive exams. Therefore, faculty of this program decided to add KH research course as a core class in order to address this issue. In addition, data from graduate Ph.D students suggest that some fourth year students are not prepared to pursue careers as independent research scholars. However, the current assessment plan doesn’t identify whether these low rated students have progressed to doctoral candidacy. Additional data will be collected to help identify if the issue is unique to a certain concentration or specific students. Data will also help identify what skills need to be addressed if deficiency is confirmed.

1.b.4.1.b Courses taught

The Department of Kinesiology and Health offered 79 graduate level courses/sectons in each of the last three years. The total number of credit hours increased annually. See Appendix 1.b.4.1.b for a full listing of courses.

1.b.4.2 Recruitment rates, admission requirements and procedures and advisement

The KH graduate programs attract on average 162 applications per year, with 101 of those being accepted, and 58 ultimately enrolling. Master’s degree programs require an undergraduate degree, completed application (personal statement, etc.), and recommendation letters. For Sport Administration an undergraduate degree specific to the discipline is not required; however, there are two pre-requisites courses that must be completed by applicants from non-related undergraduate degrees. Students enrolling in the MAT program are required to complete content courses (not previously taken) specified by the PSC in addition to the courses required in the program. The doctoral program requires a master’s degree, completed application (writing sample, personal statement, etc.), GRE scores, and recommendation letters. It is expected that PhD applicants will have identified and contacted a potential faculty advisor prior to application submission. Students are admitted in fall and spring semesters on a typical deadline cycle.

Master’s degree students in the KH department are advised by program coordinators or split among the program faculty (in Sport Administration due to the high numbers). Doctoral students in the KH department are advised generally by the PhD program coordinator, but work closely from the time of admission with a specific faculty advisor and mentor in their specific field of study and area of research interest.
1.b.4.3 Retention rates, graduation rates, and output quality metrics

For the 3-year review period, graduate program 3-year retention averaged 83.4%, increasing from 78% to 88%. For the same period, graduate program graduation rates averaged 74%, also increasing systematically from 69% 78%.

1.b.4.4 Placement rates

Given the large growth in students and the relative lack of administrative infrastructure, it has been difficult for the department to systematically track job placement or progression to graduate or professional degree programs. Anecdotal evidence and student survey responses indicates Exercise Science students have been accepted into Physical Therapy, Occupational Therapy, and Physician’s Assistant programs, medical schools, public schools and other professional programs.

1.b.4.5 Enrollment by program, gender, and race

Students enrolled in KH graduate programs 54% white, 31% black, 5% Asian, 4% multi-racial, and 5% not reported. The three-year average showed graduate students were 50% male and 50% female. In comparison, all GSU graduate students for the same time period reported their race as 48% white, 24% black, 19% Asian, 3% multi-racial, and 6% not reported.

1.b.4.5 Level of financial need

Data from the APR dashboard indicates the 3-year average Gross Need was $21,500 and the Average Unmet Financial need was $7,627.

1.b.4.7 Student Surveys

Graduate student survey results indicate a high degree of satisfaction with the graduate programs. Quantitative responses exceeded the university averages in all categories for Program Quality and Faculty Interaction, and exceed every category but one in Program Preparation/Challenge. Responses to items in the General Learning Outcomes either exceeded the university averages or were similar. General comments also indicated satisfaction with faculty and graduate programs, along with comments suggesting new lab equipment, training on equipment, scheduling of courses, number of courses in specific discipline areas, etc. There did not appear to be a consensus or large number of critical comments in any particular area related to the graduate programs.

1.b.4.8 Student publications and presentations

KH doctoral students are productive in publishing and presenting at national and international outlets. Students present annually at national conferences of major professional organizations, such as the American College of Sports Medicine, American Society of Biomechanics, SHAPE America/AAHPERD, North American Society of Sport Management, Sport Marketing
Association, and the College Sport Research Institute. Students publish in top journals in each of the disciplines, such as the Journal of Effective Teaching, JOPERD Strategies, Clinical and Experimental Pharmacology and Physiology, Journal of Sport Rehabilitation, Muscle Nerve, Journal of Applied Gerontology, Sport Management and Education Journal, Recreational Sports Journal, etc. Examples of graduate student publications can be seen in Appendix 1.b.4.8.

1.b.4.9 Student accomplishments: exams, theses, dissertations, projects, grants, prizes, and awards

KH graduate students have received national and regional recognition for their research while completing their degree programs. Examples include: recipient of the Student Research Grant Southeast Athletic Trainers Association, recipient of the Top 8 Doctoral Abstracts presented at the Southeast Chapter of the American College of Sports Medicine Annual Meeting, recipient of the Top 8 Master’s Abstracts presented at the Southeast Chapter of the American College of Sports Medicine Annual Meeting, first place in a national case study competition at the College Sport Research Institute conference (four Sport Administration students). Within the college, a number of students have received CEHD Doctoral Fellowships and been awarded College of Education and Human Development Dissertation Awards.

1.b.4.10 Doctoral student time-to-degree

Average doctoral student time to degree for Kinesiology PhD students was 5.4 years ($N = 4$), while the one Sport Science PhD student was 7.3 years (the original name of the PhD program was Sports Science, which was changed to Kinesiology to be more inclusive of other fields of study in our department).

1.b.4.11 Student outcomes after graduation: admission into further graduate education, postdoctoral fellowships, employment

Given the large growth in students and the relative lack of administrative infrastructure, it has been difficult for the department to systematically track job placement or progression to other graduate or professional degree programs of our graduate students. Anecdotal evidence and student survey responses indicate that KH students pursue a wide variety of employment and educational options indicative of the Kinesiology field. HPE Master’s graduates typically pursue positions in public education and in the time period of this review have 100% placement in schools. MS graduates in Sport Administration generally search for employment with sports organizations and have a good record of securing jobs at in athletic departments at colleges and universities, professional sports franchises/teams (National Football League, National Hockey League, etc.), or sport marketing/ticketing organizations (e.g., LEJ Sports, Huddle Inc.). MS Exercise Science students pursue a wide variety of employment options, including clinical exercise physiology (e.g. cardiac rehabilitation), worksite health/wellness/fitness programs (e.g. Coca-Cola, Home Depot, UPS, Chick-Fil-A, etc.), community fitness programs (e.g. YMCA), commercial fitness centers, personal training, etc. A large number also pursue professional school options such as DPT programs, medical school, dental school, etc. or further graduate school opportunities at the doctoral level (e.g. Howard University, Georgia State University).
On the doctoral level, graduates have been successful in obtaining tenure/tenure track faculty positions (e.g., Texas A&M University at Corpus Christi; National Cheng Kung University, Taiwan; Mars Hill University). Increasingly, PhD graduates are pursuing and securing postdoctoral or research-related positions with prominent organizations, such as the Marbán Laboratory at Cedars-Sinai Medical Center, Rochester Cancer Center (NIH K award), and the University of Minnesota Twin Cities. Others have obtained positions at education based non-profit organizations such as HealthMPowers. The Physical Education Teacher Education concentration is nearing graduation of its first doctoral students and the Sport Administration program is enrolling its first doctoral students, so these areas do not yet have a track record of post-graduate outcomes.

1.b.5 Graduate programs within the GSU context

1.b.5.1 Programs undertake jointly with other GSU units, list of cross-listed courses

At present, the department does not have any graduate programs offered jointly with other GSU units and does not offer and cross-listed courses with other departments. In recent years the department worked jointly with the Department of Nutrition to develop an interdisciplinary Master’s program in Physical Activity and Nutrition. However, the proposal for the joint degree was ultimately rejected by the Nutrition faculty and was abandoned in favor of an agreement for reciprocity enrollment for courses in the MS Exercise Science program and the MS Health Sciences in Nutrition program. The department is currently engaged in planning with the Physical Therapy Department for an interdisciplinary Doctor of Physical Therapy/Doctor of Philosophy (DPT/PhD) program, in which students in the DPT program would be able to obtain a PhD as well with the completion of addition research courses and research experiences with faculty in our department or PT faculty with a joint appointment in our department (e.g. dissertation).

1.b.5.2 Areas of overlap/redundancy with other GSU units

There are few areas of curriculum or program overlap with other graduate units at GSU, and in none of these areas is the overlap substantial. For example, the Physical Therapy program offers a course in Exercise Physiology which is similar to those offered in our department, but it is a singular course and is open only to students enrolled in their DPT program. Similarly, the Sport Administration program offers courses that may appear to be similar to those in the Robinson College of Business (e.g. marketing, management, etc.), but the courses in our department are specific in content and experiences to the sports field and do not present an overlap or redundancy with business.

1.b.6 Number of students enrolled in fully online and hybrid courses

Data from the APR Dashboard appear to be inconsistent and may not be an accurate reflection of the online course experiences of KH graduate students. Many of our students fulfill a research course requirement such as EPRS 7900 which has sections that are fully online and sections that are taught as a hybrid course. The APR Dashboard data show no students enrolled in partially
online or hybrid courses, yet four graduate courses in our department are taught as online courses: EDUC 8360, KH 7790, KH 7460, and KH 7780. The HPE faculty have made substantial efforts to increase the online options for their students, and beginning the 2016-2017 academic year, all courses in the MEd program in Health and Physical Education will be online courses.

1.b.7 Graduate degrees conferred by fiscal year

Over the APR review period, the department averaged approximately 87 graduate degrees conferred per year. For Master’s degrees, Health and Physical Education averaged 7 degrees per year, Exercise Science 14 degrees (Concentrations: Biomechanics 1.3, Exercise Physiology 3.3, Fitness & Health Promotion 8.3), Sport Administration 48.3 degrees, and Sports Medicine 15.7 degrees. Most programs have remained fairly consistent in the output of graduates without large deviations from those average number of degrees awarded. A recently implemented curriculum change in the MS Exercise Science program eliminates the concentration areas, retaining a required research course and 4 required major courses. The new program includes 15 units of electives and 6 units of a culminating experience such as a thesis or internship project, giving students a great deal of flexibility in choosing courses appropriate to their professional and educational interests.

The PhD program in Kinesiology averaged 2.3 degrees awarded per year. For PhD concentration areas, Exercise Psychology averaged 0.3, Exercise Physiology 1, Kinesiology 0.7, and Sport Science 0.3 degrees awarded. The generic Kinesiology degree in the APR Dashboard data most likely represents degrees awarded in the Biomechanics concentration.

1.c Research

1.c.1 Success of the Unit’s Research Culture

1.c.1.1 2CI hires, Regents Professors, Alumni Distinguished Professors, eminent scholars, and endowed professors

The department has one Regents Professor (Thompson); he is currently serving as the Associate Dean for Research and Graduate Studies for the College of Education and Human Development, but his primary faculty appointment is in the KH department.

1.c.1.2a Levels of external and internal funding: grants, fellowships, and awards

Total external research funding for the review period for the department averaged $756,270. The majority of the external funding ($592,532) came from non-profit sources (foundations, etc.). Federal funding averaged $19,156 and declined from $33,267 in FY2014 to $0 in FY2016. The total amount of external funding fluctuated from approximately $670,000 to $900,000 per year. Approximately half of the total funding was for applied research ($347,000), while approximately $300,000 was for basic research. The specific levels of external funding can be seen in Appendix 1.c.1.2a.
1.c.1.2b Ratio of grants submitted to grants awarded

The total number of external grant proposals submitted averaged 34 per year and ranged from 29 to 37. Of these submissions, an average of 82% were funded. This number and percentage of funded proposals indicates the average amount of funded external proposals was approximately $27,000, and is an indication that a large number of relatively small budget proposals were submitted to and funded by non-profit sources.

1.c.1.3 National/international rankings of the unit (e.g., by the National Research Council, US News and World Report, professional associations)

According to the results of the 2010-2014 National Academy of Kinesiology 2015 Review and Evaluation of Doctoral Programs in Kinesiology, the PhD program in Kinesiology was ranked #17 in the country. The M.S. Program in Sport Administration was ranked the 10th best graduate sport management program in the world and 9th best in North America in the 2016 SportBusiness International’s Postgraduate Sports Course Rankings.

1.c.1.4 Research productivity that furthers the strategic goals of the university

KH research addresses multiple areas within the university Strategic Plan. The department places health and wellness at the core of its values, so much of our research addresses human health. Initiative 5 of Goal 3 specifically addresses health and medical research. Goal 4 of the university plan speaks to the complex challenges of cities. Our research in sport administration and urban policy includes investigations into the impact of sports, and especially professional sports facilities, on major cities.

1.c.1.4.a Quantity and quality of disseminated research—incl. qualitative assessment of venues in which faculty have published, and impact factors where available

The 3-year mean for research disseminated in published form was approximately 53 per year, with the vast majority of those publications being peer-reviewed journal articles. The total includes 17 book chapters and 4 books published in the 3-year span. With 16 tenured/tenure-track faculty, this averages 3.3 publications per faculty member per year. Faculty publish in top ranked journals in their fields; examples include: British Journal of Sports Medicine (6.724), Journal of Physiology (5.037), Journal of Biological Chemistry (4.60), Osteoporosis International (3.445), Research in Developmental Disabilities (2.735), Physical Therapy Journal (2.526), Journal of Biomechanics (2.31), Muscle & Nerve (2.3), European Journal of Applied Physiology (2.187), Journal of Prosthetics and Orthotics, Gait and Posture (2.286), Applied Ergonomics (1.713), Journal of Sport and Health Science (1.685), Journal of Applied Biomechanics (1.010), Journal of Child Neurology (1.434), Journal of Sport Management (1.14), International Journal of Sport Management, Sport Marketing Quarterly, International Journal of Sport Communication, Journal of Physical Education, Recreation & Dance (0.6), Research Quarterly for Exercise and Sport (1.7), Quest, etc.

1.c.1.4.b Impact of research on relevant disciplines, including analyses of citations of the work of individual faculty members
Research in amputee gait (Geil) has contributed to change in clinical prescription protocols in pediatric prosthetics at major children's hospitals around the country, and his collaboration with Children's Healthcare of Atlanta was recently included in the evidence-based guidelines for cranial remolding orthosis therapy established by the Congress of Neurological Surgeons. Ingalls research in muscle biology (muscle injury) has been cited a total of 1,821 times as of February 2016. Research on control of cutaneous blood flow (Wong) has been cited numerous times (total of 753), averaging 53.8 citations per year. Faculty in the department are beginning to use electronic citation tools now available in order to more objectively evaluate the extent to which others in the field are considering and using their research work.

1.c.1.5 Success in recruitment and retention of top faculty in the field

The last hire of a faculty member at a senior rank (Professor) in the department was 2002, and at the Associate Professor level was 2004. More recent T/TT hires have been at the Assistant Professor level, with 4 hires (Kellison, Goerger, Wong, Otis) having multiple years of fulltime faculty experience at other institutions. One hire has been made at the Clinical Assistant Professor level (Newman) to enhance the Sport Administration program, and three hires have also been made at the Clinical Instructor level (Abbott, Strosnider, Rohleder) mainly to work with the undergraduate program in Exercise Science. In recent years, 1 Assistant Professor in Sports Medicine left GSU, primarily due to a spousal relocation, and the position was filled with an Assistant Professor hire. In addition, 2 Clinical Instructors left the university, 1 to take a position with a local non-profit organization and the other, upon completing her doctorate, accepted a T/TT position with another research intensive university.

1.c.1.6.a Number of faculty promoted and/or tenured since the last self-study

Since the last self-study in 2008, four tenure track (Assistant Professors – Gurvitch, Ellis, Cianfrone, Wu) faculty were successfully promoted to Associate Professor and awarded tenure. In the same time frame, three faculty members (Ingalls, Lund, Geil) were promoted from Associate Professor to Professor. As indicated above, one TT faculty member left the university, but no KH faculty members who have entered the promotion and/or tenure process have been unsuccessful.

1.c.1.6.b Average time in rank, recruiting/hiring history

Of the four promoted to Associate Professor, each were Assistant Professors at GSU for six years before receiving promotion and tenure. Faculty promoted to Professor averaged 7 years at the Associate Professor rank.

1.c.1.7 Faculty participating in exchanges, where applicable to the Unit

At least 2 faculty members in the department have participated in visiting scholar programs recently: Visiting Scholar to Johan Cruyff University, Holland (Pitts) and Visiting Canterbury Fellow, University of Canterbury, Christchurch, NZ (Metzler).
1.c.1.8 Faculty Surveys

The response rate of KH faculty to the APR survey was 95%, compared to the university average response of 79%. Responses were mixed, with many showing clear bi-modal responses, with 1 or 2 responses in lowest range while the remaining responses were in the higher (Agree/Strongly Agree) range. Most sections of the survey had item results that were similar to, below, or above the university averages. For example, under University/Department Engagement, the item for involvement in setting department objectives was rated highly, while pride in department’s standing and university committee work were rated below university averages. The lowest rated responses of faculty were to the department’s added questions dealing with having adequate resources for research, instruction, and support for TT faculty; these items were rated 2.32, 2.05, and 2.84, respectively, indicating that a large percentage of our faculty do not agree that the resources we have in these areas are adequate. The Research section had average responses to all items below the university average. This is likely due to the large amount of time consumed by meeting the needs of the substantial growth in our academic programs, leaving faculty less time for pursuing their research activities. Interestingly, and somewhat in contradiction to the above, in the Department Climate section, faculty responses to reasonable workload and good work/personal life balance were rated higher than the university average. In the Career Goals section, the items for explanation of the promotion and tenure process and adequate support for tenure and promotion were rated substantially below the university average, which also is difficult to explain because our faculty have had 100% success in being promoted and tenured since our last APR.

1.c.2 Faculty Partnerships and Professional Service

1.c.2.1 Faculty participation (direction, affiliation) in research centers and clusters at the Georgia State University

A new research center, the Center for Pediatric Locomotion Sciences, has been established in the department under the leadership of Drs. Geil and Wu.

1.c.2.3 Evidence of interdisciplinary research

Faculty conduct research across multiple disciplines, including collaborations with physical therapists, orthopedic surgeons, prosthetists and orthotists (Geil). Dr. Ingalls has collaborated (research abstracts, papers, and grants) with investigators at Baylor College of Medicine and University of Pennsylvania Medical School, and has written a grant with researchers from Emory University and served as a consultant on grant proposal from Georgia Tech. Further examples of faculty collaborations and interdisciplinary research can be seen in faculty vitae in the Appendix.

1.c.2.4 Significant professional service

Faculty in the KH department serve in significant professional roles, including at the highest levels of the main professional organizations in our respective fields. For example: current President of SHAPE America (Society of Health and Physical Educators) (Lund), President-Elect, American College of Sports Medicine (Thompson), past-President, National Association
for Kinesiology in Higher Education (Metzler); Elective Board member-at-large of Sport Marketing Association and past Executive member-at-large of North American Society for Sport Management (Cianfrone); President-Elect, Georgia Association for Health, Physical Education, Recreation, and Dance (Greene); as well as many other positions such as journal editors, section editors, reviewers, etc. Many of our faculty are Fellows of their respective professional organizations, e.g. American College of Sports Medicine, National Association for Kinesiology in Higher Education, etc.

1.c.3 Recognition of Scholarly Excellence

1.c.3.1 Recipients of GSU Faculty Fellowship and other internal awards

KH faculty have been the recipients of College of Education/Education and Human Development Faculty Research Awards (Geil) and Service Awards (Shapiro, Metzler).

1.c.3.2 External awards, honors, prizes, and fellowships

Drs. Lund and Metzler were recently inducted into the Hall of Fame of the National Association for Sport and Physical Education (NASPE), the highest honor awarded by that association.

1.c.4 Unit Infrastructure for Supporting Research

1.c.4.1 Unit-level research and travel grants

The department does not award research or travel grants. Travel funds are provided to each faculty member by the college and are a standard amount each year, usually just over $1,000.

1.c.4.2 Grant support: writing, administration

The college Office of Research and Sponsored Projects provides pre-award support in proposal and budget preparation. The ORSP and our department business manager provide post-award support.

1.c.4.3 Facilities, equipment, technical support and other administrative support

The department uses indirect costs and our budgeted supply line to support research laboratory supplies and equipment, including annual maintenance contracts and equipment repair. Our staff includes IT support (Turner) to assist with laboratory computers, software, and networking.

Our research has been limited to some degree by lack of space. Research laboratories share time with instruction, and in many cases the same equipment that is primarily intended for faculty research is also used for undergraduate laboratories. Some faculty members have no laboratory space to support their research, and some have been in "temporary" space for their entire time at the university.

1.c.4.4 Research information resources
While the university provides grant-writing workshops from time to time, faculty members sign up for discipline-specific research opportunity announcements on their own. We have not previously provided a systematic approach to research information dissemination.

1.c.5 Contributions to Science and Health/Medical Education

As the GSU Strategic Plan states, "The 21st century is already seeing significant growth and concern in the areas of the health and medical requirements of our citizens." As a department with a common thread in health, wellness, and physical activity, our research has made significant contributions to health and medical research and education. Both on-campus, through efforts to study the impact of fitness initiatives among faculty and staff, and around the world, through studies on the efficacy of medical interventions in the developing world, KH is meeting a critical need in this important area.

1.d Contribution to Cities

Recognizing that GSU is an urban, public university in the service of urban, this category helps demonstrate the viability, quality and strategic focus of the academic programs

1.d.2.1 Speakers’ Series

For the last 2 years, the Sport Administration program has organized, implemented, and hosted an annual Sport Leadership Forum, an event featuring leaders from major professional sports organizations (e.g. Atlanta Hawks, Atlanta Dream). This is a free event open to the Atlanta sport business community as well as students.

1.d.3 Field-specific contributions to cities (e.g. city planning, land use, transportation, the environment, etc.)

Our Sport Management program has launched the Sport and Urban Policy Initiative to study the ways in which sport (including youth, amateur, recreational, collegiate, professional, and international) interacts with, contributes to, and interferes with urban spaces. Several faculty members have been involved in the early stages with the Atlanta Beltline, assisting with physical activity programming and evaluation of exercise class instructors. These efforts will hopefully be expanded under Goal 5 below.

1.e Globalizing the University

1.e.2 Funded Research on Challenges Facing Emerging Nations

Dr. Geil received funding from the college's Global Research Initiation grant program to continue research in orthopedic care in Belize. He conducted field-based motion analysis to assess outcomes of the only prosthetic and orthotic clinic in the country.
1.e.3 Establishment of GSU as an International Center

The department was identified by the Ministry of Sport in China for our expertise in sport performance and functional training. In collaboration with the Honor's College and the Department of Nutrition, KH hosted consecutive training programs for visiting scholars, administrators, and national team coaches from throughout China beginning in 2016. The program included intensive training in physiology, nutrition, sports medicine, nutrition, biomechanics, and sports psychology.

1.e.3.1 Faculty international exchanges, speakers, cultural events, visiting scholars

Singapore has added Georgia State to their list of acceptable universities for physical education teachers to complete their master’s degrees. The government fully funds students on this program. GSU is one of 7 universities in the world recognized for this program. The program has hosted two other students who completed their master’s degrees without the support of this governmental program. One student from Singapore is currently a doctoral student in the PETE Program. Dr. Lund presented several 4-week workshops in Singapore as a visiting Fellow. She worked with two elementary schools to develop an assessment program during the first 4-week session, and during the second 4-week session presented a series of workshops on teaching and assessing various types of games (invasion, net/wall, fielding) and dance as well as presenting sessions on supervision of teacher in physical education. The HPE program has also been working on finalizing an exchange agreement with a university in Turkey – Mevlana. In addition, the HPE program hosted a visiting scholar from China for 5 months during 2014, working in collaboration with the Physical Therapy Department at GSU, and the Sport Administration program hosted a Visiting Scholar from the Shanghai University of Sport. While department chair, Dr. Lund visited Beijing Sport University and Wuhan University in China and signed MOC with those university for study abroad and other student and teacher exchanges.

1.e.4 Enhancement of Global Competency

Drs. Wu and Geil completed professional training the GSU Global Education Initiative and have incorporated elements toward improved globalization of a key undergraduate class, KH 3600.

1.e.4.1 Contribution to international studies

A KH faculty member was involved in the establishment of the World Association for Sport Management (Pitts), and served as an Associate Editor of the Global Sport Business Journal. Two faculty were visiting scholars to international universities: Visiting Scholar to Johan Cruyff University, Holland (Pitts), and Visiting Canterbury Fellow, University of Canterbury, Christchurch, NZ (Metzler).

1.e.4.2 Number of students enrolled in study abroad programs

KH maintains a Study Abroad experience in Beijing, China, and also sees students complete exchanges and studies on their own. We had 15 students abroad in AY14 and 10 in AY15. In
addition to China, students studied in Colombia, Costa Rica, India, Italy, Norway, Panama, and Spain.

1.f Overall assessment of the unit: (1) Is the unit of sufficient quality to justify investments in “sustaining innovation” (doing the same things better) and (2) is there evidence of exceptional accomplishments in the unit to warrant investments in disruptive innovations such as new programs, pedagogies, research initiatives

Following this intensive self-study, we believe the Department of Kinesiology and Health has demonstrated exceptional accomplishments in each area of the evaluation.

KH is the primary generator of undergraduate credit hours for the college, and our faculty are dedicated to excellence in teaching and to continuous curricular quality improvement. We recognize room for improvement in managing enrollments to match our resources, in following our students post-graduation, and in matching students to career tracks, particularly in our largest major.

Our graduate students are very satisfied with our programs, and their placements following graduation are evidence of the quality of their preparation. We have invested considerable energies into ensuring that our graduate programs are optimized by adjusting concentrations and curricula and by adding entirely new majors. We have identified the need to increase our PhD enrollment, and recognize this need comes with the need to identify additional sources for GRA funding.

Research by KH faculty has widespread tangible impact. Our researchers disseminate their work in very highly regarded journals and at significant national and international conferences. They also receive important recognition from and hold prominent offices in professional societies. In many ways, KH faculty and students have done much with little, which highlights a need to improve external funding for research.

We believe that KH has demonstrated sufficient quality and exceptional accomplishments to warrant investments in the initiatives described herein.

2 How Adequate Are Your Unit’s Resources? (Note each of the criteria should include, as necessary, comparison to similar units at GSU or at peer institutions, both in terms of resources and faculty productivity with those resources. Each of the criteria should also address how realistic the unit’s goals are given current resources)

2.a Faculty Resources

In fall 2013, KH had 20 full-time faculty members. This number increased to 21 in fall 2014, and fell back to 20 in fall 2015; over this period, student enrollment steadily increased. The number of part-time instructors (PTIs) decreased from 11 PTIs in fall 2013 to only 5 in fall 2014 but increased to 12 PTIs in fall 2015. Increases also occurred for Graduate Teaching Assistants.
2.a.1 Faculty Composition

As of Fall 2015, the KH faculty members include 20 full time faculty members; among those are 2 Asian, 1 black, and 17 white faculty members. There is an even gender split including 10 female and 10 male faculty members. There are 12 part-time faculty members, among these are 1 black, and 10 white instructors, and 1 no rank, no report of ethnicity. Among these PT members included 8 females and 4 males. A total of 15 GTAs included 3 Asian, 4 black, 1 NR, and 7 white. Among these GTAs are 8 females and 7 males. In addition, there was 1 AD at the rank of professor, male and 1 UNK.

2.a.2 Student/faculty ratio data

As of fall 2015, the undergraduate student-to-faculty ratio in KH was 48.8; this number was very similar to the number reflected in fall 2014 and slightly higher than in fall 2013 (48.0 in fall 2014, and 44.8 in fall 2013). In fall 2015, the graduate student to faculty ratio was 9.4, which is slightly lower than in previous year (10.3 in fall 2014) and very similar to the ratio in fall 2013 (9.5).

2.a.3 Credit hour generation data, by faculty by fiscal year

Over the review period, credit hour generation by full-time faculty increased, from 10,493.5 per 21 faculty member in FY14, to 12,635.3 in FY15, to 12,893 in FY16. Credit hour generation by PTIs decreased from 1620.4 in FY 2014 to 1273 in FY 2015 but more than doubled in FY 2016 with 2823. GTAs credit hours were also significantly down from 4076.6 in FY 2014 to only 802 in FY 2015. Overall, credit hours generated by KH increased from 16,244.5 in FY 2014 to 19,063.5 in FY 2015 and increased again to 20,495 in FY 2016.

2.a.4 Role(s) of Clinical Faculty, if present, in teaching, research, and service

Clinical faculty members in KH are generally assigned a 4/4 teaching load along with service responsibilities. We have multiple clinical faculty members with master's degrees but not PhD degrees. They are vital to our undergraduate teaching responsibilities, but are unfortunately not eligible for promotion.

2.b Administrative Resources

The department maintains 5 full time staff members. Our business manager directs the office staff and is responsible for both our department budgets and our sponsored program budgets. Our IT specialist also has responsibility over some facility issues and safety. Two administrative coordinators cover academic scheduling, student issues, registration, and faculty issues associated with classes. In addition, our senior administrative coordinator oversees our student assistants. Finally, our receptionist supports faculty with office issues and handles front office inquiries.

2.b.1 Staff support per FTE faculty member
We have 5 staff members to support 20 full time faculty members as well as PTIs, GTAs, and GRAs whose numbers fluctuate from year to year but more than double the number supported by the staff.

2.c **Technological Resources**

KH has one full time IT administrative staff (included in 2.b as well). The IT person supports all faculty, GTAs, PTIs, staff, 5 labs, and instructional classrooms in the Sports Arena building.

2.d **Space Resources**

KH has 9 research labs, 2 instructional rooms, 6 storage rooms, 2 mechanical rooms, 1 conference room, and 34 offices. In total, the department has 14,627 square feet of research lab space in the Sport Arena building with additional labs and makeshift classroom space in Kell Hall.

2.e **Laboratory Resources** (both research and non-instruction laboratory space)

There are total of 9 rooms specified as research and non-instruction labs. (see appendix for room numbers and current use). In many cases, research labs are also used for instruction.

2.f **GSU Foundation Resources** and other gifts the unit has received

The department has four endowed scholarships as well as two other endowments supporting specific programs. Scholarship endowments total $164,414. Additional endowments, most notably the Salisbury endowment for Sport Administration, add an additional $143,185.

2.g **Library resources**

The GSU Library’s holdings in support of the Kinesiology and Health department are adequate. For the last three years, the GSU Library resources for the KH department have averaged about $1,300 per year to be allocated for books, DVDs, CDs. Annually, our faculty requests for those resources are fulfilled (e.g., 8 requests fulfilled in 2014). We subscribe to prominent journals for disciplines within this department. In comparison to our peers, these subscriptions are comparable in terms of access to current and back issues. We hold approximately 144,400 monographs, both print and electronic, in call number ranges related to sport medicine, physiology, health, kinesiology, business, recreation and other related topics. We have acquired every faculty and student purchase request made in the last three years, if the request fell within the library’s acquisition policies for monographs. The Georgia State University Library far surpassed monograph acquisitions related to these disciplines for our comparable peer institution. For monographs we do not own, we offer three intrastate book-share programs in addition to the general interlibrary loan service. Our electronic database subscriptions include the most vital to scholarly research in these disciplines and are comparable to all other peer institutions with the exception of one database, SBRnet. Both peer institutions subscribe to SBRnet, and we plan to add this database to our holdings in the near future.
3. Where Does Your Unit Want to Go?

3.a Describe sustaining innovations and disruptive innovations, if any. This section consists of a list of Prioritized Goal Statements, addressing, the end toward which effort and resource allocations will be directed and indicating their relevance to the University Strategic Plan, as well as to the near-term goals of the university over the next 5-7 years.

Our proposed goals recognize and utilize our strengths as a department and also establish concrete plans with measurable outcomes to address our current limitations. We have sought to further align our mission with that of the university and include innovative initiatives that will continue to set our program apart among our peers.

**Goal 1: Enhance Research Productivity and External Funding**

Our faculty includes prominent scholars who conduct both laboratory-based and field-based research ranging from basic science to applied research. Some of this work exists in disciplines for which external funding is scarce, while in others major funding sources such as the NIH are very highly competitive. We have successfully built an impressive research platform using limited external funds, but our profile – and our ability to support and sustain laboratories and graduate students – would be enhanced by innovative strategies to secure long-term external funding for research.

**Goal 2: Efficiently Manage Undergraduate Enrollment and Enhance the Undergraduate Experience**

The department has grown to become a leading, and often the leading credit-hour generator for the College of Education and Human Development. In FA15, KH generated more hours than any other department and contributed over 25% of the college's total. The vast majority of these are undergraduate exercise science hours. On the other hand, our teacher preparation program experienced declines at the undergraduate level mirroring national declines. The result has been an imbalance in programs across disciplines and from undergraduate to graduate, and has created a strain on faculty resources that has hindered research productivity. We must more efficiently manage undergraduate enrollments and we will seize the opportunity to enhance the experience of our undergraduate students through advanced, academically rich experiences and the development of strategic curriculum-career matching strategies.

**Goal 3: Enhance Graduate Programs**

Graduate students comprise 17% of the students in Kinesiology and Health. The programs attract, accept, and enroll highly qualified students with accepted applicant GPAs showing improvement over the past three years (3.24 GPA or better across all disciplines and levels). Upon graduation doctoral students are being placed in academic and post-doctoral research positions and master's students are landing jobs within field specific industries. The programs vary in size. Most doctoral concentrations average a 1:1 faculty to student ratio, yet there is room for growth in numbers of doctoral students. On the M.S. level, Sport Administration and Sports Medicine comprised 79% of the students, while HPE and Exercise Science have consistent enrollment. However, with the loss of the Sports Medicine program, the goal of increasing the number of students in other areas, while maintaining high quality of students and program size management is an area of focus. Based on the diverse career paths of our students, we also see
the opportunity to be more interdisciplinary in our graduate programs to meet the needs of our students. Finally, the doctoral program has challenges in resources, which needs to be addressed to increase our doctoral profile. We want to enhance the doctoral and master's programs by recruiting and maintaining high quality students, implementing and growing our doctoral concentrations, increasing interdisciplinary opportunities, and providing better resources, including funding, and research, teaching, lab, and office space.

**Goal 4: Increase Academic Involvement and Signature Experiences for Under-Represented Students**

Georgia State University is one of the most racially- and ethnically-diverse universities in the country. Within the KH department, 53% of the undergraduate students are black, 27% are white, 8.4% are Asian, and 5.5% are multi-racial. Many of these races are under-represented in professional organizations, research opportunities, and graduate programs, and our own hiring pools for faculty positions typically do not represent a racial or ethnic profile similar to our student body. Currently, our undergraduate students typically do not have exposure to research opportunities until their final semester if they choose to complete a research fellowship instead of an internship. Our goal is to provide research opportunities to high-achieving students earlier in their academic career at Georgia State University. We want to encourage students to attend and/or present their research at research symposiums and professional conferences. Our goal is to provide scholarships and funding tied to an emphasis on research for under-represented students as many of our students cannot afford to pay for travel or memberships to professional organizations. This goal is a direct response to Task 12 in the updated University Strategic Plan task list: "Create and strengthen inclusive pathways to recruit and support diverse undergraduate and graduate students into advanced academic and professional programs."

**Goal 5: Develop Community-Based Research and Service Learning Opportunities on Physical Activity and Wellness**

In its Healthy People 2020 initiative, the NIH has noted deficiencies in physical activity in 80 percent of adults and adolescents. The initiative stresses that "a multidisciplinary approach is critical to increasing the levels of physical activity and improving health in the United States." KH faculty and students value physical activity and wellness and also recognize the importance and added value of service learning opportunities. All programs within KH are working in and with local communities. We will augment existing activities to develop a research focus addressing physical activity and wellness issues relevant to major metropolitan cities. This goal organizes our current efforts in the community, aligns them to a common focus on wellness, and identifies potential for current and future research areas.

**4 What Do You Need to Do or Change to Get There?**

4.a A List of Objectives for each Goal in the coming cycle, including a description of identified strategic initiatives or changes to the unit will undertake to improve program quality and align the unit with the strategic plan

4.b A List of Any Identified New Resources, where necessary, that will be required to achieve each goal. Prioritized reallocations within the unit should also be detailed, to be developed in consultation with the relevant Dean, who will consider the requirements within the larger context of college resources and needs
4.c An Implementation Plan for achieving each goal by the next scheduled self-study
4.a, b, c Within each goal from Section 3 we will list objectives, associated resources, and an
implementation plan.

**Goal 1: Enhance Research Productivity and External Funding**

OBJECTIVES: We propose a three-part strategy to address our abilities to create new proposals for external funding and then see those proposals through to success:

1) Hire discipline-specific consultants to advise individuals or collaborating groups on the best mechanisms and agencies to target for grant proposals. These will not be standard "grant-writing workshop" professionals; instead, we will seek individuals within KH specific disciplines who have demonstrated success obtaining funding from multiple agencies. We will move beyond emailed lists of RFPs to one-on-one help with specific award types, study sections, review cycles, and parallel submissions.

2) Hire grant-writing consultants to assist individuals with revisions of federal grant proposals. These will be professional grant-writing experts who will interpret reviewer comments and develop strategies to obtain funding with the first revision of major proposals.

3) Arrange for targeted internal semester-long course releases or summer support for faculty members writing multiple external grant proposals. These will include specific deliverables throughout the semester and will result in multiple large-scale submissions.

In addition to these strategies, we will leverage our new multidisciplinary doctoral concentration (Goal 3) and our efforts toward under-represented student groups (Goal 4) to seek a federally-funded training grant to develop diversity in health care professionals and researchers. Finally, we will seek to develop our current internal Sport and Urban Policy Initiative into a college-level Center, and will target one additional area for Center development.

RESOURCES: This is a disruptive goal that will require resources for the hiring of consultants and the establishment of course releases. We will seek to utilize college and department indirect funds to hire the consultants and fund course coverage, recognizing the potential for high return on investment.

IMPLEMENTATION PLAN: The grant writing objectives will be ongoing and will commence as soon as the APR process is complete. The training grant will be written later in the cycle, once the new multidisciplinary doctoral concentration is established. Center development is targeted for 2018-2019.

**Goal 2: Efficiently Manage Undergraduate Enrollment and Enhance the Undergraduate Experience**

OBJECTIVES: We will address enrollment imbalances through strategies to boost low-enrollment programs, add attractive new programs, and control enrollment in programs in which current numbers cannot be sustained. Some of these plans are already in place. FA17 will see the beginning of implementation of an application process to allow for enrollment management of undergraduate Exercise Science via applications and capped admissions. As an option for students who might not fit in that program, we are implementing a new BIS program in Sport Administration, a new BSE concentration in Coaching, Sports, Physical Activity, Health and
Wellness, and new strategies to reach advisors and undergraduates to improve awareness of the HPE major as a viable option.

As part of its initiatives for undergraduate education, the 2016 update of the University Strategic Plan calls for the creation of "innovative pathways to enable students to translate college to career." To insure that students across and within all of our programs are actually pointed toward their most desirable career outcomes, we will add early orientation experiences, scheduled to coincide with students' admissions into the major, to expose student to defined curricular paths to different careers.

Finally, we will enhance the experience of our brightest undergraduates via the implementation of honors courses, advanced content upper-level electives, and the opportunity to engage in a Research Signature Experience (which overlaps Goal 3 below).

RESOURCES: This is a sustaining goal that does not require monetary resources. It will require additional effort for faculty members in curricular development. Faculty will identify career pathways through our curricula, develop and implement orientation experiences, and create honors sections of their classes and new advanced electives.

IMPLEMENTATION PLAN: The Chair will monitor the impact of enrollment management, identifying changing numbers within program and total numbers across the department. An existing committee within the department tasked with a student experience at admission will implement orientation experiences in FA18, following curriculum-career mapping activities in all programs. A new committee will be formed in SP17 to develop the research signature experience, with a goal of implementation beginning SP18.

**Goal 3: Enhance Graduate Programs**

OBJECTIVES: We will enhance our graduate programs by focusing on implementing and growing our doctoral programs, interdisciplinary opportunities, enrollment, and improving resources for doctoral students. Goal 2 of the GSU Strategic Plan calls for strengthening and growing the base of distinctive graduate programs.

In strengthening the quality of our students, the goal is coupled with Goal 2 in identifying students from honors classes and encouraging applicants into our graduate programs. Further, assessing the incoming GPA and GRE requirements are measures to insure incoming students are quality with respect to enrollment levels. In Fall 2017, the MS Sport Administration program will seek to increase the minimum GPA, as Exercise Science increased theirs two years ago. On the doctoral level, utilizing the GRE to insure quality remains a goal.

To address the objective of strengthening and growing the base of distinctive graduate programs, we will implement and grow doctoral concentrations There is an opportunity to grow the relatively new PETE (HPE) concentration (one of only 23 currently in the US) and new Sport Administration concentration (Fall 2016), and aim to increase numbers in other concentrations. The doctoral level growth would be significantly enhanced with increased doctoral support. The GSU Strategic plan, Goal 2, Initiative 1 is focused on expanded support for doctoral programs. Growing and enhancing our resources to support doctoral student will help increase the number
and quality of applicants, as well as aid in recruiting and retaining quality applicants. Specifically, there is a need for research, teaching, lab, and office space.

To further strengthen our graduate programs and meet the needs of our students, we will focus on interdisciplinary opportunities. Specifically, the MS Exercise Science program of study has been revised, which allows for more elective opportunities and potentially areas of emphasis outside of the department (e.g. Gerontology, Public Health). Setting up coursework plans with Physical Therapy, Public Health, Gerontology, or Coaching would provide students with an enhanced and distinct learning experience. Additionally, determining interdisciplinary options within Health and Physical Education with coaching courses on the Master’s level is another option. On the doctoral level, we will seek out an interdisciplinary relationship with the Doctor of Physical Therapy degree program, establishing a concentration for DPT students who wish to obtain a PhD in addition to their DPT. A relationship with the J. Mack Robinson College of Business and Andrew Young School of Policy Studies will be explored for a similar relationship for cognate areas within the Sport Administration concentration.

RESOURCES: The enhancement of graduate programs with interdisciplinary action does not require additional resources. The efforts of increasing space and graduate student support are areas that require funding. It will also require additional effort for faculty members in creating funding opportunities for graduate students, specifically at the doctoral levels. We also have a pronounced need for office space for our doctoral students; such space will be included in future plans for space acquisition and utilization.

IMPLEMENTATION PLAN: These objectives will be staggered as mentioned above. We seek to implement the DPT concentration in Fall 2017, to be followed by efforts to develop additional interdisciplinary options. Increased funding for graduate students will follow the objectives in Goal 1, as will efforts to seek a training grant for the new DPT concentration.

Goal 4: Increase Academic Involvement and Signature Experiences for Under-Represented Students

OBJECTIVES: In accordance with the University's Strategic Plan Goal 1, we plan to target high-achieving undergraduate students early in their program of study to offer them "Research Signature Experiences." Since our program has recently adopted an honor code, we will host a Welcoming/Orientation ceremony for admitted students each fall and spring semester. The ceremony will include break-out sessions allowing students to meet professors and learn about their research. This will ensure that students will be exposed to the current ongoing research in our programs. Students will make connections with professors and discuss their interests and potential research questions.

Lectures on research in each specific program will be emphasized in KH 2130 Introduction to Kinesiology and Health. In this course, students learn specifics about each program in KH, advising, career paths, and hear from guest speakers in a variety of fields. Currently, there is no discussion about research opportunities as an undergraduate or as a career. KH 2130 will offer guest lectures from various professors within the KH department to discuss their research as well as potential careers in academia emphasizing our numerous master's and doctorate programs.
We will identify high-achieving underrepresented students in courses such as KH 3550 Statistics and Evaluation in Exercise Science and KH 3650 Physiology of Exercise. Students who are able to apply, analyze, and evaluate information in their courses will be given opportunities to participate in "Research Signature Experiences." Outstanding students from under-represented groups with research interest will be offered student memberships in relevant professional societies and newly established scholarships to support their studies and research, as well as mentorship opportunities. Faculty members will submit names of respected leaders in a variety of KH fields located in the metro-Atlanta area. These names will be used to compile a list of diverse mentors that students may reach out to as they prepare for future careers.

Undergraduate students involved in research will be invited to present at the department’s spring Research Symposium. This will provide the students with an opportunity to speak in a large, public-setting as well as answer questions from guests. The Research Symposium will also allow the students to view other research presentations and posters.

RESOURCES: This is a disruptive goal that requires monetary resources for research scholarships and funding for professional organization memberships. Additionally, it will require effort for faculty members teaching 2000 and 3000-level courses to identify the high-achieving underrepresented students. Faculty members will need to volunteer to provide guest lectures for KH 2130. Faculty will identify potential mentors in the metro-Atlanta area for underrepresented students.

IMPLEMENTATION: We will augment the honor code ceremony with research awareness in FA17. From that point a department committee will be established to oversee the identification of exceptional students and the implementation of signature experiences. Faculty members will reach out to their professional organizations to seek support from their diversity committees for student memberships. The committee will work with the college's development officer to endow scholarships for the program.

Goal 5: Develop Community-Based Research and Service Learning Opportunities on Physical Activity and Wellness

OBJECTIVES: KH faculty have been serving local communities in previous years; however, this service was not necessarily categorized as service learning and we have not consistently collected research evidence on service learning outcomes. Therefore, the first objective for this goal will call for faculty members who have existing projects in local communities to think creatively regarding the work they have been doing and search for opportunity to turn it into service learning opportunities for their students with measurable research-related outcomes. A series of meetings will be established to connect faculty members, share ideas from existing projects, and foster new ones. Faculty members will then start formalizing specific research questions and collect systematic research-quality data while engaging in service learning opportunities with the local communities. In addition, with the help of college resources in the Office of Research and Sponsored Projects, faculty members will identify specific grant opportunities in the area of physical activity and wellness service learning in major metropolitan cities.
RESOURCES: This goal does not require additional resources. It organizes current efforts, catalyzes new ones, and identifies potential for future funding.

IMPLEMENTATION: During FA17 and SP18, faculty members will submit summaries of each current community service and community-based research activity to the chair. Following this phase of information-gathering, the chair will assemble these individuals to convene a series of meetings in FA18 to identify potential for collaboration, enhancement of current projects, and new opportunities. SP19 will be used to pilot new research, with proposals for funding targeted after that semester.