



2011 Program Review Movement and Sports Science Department

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Executive Summary

This program review was based on both an assessment of outcomes as well as faculty interaction during a departmental retreat to evaluate the program and outcomes.

Program Overview

The University of La Verne Movement and Sports Science (MSS) Department is an academic department within the College of Arts and Sciences. Its primary objective is to prepare students for careers in the movement, sports science, and sports healthcare fields through didactic instruction, laboratory experiences, and fieldwork opportunities. The department also provides General Education required coursework in lifelong health and fitness, as well as activity classes designed to enhance student, faculty, and employee health and wellness. The MSS Department currently serves approximately 194 declared majors in three degree tracks: MSS Education, MSS General Studies, and the Athletic Training Education Program (ATEP). MSS is the second largest major in the College of Arts and Sciences. The ATEP is nationally accredited by the Commission on Accreditation of Athletic Training Education (CAATE), which qualifies program graduates to take the Board of Certification (BOC) examination and become Certified Athletic Trainers (athletic training is recognized by the American Medical Association as a healthcare profession). The department also serves all traditional undergraduate students who are required to take either MSS 001 Fitness for Life or MSS 151 Health and Physical Fitness Strategies to meet the Lifelong Fitness requirement for General Education, as well as an indeterminate number of Campus Accelerated Program for Adults (CAPA) and Regional Campus Administration (RCA) students who may opt to take the traditional courses or the online version of MSS 001.

Program Assessment

A survey of program graduates was begun in December 2009 and completed in February 2010. Program graduates expressed high levels of satisfaction with most aspects of the program. The highest amount of praise was towards the accessibility and work ethic of the faculty. There were lower levels of satisfaction expressed towards the Senior Project and Exercise Physiology classes. These issues are being addressed, with new equipment purchased for the Exercise Physiology laboratory this past year and some revisions to the structure of the Research Methods and Senior Project classes recommended for this year.

Senior Exit Surveys are administered every January in the Senior Thesis class, and reflect similar strengths and weaknesses compared to the graduate survey. While the seniors are generally

pleased with faculty interactions and availability, they share concerns with the amount of equipment and state of facilities.

Finally, detailed assessments are done with ATEP students as a condition of Accreditation. Although the number of ATEP students is small (approximately 9 to 11 Program students per year), the evaluations include their clinical experiences both on and off campus, and their supervisors' assessments of them. The most recent accreditation review in 2009 was highly favorable, and resulted in a 10-year renewal of accredited status. The largest concern was with ATEP staffing levels and communication between ATEP faculty and the clinical staff.

Action Recommendations summary

The greatest challenges to the MSS department are staffing, technology, and facilities. Since the transfer to Athletics of two former MSS faculty members in the past three years and the departure of an ATEP faculty member for another position, the department has been functioning without replacements. This need was only been partially rectified through the hire of one new faculty member last year.

Some concerns expressed by the CAATE site visitors about the ATEP program include the workload of the ATEP Director, who was serving multiple roles as ATEP Clinical Coordinator, Assistant Athletic Trainer, and MSS Department Chair. Additionally, the lack of staff and resources has severely strained our ability to maintain standards to continue our California Subject Examination for Teachers (CSET) waiver status. In July 2010, we were required to submit a self-study in application for renewal of our waiver status. While completing this study, it was noted we do not have the number of teaching faculty other programs in our area have, and more significantly, lack a departmental coordinator of the Teacher Preparation program for Physical Education. We were only able to address 3 of 7 standards on our initial application, and currently do not have a CSET waiver. We will be resubmitting our application by March, 2012. There continue to be concerns about addressing the CSET standards with current classes.

Our laboratory technology has been partially addressed with the recent purchase of new exercise physiology testing equipment, but there is still a need for additional up-to-date testing equipment and computing capacity for more than just the exercise physiology classes. Over the past 20 years there has been a steady decline in the amount of activity space available for recreation and professional courses, activity courses, and general education courses. While the number of students in the major and general education courses continues to increase (an additional 20% just in the past year), there are fewer places for these students to be active on campus. The constriction of space has also affected required activities in our classes.

Summary of action recommendations:

- Restoration and improvement of faculty staffing levels
- Restoration and improvement of operating budget
- Establish adequate facility guidelines for MSS programs and MSS program responsibilities in concert with the Provost's university-wide capacity initiatives.
- Establishment of an MSS computer lab to facilitate student access to major-specific software for individual and group coursework and research.
- Development of a guided Teaching Credential experience
- Expansion of internship opportunities for students

- Expansion of professional development opportunities for General Studies and Teaching track majors
- Increase of clerical staffing
- Development of a Personal Fitness Trainer Certification
- Development of the Exercise Physiology laboratory into a full Human Performance testing facility
- Development of a sports injury management class for coaches
- Expansion of activity class offerings
- Increase faculty/staff activity offerings as an employment benefit
- Development of a Masters in Education Special Emphasis in Athletic Training Instruction
- Strengthen the Research Thesis to embrace University core values
- Improve academic advising through establishing stronger relationships with majors

I. Program Vision and Mission

The teaching of “Physical Culture”, the precursor to Physical Education, in turn the precursor to the current Movement and Sports Science Department, has been in existence since the early years of the University of La Verne. Once dedicated to the “health and grace” of students by assisting in the adopting of “habits of life (that will) give the best physical foundation for intellectual and expressional development”, today the MSS Department expands on that tradition through its coursework in lifelong health and fitness and its philosophy of sustaining the body as well as the community and our environment.



PHYSICAL CULTURE CLASS, c. 1907. The *Lordsburg College Catalog, 1906–07* lists Physical Culture under Courses in Elocution. “True education is that which uniformly develops body, mind, and soul. A sound mind can dwell only in a healthy body. It is the aim of physical culture to develop the pupils toward health and grace, to straighten the figure and lead each pupil to form such habits of life as will give the best physical foundation for intellectual and expressional development.” (Photographer: Schwichtenberg, Pomona, Cal.)

from *University of La Verne: College History Series* (2001) by Marlin Heckman

Vision

The MSS Department will be recognized for meeting regional and national standards of achievement in movement pedagogy, exercise science, and the healthcare fields. The Department offers programs that demonstrate regional influence through successful graduates. The Department will be a campus and community leader in promotion of a healthy balance of mind, body and spirit for diverse populations.

Mission

The Mission of the Movement and Sports Science Department is:

- To prepare students for a career in the movement pedagogy, exercise science, and healthcare fields
- To offer coursework and experiences that promote lifelong health and wellness for the campus and surrounding communities.
- To honor and incorporate the Values of the University of La Verne

II. Learning Objectives

It is expected that all graduates of the MSS Department will have a common knowledge base in the sports sciences. The following learning objectives each contribute to that common foundation:

Learning Objective 1

Graduates of the Movement and Sports Science Department will demonstrate the ability to develop and prescribe a comprehensive health maintenance program incorporating exercise, nutrition, and healthy lifestyle practices through the development of a wellness prescription.

Learning Objective 2

Graduates of the Movement and Sports Science Department will demonstrate the ability to utilize concepts of applied biomechanics and apply them to an analysis of a human movement.

Learning Objective 3

Graduates of the Movement and Sports Science Department will demonstrate knowledge of the function and structure of the human musculoskeletal system as applied to human movement.

Learning Objective 4

Graduates of the Movement and Sports Science Department will demonstrate knowledge of human physiology as applied to human movement.

Learning Objective 5

Graduates of the Movement and Sports Science Department will demonstrate the ability to apply sport science concepts to their own movements.

Learning Objective 6

Graduates of the Movement and Sports Science Department will demonstrate the ability to develop a quality research thesis and defend their work to a faculty committee.

Major Specific Learning Objectives

Two of the degree tracks within MSS – Education and Athletic Training – have additional learning objectives owing to accreditation requirements:

- Physical Education Pedagogy
In addition to the Departmental Learning Objectives, graduates of the MSS Education degree program will achieve the following:

Learning Objective: MSS Education

Graduates of the Movement and Sports Science Department will demonstrate the ability to describe differences in physical skill development through the lifespan and how this affects the teaching of psychomotor skills.

- Athletic Training Education Program
In addition to the Departmental Learning Objectives above, graduates of the Athletic Training Education Program (ATEP) will achieve the following:

Learning Objective: Athletic Training Education Program

Be prepared to pass the Board of Certification (BOC) examination.

III. Program Capacity and Description

Faculty

Successful University of La Verne MSS graduates take career paths in the fields of teaching, coaching, health promotion, physical fitness and wellness, allied health, and athletic training. Their success can, in part, be directly attributed to our core faculty in the department. Our faculty members are well-versed in current practices and development in these fields, highly engaged in student professional development and achievement, and active in professional organizations. Staying current in the field is crucial, and is accomplished by experiential and professional development, applied research, and involvement in a practical settings. MSS faculty members are expected to exemplify quality teaching and exhibit the professionalism demanded in their specific areas of expertise. The MSS Faculty are also expected to serve as role models and mentors for the many MSS graduates, and are responsible for academic advising of all MSS students.

For most of the Department's history, all departmental faculty members held dual appointments within the Athletics Department as coaches, athletic trainers, and staff. As such, faculty expectations emphasized excellence in teaching and coaching or athletic training, as opposed to research and scholarship. The accepted degree standard for MSS faculty at the time had been the Master's degree. MSS faculty members with dual roles spent a great deal of time recruiting new students to the University, fundraising for their programs, creating a positive image through competitive opportunities, and in student development. The Department regarded athletic duties as another opportunity to teach, as well as to provide a service to the University. These dual appointments were a valuable resource for the students and provided another educational forum outside the classroom to further the students' overall experience while at the University of La Verne. However, only one MSS faculty members currently holds a dual appointment with Athletics as academic and athletic demands have increased.

It is important to recognize that despite the long shared history, MSS and Athletics have always been two separate departments with different missions and administrative structures. MSS faculty report to the MSS Department Chair for academic issues; those with dual appointments also reported to the Director of Athletics for athletic issues. While these duties are often complimentary, the understanding was that core academic responsibilities take priority. A significant issue has been the failure of other University entities and administrators to recognize the difference between the academic MSS Department and the co-curricular Athletic Department. This has led to numerous issues in miscommunication and conflicts in staffing that continues to confront the MSS Department.

The MSS Department continues to transition towards a more traditional faculty model, with new hires required to hold doctoral degrees and engage in research and other scholarly efforts. Research is becoming increasingly important to the Department as new faculty are expected to be teacher-scholars by conducting research, presenting at professional conferences and publishing their findings. Support for this kind of activity is becoming increasingly important to individual faculty members as well as the department.

Current Full-Time Faculty Staffing Responsibilities and start date

Paul Alvarez, PhD, ATC (Fall, 1987)

- Professor of Movement and Sports Science
- Department Chair
- Director of the Athletic Training Program (ATEP)
- ATEP Clinical Coordinator

Dr. Alvarez has a Physical Education background and teaches teaching methods courses as well as Health and Physical Fitness Strategies. As Department Chair, he is responsible for the delivery of the entire MSS Department program. Additionally, he serves as Program Director for the Athletic Training Education Program and Clinical Coordinator, aligning the ATEP curriculum and clinical experiences with CAATE standards to maintain program accreditation.

Jim Paschal, MS (Fall, 1971)

- Professor of Movement and Sports Science

Professor Paschal has a background in Physical Education and Coaching, having won numerous conference titles in women's volleyball and two national titles. His extensive experience in Physical Education, Coaching, and Administration makes him ideally suited to teaching the Foundations in Physical Education, Philosophy of Physical Education and Athletics, teaching methods courses, and Fitness for Life, Health and Physical Fitness Strategies, and Tennis classes.

Marilyn Oliver, MS, ATC (Fall, 1978)

- Professor of Movement and Sports Science

Professor Oliver is experienced in Physical Education as well as Athletic Training, having formerly served as Head Athletic Trainer and Director of the Athletic Training Education Program for a number of years. She is responsible for teaching foundational courses in Athletic Training, as well as the Scientific Principles of Movement course.

Pat Widolff, MS (Fall, 1991)

- Professor of Movement and Sports Science

- Dual Appointment as Head Track and Field Coach

In addition to his duties as Head Track and Field Coach, Professor Widolff has a background in Exercise Physiology and teaching Physical Education. He is responsible for teaching the Exercise Physiology classes (lecture and labs), Research Methods and Design, and Senior Thesis.

Wendy Zwissler, MS (Fall, 1990)

- Professor of Movement and Sports Science

Professor Zwissler has a background in Adapted Physical Education and Elementary Physical Education. She teaches courses in Motor Development, Adapted Physical Education, and Curriculum.

Megan Granquist, PhD, ATC (Fall, 2008)

- Assistant Professor of Movement and Sports Science

With a background in Sport Psychology and Sports Medicine/Athletic Training, Dr. Granquist's professional goals are to enhance sport injury rehabilitation and return to activity following injury. She has presented her research at numerous professional conferences. She currently has a contract with FA Davis publishing for a textbook titled "Psychosocial Strategies for Athletic Training", and she and strives to integrate Sport Psychology into Sports Medicine through teaching and research. She is also committed to teaching general wellness of the mind and body, and in addition to sport and exercise psychology courses, she teaches Kinesiology, Fitness for Life, and Health and Physical Fitness Strategies.

Sarah Dunn, PhD (Fall, 2010)

- Assistant Professor of Movement and Sports Science

Dr. Dunn's primary research interests of Obesity and Disease Prevention focus on overweight men and women across all ethnic groups, with special emphasis on Weight Reduction, Metabolism, Nutrition and Physical Activity. The overall objectives of her research are to gain a better understanding of the benefits from healthy behaviors. Within the MSS Department she is responsible for teaching Nutrition and Health, Fitness for Life, and Health and Physical Fitness Strategies. Dr. Dunn strives to integrate research into her teaching and has applied for external research support.

Current Adjunct Faculty Staffing and Course assignments

Each adjunct faculty member assigned to an activity class (MSS 001- 049) or teaching methods class (MSS 370-373) is a professional in his/her area of expertise. Additionally, some of our Adjunct Faculty have been recruited to teach our introductory level, general education courses.

Allison Krich – MSS 001 – Fitness for Life

- Ms. Krich taught courses equivalent to Fitness for Life at Milliken University for four years prior to coming to La Verne. She has an extensive background in health and wellness.

Ty Aponte – MSS 017 - Karate

- Sensei Aponte is a fourth-degree black belt in several styles of karate, and is the chief instructor for the United Shotokan Karate League dojo in Upland.

Matt Durant – MSS 022 - Weight Training, MSS 003 - Cardiokickboxing

- Coach Durant is a Certified Strength and Conditioning Coach with experience working with both athletes and non-athletes at the collegiate and community college level. He serves as the La Verne Director of Strength and Conditioning, overseeing the University of La Verne Fitness Center.

Liron Wilson – MSS 003 - Cardiokickboxing

- Mr. Wilson competes in Mixed Martial Arts at the national level and has won several tournaments. He also teaches at Mt. San Antonio Community College.

Josh Davis, MS, ATC – MSS 400 General Medical Conditions in Athletic Training, MSS 324/325 Evaluation and Assessment of Athletic Injuries – Lower Extremity.

- Mr. Davis is the Assistant Athletic Trainer

Joanna Engel, MS, ATC – MSS 237 Techniques and Observations in Athletic Training, MSS 415 Management and Administration in Athletic Training.

- Ms. Engel is the Director of Athletic Training Services

Danny Bonilla – MSS 328 Evaluation of Head and Spine, MSS 411 Practicum III, MSS 412 Therapeutic Modalities

- Mr. Bonilla is a Certified Athletic Trainer and Visiting Professor at Loyola Marymount University.

Sean Gateley – MSS 410 Exercise and Rehabilitation

- Dr. Williams is a Licensed Chiropractor in clinical practice.

Cres Gonzalez – MSS 001- Fitness for Life

- Coach Gonzalez is Head Men's Soccer Coach.

Sarah Grusmark – MSS 038 - Social Dance, MSS 039 Intermediate Social Dance, MSS 040 Jazz Dance

- Ms. Grusmark is accomplished in several dance forms and has competed in West Coast Swing competitions at the national level. She also travels extensively conducting dance workshops.

Monica Matthews – MSS 007 – Yoga, MSS 002 - Step Aerobics

- Ms. Matthews is a regionally known expert in Yoga, with two books and a video on the subject. She also teaches in numerous community courses and with seniors at Hillcrest Homes.

Pam Maunakea – MSS 002 - Step Aerobics, MSS 001 - Fitness for Life

- Ms. Maunakea is the Business Manager for the MSS and Athletics Departments.

Bonnie Murphy – MSS 002 - Step Aerobics, MSS 015 – Pilates

- Ms. Murphy is well-versed in a variety of exercise forms, and is locally known as an expert in Pilates. She teaches a number of classes for the San Dimas Department of Parks and Recreation.

Richard Reed – Basketball component in MSS 372, Methods and Practice of Teaching Team Sports and Games

- Coach Reed is Head Men’s Basketball Coach.

Christie Joines – Group Games in MSS 372, Methods and Practice of Teaching Team Sports and Games

- Ms. Joines is the Administrative Assistant to the Athletics Department.

Mike Riggs – MSS 151 - Health and Physical Fitness Strategies

- Mr. Riggs is the Chair of the Physical Education Department at Ramona Middle School.

Scott Winterburn – MSS 312 - Theory and Analysis of Baseball and Softball

- Coach Winterburn is Head Baseball Coach.

Yolanda Duron – MSS 001 - Fitness for Life, MSS 316 - Theory and Analysis of Tennis and Badminton

- Coach Duron is Head Women’s Tennis Coach.

Athletic Training Education Program Approved Clinical Instructors

In addition to the formal adjunct faculty, the Athletic Training Education Program utilizes a number of Approved Clinical Instructors (ACIs). ACIs are practicing athletic trainers in various settings who provide clinical supervision for Athletic Training students in their required clinical rotations. ACIs are not compensated by the University of La Verne, although other ATEPs do compensate their ACIs.

Michelle Okayama – Head Athletic Trainer, Bonita High School

Jessica Brown – Head Athletic Trainer, Damien High School

Andrew Liu – Head Athletic Trainer, Rancho Cucamonga High School

Heather Pedivillano – Head Athletic Trainer, Claremont High School

Scott Norman – Assistant Athletic Trainer, Citrus Community College

Tracy Stone – Assistant Athletic Trainer, Citrus Community College

Elias Levanway – Head Athletic Trainer, Chaffey Community College

Russell Muir – Head Athletic Trainer, Rio Hondo Community College

Andrew Paulin – Head Athletic Trainer, Mount San Antonio College

Bill Ito – Assistant Athletic Trainer, Mount San Antonio College

David Salaiz – Physical Therapy Assistant, Casa Colina Centers for Rehabilitation

Sean Gateley – Physical Therapist, Casa Colina Centers for Rehabilitation

Current Clerical and Support Staffing

The Movement and Sports Science Department has only shared clerical and support staffing, and Athletics has control of these positions.

Cres Gonzalez – Facilities, 100% Athletics

Pam Maunakea – Departmental Business Manager, 75% Athletics

Full-time to Part-time Faculty ratio

Currently, the MSS Department has eight full-time faculty lines with one position vacant while we seek another faculty member, compared to 13 part-time adjunct faculty. An assessment of

full-time faculty Full-Time Equivalent (FTE) compiled in the Fall of 2010 (Appendix A, most recent complete data), indicated that 69.5% of all MSS courses were being taught by full-time faculty, fourth highest in the college. The same assessment indicated that the department served 1,057 students with 8 full-time faculty, the second highest in the college. However, while the department is considered to have 8 full-time Faculty, the reality is that with one dual appointment faculty, release time for Department Chair and ATEP Director duties, and one vacant position, the true count is closer to 5 full-time Faculty. This not only affects the percentage of courses taught by full-time faculty, but also impacts course offerings (Appendix B) and advising loads, especially considering that the department currently has 194 students majoring in MSS (unofficial Fall 2011 count). This translates to 27.7 advisees per full-time faculty.

An additional consideration is the fact that Scott Winterburn, formerly a full-time MSS faculty member with a dual appointment as Baseball Coach, was transferred to a full-time Athletics position in 2009, taking his faculty salary line with him. The MSS Department maintains that this salary line should be restored to MSS as soon as possible.

Students and Majors

Degrees Conferred

The MSS department offers three practice-based degree programs:

- ***Bachelor of Science in Movement and Sports Science – Education***

This degree fulfills California State requirements for teacher preparation in the single subject physical education credential. Completion of the degree leads to a Teacher Education graduate program. (Note: the California Subject Examination for Teachers [CSET] waiver that normally applies to graduates of this degree is currently expired. Renewal of waiver status is in process)

- ***Bachelor of Science in Movement and Sports Science – General Studies***

This degree is designed in conjunction with a faculty advisor to allow students to prepare for careers in the sports science field. Completion of the degree usually leads to graduate programs in the sports sciences, health and wellness, or health care fields.

- ***Bachelor of Science in Athletic Training***

This degree prepares successful graduates to pass the Board of Certification (BOC) Examination and become Certified Athletic Trainers, a nationally recognized health care professional. The Athletic Training Education Program (ATEP) is nationally accredited by the Commission on Accreditation of Athletic Training Education (CAATE)

Degrees Bestowed

No distinction is made between the Bachelor of Science in MSS Education and Bachelor of Science in MSS General Studies in current reports. The number of graduates for the past five years in the two degree tracks are as follows:

Degree	2005-06	2006-07	2007-08	2008-09	2009-10
Athletic Training	7	9	4	8	5
MSS (both tracks)	20	17	20	25	12

Additionally, the Department is responsible for the University of La Verne General Education courses in Lifelong Fitness, as well as offerings in a variety of activity classes. As University enrollments have gone up, so have the demands for more activity and Fitness for Life classes. A summary of student head count and number of sections offered by academic year is noted in the table below. A full summary of the data by semester and class is included in Appendix C.

Course Type	2006-07	2007-08	2008-09	2009-10	2010-11
Activity	257 (12)	300 (17)	258 (20)	278 (23)	406 (26)
Fitness For Life (MSS 001)	249 (10)	212 (9)	191 (8)	189 (7)	381 (20)
Health and Fitness (MSS 151)	146 (6)	142 (6)	133 (6)	163 (7)	167 (6)

Note: number of classes in parentheses.

The State of California and CAATE have specific content requirements that directly affect course offerings, as well as the content expertise of our faculty. In general, these content areas include:

Teaching Credential

Content expertise in Aquatics, Team Sports, Individual Sports, Gymnastics and Dance, Outdoor Education, Combatives, and Organized Games

Anatomical Kinesiology

Physiology of Exercise

Curriculum Design and Development

Motor Learning and Development

Biomechanics

Adapted Physical Education

Health and Fitness

Foundations of Physical Education and Sport

Philosophy of Physical Education and Sport

Athletic Training

Injury Prevention and Assessment

General Medical Conditions

Emergency Management

Management and Administration of Health Care

Biomechanics

Kinesiology

Physiology of Exercise

Therapeutic Modalities

Rehabilitation and Exercise

General Studies

- Anatomical Kinesiology
- Physiology of Exercise
- Curriculum Design and Development
- Motor Learning and Development
- Biomechanics
- Health and Fitness
- Foundations of Physical Education and Sport
- Electives as determined with the academic advisor

All Movement and Sports Science Majors

Consistent with University of La Verne standards, the Department also requires all majors to complete the Senior Research Thesis. The Senior Research Thesis is developed through a Fall semester Research Methods Course and January Interterm Senior Project course, followed by the collection of data, submission of a written thesis, and oral defense of the thesis to both Departmental and outside faculty and staff reviewers in May.

Enrollment History

Enrollment in MSS programs is significant at the University of La Verne. Currently, MSS Department degree programs are very popular among undergraduate students. The basic statistics of the MSS programs for Fall 2011 include:

- second largest program in the College with 194 majors
 - second largest growth in majors since 2008
 - third largest class size (26.2 per class)
 - ranked fourth in FTEF in classes (61.9%)
- (See Appendix A)

The increased demand for the MSS major parallels the demand for activity and General Education courses. The MSS Department saw the number of majors in MSS Education and General Education almost double in 2010, and increase by 25% in Athletic Training. The unofficial numbers from Fall 2011 show these trends to be ongoing. Without an increase in faculty, this increase has led to larger class sizes and a need for additional sections of core MSS courses.

Number of Majors

Major	2006	2007	2008	2009	2010
Athletic Training	41	35	40	39	51
MSS Ed/GS	64	66	75	69	113

Source: University of La Verne Fact Book 2010

Assessing the status of the MSS major in relation to others in the College of Arts and Sciences shows the Athletic Training major to be fairly steady in rank through 2010, but the combined MSS General Studies and Education majors have not only increased, but now rank 4th in the College.

Academic Major Ranking by FTE

Major (rank)	2006	2007	2008	2009	2010
Psychology	221.2 (1)	209.1 (1)	204.5 (1)	191.6 (1)	256.0 (1)
Criminology	152.4 (2)	155.6 (2)	146.9 (2)	149.4 (2)	162.9 (2)
Biology	108.7 (3)	93.8 (3)	74.4 (3)	91.1 (3)	147.7 (3)
Communications	83.5 (4)	89.1 (4)	71.1 (5)	63.3 (5)	92.1 (5)
Legal Studies	66.4 (5)	61.9 (5)	52.3 (7)	57.2 (6)	75.2 (6)
MSS	58.6 (6)	61.2 (6)	71.3 (4)	67.8 (4)	108.1 (4)
Athletic Training	40.6 (12)	34.3 (11)	40.0 (10)	38.0 (10)	51.0 (11)

Source: University of La Verne Fact Book 2010

Because of the wide variety of classes offered to different groups, enrollment numbers vary widely.

- In the Lifelong Fitness classes (MSS 001 for the general student population and MSS 151 for MSS and Athletic training majors), classes are capped at 25 students and are almost always full, with at least three sections of MSS 001 and two of MSS 151 offered every semester. However, with the increase in students in 2010, seven sections of MSS 001 were offered in the Spring and Fall, and two in the January Interterm in order to meet demand. The current Fall semester is no different with seven sections of MSS 001 and two of MSS 151 being offered, all full at 22 students each.
- The MSS 235 Introduction to Athletic Training class is also quite popular, with an average enrollment of 28. Again, with the increase in students in 2010, a Spring 2011 section of MSS 235 was offered, and the two sections of MSS 235 for the Fall of 2011 are full at 21 students each.
- Core classes such as MSS 455 Kinesiology, MSS 456 Physiology of Exercise, MSS 323 Scientific Principles of Movement, and the Senior Project sequence MSS 345/499 are always at or above capacity of 30 students. For the Fall of 2011, two sections of MSS 455, 323, and 345 are being offered to meet demand.

Some major specific classes have lower enrollments. The ATEP course sequence, accessible only by admittance to the program, have averaged between 5 and 7 students per class. MSS 237 Techniques and Observation in Athletic Training, is the second course in the Athletic Training pre-program. Traditionally, this has had only 5 to 10 students registered, as many students who begin in MSS 235 opt not to continue in the program. However, the enrollment for Fall 2011 in MSS 237 is 28 students, obligating the ATEP to consider more refined admissions criteria in order to address capacity issues.

Similarly, the MSS Education major track classes will also average between 5 to 8 students per class. Again, Fall 2011 enrollments are up, with 12 to 14 students in these classes. Because MSS General Studies majors do not have a set sequence of classes beyond the core coursework, their numbers are not uniformly reflected in specific course enrolments. However, MSS General Studies majors represent the largest number of MSS students.

MSS Required Courses by Major

Course	Ath. Train.	MSS Ed.	MSS Gen.
BIOL 343 Human Anatomy	X	X	X
BIOL 344 Human Physiology	X		
MSS 151 Health and Fitness Strategies	X	X	X
MSS 230 Fieldwork and Foundations of Physical Ed.		X	X *
MSS 235 Introduction to Athletic Training	X		X *
MSS 237 Techniques and Observation in Ath. Train.	X		
MSS 250 Introduction to Adapted Physical Ed.		X	
MSS 323 Scientific Principles of Movement	X	X	X
MSS 333 Curriculum and Organization		X	
MSS 345 Research Methods and Design	X	X	X
MSS 324 Evaluation of Athletic Injuries – Lower Ext.	X		
MSS 325 Athletic Training Practicum I	X		
MSS 326 Evaluation of Athletic Injuries – Upper Ext.	X		
MSS 327 Athletic Training Practicum II	X		
MSS 328 Assessment and Eval of Head and Spinal	X		
MSS 400 General Medical Conditions in Athletic Tr.	X		
MSS 410 Exercise and Rehabilitation	X		
MSS 411 Athletic Training Practicum III	X		
MSS 412 Therapeutic Modalities	X		
MSS 370 Teaching Dual Sports and Aquatics		X	
MSS 371 Teaching Indiv. Sports and Outdoor Ed.		X	
MSS 372 Teaching Team Sports and Games		X	
MSS 371 Teaching Gymnastics and Dance		X	
MSS 380 Motor Development		X	X
MSS 415 Management and Administration in Ath. Tr.	X		
MSS 418 Special Topics in Athletic Training	X		
MSS 454 Athletic Training Team Management	X		
MSS 455 Kinesiology	X	X	X
MSS 456 Physiology of Exercise	X	X	X
MSS 460 Philosophy of Physical Education and Athl.		X	
MSS 499 Senior Project	X	X	X

* General Studies Students must opt for one or the other introductory course to the field

Curriculum

The curriculum for the Movement and Sports Science Department is scheduled on one-year rotations. This is most practical given the size and expertise of our current faculty, and expedient for most of our students. A course description for each course is included in Appendix D.

Fall Courses

- MSS 151 - Health and Physical Fitness Strategies
- MSS 230 - Field Work and Foundations of Movement and Sports Science
- MSS 235 - Introduction to Athletic Training
- MSS 250 - Introduction to Adapted Physical Education
- MSS 312 - Theory and Analysis of Baseball and Softball
- MSS 316 – Theory and Analysis of Tennis and Badminton
- MSS 323 - Scientific Principles of Movement

MSS 324 - Evaluation and Assessment of Athletic Injuries-Lower Extremities
MSS 325 - Athletic Training Practicum I
MSS 333 - Curriculum and Organization in Physical Education
MSS 345 - Methods of Research, Assessment, and Evaluation
MSS 350 - History and Systems of Sport and Exercise Psychology
MSS 360 - Nutrition and Health
MSS 370 - Methods and Practice of Teaching Dual Sports and Aquatics
MSS 371 - Methods and Practice of Teaching Individual Sports and Outdoor Education
MSS 400 - General Medical Conditions in Athletic Training
MSS 412 - Therapeutic Modalities
MSS 420 - Assistant in Physical Education Program
MSS 454 - Athletic Training-Team Management
MSS 455 - Kinesiology

January Courses

MSS 151 - Health and Physical Fitness Strategies
MSS 351 - Psychology of Sport Injury & Rehabilitation
MSS 499 - Senior Project (Note: MSS Seniors begin their Senior Theses with MSS 345 Methods of Research in the fall, continue with Senior Project in January, and extend into spring on an independent basis until Thesis Defenses in May)

Spring Courses

MSS 151 - Health and Physical Fitness Strategies
MSS 230 - Field Work and Foundations of Movement and Sports Science
MSS 237 - Techniques and Observation in Athletic Training
MSS 314 - Theory and Analysis of Soccer
MSS 323 - Scientific Principles of Movement
MSS 326 - Evaluation and Assessment of Athletic Injuries-Upper Extremities
MSS 327 - Athletic Training Practicum II
MSS 328 - Evaluation and Assessment of Head and Spinal Injuries
MSS 340 - American Values in Sports Films
MSS 352 - Applied Sport and Exercise Psychology
MSS 372 - Methods and Practice of Teaching Team Sports and Games
MSS 373 - Methods and Practice of Teaching Gymnastics
MSS 380 - Motor Development
MSS 410 - Exercise and Rehabilitation
MSS 411 - Athletic Training Practicum III
MSS 415 - Management and Administration in Athletic Training
MSS 418 - Special Topics in Athletic Training
MSS 420 - Assistant in Physical Education Program
MSS 456 - Physiology of Exercise
MSS 456L - Physiology of Exercise Lab
MSS 460 - Philosophy of Physical Education and Athletics

Curriculum Map

Fulfillment of Departmental learning outcomes (LO) is achieved through the following courses:

Course	LO-1	LO-2	LO-3	LO-4	LO-5	LO-6	LO Edu -1	LO AT-1
MSS 151	X							
MSS 230								
MSS 235								X
MSS 237								X
MSS 250		X						
MSS 323		X			X			
MSS 324								X
MSS 325								X
MSS 326								X
MSS 327								X
MSS 328								X
MSS 333							X	
MSS 345						X		
MSS 370		X	X				X	
MSS 371		X	X				X	
MSS 372		X	X				X	
MSS 373		X	X				X	
MSS 380			X	X			X	
MSS 400								X
MSS 410								X
MSS 411								X
MSS 412								X
MSS 415								X
MSS 418								X
MSS 454								X
MSS 455			X					
MSS 456				X				
MSS 460								
MSS 499						X		

Advising

All full-time Faculty in the MSS Department are responsible for academic advising. Currently, the load lacks balance, ranging from one to sixty advisees per faculty member. Paul Alvarez has the bulk of the students, including roughly half of the Athletic Training students. Marilyn Oliver primarily advises Athletic Training students, and the rest of the MSS majors are distributed among Megan Granquist, Jim Paschal, Wendy Zwissler, Pat Widolff and Sarah Dunn.

Advising Loads

MSS Faculty	Fall, 2010	Fall, 2011
Paul Alvarez	68	61
Kim Detwiler *	18	n/a
Sarah Dunn	n/a	1
Megan Granquist	34	28
Marilyn Oliver	22	49
Pat Widolff	10	32

Wendy Zwissler	0	9
Jim Paschal	0	6

*Kim Detwiler left in Spring of 2011 and a replacement Faculty has yet to be hired. In the interim, Paul Alvarez has taken on her advisees, and Marilyn Oliver has taken on all new ATEP students as advisees.

Facilities, labs, computers, library, other resources

Currently, the MSS Department has primary schedule access to classrooms in the Sports Science and Athletics Pavilion (SSAP): B101 (25 seats), B102 (35 seats) and B 202 (16 seats). There are also dedicated laboratory spaces in this facility, including B203 Athletic Training Lab, B204 Kinesiology Lab, B205 Exercise Physiology Lab, and C202 Aerobic Dance Room. The Department has shared access to the Frantz Gymnasium, Weight Room, Cardio Room, and Ortmyer Stadium.

Classroom Spaces

The MSS Department fully utilizes all three classrooms all morning. With increasing demand for MSS 001 Fitness for Life Classes, the Department has had to request classroom space in other parts of campus to accommodate the demand.

Activity Spaces

A specific concern is the reduction in the availability of activity spaces, which are equivalent to laboratory spaces for other majors. In the past 20 years, the Department has lost the use of on-campus tennis courts, the softball field, and the Old Gymnasium. Attempting to move the tennis classes off-campus to Las Flores Park has not been satisfactory, as enrollments dropped from 10 to 12 students to 3 to 4 students per semester. Loss of the softball field forced the cancellation of classes in softball and archery, which both used the field. Loss of the Old Gymnasium has resulted in reductions in enrollment for various dance and martial arts classes, and the inability to add additional sections activity or major courses due to limited alternatives in the renovated Sports Science and Athletics Pavilion. Finally, the University has demolished Ben Hines Field, which provided a large field space for a variety of activities, and replaced it with a parking lot. In each case, the University administration justified the removal of activity spaces as necessary for academic growth and a challenge only for Athletics, which is seen as the primary users of the facilities. However, this perspective fails to address the significant needs of the academic programs of the MSS Department. There are vague plans to restore some activity space, however without a budget or specific location. Regardless, this only partially addresses the significant impact of the loss of activity space for our Health and Fitness Strategies, Fitness for Life, and activity classes.

The Department has full scheduling control over the Aerobic Dance Room, which is heavily utilized for activity classes: Step Aerobics, Karate, Pilates, Yoga, CardioKickboxing, Social Dance, and Jazz Dance. Additionally, the College of Education has been granted access for their EDUC 330 Elementary School Physical Education class activity labs, and for EDUC 420 class activity. The Fitness for Life and Health and Fitness Strategies classes use the room for activity when not otherwise scheduled. Finally, student groups such as the Spirit Squad and Dance Team use the room for practices.

Frantz Gymnasium is a shared space with Athletics. The MSS Department has scheduling priority in the mornings when most major courses are offered. However, the afternoons and

evenings are used by Athletics for practices and competitions, limiting the ability of the MSS Department to add classes at times other than in the morning.

The Weight Room and Cardio Room are also shared facilities. However, the challenge lies in keeping open hours for general community use due to staffing concerns, while still allowing use by MSS classes for activity.

Ortmayer Stadium is also shared with Athletics. The track and grass field are utilized for activities, limited to the mornings or scheduled around afternoon Athletics practices. While the planned renovation of the facility will be an improvement for all users, there will be severe challenges in the Fall of 2011 though Spring of 2012 as the facility will be closed during construction.

The Exercise Physiology lab currently has four computer stations for lab work. With support from the Dean and Provost, four new testing apparatus were acquired in the past year, along with two new computers. This year, two more computers were purchased to support the new systems.

The Department currently has one office for every faculty member and support staff. When there was a need for an additional office for an Athletics staff member, the MSS Department gave up a student study area to accommodate this need. However, when the department receives permission to replace the final vacant Faculty position (previously held by Scott Winterburn), there will be a need to provide an office space. The expectation is that the Athletics Department will move their staff member out of the MSS space.

The MSS Department also has a Conference room that serves as a group meeting space for both MSS and Athletics, and serves as a study area for students. The Conference room also houses a library of professional texts and other materials.

IV. Assessment Tools

The MSS Department has a number of Assessment Tools to evaluate student performance. A brief description of each follows, and samples are included in the Appendices.

Senior Exit Survey

An annual survey of MSS Seniors is conducted every January in the Senior Project class. The focus of the survey is on the perceived quality of the MSS Department and its programs. Questions are general and open-ended in nature, so a wide range of responses are solicited. (Appendix E)

Alumni Survey

In the Spring of 2010, a survey of alumni was conducted to assess program outcomes. Questions on the survey (Appendix F, Table 7) were directly correlated to the program learning objectives. Assessment was based on alumni agreement with the stated objective, and a combined total agreement score of 80% or greater was considered to meet departmental standards. (Appendix F)

Senior Research Thesis Scoring Rubric

MSS Senior Theses are defended in front of a panel usually consisting of two MSS Faculty members and one external Faculty or Staff member. Upon completion of the defense, the panel evaluates the thesis and presentation using a standard scoring rubric. (Appendix G)

Athletic Training Clinical Evaluations

All Athletic Training Program students are required to complete a minimum of four clinical rotations under the supervision of an Approved Clinical Instructor (ACI). At the end of the rotation, the ACI is asked to meet with the student and provide candid feedback in both written and verbal forms on their performance. The written form is submitted to the ATEP Director as part of the student’s overall performance evaluation. (Appendix H)

Board of Certification (BOC) Examination Pass Rates

While not all Athletic Training Program graduates take the BOC Examination, those who do have their passing rates sent to the Program Director. These passing rates are one criteria used by CAATE to evaluate the ATEP. (Appendix I)

V. Findings and Action Recommendations

The basis for determining the success of the MSS Department in meeting its learning objectives is primarily based on the Alumni Survey administered in 2010, since it assesses the graduates perceptions whether the learning objectives were achieved. Some additional information was extracted from the other assessments tools and described below. However, it is recognized that the Department needs to engage in more consistent, systematic evaluation of itself and its programs. Current assessments, while useful, do not address the Learning Objectives in a consistent, measureable manner.

Learning Objective 1

Graduates of the Movement and Sports Science Department will demonstrate the ability to develop and prescribe a comprehensive health maintenance program incorporating exercise, nutrition, and healthy lifestyle practices through the development of a wellness prescription.

Seniors responding to the Senior Exit survey generally reported satisfaction with their coursework, usually corresponding the course content to practical applications in teaching and coaching. The survey does not ask specifically about their perceived ability to prescribe a health program. However, the Alumni survey results showed a strong agreement with this objective.

Table 1.1 Prescribe a health program

<i>Measured Objective</i>	<i>% agree</i>	<i>% strongly agree</i>	<i>Total %</i>	<i>Meets Department Standard (80%)</i>
<i>Demonstrate the ability to develop and prescribe a comprehensive health maintenance program</i>	42%	50%	92%	Yes

Source: 2010 Alumni Survey (n=12)

Learning Objective 2

Graduates of the Movement and Sports Science Department will demonstrate the ability to utilize concepts of applied biomechanics and apply them to an analysis of a human movement

On the Senior Exit survey, a number of students specifically cited Scientific Principles of Movement as their favorite class, because they learned the basics of biomechanics and how they influence human movement. They also cited the ability to use the Dartfish movement analysis software as a positive part of the class. While the Dartfish software is a relatively new acquisition for the Department, the Alumni Survey showed a strong agreement that the biomechanical concepts were learned and could be utilized by the graduates.

Table 1.2 Utilize concepts of human movement

<i>Measured Objective</i>	<i>% agree</i>	<i>% strongly agree</i>	<i>Total %</i>	<i>Meets Department Standard (80%)</i>
<i>Demonstrate the ability to utilize concepts of applied biomechanics and apply them to an analysis of a human movement.</i>	42%	42%	84%	Yes

Source: 2010 Alumni Survey(n=12)

Learning Objective 3

Graduates of the Movement and Sports Science Department will demonstrate knowledge of the function and structure of the human musculoskeletal system as applied to human movement.

Reference to this objective was absent in the Senior Exit survey. While some students cited a positive experience in Anatomy, specific reference to the Kinesiology class or content from that class was not noted. However, results of the Alumni survey indicated a strong agreement that this specific objective was learned by the Department Graduates.

Table 1.3 Knowledge of the function and structure of the human musculoskeletal system

<i>Measured Objective</i>	<i>% agree</i>	<i>% strongly agree</i>	<i>Total %</i>	<i>Meets Department Standard (80%)</i>
<i>Demonstrate knowledge of the function and structure of the human musculoskeletal system as applied to human movement.</i>	33%	50%	83%	Yes

Source: 2010 Alumni Survey (n=12)

Learning Objective 4

Graduates of the Movement and Sports Science Department will demonstrate knowledge of human physiology as applied to human movement.

Similar to above, the Senior Exit survey did not have specific references to this learning objective. The Alumni survey did indicate a satisfactory level of agreement that graduates did achieve this objective.

Table 1.4 Demonstrate knowledge of human physiology

<i>Measured Objective</i>	<i>% agree</i>	<i>% strongly agree</i>	<i>Total %</i>	<i>Meets Department Standard</i>
<i>Demonstrate knowledge of human physiology as applied to human movement.</i>	42%	42%	84%	Yes

Source: 2010 Alumni Survey (n=12)

Learning Objective 5

Graduates of the Movement and Sports Science Department will demonstrate the ability to apply sports science concepts to their own movements.

Responses to the Senior Exit survey indicated a strong satisfaction with the academic program in general, and specifically, their ability to enter the professional world. Students associated a hands-on learning experience with development of their skills. Similarly, Alumni survey respondents strongly agreed that their professional preparation was strengthened through this program.

Table 1.5 Apply sports science concepts to own movements

<i>Measured Objective</i>	<i>% agree</i>	<i>% strongly agree</i>	<i>Total %</i>	<i>Meets Department Standard (80%)</i>
<i>Demonstrate the ability to apply sports science concepts to their own movements.</i>	33%	58%	91%	Yes

Source: 2010 Alumni Survey (n=12)

Learning Objective 6

Graduates of the Movement and Sports Science Department will demonstrate the ability to develop a quality research thesis and defend their work to a faculty committee.

In consideration of the fact that the Senior Exit survey is administered during the Senior Project class, it is understandable that students would not yet have a sense if they are developing a quality thesis. No mention is made of the thesis in the Senior survey. However, it is notable that the Alumni Survey suggests a general lack of agreement with this learning objective.

Table 3.1 Demonstrate Research skills for lifelong learning

<i>Measured Objective</i>	<i>% agree</i>	<i>% strongly agree</i>	<i>Total %</i>	<i>Meets Department Standard (80%)</i>
<i>Demonstrate the ability to develop a quality research thesis and</i>	42%	33%	75%	No

defend their work to a faculty committee.				
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Source: 2010 Alumni Survey (n=12)

Major Specific Learning Objectives

- Physical Education Pedagogy
In addition to the Departmental Learning Objectives above, graduates of the MSS Education degree program will achieve the following:

Learning Objective: MSS Education

Graduates of the Movement and Sports Science Department will demonstrate the ability to describe differences in physical skill development through the lifespan and how this affects the teaching of psychomotor skills.

This is another area where the students expressed no opinion one way or another on the Senior Exit Surveys. However, graduates indicated agreement that the objective had been met.

Table 4.1 Demonstrate understanding of physical skill development

<i>Measured Objective</i>	<i>% agree</i>	<i>% strongly agree</i>	<i>Total %</i>	<i>Meets Department Standard (80%)</i>
<i>Demonstrate the ability to describe differences in physical skill development through the lifespan.</i>	42%	42%	84%	Yes

Source: 2010 Alumni Survey (n=12)

- Athletic Training Education Program (ATEP)
In addition to the Departmental Learning Objectives above, graduates of the ATEP will achieve the following:

Learning Objective: ATEP

Be Prepared to pass the Board of Certification (BOC) examination.

While not all seniors are Athletic Training majors preparing to take the BOC examination, a number of students expressed confidence in the preparation for the test. As evidenced by their passing rates, the confidence is well founded as the passing rates are high, with the average national pass rate being 68%.

Table 5.1 Prepared to pass the BOC Examination

<i>Measured Objective</i>	<i>% passing</i>	<i>Meets Departmental Standard</i>
<i>Demonstrate the ability to pass the BOC Examination</i>	86%	Yes

Source: La Verne ATEP Self-Study Report submitted to CAATE 9/08

Assessment of Faculty Quality

Our faculty and their ability to deliver a successful MSS program is an area of pride, but academic advising is an area for improvement. We want to ensure that our students are indeed getting the attention they need, as well as appropriate academic rigor in their overall coursework.

According to Senior Exit Surveys, the Alumni Survey, and the CAATE self-study, the faculty are rated high in student engagement, quality of instruction, and responsiveness to student needs. The only area consistently marked lower than others relate to the quality of the academic advising. Because this area is only assessed in general terms, it will be necessary to probe deeper in future assessments to determine more exactly the cause of student dissatisfaction. However, it is noted that all faculty need to be aware of this concern and examine their own advising practices.

Table 6 – Assessing Faculty Quality

<i>Measured Objective</i>	<i>% agree</i>	<i>% strongly agree</i>	<i>Total %</i>	<i>Meets Department Standard</i>
<i>Feedback from MSS Faculty instructors</i>	50%	50%	100%	Yes
<i>MSS faculty interest in the students</i>	42%	50%	92%	Yes
<i>Interaction with MSS faculty (in or out of class)</i>	25%	67%	92%	Yes
<i>Availability of MSS faculty</i>	42%	50%	92%	Yes

Source: 2010 Alumni Survey (n= 12)

Table 7 Assessing Faculty advising (Appendix E, Table 3)

<i>Measured Objective</i>	<i>% agree</i>	<i>% strongly agree</i>	<i>Total %</i>	<i>Meets Department Standard</i>
<i>Assistance from Academic Advisor</i>	25%	50%	75%	No

Source: 2010 Alumni Survey (n=12)

Current MSS faculty are valued for their strength in the classroom and clinical settings. Applied learning (e.g., on the playing fields, in the athletic training room, in the laboratory, etc.) is considered to be a vital complement to classroom learning. MSS faculty regularly engage in applied learning activities outside the classroom and this enhances the students' learning. Additionally, there are opportunities for students to interact with faculty at professional conferences, through the major clubs, and promotion of the MSS Welcome Gathering and Colloquium.

Assessment of Facilities

Our facilities are another matter, and have been part of an ongoing struggle for space with the Athletics Department as well as with the University as a whole. In short, the department has seen a visible reduction in the availability of activity and recreational spaces. Appendix J shows the

campus overview as it appeared in 1994 before the Master Plan was changed and a more recent overview map showing the campus as it appears today (Appendix K). Appendix L lists the activity spaces lost or changed since that time:

- Tennis Courts removed for parking
- Softball field removed for parking
- Old Gym removed for parking
- Baseball field removed for parking

While off-campus facilities for activity spaces were procured in some cases, the emphasis has been on accommodating Athletics. The Tennis team utilizes the Claremont Club; However, MSS tennis classes have been held at Las Flores Park owing to the close proximity to campus. Yet, ever with this off-campus facility, we have experienced a significant drop in tennis enrollment (Appendix A). The Softball team plays at Wheeler Park, but no comparable arrangements were made for softball classes or archery classes (both of which relied on the former field). The Old Gym was extensively utilized for recreation and court sports, and the renovation of the Main Gymnasium was an improvement for Athletics. However, Frantz Gymnasium is heavily scheduled for Athletics practices, and leaves very little time for open recreation or additional activity classes. Finally, demolition of Ben Hines field for a parking lot removed an open space for recreation and activity with no replacement in place at this time.

Senior Exit Surveys (Appendix E) focused on classroom and lab facility concerns, but several comments on possible improvements (“provide better courts or fields for students and student-athletes”, “allow athletes to keep their facilities and not be a last priority at ULV”, “finish the Pavilion construction”) suggest students do have concerns about the activity spaces at their disposal. Additional comments about Facilities emphasized the need for more equipment, a computer lab, repair and upgrade of existing facilities, and more classroom space.

Additionally, in the Alumni survey there was a general dissatisfaction with MSS Facilities (Table 8). None of the measured objectives met the Departmental standard of 80% agree, ranging from a low of 25% for the Exercise Physiology lab to a high of 75% for classrooms.

Table 8 Assessing MSS Facilities (Appendix E, Table 4)

<i>Measured Objective</i>	<i>% agree</i>	<i>% strongly agree</i>	<i>Total %</i>	<i>Meets Department Standard</i>
<i>Classrooms</i>	<i>50%</i>	<i>25%</i>	<i>75%</i>	<i>No</i>
<i>Exercise Physiology lab</i>	<i>17%</i>	<i>8%</i>	<i>25%</i>	<i>No</i>
<i>Gymnasium</i>	<i>33%</i>	<i>25%</i>	<i>58%</i>	<i>No</i>
<i>Fields</i>	<i>25%</i>	<i>17%</i>	<i>42%</i>	<i>No</i>

Source: 2010 Alumni Survey (n=12)

While we have increased the amount of technology available to students, the demand for classes is presenting an increasing challenge. MSS 001 Fitness for Life and MSS 151 Health and Fitness Strategies classes are capped at 25 to allow use of the Aerobic Dance Room and Cardio Room. Exercise Physiology labs are capped at 8, which is the limit the current computer stations can handle. ATEP major classes are capped at 16 due to the limited space in the ATEP lab. In

addition to the ATEP lab classes, the number of clinical sites for student education is limited by the ability of the ATEP Clinical Coordinator to supervise both on- and off-campus sites.

Departmental Review of Program Through Strategic Planning Exercise

In addition to our current Program Review, our department underwent a cathartic exercise in the form of a Strategic Planning Retreat (Appendix M). Dr. Jack Meek (from the College of Business and Public Management) is a strong advocate of the MSS Department with extensive experience in strategic planning, and he was chosen to moderate the session. The primary objectives of the Retreat were to evaluate previous assessments and develop strategic initiatives that could propel us in the direction of our future as we envision it. Each of the following suggestions and initiatives discussed is intended to enhance the quality of our program, address shortcomings in some areas, and raise the profile of the department. We expect that the proposals will accomplish a number of short-term goals, though not greatly increasing the resources needed of the department. The emphasis is on using existing resources and/or collaborative ventures to achieve the listed objectives.

Faculty Review of Assessment Data

Faculty, in a review of the assessments related to learning objectives came to the following conclusions:

- 1) The department is satisfied with student and alumni responses with the majority of mission-driven learning objectives. This determination is based on the goal of 80% of students reporting agreement or strong agreement with meeting the standards. The 80% standard was recommended by Jack Meek as a value that would reflect above average achievement.
- 2) There are **three areas** in which the department has recognized some weakness in its academic success: Senior Thesis, Academic Advising, and Facilities. These weaknesses suggest that more work is needed in improving or strengthening these components of the MSS program. During the Strategic Planning Retreat and aftermath, the faculty developed the following objectives and initiatives to address these issues:
 - Strengthen the research thesis to embrace university core values and enhance academic rigor
Action Recommendation – A more in-depth assessment of the strengths and weaknesses of the current Senior Thesis process is recommended. Additionally, an assessment as to the viability of the Senior Thesis process as an effective means to develop research and critical thinking skills is also recommended. Results will be used to strengthen the process.
 - Improve academic advising through stronger relationships with majors
Action Recommendation – Have all faculty participate in academic advising “refresher” workshops, and address specific concerns about the requirements for each program. Seek to develop mentor relationships with students. Work to balance advising load across departmental faculty. Develop “flow-charts” for required courses within the MSS majors.

- Seek to establish adequate facility guidelines for MSS programs and MSS program responsibilities in concert with Provost university-wide “capacity” initiatives.
Action Recommendation – Undertake a systematic assessment of existing facilities, emphasizing capacity issues particularly in relation to MSS 001 Fitness for Life and MSS 151 Health and Fitness Strategies classes, our primary General Education courses. Present results to Provost and other key administrators as indicators of areas of concern when discussing facilities specific to the MSS Department.

In addition, faculty presented a number of concerns and/or suggestions for program enhancements. These are summarized as:

- *A lack of knowledge of the MSS majors (particularly the education and general studies tracks) to both external and internal stakeholders.*

The MSS faculty expressed that the “Movement and Sports Science Department” title did not convey the fact that we have a physical education teacher preparation program or that we prepare students for graduate programs in kinesiology and health professions. Interestingly, one respondent on the senior exit survey commented under weaknesses, “No kinesiology major”; clearly there is confusion. Another commented under weaknesses, “That there are 3 tracks to the department. I think general is too general.” Based on a comparative analysis of regional competing institutions with MSS programs and based on a poll of University of La Verne admissions counselors (Appendix N), it was found that the use of the MSS terminology does not always translate well with students and may not be the current standard terminology in practice in the field. For example, the California State University utilizes the Department title of “Kinesiology”. Students who are seeking to compare the University of La Verne with a Cal State could assume that we do not offer a comparable program. However, outside of California, the choice of departmental titles is more varied (Appendix O). As described by the American Kinesiological Association, of which our MSS Department is a member, “Department of Kinesiology” is widely used for departments that contain areas of study within exercise science, physical education, and related fields. Specific to the MSS “General Studies” track, students are often confused by this name and do not know what they can do with this degree. Students who complete this degree track commonly continue on to graduate programs in physical therapy, physician assistants or the like or seek careers in personal training and exercise fields.

Action plan– In the Fall of 2012 begin discussions with various stakeholders – faculty, students, administrators, and so on – regarding a possible change of department name to “Department of Kinesiology and Health Promotion”

Department of Kinesiology and Health Promotion

- BS in Athletic Training
 - BS in Physical Education/Pedagogy
 - BS in Health Sciences
- *The department has too many foci given its resources, leading to a “crisis of identity.”*

Mission clarity was examined during the 2011 Department Retreat, along with the program name revision and expansion of degree tracks. It was acknowledged that the Department faces many challenges, beginning with the name. It continues with the shift of the Department to include research in the teacher-scholar model. The emphasis on the ATEP due to Accreditation demands, while valuable, also divides the limited faculty.

Action plan - This will continue to be tracked in Spring 2011. Additional work on the mission and vision of the department will continue to take place. In conjunction with the above action plan of exploring the re-naming of the department and degree programs, the curriculum within each of these programs will be assessed to best ensure quality programs while working within set faculty and facility resources. This will lead to more focus within the department.

- *Dual appointment faculty is a challenge, in particular the separation of academics and athletics.*

Over the past several years, the MSS Department has transitioned from faculty that hold dual appointments (MSS Faculty, Athletics Staff) and this has divided the attention of the faculty member, and also confuses to whom the faculty should report – academics or athletics. Currently, the department has only one faculty member with a dual appointment. Allocated resources, however, continue to be an issue that impacts the academic welfare of the MSS Department.

Action plan – revisit this issue in the future, as there are more pressing issues that the department must address.

- *Require MSS 455 Kinesiology and MSS 456 Exercise Physiology of all majors (including General Studies).*

Students in the ATEP and Education track are required to take both MSS 455 Kinesiology and MSS 456 Exercise Physiology. However, General Studies and MSS minor students only have to take one or the other. The Department felt a grounding in both content areas is crucial to a graduate in MSS, so the decision was made to require both courses for the General Studies degree and MSS minor.

Action plan – this change was made in time for the 2011-2012 catalog, and is now part of the required curriculum for both General Studies and the MSS minor.

- *Need to address inadequacies in measuring exercise testing and prescription competency for Learning Objective 1.*

While it is an objective for MSS graduates to be able to test and prescribe exercise as a competency in all of MSS fields, the measurement of that objective is not well defined. Measurement of this competency is anecdotal at best, and needs to be addressed through the creation of a specific assessment.

Action Plan – see below.

- *Develop more program specific learning objectives in specific courses.*

Learning objectives as currently written are somewhat generic to address the largest number of majors. There should be more program specific learning objectives that address the specific needs of the different majors.

Action Plan – See below

- *Develop for future additional content – Sports and Exercise Psychology, Nutrition, Motor Behavior (CA state requirement).*

Sport and Exercise Psychology courses (MSS 350, MSS 351, MSS 352) have been developed and were taught beginning Fall 2009. Nutrition (MSS 360) is currently in the first semester. Motor Learning and Behavior needs to be written to address California standards for the CSET waiver.

Action plan - Develop departmental level curriculum committee (Marilyn, Megan) to examine major requirements and other issues, and offer an initial report to the department in April 2012 on steps the program can take in addressing the curriculum and assessment objectives.

- *Given the programming responsibilities of the Chair of the MSS program, there is a need for a Physical Education program coordinator. This position is similar to other university programs that carry similar program objectives.*

Other programs examined in the writing of the CSET waiver application have specific coordinators for their Physical Education Professional programs. In consideration of the professional mentoring of students, curriculum requirements, and CSET standards, it is recommended that we also develop a position for a Physical Education Program Coordinator.

Action plan - Report to the Dean a need for this position. The holder of this position would be charged with writing CSET Waiver reports, tracking alumni, supervising student teachers in the field, etc.

- *Measure effectiveness of activity classes as promoting health and wellness to the community.*

While the purpose of activity classes is to promote health and wellness to the campus community, how effective these efforts are has not been assessed. Development of a survey instrument and assessment of health and wellness changes would be significant.

Action plan - Adjust current waiver form used in class for community members to reflect need for satisfaction survey, develop satisfaction instrument (Paul) report to Department in April 2012.

- *Address issues of diversity as part of the University and College Strategic Plan for Diversity.*

Very little was discussed in this regard. While there is a general agreement that diversity is important, specific problem areas are not evident.

Action plan – view Webinar on diversity in AT (Marilyn and Paul), respond to request for Diversity action plans (Paul). Promote research focused on diverse populations (e.g., Latina/o, elderly, etc.).

- *University Cap on major unit totals and total GE requirements*

As we add classes in areas such as Nutrition, Sports Psychology, Sports Films, and Exercise testing and prescription, they will remain only electives as long as current caps of 60 units in the major are in place. All majors should have more options for major courses.

Action plan - Report from Chair to Dean. Response from the Dean was that previous strict caps on major unit totals have been relaxed. Limited additions to programs, properly reviewed by the College Curriculum Committee, would be allowed. As discussed above, the curriculum within each of the three existing degree tracks will be assessed.

Action Recommendations

While not all data-driven, the following recommendations were made by faculty in consideration of departmental needs, trends in the field, and student responses.

- *Restoration and improvement of faculty staffing levels*

Rationale: The MSS Department is a growing department with more students than ever, a mission to support the General Education program, and an active involvement in student activities and recreation. The transfer of two positions to Athletics with only one restored is negatively impacting the ability of the department to meet these needs, let alone the continued growth of the department. A restoration of the lost position as well as one additional position is needed. Content areas for the two positions should be one in Physical Education pedagogy as well as one additional Athletic Training faculty.

- *Restoration and improvement of operating budget*

Rationale: As noted above, the MSS Department is a growing department with more students than ever. We have already spent our supplies budget in the first month on items for the ATEP lab and Exercise Physiology lab. We have more ATEP students than ever, and the Athletic Training budget will not cover sufficient uniform shirts. Students want to attend conferences and professional meetings, and fundraising is not always an option, since their interests are so varied. We are facing a choice between levying fees to cover these costs, doing without, or increasing our budgets to match our increasing enrollment.

- *Establish adequate facility guidelines for MSS programs and MSS program responsibilities in concert with Provost's university-wide capacity initiatives*

Rationale: As the Provost examines issues of University capacity, there needs to be standards and guidelines for MSS program facilities. Much is made of the impact of the master plan on Athletics, but little consideration seems to be made for the impact on MSS programs. Specific guidelines – such as the cap on numbers in MSS 001 and MSS 151

classes to allow for activity – need to be developed across the curriculum to ensure adequate facilities and equipment for current and future use.

- *Establishment of an MSS computer lab to facilitate student access to major-specific software for individual and group coursework and research.*

Rationale: Current campus labs are often busy and lack the major specific software such as Dartfish, dietary analysis programs, and exercise physiology testing. While some progress has been made in development of the Exercise Physiology lab, more work needs to be done and space identified for similar lab spaces for biomechanical analysis, diet analysis, and general movement science research.

- *Development of a guided Teaching Credential experience*

Rationale: Currently, our teaching credential students do not have a physical education faculty supervisor within the MSS Education Program. While they are supervised on-site, we feel it would enhance their experience to have a “mentor” teacher within the Credential program in the College of Education and Organizational Leadership. We would assign one of our current faculty to the CEOL Credential program, aiming to share the salary with the Education Department. This has been discussed with the College of Education, but only in theoretical terms.

- *Expansion of internship opportunities for students*

Rationale: We have done very well in procuring and promoting internships for our Athletic Training students, but have not done as well with our other MSS General Studies and MSS Teaching majors. We need to expand our list of professional contacts in all aspects of movement and sports to allow all our majors to participate in opportunities for real world experience.

- *Expansion of professional development opportunities for General Studies and Teaching track majors*

Rationale: We have done very well in promoting professional development opportunities for our Athletic Training students, but lack equal opportunities for our other majors. We need to get all faculty involved in our professional organizations and by doing so, involve the students as well. The formation of the MSS Society has helped support this initiative through sponsoring attendance at the 2011 California Association for Health, Physical Education, Recreation, and Dance (CAHPERD) State meeting, as well as other professional meetings.

- *Increase of clerical staffing*

Rationale: Currently, the one clerical staff assigned to MSS is shared with Athletics. She has varied hours that are not consistent with the operation of an academic department. We need a full-time clerical staff person to address not only departmental needs, but also CAATE standards for ATEP support.

- *Strengthen the Research Thesis to embrace University core values*

Rationale: The MSS Senior Research Thesis has developed over time into a primarily experimental research format. However, there are other research protocols that would greatly enhance our students experiential learning and allow more diverse topics. Further development of the Research Methods class, development of an Exercise Testing and

Prescription class, and refinement of the Senior Thesis would allow greater challenge and depth to the process.

- *Development of a Personal Fitness Trainer Certification*

Rationale: A number of our current graduates find employment in the personal fitness field. Promoting an established certification program for these students would help recruitment and employment opportunities.

- *Transformation of the Kinesiology lab into cadaver anatomy*

Rationale: The original vision for the Kinesiology lab was to include a cadaver dissection lab. This vision has been somewhat modified to include a collaborative effort with Biology, where advanced anatomy students would conduct the dissections and our MSS students would have access to the cadavers for lectures and labs.

Update – the current Kinesiology lab has been converted into a research lab space for Sarah Dunn. There is still a need to identify a space where a cadaver laboratory can be developed.

- *Development of the Exercise Physiology lab into a full Human Performance testing facility*

Rationale: Our current equipment is getting old and outdated. New advances in Human Physiology testing apparatus and software require us to begin upgrading our current equipment, as well as give us opportunities to add capacity. This would allow us to conduct Physiological testing on paying clients (something often done at other institutions) and could represent a source of revenue for the Department, College, and University.

Update – additional physiological testing apparatus and computing equipment has been purchased. Additional technology would greatly enhance the research potential for the lab.

- *Development of a sports injury management class for coaches*

Rationale: The California Interscholastic Federation (CIF) requires coaches to have appropriate first aid and CPR training. In conjunction with CAPA, we could develop a 700 level or Weekend College class in sports injury management to meet this need.

- *Expansion of activity class offerings*

Rationale: The fitness of American is in decline, with over 50% of our population needing to address obesity issues. At the same time, our students often lack the financial means or time to enroll in off-campus fitness centers. Faculty and staff would also benefit from fitness opportunities offered on campus at minimal charge.

- *Development of faculty/staff activity offerings as an employment benefit*

Rationale: As discussed above, we would promote our activity classes to Faculty and Staff as an employee benefit that would enhance the health and wellness of our faculty and staff at minimal cost to the University of La Verne. This initiative has been tried and is proving very popular with the faculty and staff. However, a true expansion of recreational activity options would require staffing of activity spaces such as the Cardio Room and Weight Room more extensively (evenings and weekends), but the resources for this is currently lacking in our budget.

- *Development of a Masters in Education Special Emphasis in Athletic Training Instruction*

Rationale: At a recent Athletic Training Educator's Conference, it was pointed out that many Athletic Training faculty lack teaching experience in the field. While research and/or practical experience are often a strong point of AT faculty, experience in teaching is not. In conjunction with the Education Department, we would create a Masters in Education Special Emphasis in Athletic Training Teaching. A limited number of candidates would be admitted into the program, where they would gain content knowledge of teaching through Education, while we would provide teaching opportunities, not only in our classes, but at nearby ATEPs. This would greatly expand the capacity of our current program. The Department has entered into conversations with the College of Education on this opportunity.

- *Improve academic advising through establishing stronger relationships with majors*
Rationale: Alumni report less than strong satisfaction with academic advising. Many students seem to regard the academic advising process as little more than a hurdle to be allowed to register for classes. Development of stronger faculty advising models and mentoring would enhance the benefits of the academic advising process.

Appendix

Appendix A – 2010 Program Data Comparison

Appendix B – Faculty Assignments 2010-2011

Appendix C – MSS Activity Class and General Education Course 5-year Enrollment Trends

Appendix D – Major Course Descriptions

Appendix E - Senior Exit Survey 2011

Appendix F - 2010 Alumni Survey Results

Appendix G – Senior Thesis Scoring Rubric

Appendix H – Athletic Training Clinical Evaluations

Appendix I - Board of Certification (BOC) Examination Pass Rates

Appendix J - Campus Map 1994 showing activity spaces existing at that time

Appendix K – Current Campus Map

Appendix L - Activity Spaces lost or changed since 1990

Appendix M – MSS Strategic Planning Retreat Agenda

Appendix N - Survey of Admissions Staff on comparable department names

Appendix O - Comparable Program Names

Appendix A – 2010 Program Data Comparison

Chart 1 – University of La Verne, CAS Traditional Undergraduates, Fall 2010
 Summary of Selected Data by Department (excluding Honors, Core, and GNST)
 (2008 Comparisons in *Italics*)

Total Number of Majors (Difference from 2008 in italics)	Average Nr Student/Course (2008 in italics)	% Tenure-Track FTEF* (2008 in italics)	Total Students in Courses (# of FT TT Faculty)
180 Psychology (88/91)** + 32	54.8 Biology 38.2	86.2 Chemistry 42.9	1184 Math/Physics/CompSci (9)
155 MSS + 49	48.7 Chemistry 33.0	83.3 English 100	1057 MSS (8)
151 Biology + 71	44.5 MSS 26.2	82.6 Theater 79.3	984 Modern Languages (6)
141 Soc./Anth/Crim/BehSci + 21	36.7 Speech Communication 29.9	69.5 MSS 61.9	836 Biology (6)
134 Communications + 6	26.4 Theater 13.4	66.7 Art/Art History 50	643 Soc./Anth/Crim/BehSci (5)
95 History/Political Science 0	23.2 Psychology (16.1/24.2) 17.9	62.4 History/Political Science 74.2	580 Psychology, UG (241/435; 12)
72 Math/Physics/CompSci + 18	23.0 Math/Physics/CompSci 18.8	60.0 Legal Studies 60	396 History/Political Science (6)
50 English + 11	21.5 Communications 20.6	52.9 Communications 31.7	365 Communications (5)
42 Legal Studies + 22	20.6 Philosophy/Religion 14.0	52.4 Soc./Anth/Crim/BehSci 70	353 Chemistry (3)
29 Theater + 5	20.4 Soc./Anth/Crim/BehSci 13.9	52.2 Psychology 46.2	302 Music (3)
28 Art/Art History - 2	20.1 Legal Studies	42.9 Philosophy/Religion 66.7	202 Speech Communications (2)
22 Chemistry - 1	20.1 Music 20.3	36.4 Speech Communication 100	178 Theater (2)
21 Modern Languages - 1	18.6 History/Political Science 13.6	35.0 Math/Physics/CompSci 53.0	170 Art (3)
18 Speech Communication - 2	17.0 Modern Languages 13.7	35.0 Music 53.3	161 Legal Studies (2)
12 Photography + 12	14.2 Art/Art History 11.6	34.4 Biology 74.6	145 English (5)
11 Philosophy/Religion - 3	12.1 English 14.3	30.7 Modern Languages 15.5	144 Philosophy/Religion (2)
7 Music - 1	10.2 Photography 10.2	25.0 Photography 33.3	114 Photography (1)

*FTEF: full-time equivalent faculty refers to total sections taught divided by 3 courses; assumes one full-time equivalent faculty teaches six courses each year

**UG Psychology data is listed first, Masters/PsyD follows in parentheses.

Appendix B – Faculty Assignments 2010-2011

MSS Department Assignments 2010 - 2011

Area total	Color Key					Faculty total	
	MSS Major 36 units	ATEP Major 38 units	Athletics 16 units	Activity 20 units	GE Req. 16 units		Other 20 units
Full Time Faculty	Fall Semester						
Paul Alvarez	Dept. Chair 4 units	Assist. AT 4 units	APEP Dir. 4 units	MSS 371 2 units (2/3)	MSS 454 1 unit		15 units(30L)
Kim Detwiler	MSS 328 4 units	MSS 412 4 units	Clinical sup. 2 units	Research 2 units			12 units
Megan Granquist	MSS 151 4 units	MSS 455 4 units	MSS 350 2 units	Research 2 units	MSS 001 2 units (CAPA)		14 units (2 OL)
Marilyn Oliver	MSS 324 4 units	MSS 325 1 unit	MSS 235 4 units	MSS 323 2 units			11 units
Jim Paschal	MSS 001 2 units	MSS 019 1 unit	MSS 020 1 unit	MSS 151 4 units	MSS 230 4 units	MSS 370/371 2 units (1/3)	14 units(2 OL)
Wendy Zwissler	W Soccer 6 units	MSS 333 4 units					10 units
Pat Widloff	MSS 010 x2 2 units	MSS 345 4 units	Track 6 units	MSS 370 1 unit (1/3)			13 units (10L)
Sarah Dunn	MSS 001 2 units	MSS 001 2 units	MSS 001 2 units	Course Dev 3 units	Research 3 units		12 units

Notes: Sarah Dunn joined the MSS Department this year and as new faculty, was granted a lighter class load TBD classes not counted - MSS 420 Assistant in PE, MSS 497 Internship To address University demands for research, Kim, Megan, and Sarah have been given 2-3 units release Athletics Coaches are given half time (6 units) release for their sport both regular and off-season 18 units of classes are both MSS Major and ATEP classes

MSS Department Assignments
2010 - 2011

Adjunct Faculty

Scott Winterburn	MSS 312 2 units	2 units
Joanna Engel	MSS 237 2 units	2 units
Josh Davis	MSS 400 2 units	2 units
Cres Gonzalez	MSS 001 2 units	2 units
Pam Maunakea	MSS 001 2 units	3 units
	MSS 002 1 unit	
Bonnie Murphy	MSS 002 1 unit	3 units
	MSS 015 1 unit	
	MSS 023 1 unit	
Monica Matthews	MSS 002 1 unit	2 units
	MSS 007 1 unit	
Matt Durant	MSS 003 1 unit	8 units
	MSS 022 (x2) 2 units	
	MSS 022 (x2) 2 units	
	MSS 022 (x2) 2 units	
	MSS 022 1 unit	
Mike Riggs	MSS 151 4 units	4 units
John Hallman	MSS 370 1 unit (1/3)	1 unit
Ty Aponte	MSS 017 1 unit	1 unit

MSS Department Assignments
2010 - 2011

Richard Reed		0 units
Andy Ankeny		0 units
Sarah Grusmark		0 units
Durette Lively		0 units
Liron Wilson	MSS 003 1 unit	1 unit
Yolanda Duron	MSS 001 2 units	2 units

Notes To address Athletic practice issues, Matt's training sessions were formalized as regular activity courses

MSS Department Assignments
2010 - 2011

Area total	MSS Major 8 units	ATEP Major 8 units	Athletics 0 units	Activity 3 units	GE Req. 4 units	Other 0 units	Electives 2 units
Full Time Faculty	January Interterm						
Paul Alvarez	MSS 151 4 units						4 units (OL)
Kim Detwiler							0 units
Megan Granquist	MSS 351 2 units						2 units (OL)
Marilyn Oliver							0 units
Jim Paschal							0 units
Wendy Zwisler							0 units
Pat Widloff	MSS 499 4 units						4 Units (OL)
Sarah Dunn	MSS 001 2 units	MSS 001 2 units					4 units (OL)

Notes: Paul, Pat, Sarah, and Megan teach full-time in both fall and spring, January classes are overload
MSS 151 is a majors class, but in January it is almost entirely filled with students seeking GE units

MSS Department Assignments
2010 - 2011

Adjunct Faculty			
Cres Gonzalez			0 units
Pam Maunakea			0 units
Bonnie Murphy			0 units
Monica Matthews			0 units
Matt Durant			0 units
Mike Riggs			0 units
John Hallman			0 units
Richard Reed			0 units
Ty Aponte			0 units
Sarah Grusmark	MSS 038 1 unit	MSS 038 1 unit	MSS 039 1 unit
Durette Lively			3 units
			0 units

MSS Department Assignments
2010 - 2011

Area total	MSS Major 35 units	ATEP Major 32 units	Athletics 16 units	Activity 21 units	GE Req. 18 units	Other 20 units	Electives 8 units
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Full Time Faculty

	Spring Semester							Faculty total
Paul Alvarez	ATEP Dir. 4 units	MSS 418 2 units	Dept. Chair 4 units	Clinical Coord. 2 units	MSS 340 4 units			16 units (4 OL)
Kim Detwiler	MSS 410 4 units	MSS 411 1 unit	Assist. AT 4 units	Research 3 units				12 units
Megan Granquist	MSS 001 2 units	MSS 151 4 units	MSS 352 2 units	Research 2 units	MSS 001 2 units (CAPA)			12 units
Marilyn Oliver	MSS 323 2 units	MSS 326 4 units	MSS 327 1 unit	MSS 235 4 units				11 units
Jim Paschal	MSS 001 2 units	MSS 019 1 unit	MSS 020 1 unit	MSS 230 4 units	MSS 372 1 unit (1/3)	MSS 460 2 units		11 units
Wendy Zwissler	MSS 250 4 units	MSS 314 2 units	MSS 380 4 units	W Soccer 6 units				16 units(4 OL)
Pat Widolff	MSS 456 4 units	Track 6 units						10 units
Sarah Dunn	MSS 001 2 units	MSS 001 2 units	MSS 001 2 units	Research 3 units	Course Dev. 2 units			11 units

Notes: MSS 456 includes 5 labs of one hour each not counted as separate units
TBA classes not counted - MSS 420 Assistant in PE, MSS 497 Internship
Athletics Coaches are given half time (6 units) release for their sport both regular and off-season
10 units of classes are both MSS and ATEP major classes

MSS Department Assignments
2010 - 2011

Durette Lively	MSS 373 4 units	4 units
Christie Joines	MSS 372 1 unit (1/3)	1 unit
Liron Wilson	MSS 003 1 unit	1 unit
Yolanda Duron	MSS 001 2 units	2 units
Laura Micklich	MSS 007 1 unit	1 unit

Notes To address Athletic practice issues, Matt's training sessions were formalized as regular activity courses
Responding to requests to expand Dance offerings, 3 courses are being offered on a one-year trial basis

Appendix C – MSS Activity Class and General Education Course 5-year Enrollment Trends

Class	Fall2006	Jan.2007	Sp. 2007	Fall 2007	Jan. 2008	Sp. 2008
FFI	26		23	21		21
FFI	29		25	23		25
FFI	24		25	27		25
FFL	24		25	19		26
FFL	23		25			25
FFI						
FFL						
FFL Online						
FFL Online						
Total	126		123	90		122
AY Total			249			212
Step	12		26	14		17
Step	8		14	14		24
Step						
KickBox	18			21		21
KickBox						
Yoga	29		18	25		30
Pilates						7
Karate						14
Tennis	17**		27**	11**		12**
CardioX				7		22
Soc. Dance		88*			61*	
Int. Dance						
Jazz Dance						
Total	84	88	85	92	61	147
AY Total			257			300
MSS 151	27	43	15	25	37	24
MSS 151	25		19	20		20
MSS 151	17			16		
	69	43	34	61	37	44
AY Total			146			142

* January Social Dance class numbers are for 3 sections of the class.

Class	Fall 2008	Jan. 2009	Sp. 2009	Fall, 2009	Jan. 2010	Sp. 2010
FFI	24		20	25		26
FFI	25		25	22		28
FFI	24		26	24		27
FFL	23		24	25		
FFL						
FFI						
FFL						
FFL Online						2
FFL Online						10
Total	96		95	96		93
AY Total			191			189
Step	10		12	12		3
Step	12		16	9		10
Step			16	8		20
KickBox	12		27	14		23
KickBox				10		10
Yoga	12		27	17		16
Pilates	17		13	14		23
Karate	5		4	13		10
Tennis	0		2	5		2
CardioX	6		6	4		11
Soc. Dance		61*			44*	
Int. Dance						
Jazz Dance						
Total	74	61	123	106	44	128
AY Total			258			278
MSS 151	29	35	21	29	35	30
MSS 151	17		16	25		18
MSS 151	15			19		7
	61	35	37	73	35	55
AY Total			133			163

* January Social Dance class numbers are for 3 sections of the class.

** Tennis enrollment dropped significantly in Fall of 2008 when the oncampus courts were paved over and class was moved to Las Flores Park

Class	Fall, 2010	Jan. 2011	Sp. 2011
FFI	25	24	23
FFI	26	23	24
FFI	27		24
FFL	23		22
FFL	24		23
FFI	19		24
FFL	11		22
FFL Online	8		0
FFL Online	2		7
Total	165	47	169
AY Total			381
Step	11		24
Step	18		21
Step	12		14
KickBox	18		23
KickBox	4		21
Yoga	27		27
Pilates	21		22
Karate	8		10
Tennis	5		4
CardioX	10		18
Soc. Dance		52*	17
Int. Dance			4
Jazz Dance			15
Total	134	52	220
AY Total			406
MSS 151	35	27	22
MSS 151	36		25
MSS 151	22		
	93	27	47
AY Total			167

* Jan Dance numbers are for 3 sections of the class.

Appendix D – Major Course Descriptions

MSS 151 - Health and Physical Fitness Strategies

An introduction to the basic physiological principles and benefits of exercise emphasizing practical applications. Will include a section on establishing guidelines for lifelong fitness. Provides a basis for appreciating the value of physical exercise and its relationship to life-long social, physical and psychological development in both the individual as well as in others. Special emphasis on nutrition and healthy eating. This course is specifically designed for all MSS majors (including Athletic Training majors) and Liberal Studies majors.

MSS 230 - Field Work and Foundations of Movement and Sports Science

Historical, sociological, and psychological foundations of physical education. Students also observe physical education programs at the elementary, intermediate, and high school levels.

MSS 235 - Introduction to Athletic Training

Introduces the profession of athletic training, including the history, philosophies, career, and advanced educational opportunities of the field. Emphasizes prevention and care of injuries.

MSS 237 - Techniques and Observation in Athletic Training

Applies basic techniques in athletic training. Includes fitting of protective equipment, construction of protective padding, injury taping, transportation of injured. Students observe services provided by athletic trainers.

MSS 250 - Introduction to Adapted Physical Education An introduction to the wide spectrum of activities, theories, methodologies, and types of disabling conditions now considered within the realm of Adapted Physical Education (APE).

MSS 312 - Theory and Analysis of Baseball and Softball

Individual techniques and fundamentals as well as team play. Systems and philosophies of leading contemporary coaches. Rules and training methods.

MSS 314 - Theory and Analysis of Soccer

Individual techniques and fundamental as well as team play. Systems and philosophies of leading contemporary coaches Rules and training methods.

MSS 316 - Theory and Analysis of Tennis and Badminton

Individual techniques and fundamentals as well as team play. Systems and philosophies of leading contemporary coaches. Rules and training methods.

MSS 323 - Scientific Principles of Movement

Scientifically studies the basic concepts and mechanical principles of efficient human movement. Applies these concepts to fundamental physical skills.

MSS 324 - Evaluation and Assessment of Athletic Injuries-Lower Extremities

Focuses on recognition and evaluation of athletic injuries to the lower extremities, assessing the history and mechanism of the injury, and utilizing critical skills in selecting evaluative tests.

MSS 325 - Athletic Training Practicum I

Focuses on application and proficiency in skills introduced in 324. Requires a minimum of 100 hours in the athletic training room setting.

MSS 326 - Evaluation and Assessment of Athletic Injuries-Upper Extremities

Focuses on recognition and evaluation of athletic injuries to the upper extremities, assessing the history and mechanism of the injury, and utilizing critical skills in selecting evaluative tests.

MSS 327 - Athletic Training Practicum II

Focuses on application and proficiency in skills introduced in 326. Requires a minimum of 100 hours in the athletic training room setting.

MSS 328 - Evaluation and Assessment of Head and Spinal Injuries

Covers recognition, evaluation, assessment, and consequent care of head and spinal injuries. Includes practical application techniques and clinical proficiency testing.

MSS 333 - Curriculum and Organization in Physical Education

Curriculum content and development for public school programs. Organizational procedures for the instructional period.

MSS 340 - American Values in Sports Films

Using a selection of American sports films and talking points framed by Williams' "Dominant American Values," this course will evaluate, discuss, and critique the popular/social values depicted in each film, the historical context of those descriptions, and the relevance of those values today. Not challengeable.

MSS 345 - Research Methods and Design

Introduction of research methods and design. Students will select a senior thesis topic and will begin the process of writing the thesis, including the review of literature and methodology.

MSS 350 - History & Systems of Sport & Exercise Psychology

This course examines psychological theories and research related to sport and exercise behavior. It is designed as an overview of the field of sport and exercise psychology by providing a broad base of major topics including personality, motivation, emotions and social processes. This course is recommended for students interested in the areas of movement, sports science, coaching, sports healthcare and/or physical education.

MSS 351 - Psychology of Sport Injury & Rehabilitation

This course examines the theory and research of psychological factors and intervention strategies related to sport injury risk, response to injury, and rehabilitation. This course will introduce mental skills training interventions that can reduce sport injury risk and enhance rehabilitation. This course is recommended for students interested in the area of movement, sports science, coaching, sports healthcare and/or physical education.

MSS 352 - Applied Sport & Exercise Psychology This practical course introduces a variety of sport psychology skills and teaches techniques aimed at enhancing sport and physical activity performance. Topics include: goal setting, managing anxiety, imagery, attention control, self-talk strategies. This course is recommended for students interested in the areas of movement, sports science, coaching, sports healthcare and/or physical education.

MSS 360 - Nutrition and Health

This course is designed to teach students the fundamental concepts associated with nutrition and health. Dietary habits across the lifespan within diverse populations will be examined along with differing recommendations from around the world. An incorporation of practical application activities and analyses are presented to promote a better understanding of dietary intake in a more health conscious manner.

MSS 370 – Methods and Practice of Teaching Dual Sports and Aquatics

Covers methods of teaching dual sports (e.g., badminton, tennis, racquetball, squash, and aquatics), including basic swimming strokes. Utilizes biomechanical principles and video analysis.

MSS 371 - Methods and Practice of Teaching Individual Sports and Outdoor Education

Covers methods of teaching individual sports including golf, archery, bowling, cycling, jogging/track, combatives, and outdoor education. Utilizes biomechanical principles and video analysis.

MSS 372 - Methods and Practice of Teaching Team Sports and Games

Covers methods of teaching team sports and games, including softball, basketball, volleyball, flag football, soccer, Frisbee games, boche ball, and earthball. Utilizes biomechanical principles and video analysis.

MSS 373 - Methods and Practice of Teaching Gymnastics and Dance

Covers methods of teaching gymnastics and dance. Includes tumbling, parallel bars, balance beam, and floor exercise in gymnastics. Includes rhythmic movement skills and various styles of dance movement.

4.000 Credit Hours

MSS 380 - Motor Learning

Motor skill acquisition, control, and performance. Physiological and psychological principles of human growth and development. Includes analysis of the sequential progression of fundamental motor skills from infancy to adulthood with the primary focus on school-age children. Junior or Senior Standing required.

MSS 400 - General Medical Conditions in Athletic Training

Emphasizes general medical conditions encountered by the athletic trainer in clinical practice, including signs, symptoms, and differential diagnosis. Will involve some clinical experiences with health care professionals.

MSS 410 - Exercise and Rehabilitation

Covers use of therapeutic exercise in rehabilitation of injuries. Discusses role of exercise injury prevention. Students research and design rehabilitative exercise programs for specific injuries.

MSS 411 - Athletic Training Practicum III

Emphasizes application of principles of rehabilitation covered in 410 and 412. With aid of certified athletic trainer/clinical instructor, students design, implement, document, and evaluate rehabilitation programs for athletes with specific injuries.

MSS 412 - Therapeutic Modalities

Focuses on application and efficacy of therapeutic modalities used in injury rehabilitation. Examines basic physics of electrical modalities. Covers physiological processes of wound healing and tissue repair and their influence on rehabilitation.

MSS 415 - Management and Administration in Athletic Training

Covers management of a program that provides health care to athletes. Includes documentation, confidentiality, pre-participation exams, SOAP notes, insurance, and communications with other medical facilities, budgets, and facility design.

MSS 418 - Special Topics in Athletic Training

Addresses contemporary issues in athletic training. Includes special populations, alternative medicine, pharmacology, and other topics, as well as interaction with other allied health experts.

MSS 454 - Athletic Training-Team Management

Providing for healthcare management of an intercollegiate athletic team under direct supervision of a certified athletic trainer. Requires a written application and department approval. May be repeated for credit.

MSS 455 - Kinesiology

Overviews the scientific study of the structure and function of the human musculoskeletal system. Bony structures and muscles of the major articulations are reviewed. Emphasis is placed on primary actions, muscle origins, and insertions.

MSS 456 - Physiology of Exercise

Effects of physical activity on organic systems. Emphasizes scope of muscular physiology and integrates epistemological and functional physiology. Lab included.

MSS 460 - Philosophy of Physical Education and Athletics

Approaches to physical education and related areas with emphasis on contemporary theories and practices. Open to juniors and seniors only. Not challengeable.

MSS 499 - Senior Project

Culminating activity required by majors in all departments. Students under the guidance of a faculty member will research, write, and defend their thesis project as begun in MSS 345. Senior Status required. Not challengeable.

Appendix E - Senior Exit Survey 2011

Department

Key Points:

- The energy and environment of the classes are liked.
- The professor/student relationships are easily built and maintained.
- Contact and communication can be somewhat difficult.
- The addition of more Biology classes and nutrition classes is suggested.

What are the strengths of the MSS department?

- The strength of the MSS department are that they all have the same agenda as far as trying to improve their courses.
- Teachers teaching know material well.
- The MSS department has a strong curriculum. Very strong staff that works together to provide the best service they can to the students.
- It's small which creates a more personal experience.
- The MSS program.
- I think ULV has a great MSS department. There are really good teacher's who enjoy teaching and will go out of the way for their students.
- The classes are very specific and helpful.
- The environment.
- Faculty.
- Strong curriculum and great philosophy.
- Everything in general from the faculty to the department. Great major with the right people to teach and explain.
- Great energy and everyone is helpful.
- They can be very resourceful. They have really good information.
- It is well organized and friendly, not difficult to get a meeting with anyone.
- Well rounded staff. Takes pride in their jobs and it shows. Gets students ready for their future careers.
- Interesting, fun, easy to find classes and pretty well equipped.
- Preparation for future careers.
- The openness of the faculty.
- Faculty has a lot of experience with the sports realm.
- It is hands on major and a close community.
- Always there, many classes to choose from.
- Diversity and openness.
- Availability.
- If there is a problem with classes and the class is full, teachers will add you.
- Built great foundation for ATC and teaching students.
- Everyone is really wise and easy to talk to.

What are the weaknesses of the MSS department?

- There weren't any as far as my experiences were.
- MSS department feels very detached from the natural and physical science departments.
- No weaknesses
- Difficult for transfer student to graduate on time.

- They only offer certain classes in fall/ spring and all classes are in the morning.
- The stability and favorites. They give an advantage to students who are their favorites.
- Still trying to get on the same page on how they want the student to do certain things. Every teacher has different standards.
- There are none.
- Contact/communication.
- Hard to contact them sometimes.
- Advising should be more concrete, more last minute adds then necessary. Although this may be related to tools at their disposal.
- No nutrition or strength and conditioning classes or major. No kinesiology major.
- M/W/F classes.
- Not enough “fun” courses.
- That there are 3 tracks to the department. I think general is too general.
- Classes not offered as often as they should be.
- Books are way expensive.
- Books for certain classes.
- General study is too open.
- None.

How can the MSS department be improved?

- It is good just like it is.
- Create another track for P.T.
- Combined professor courses to learn from a new dynamic, different perspectives.
- Incorporate more Biology courses in the program.
- Nutrition courses.
- Stop teaching the same thing in every class.
- Implement classes to prepare for sports management.
- Maybe by including more faculty incase multiple students don't understand something in a course there are others with background and knowledge to help.
- Maybe bring in more faculty.
- More facilities would be beneficial or improvement in availability for current ones.
- Check emails and reply.
- Need to publicize more.
- Continue doing what it has been doing.
- Be more open minded.
- Offer more classes like sports.
- Bigger MSS facility for more MSS majors.
- Better WiFi connection.
- Adding nutrition classes would be beneficial. Helping with internship programs.
- More variety of classes.
- I always have problems with the internet connection.

Courses

Key Points:

- Biomechanics was generally a favorite.
- Dartfish was also very much enjoyed by the students.

- Students suggested to add Sports Psychology.
- Most graduates see themselves working on a higher education, while subbing or getting into the physical therapy field.

What was your favorite MSS course and why?

- My favorite class would have to be tennis. I learned a lot of details about the sport and different approaches on teaching the subject.
- A tie between Motor Development and Applied Sport Psychology. These two are my favorite because I was able to apply the concepts I learned into my everyday life, in working with young kids and in my own athletic career.
- Really enjoyed Kinesiology and _____ class, Fall 2009. Very informative, learned a lot with low stress.
- Anatomy because I really enjoyed how _____ taught the class. He made the difficult subject easy to learn.
- I would have to say all the MSS classes that we were able to play sports in then teach them. They were all fun because I got to do what I love doing and that's play and teach sports.
- Research and Methods, because learning statistics was great to learning experience.
- Favorite course, Intro to Adapted P.E. I enjoyed this course because it introduced me to the challenges and excitement of teaching.
- My favorite MSS course was Biomechanics because it was cool to use the Dartfish program to analyze a movement or series of movements.
- Sport Psychology, because it would involve reading the player and learning about them instead of just teaching or treating them.
- History of Sports Psychology.
- My favorite MSS course was MSS 371. Reason why is because it was the class in which I received good grades on the unit plans that I actually worked very hard on.
- My favorite was MSS 323 I believe with Professor _____. This was my favorite because I experienced the Dartfish technology and because Professor Oliver is the best teacher on campus. Her teaching style is unique and she never makes class boring.
- Intro. To Athletic Training, because it was very hands on and I enjoyed taping.
- Biomechanics with Mo. She made it fun and interesting. I liked the activities we did in class.
- MSS Team Sports and group games and gymnastics. I learned an immense amount about volleyball and discovered a lifelong hobby as well as rediscovering the incredible importance of gymnastics and its benefits on motor learning.
- My favorite MSS course was the teachers assistant class for _____ because I am very interested in strength and conditioning and I learned a lot from him.
- Biomechanics because I found it the most interesting and beneficial with personal skills.
- MSS 370 , prepared me for my favorite career.
- All the sports psychology classes (with _____). Her style of teaching fits the learning style almost perfectly.
- Sport Psychology courses with _____.

- Individual Sports and outdoor education because it wasn't just another class. We got to go outside and have hands on learning.
- Biomechanics because I learned a lot and ____ made lectures interesting and interactive.
- Biomechanics and Methods Research.
- Gen Med. Liked the teacher, it was easy, covered a large area of topics.
- Intro. To Athletic Training.
- My favorite course was Biomechanics. Because it was very interesting to learn about why the body parts move.
- Anatomy, that course helped me understand how the human body works. As an athlete it helped me get through tough times on the field when my body didn't feel up to part.
- My favorite MSS course was Biomechanics. This was because I learned a lot of principles that I use til today.

What course(s) would you add to the MSS curriculum?

- None.
- I would add a PT prep course track or PT degree program. I would also add Motor Learning.
- I would definitely add a personal trainers course. Actually, I would add a few personal training courses. I believe it would help people like myself to learn some of the business side of becoming a trainer.
- Health and Nutrition class.
- Sports psychology, it was a fun interesting class. Great teacher made it a great class. It had a lot of info MSS students could use.
- Sports Psych.
- Nutrition and Women's Health Study.
- Some nutrition courses would be nice.
- I would add a hiking course.
- Nutrition and strength and conditioning certification.
- Maybe more courses that include emergency injuries.
- Sports Management.
- I wouldn't add one, I feel it already covers enough.
- Nutrition, strength and conditioning and personal training.
- A nutrition course.
- I don't know.
- PT class.
- I wouldn't add any courses to the MSS curriculum. The curriculum is right where it needs to be, with excellent courses and requirements.
- Courses I would add would be one class in which the school/department collaborates with an elementary/jr high/high school down the street so that students get one realistic experiences of teaching a lesson plan that mainly applies for the teaching track.
- Add nutrition class and add more APE courses.
- I would add classes more with activities that would help us teachers, coaches and ATC's. So for teachers and coaches actually have an activities course in which they do a lesson plan and perform in the class.
- I would add more activity classes to the curriculum.
- Business courses.
- I cant think of any classes to add at this time.

- Nutrition.
- I would add more nutrition/ sport nutrition classes. I think the MSS department should broaden the scope besides Athletic Training, Teacher Track and general.
- I'm not sure if any courses needed to be added.

Do you think your academic experience in the MSS department adequately prepared you for the future? Explain.

- The MSS 370 courses help a lot on how to teach different sports. I believe I will be prepared going into teaching.
- The academic experience that I had at the MSS department adequately prepared me for the future, however, I would have liked if the department offered more courses in other areas besides Athletic Training and Teaching/ Coaching.
- Yes, because of my experience in the MSS department at La Verne I have found what I am interested in doing as a career.
- My experiences here have definitely prepared me for the future. I have learned a lot about myself and what I have to do to be successful.
- Yes, I feel very prepared to go out and start my career right now. I learned a lot since I have been here. I learned how to teach just about any sport and how to set up a lesson plan.
- Yes, the sports field is very ideal to preparing and prevention. Absorbing all the information taught has made me ready for job opportunities.
- Yes, all of my professors have taught me the tools I need to succeed.
- I think my experience in this department did prepare me well for the future because I learned something valuable from each class that will help me in the future.
- Somewhat. The courses for MSS general track are too broad and not enough focus. Overall they seem easy. The courses should be more challenging or involve more diverse areas of MSS.
- Yes, I think all of the 370 courses have been very beneficial and have helped me grow and improve my teaching skills.
- Yes, it certainly did. It developed my confident skills in speaking to the class and presenting.
- I really feel it had. I am a transfer student and my prior school did not have advisors or instructors who were "overly-concerned" about your graduation. It was easy to talk to someone instead of waiting months for appointments and every instructor took the time to adequately prepare me with great assignments as well as future options I should consider based on knowledge.
- Yes. I feel that I learned enough in all areas to help me move forward in physical therapy school.
- This will prepare me for Grad School and I know how I should take care of myself in some health aspects as well as being responsible in general.
- Yes, I think it gave me the tools to understand the science of our trade and the confidence to teach it.
- Yes. I wish I could have taken nutrition but ____ is most likely going to start adding those classes in so it will be good. The teachers were always there to help and the classes were fun but challenging at the same time.
- Yes, I know more about the body how it works and how skills are learned, all great preparation for physical education.
- Yes, with the aspirations I have for myself I feel the MSS department and the university has prepared me for them.

- Yes, I think it did. The curriculum emphasized an athletes and teaching in the sport area.
 - I think the MSS department prepared me well for a job in the physical fitness area.
 - Yes, because it was hands on which made the concepts stick with me.
 - I believe it was a stepping stone to more learning and prepared me for courses in grad school.
 - For the most part, it definitely helped me change my life style habits.
 - Yes. Not the best, but I feel poised to go out into the athletic training world.
 - Yes it did. I was challenged. Course work was always good and I felt I learned a lot each semester.
 - Yes the MSS department has prepared me for my future by giving me real life situations, examples of what could happen in the working field.
 - Yes to some extent, because my major was general. I had no specific courses related to my profession as a athletic trainer would.
 - I believe that I am prepared to a point. But I would have liked more guidance towards my career plans.
 - Yes I do. They give you a lot of information in each class. And they also have a lot of hands on staff to practice your skills with.
- **What are your immediate plans?**
 - Get my senior project done and graduate.
 - Get my M.S in Exercise Physiology then my D.P.T.
 - To continue my playing career overseas. Directly following that I will begin working at a gym as a personal trainer, and begin to build up my personal clients outside of my work at the gym.
 - Go to grad school.
 - Continue doing my pre reqs for grad school.
 - Enter the air force.
 - Study for the MCAT and apply to medical school.
 - Take a semester off to work and work on my senior project thesis then graduate in May and start grad school in the fall.
 - Apply for physical therapy school and try to find an internship.
 - Coaching.
 - Graduate, but return to finish pre-requisites for grad school.
 - Work out the summer doing technology work for Napa Unified.
 - To substitute teach, work, save money, and get into a credential program in the near future and teach and coach.
 - Look into getting my Master's in nutrition and taking the CSCS test.
 - Search for a graduate assistant job and sub and work for up to a year before beginning graduate and credential work.
 - Save more money, study, find a way to become a PTA or just volunteer more.
 - Take a semester off so I can save up some money to go to PT school in Pomona.
 - I plan on enrolling at Cal State Baptist University to get my Master's degree in Kinesiology with a concentration of Sports Management and be a graduate assistant for their women's basketball team.
 - My immediate plans are to continue going to school applying to the credential program either at Cal Poly Pomona or staying at La Verne.
 - Get my teaching credential, while substituting and coach.
 - Attending grad school and getting my master's.

- I plan to use my last year of athletic eligibility next year and graduate next winter. Then I plan on playing a basketball overseas for a few seasons. Then I would like to attend grad school.
- To go back to school to take more classes for grad school.
- I will be coming back to ULV for graduate school, and see if I can start subbing at local schools.
- Fire academy but before that EMT course or P.E class.
- Get into a credential program that focuses on APE.
- Apply for grad schools.
- I plan on going to graduate school to earn an MS in Kinesiology and Nutrition, however, I am also interested in public health.
- To finish my B.S. in the fall semester and start my master's in the Spring.

What do you see yourself doing in ten years as far as a profession?

- I see myself teaching at a high school close to home.
- Right now I have a lot of goals, I would love to have a Ph.D and work at the Olympic Training Camp with athletes or I would love to work with a large city or with the county in the public health department.
- Nutrition Consultant or Dietitian.
- I would like to become a well established Adapted Physical Education teacher.
- Fire captain of your city.
- I see myself coaching at a college in ten years.
- Hopefully in 10 years I will have achieved my goal of becoming a physical therapists.
- I either see myself being a physical therapist or being in sports management of some sort of coaching.
- I will be a college /high school counselor as well as a soccer or dance coach.
- Teaching APE and GPE and coaching at a high school.
- Teaching my own P.E class, coaching, most likely working on my administrative credential.
- I see myself coaching as an assistant at a DI or DII university on my way to a professional career in women's professional basketball as an assistant coach and later head coach.
- Doing PT in either a clinic or in the military.
- Something with physical activity, but maybe PT.
- Instructing on MSS course at a junior college and either coaching a strength program or baseball.
- Hopefully working or running my own gym and helping people train and eat healthy. If strength and conditioning works out maybe being at the college level as a strength and condition coach.
- I see myself teaching P.E and coaching baseball.
- Coaching P.E, waterpolo, hopefully working towards a AD job.
- Hopefully I will be attending medical school.
- Physical therapy
- Being a physical therapist at a sports clinic.
- Physical therapist
- Becoming a medical doctor.
- Division I Athletic Trainer/NFL
- O.T or P.T
- Being a high school P.E teacher and coaching.

- In ten years I see myself working independently as a health and fitness trainer, along with running my own small establishment (gym).
- Being a P.T
- Working as a Head Athletic Trainer.

After your time here at ULV, what is your career goal that will continue to make the MSS faculty proud to recognize you as a graduate of the MSS department?

- To be one of the best Athletic Trainers and to work hard and carry on the ULV ways.
- Work at a hospital as a P.T
- The type of trainer I will become will continue to make the faculty proud at the University of La Verne. I plan to work all over independently touching many people. I will also continue my football playing career which will reflect upon the institution.
- Taking all that I learned here at ULV and teaching it to P.E students to be a top P.E teacher.
- To really show that MSS isn't a department of dumb athletes as some assume. I want to career and continue to show that the MSS department is a great department with successful people.
- One of the Air Force's first athletic training officers, first female ATC in NFL from ULV.
- Become the best well-rounded individual I can be, while attempting to excel in my field of study/profession.
- Physical therapy and physicians assistant one day. To now that much of what I learned started here.
- I will become a well known physical therapist and own my own sports clinic.
- To become a physical therapist as well as a certified strength and conditioning coach.
- My goal is to become a sports specialist doctor. The MSS department will be proud because I will still use all the skills I have learned.
- Being a successful teacher and coach.
- Teaching P.E and coaching baseball.
- To own a gym and get a degree in nutrition.
- To positively impact students and peers in the long term.
- I would most likely do a PT career. I would use the knowledge and experience I learned in ULV.
- Becoming an exceptional physical therapist.
- My career goal is to play basketball and become a professional women's basketball coach for the WNBA.
- Be successful by having a set career and be recognized.
- I want to teach and/or coach at a university.
- I am actually changing my major. Sadly, ULV after forcing me out of the major I wanted it showed me that there was something else that I could do better. Help under privileged students see the door to a better future in college. The more kids I can get off the streets, the better.
- I strive to either become a coach or physical therapist for a professional sports team.
- I want to become someone who people want to work with and show how I can be reliable. I hope to become a great physical therapist that people want to get treated by.

- My career goal would be to a NFL coach.
- To strive and be the best I can be at what ever I do. To also represent the ULV alum mater as an alumni and stay on top where all ULV students should be.
- Teach adapted P.E and dedicate part of my time to helping special Olympic programs.
- I would like to obtain my masters and hopefully have the motivation to go for my PhD. I would like to make an impact on the obesity epidemic.
- I am sure that many graduates say they want to make a difference but I really do. I want to help others.
- My career goal is to never allow my physical education class to be “played” but always learning a new set of skills.

Facilities

Key Points:

- More equipment is wanted.
- Most students want a computer lab type of room or laptops to work with dartfish and other programs discussed in class.

How can the MSS facilities be improved?

- I don't know.
- Add more, keep facilities available 24 hours a day.
- Close classrooms off from gym noise.
- Gym noise.
- Study lounge, work out room should be opened all the time.
- More interactive in classes.
- More equipment to work with.
- More maps of the building. A lot of people get confused when walking around the building.
- The ULV facilities that I used for MSS were great.
- By providing better courts or fields for students and student athletes.
- More equipment at our disposal, more accessibility, and a computer lab in the pavilion.
- More resources for students, all athletics should be on campus.
- Fix the leaks in the athletic building.
- Finish the pavilion construction.
- Fix the women's locker room.
- Allow athletes to keep their facilities and not be a last priority at ULV.
- More classrooms should be used.
- More classrooms.
- More classrooms. Better place for presenting senior thesis.
- Classroom sizes need to be bigger.

If you were deciding , what devices, instruments, materials, etc. would you add to the MSS department?

- I think there should be more availability to the computers. A type of lab with SPSS application and dartfish and printers.
- Maybe offer outside trips to students interested in different fields (hospitals, pt clinics etc.). More guest speakers outside of La Verne.
- Laptops for students in class.

- A computer lab should be installed in the SSAP.
- More equipment for the ATR, it benefits the students and athletes to do rehabilitation better.
- Working TV's in the aerobic and weight rooms.
- BMI machines, more PT equipment, pool, larger cardio room with more machines.
- Outdoor areas for learning archery and other activities on campus. More computers and video recording devices.
- Cameras and computers.
- Technology upgrade, a computer lab in the area, or better projection of videos and presentations.
- Maybe include more off campus activities.
- A bigger lab room for athletic training courses- a bigger room to practice taping, stretching etc.
- Different kind of equipment. Ropes course.
- E-books and kindles/ipads.
- Radar gun.
- More instruments, materials.

Appendix F - 2010 Alumni Survey Results

Table 1: MSS Alumni Demographics (n=12)

	N	%
1. Year of Graduation		
1997	1	8%
2002	1	8%
2003	1	8%
2004	4	34%
2007	2	17%
2008	2	17%
2009	1	8%
2. Gender		
Male	5	42%
Female	7	58%
3. Ethnicity		
African American	1	8%
Caucasian	6	50%
Chicano	1	8%
Latino	2	18%
Multiethnic	1	8%
Not Given	1	8%
Major Emphasis		
Teaching Track	5	42%
General Studies	4	33%
Athletic Training	2	17%
Not Given	1	8%
Current Position		
1. President, SportsPros Inc.		
2. Retired		
3. Substitute Teacher		
4. General Manager		
5. Personal Care Assistant in Heme/Onc Unit		
6. Graduate Student		
7. Teacher/Coach		
8. Substitute Teacher		
9. Homemaker		
10. Title Agent-Owner		
11. Sales & Operations manager		
12. MSPA Student		

Current Employer:

1. SportsPros, Inc.
2. LA Sierra University
- 3 Charter Oak Unified School District
4. Abercrombie & Fitch
5. Loma Linda University Medical Center
6. N/A
7. Fontana High School
8. Monrovia Unified School District
9. N/A
10. Stone Bluff Land Services, LLC
11. OutsideLabs Inc.
12. Western University of Health Sciences

Table 2: University Facilities and services (n=12)

Rate the following with most appropriate answer:

	% Good	% Excellent
1. Library	42%	33%
2. Computer technology	42%	17%
3. Services for commuter students	25%	8%
4. Business office	33%	0%
5. Registration process	33%	25%
6. Financial aid services	25%	8%
7. Health services	42%	17%
8. Residence Halls	17%	0%
9. Dining facilities	17%	8%
10. Learning Enhancement Center	17%	0%
11. Student Life/Activities	25%	0%
12. General Education requirements	25%	8%

Comments:

Really felt like my CORE classes were a waste of time- not useful.

Table 3: Quality of the MSS academic program (n=12)

Rate the following with most appropriate answer:

	% Good	% Excellent
1. Course content in MSS classes	50%	25%
2. Instruction in MSS classes (in general)	42%	42%
3. MSS academic standards/criteria	42%	50%
4. Feedback from MSS classroom instructors	50%	50%
5. MSS Faculty interest in the students	42%	50%
6. Interaction with MSS faculty (in or out of class)	25%	67%
7. Availability of MSS faculty	42%	50%
8. Assistance from academic advisor	25%	50%
9. Senior thesis requirement	50%	33%

Comments:

Faculty absolutely cared about students' success.
Paul Alvarez was very helpful.
Not a typical student for degree (age perhaps).

Table 4: MSS Facilities (n=12)

Rate the following with most appropriate answer:

	% Good	% Excellent
1. Classrooms	50%	25%
2. Exercise Physiology lab	17%	8%
3. Gymnasium	33%	25%
4. Fields	25%	17%

Comments:

Spartan faculty more than made up for it!

Table 5: Coursework (n=12)

Rate the following with most appropriate answer:

	% Good	% Excellent
1. Human anatomy	42%	8%
2. Human physiology	33%	17%
3. Kinesiology	33%	50%
4. Exercise Physiology	17%	33%
5. Scientific Principles	25%	8%
6. Introduction to Athletic Training	17%	33%
7. Fieldwork and Foundations of Physical Ed	8%	25%
8. Health and Physical Fitness Strategies	33%	25%
9. Motor Development	25%	33%
10. Adapted Physical Education	17%	17%
11. Curriculum and Organization	17%	33%
12. Methods and Practice of Individual Sports and Outdoor Ed	17%	42%
13. Methods and Practice of Dual Sports and Aquatics	0%	33%
14. Methods and Practice of Team Sports and Games	17%	25%
15. Methods and Practice of Gymnastics	0%	17%
16. Physical Education for Elementary School Teachers	8%	8%
17. Research Methods	17%	33%
18. Social Dance	25%	25%

19. Philosophy of Physical Education and Athletics	17%	25%
20. Senior Thesis	42%	42%
21. Other MSS courses	8%	0%

Comments:

Athletic Training II

Instructors were organized, prepared and polished. They all made it fun to learn.

Courses could/should be more rigorous. Give more assignments throughout course to help students learn to meet higher standards.

Table 6: Career Preparation (n=12)

Rate the following with most appropriate answer:

	% Good	% Excellent
1. Written skills necessary for job responsibilities.	50%	25%
2. Verbal skills necessary to communicate to others.	25%	58%
3. Technology skills necessary for job responsibilities.	33%	17%
4. Practical skills necessary for job responsibilities.	33%	42%

Comments:

Would have liked more experience with electronic record keeping.
Missed these classes apparently.

Table 7: Learning objectives (n=12)

MSS dept has established learning objectives that we expect all graduates to achieve. Please indicate agreement for the following skills:

	% Agree	% Strongly Agree
1. Demonstrate ability to develop and prescribe a comprehensive health maintenance program.	42%	50%
2. Demonstrate ability to utilize concepts of biomechanics and apply them to an analysis of a human movement.	42%	42%
3. Demonstrate ability to describe differences in physical skill development through the lifespan and how this affects the teaching of psychomotor skills.	42%	42%
4. Demonstrate ability to develop a quality research thesis and defend their work in a faculty committee.	42%	33%
5. Demonstrate knowledge of the function and structure of human musculoskeletal system as applied to sports and exercise movements.	33%	50%
6. Demonstrate knowledge of human physiology as applied to sport and exercise.	42%	42%
7. Enhance their ability to perform motor skills, acquire knowledge of movement concepts and strategies and develop feelings of self-worth through the development of lifelong activity skills	33%	58%



Appendix G – Senior Thesis Scoring Rubric

University of La Verne
 Movement and Sports Science Department
 Senior Thesis Proposal Evaluation Rubric

Student:

Mentor:

Demonstrates skill of property based on the following:			
4=Excellent	Very high degree of excellence	2=Fair	Minimally acceptable level, some serious shortcomings
3=Good	High degree, minor shortcomings	1= Poor	Less than acceptable level with serious shortcomings

Chapter 1: Introduction Date: _____.

- 1 Has clear and well-defined statement of the problem
- 1 Research and null hypothesis is clearly stated
- 1 Limitations are clearly noted
- 1 Assumptions are clearly noted
- 1 Operational definitions are appropriate and complete
- 1 Significance of the study is clearly stated
- 1 Measures of variables are appropriate and clearly stated
- 1 Is well-organized (good headings/ paragraph breaks, sequencing is smooth and
- 1 Main ideas are clear and vivid
- 1 Word choices are sophisticated, precise, original, and appropriate
- 1 There are no major grammatical or mechanical errors
- 1 Quotation marks are placed where necessary (APA style)
- 1 Paraphrasing is well done and cited (APA style)
- 1 Total number of references is reasonable are appropriate for content and style
- 1 Reference list is included and matches with citations (APA style)

Total
/60

Comments:

Chapter 2: Review of Literature Date: _____.

- 1 Explores completely the nature of the problem
- 1 References the population of interest
- 1 Is well-organized (good headings/ paragraph breaks, sequencing is smooth and
- 1 Main ideas are clear and vivid
- 1 Word choices are sophisticated, precise, original, and appropriate
- 1 There are no major grammatical or mechanical errors
- 1 Quotation marks are placed where necessary (APA style)
- 1 Paraphrasing is well done and cited (APA style)
- 1 Total number of references is reasonable are appropriate for content and style
- 1 Reference list is included and matches with citations (APA style)

Comments:

Total
/40

Chapter 3: Methods

Date: _____.

- | | | | |
|---|---|---|-----------------------------------------------------------------------------|
| 1 | 2 | 3 | Uses scholarly sources to determine appropriate research methodology |
| 1 | 2 | 3 | Research design is appropriate and well described |
| 1 | 2 | 3 | Method is well-described and replicable |
| 1 | 2 | 3 | Treatment matches the study questions |
| 1 | 2 | 3 | Subjects are appropriate for the study population |
| 1 | 2 | 3 | Assessment instrumentation/equipment is appropriate |
| 1 | 2 | 3 | Full description of instrumentation/equipment is included |
| 1 | 2 | 3 | Data collection procedures are appropriate |
| 1 | 2 | 3 | Testing protocol and reliability is well-described and appropriate |
| 1 | 2 | 3 | Statistical analysis is appropriate |
| 1 | 2 | 3 | Informed consent is complete and adequately addresses the research concerns |
| 1 | 2 | 3 | Is well-organized (good headings/paragraph breaks, sequencing is smooth and |
| 1 | 2 | 3 | There are no major grammatical or mechanical errors |
| 1 | 2 | 3 | Paraphrasing is well done and cited (APA style) |
| 1 | 2 | 3 | Reference list is included and matches with citations (APA style) |

Comments:

Total / 60

Appendix H – Athletic Training Clinical Evaluations
University of La Verne Athletic Training Education Program
Final Athletic Training Student Evaluation

Student: _____ Date: _____

1. Satisfactory completion of all competencies and proficiencies within all courses required for the major

Courses taken	Course Grade
BIOL 343 Human Anatomy	_____
BIOL 344 Human Physiology	_____
MSS 151 Health and Fitness Strategies	_____
MSS 323 Scientific Principles of Movement	_____
MSS 345 Methods of Research, Assessment and Evaluation	_____
MSS 455 Kinesiology	_____
MSS 456 Physiology of Exercise	_____
MSS 499 Senior Seminar	_____
MSS 235 Introduction to Athletic Training	_____
MSS 237 Techniques and Observation in Athletic Training	_____
MSS 324 Evaluation and Assess. of Athletic Injuries – LE	_____
MSS 325 Athletic Training Practicum I	_____
MSS 326 Evaluation and Assess. of Athletic Injuries – UE	_____
MSS 327 Athletic Training Practicum II	_____
MSS 328 Assess. and Evaluation of Head and Spinal Injuries	_____
MSS 400 Athletic Training Team Rotations	_____
MSS 410 Exercise and Rehabilitation	_____
MSS 411 Athletic Training Practicum III	_____
MSS 412 Therapeutic Modalities	_____
MSS 415 Management and Administration in Ath. Training	_____

MSS 418 Special Topics in Athletic Training _____

MSS 455 Athletic Training Team Management _____

MSS 496 Internship _____

Comments: _____

Academic transcripts with 2.5 overall GPA and 3.0 GPA in ATEP classes (*to be completed by Program Director*)

Overall GPA: _____ ATEP GPA: _____

Comments: _____

2. Submission and defense of high quality senior thesis

Completed: Yes _____ No _____

Title of thesis: _____

Comments: _____

4. Description of Field/Clinical Experiences

A. Description of field experience for Practicum I:

Assignment: _____

Location: _____

Supervising ACI or CI: _____

Comments: _____

B. Description of field experience for Practicum II:

Assignment: _____

Location: _____

Supervising ACI or CI: _____

Comments: _____

C. Description of field experience for Practicum III :

Assignment: _____

Location: _____

Supervising ACI or CI: _____

Comments: _____

D. Description of field experience for TeamManagement:

Assignment: _____

Location: _____

Supervising ACI or CI: _____

Comments: _____

:
5. Other applicable outside experiences (i.e. team assignments, conference or seminar attendance, outside event participation, etc.)

Event description and nature of participation:

Event description and nature of participation:

Event description and nature of participation:

6. Have you prepared a professional resume' ?

Yes _____ No _____

7. Do you have any letters of recommendation from field supervisors, coaches, MSS department?

Yes _____ No _____

Letters from the following individuals:

Name	title
------	-------

Name	title
------	-------

Name	title
------	-------

Name	title
------	-------

8. Self-Assessment submitted (see attached):

Yes _____ No _____

Comments: _____

9. Comprehensive examination consisting of mock BOC Examination, including:

_____ Written

_____ Written simulation

_____ Practical

10.Exit Survey (Survey of Graduating Seniors) submitted:

Yes _____ No _____

(Scroll to next page for end of assessment)

**University of La Verne Athletic Training Education Program
Student Self-assessment of Program Completion**

Student: _____

As part of the Final Evaluation, you are given the opportunity to relate your own perspective on your experiences in the program. Using the space below, describe the high and low points of your participation in the ULV - ATEP. Summarize your senior year experience. You may also want to reflect on your plans for next year. Feel free to use additional sheets as needed.

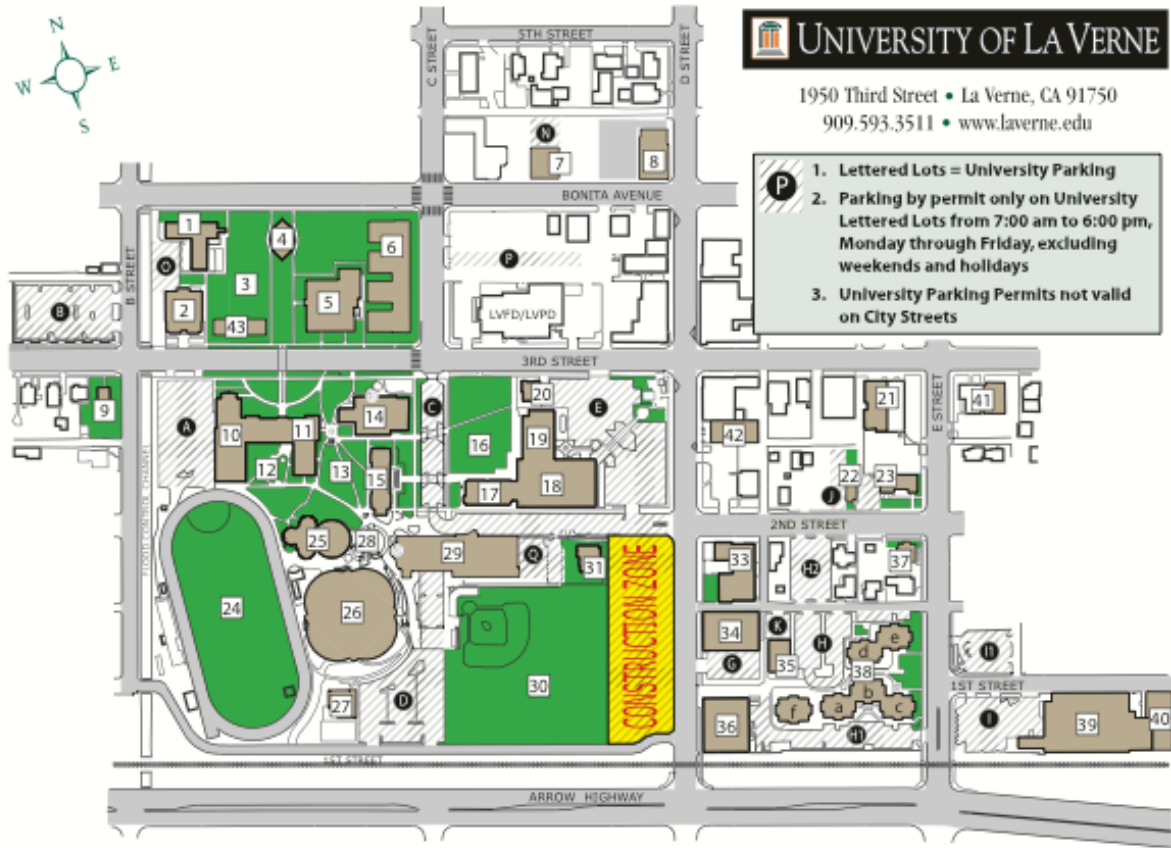
Student Signature and date: _____

Appendix I - Board of Certification (BOC) Examination Pass Rates

Year	2006	2007	2008	2009	2010
Number taking BOC	5	5	1	3	3
Number Passing BOC	2	5	1	2	2
Percentage Passing	40	100	100	66	66

Appendix K – current Campus Map

(Note – subsequent to this map, Ben Hines Field removed for a parking lot.)



UNIVERSITY OF LA VERNE MAP LEGEND

Arts & Communication 36 Art Communications LYTV & LEOFM Studios Talk Wall Space	Central Services - east 40 OIT East OIT Graphics	Founders Hall 11 Academic Affairs Computer Science Executive Vice President's Office History & Political Science Morgan Auditorium Music President's Office Provost's Office Speech Communication	Leo Hall 33 Business Management & Leadership College of Education & Organizational Leadership – Dean's Office Graduate Admission Organizational Leadership Public & Health Administration	Sneaky Park 16
Barkley 34 Education	Central Services - west 39 Asset Management Capital Planning Enrollment Management Facilities & Technology Services Mail Services Marketing & Recruiting Purchasing RCA Administration Unified Service Desk	Graduate Academic Services 22	Literacy Center 23	Sports Science & Athletics Pavilion 26 Athletic Training Campus Safety Frontier Athletic Court Housekeeping Intercollegiate Athletics Movement & Sports Science
Barkley Annex 35 RCA Teacher Education	Chapel 4 Campus Ministry	Hanawalt Fitness Center 27 Football Program	Lordsburg Building 42 Liberal Studies	Stu-Han Residence Hall 6
Ben Hines Field 30	College of Business & Public Management 19 Business Management & Leadership – Dean's Office Public & Health Administration	Hanawalt House 31 Alumni Relations	Mainiero Hall 10 Biology Chemistry La Fetta Lecture Hall Mathematics Physics	University Advancement 7 Public Relations
Brandt Residence Hall 1	Dailey Theatre 25 Theatre Arts	Health Services 37	Miller Hall 15 Carbon Gallery of Photography English Honors Center Institutional Research Legal Studies Modern Languages Philosophy & Religion Photography	University Bookstore 8 OIT North
Campus Center 29 ASUV Barbara's Place Campus Center Administration Career Services Commencement Disabled Student Services International & Study Abroad Services Learning Enhancement Center Ludwick Conference Center Multicultural Services Office of Student Life Student Affairs Undergraduate Admission	Davenport Dining 14 President's Dining Room West Dining Room	Hoover 5 College of Arts & Sciences – Dean's Office Psychology CAPN (RCA) Sociology/Anthropology University Counseling Center	Modular Classroom 43	University Quad 13
Center for Teaching & Learning 41 Office of Sponsored Research	ELS Language Center 9	Johnson Family Plaza 28	Music Annex 20	University Mall 3
	Fasnacht Court 12	Landis Academic Center 17 Applied Business Science & Economics Business Management & Leadership Harris Art Gallery Howell Board Room	Oaks Residence Hall 38 Student Housing & Residential Education	University Services Building 21 Human Resources Risk Management Student Accounts East
			Ortmayer Athletics Complex 24	Wilson Library 18
				Woody Hall 2 Academic Support & Retention Accounts Payable Finance Financial Aid Payroll Registrar Student Accounts Treasury, Management & Budget

02.2011

Appendix L – Activity Spaces lost or changed since 1990

The Movement and Sports Science Department shares many activity spaces with Athletics. While we have been very good neighbors, the ongoing degradation of existing facilities and removal of others has significantly impacted the delivery of MSS programs, both academic as well as recreational.

Dance Room in Theater Building – taken over by theater and never used by PE/MSS. Partially replaced by use of the Old Gym, replaced by Aerobic Dance Room in SSAP. **Current status** – This room is heavily utilized by both MSS and Education for activity classes and major classes, in addition to student groups such as the Dance Team and Spirit Squad. We are maximizing this space at the current time.

Track – when Tents/Pavilion built, original dirt track reconfigured from East/West to North/South, unable to use for meets. Renovations in 1992 converted dirt to all-weather, but built with insufficient drainage and water damage has been an annual issue. No longer able to use for meets. **Current status** – Track is barely useable for recreational jogging and MSS major and activity classes due to uneven surfaces and bubbles. Should be replaced as soon as possible.

Football field – as part of track renovation, removed high crown and resodded. Practice lights installed 1997(?) but inadequate for games, ongoing issues with local residents. Unable to maintain field quality for duration of football season. **Current status** – Barely useable by MSS major and activity courses due to concerns over turf durability.

Fitness Center – originally intended as workout center for students and student Athletes. Vacated of equipment when program shifted to Tents/Pavilion, but used as alternate aerobic fitness area. Converted back to weight room during Pavilion renovation. Converted to Football offices. Current program located in Pavilion, which included cardio fitness area. **Current status** – cardio-fitness area upstairs utilized by MSS activity classes and recreational users, only limited by availability of supervisors to staff the room. Weight room heavily utilized by athletics, some recreational users.

Softball Field – used as softball field for Softball team in the spring, as well as alternate practice field for football in the fall. Also used for recreation and activity classes, including archery. Field moved to Wheeler on promise of permanent field “in five years”, has not been completed in 10 years. Activities other than softball not accommodated with current spaces. **Current status** – Field space not replaced on campus. No longer have space for recreational activities, including archery class.

Old Gym – Heavily used as recreational facility for campus activities, PE/MSS activity classes, rainy day practice facility for sports. Some activity class functions transferred to Aerobic Dance Room in Pavilion, but with fewer participants due to space limitations. Significant reduction in recreational use opportunities due to lack of replacement.

Current status – There is no alternate space for recreational gym activities. Main Gymnasium is used in morning for MSS major and activity courses, and in the afternoon and evenings for Athletics practices and contests. Plans for outdoor “Sport Courts” have stalled over inability to identify location or funding source.

Tennis Courts – Heavily utilized as a recreational facility for campus activities, PE/MSS activity courses, intercollegiate sports. Only partially replaced through use of

Claremont Club for Athletics and Las Flores Park for MSS classes. MSS class enrollments dropped significantly due to need to travel to facility. **Current status** – MSS tennis classes have 3-4 students as opposed to the 12-14 when the courts were on campus, due to travel issues.

Baseball/Soccer Fields – Heavily utilized as a recreational facility for campus activities, PE/MSS activity courses, intercollegiate sports. Incorporating soccer field within football complex only compounds use issues, does not address MSS activity course needs. **Current Status** – no on-campus replacement for lost activity space.

Summary

The MSS Department needs activity space that can accommodate the teaching of multiple sports including soccer, softball, archery, basketball, volleyball, and tennis. Ideally, a multipurpose court capable of handling two basketball/volleyball courts and four tennis courts would be built, along with a large outdoor grass or artificial turf area where soccer, softball, archery, and other outdoor sports could be taught and/or played on by the campus community.

Appendix M – MSS Strategic Planning Retreat Agenda

Movement and Sports Science Department Strategic Planning Retreat

February 15, 2001
8am – 12n
Sheraton Suites Fairplex

Facilitator:

Dr. Jack Meek, Professor of Public Management

Participants:

Paul Alvarez, Sarah Dunn, Megan Granquist, Christie Joines, Pam Maunakea, Marilyn Oliver, Jim Paschal, Pat Widolff, Wendy Zwissler

Agenda:

- Review of current department vision and mission
- Match learning objectives to program majors
- Match assessments to program majors learning objectives
- Strategic issues
- Strategic actions
- Diversity Strategic Plan

Appendix N - Survey of Admissions Staff on comparable department names

The following questions were posed to the Undergraduate Admissions staff in February of 2011.

1. When a student inquires about anything involving Physical Education, Athletic Training, Sports Sciences, etc, what kind of departmental name/major do they refer to? (i.e. "do you have a physical education department/major/program?" or "do you have a kinesiology department/major/program?")

- Sports Medicine
- Physical Therapy
- Kinesiology
- Exercise Science
- Athletic Training

2. When your counselors go out to schools and other sites, what kind of reaction do they get when they mention we have a "Movement and Sports Science Department"? Is there an immediate understanding of what this is, or more like blank looks? Or, when someone asks the questions above and they respond, "We have a Movement and Sports Science Department" do they get the confused look, or does this presumably coincide with their expectations?

· Freshmen: They don't know the name off the top. You have to explain it to them. But once you do, the students like it.

· Transfers: Yes and No. Some do and some don't. Those who do know it feel it is very inclusive and feel they get a bit of everything in the program.

3. When your staff interacts with counselors, do they understand the Departmental name, or, again, does this lead to confusion?

· Counselors usually don't ask specifically about particular programs. They are mainly interested in the application/financial aid process. Students ask more about the programs.

Appendix O - Comparable Program Names

California Lutheran University

Department of Exercise Science

The EXSC Department offers three emphasis areas for the Bachelor of Science degree: Human Performance, Health Professions, and Pedagogy/Teaching Physical Education.

California Baptist University

Department of Kinesiology

Bachelor of Science in Health Science, Kinesiology, Kinesiology minor, Coaching minor, Sport Management minor.

University of the Pacific

Department of Sports Sciences

Bachelor of Arts in Sport Pedagogy, Sports Medicine, Sport Management. Bachelor of Science in Athletic Training. Minor in Sports Sciences.

Azusa Pacific University

Department of Exercise and Sports Science

Bachelor of Science in Applied Exercise Science, Bachelor of Arts in Athletic Training, Bachelor of Arts in Physical Education. Minor in Athletic Coaching.

La Sierra University

Department of Health and Exercise Science

Ex. Science - Physical Education, Ex. Science -Wellness Management, Exercise Science - Scientific Basis, Ex. Science - Sci. Basis - Pre-Physical Therapy, ES - SB Pre-Med, ES - SB Pre Dent, ES - SB Pre PT, Health Sci. - Globalization & World Health, Health Sci.- Health Care Management, Health Sci. - Bio- Health Science, Health Science -Health Promo and Education

Pt. Loma Nazarene University

Department of Kinesiology

Athletic Training, Exercise, Science, Physical Education. Concentrations in Pre-Physical Therapy, Pre-Physician Assistant, Allied Health, Strength and Conditioning., Coaching.

University of San Francisco

Department of Exercise and Sports Science

Bachelor of Exercise and Sports Science

California State University, Los Angeles

Department of Kinesiology and Nutritional Science

Bachelor of Science in Exercise Science – Exercise and Bioscience or Exercise and Nutrition

California State University Fullerton

Department of Kinesiology

Bachelor of Science in Kinesiology

California State University, Sacramento

Department of Kinesiology and Health Science

Bachelor of Science in Kinesiology, concentrations in Physical Education, Athletic Training, Exercise Science, Therapeutic Exercise and Rehabilitation.

Cal Poly, Pomona

Department of Kinesiology and Health Promotion

Bachelor in Pedagogy, Exercise, Science, Health Promotion

Humboldt State

Department of Kinesiology and Recreation Administration

BS Kinesiology

BS Recreation Administration

San Francisco State University

Department of Kinesiology

BS Kinesiology (Concentrations: Exercise & Movement Science, Physical Education)

San Jose State University

Department of Kinesiology

BS Kinesiology

BS Athletic Training

University of Nevada, Las Vegas

Department of Kinesiology and Nutrition Sciences

B.S. in Athletic Training, B.S. in Kinesiological Sciences - Areas of Concentration

- Kinesiological Sciences: Allied Health
- Kinesiological Sciences: Comprehensive
- Kinesiological Sciences: Fitness Management

B.S. in Nutrition Sciences - Areas of Concentration

- Comprehensive
- Sports Nutrition
- Dietetics Management
- Pre-professional

Oregon State University

Department of Nutrition and Exercise Science

Bachelor of Science in Exercise Science, Bachelor of Science in Nutrition, Bachelor of Science in Athletic Training.