

Bachelor of Kinesiology Program Review

Faculty of Health Sciences

Dean's Summary

Submitted by:

Dr. Alastair Hodges, Dean of the Faculty of Health Sciences

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Program Review: Bachelor of Kinesiology

Dean's Summary Report

Alastair Hodges, Dean, Faculty of Health Sciences

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Executive Summary

The Bachelor of Kinesiology (BKIN) degree program resides within the Department of Kinesiology (KIN) in the Faculty of Health Sciences. Fifteen full-time faculty members, three Limited Term Appointments, and approximately seven sessional instructors deliver courses leading to a BKIN degree, and a Kinesiology minor (with BA, BSc, BGS). The program is supported by 1.5 FTE staff positions (0.8 Program Advisor and 0.7 Department Assistant).

A total of 111 students are admitted to the degree program each year, with a 2017-18 headcount of 383 and 90 graduates from the BKIN program. Applications to the program are strong, with an average of 370 applications per year over the past three years. In 2017-18, total course enrolments were 3,073 and 339.4 FTE (96.5% domestic and 3.5% international; 62% female and 38% male; 71% full-time and 29% part-time); fill rates were 90% in 100 and 200 level courses, 89% in 300 level, and 72% in 400 level.

In 2012 the Kinesiology program successfully moved to CEP campus, with many required courses offered only at CEP. The program maintains a presence on the Abbotsford campus (27% of course enrolments), largely service courses and electives for students in other programs at UFV.

BKIN students have had a choice between two program options: Exercise Science and Pedagogy. The degree and minors have recently undergone curriculum revision, with Exercise Science and Pedagogy renamed to specializations, and a third specialization of Active Health pending final approval (approved at Senate in June 2018). Degree students complete a core group of courses (49 credits) and a mandatory group of courses (21-22 credits for Exercise Science; 19-20 credits for Pedagogy). In summary, degree requirements include:

- 120 total credits
- 48 upper-level credits, including at least 38 upper-level KIN credits (including core)
- Core course requirements (49 credits)
- One area of specialization in Kinesiology, declared by the completion of 60 credits (19-22 credits)
- Literacy requirement (3 credits)
- Numeracy requirement (3-4 credits)
- Breadth requirements (12 credits of non-KIN courses)

The Kinesiology minor includes six 100 and 200 level courses (21 credits for BA and BGS students; 22 credits for BSc and BGS students) and five KIN courses (15-20 credits), including at least 14 upper-level credits. Program changes were acknowledged as important for entry to practice professional standards, to include a student-centred learning outcome approach, and intended to best prepare kinesiology graduates for the future.

The KIN department formed a review committee which led a self-study review through the 2017-18 academic year, drawing on data provided by Institutional Research and Planning and surveys of students and alumni. The department committee submitted the self-study report to the Dean's Office, and subsequently the Program Review Office in April 2018.

A Program Review Committee (PRC), consisting of two faculty members from external institutions with comparable programs and institutional sizes, and one faculty member from UFV, received the self-study document and completed a two day site visit in May 2018. The PRC toured campus and program facilities, and met with faculty members, sessional instructors, staff, students, alumni, the Department Head, and the AVP Research, Engagement, and Graduate Studies (note that the Dean of Health Sciences position was vacant during the site visit).

The PRC report was very thorough and overall was very positive about the quality of the KIN program, affirming the quality of the program, and noting that the unit has developed a national reputation for excellence at the undergraduate level in the field of kinesiology. Graduates from the program have been highly successful in entering graduate school and professional programs, and are well regarded in practice. The reviewers summarized that there are no major problems, that the unit has begun to address some areas of concern, and provided 23 recommendations, summarizing 10 of them as key. The department provided a response to the Dean in September 2018, outlining responses and actions for each of the 23 recommendations.

The primary recommendations of the PRC consider personnel (faculty complement), unit structure within the Faculty of Health Sciences, accreditation, experiential learning, equipment and infrastructure, and several administrative issues (grading, curriculum alignment across lectures and labs, scheduling and course offerings, indigenization, and internationalization). These primary recommendations are listed below, with actions.

Action Plan on Key Recommendations

1) Staffing:

The unit has demonstrated year over year urgent needs for more permanent faculty (i.e. tenure track or at the very least, longer term LTAs). Justification is clear with strong enrolments as well as the excessive use of numerous LTAs and sessional appointments.

Consider developing a “new faculty orientation” which could include FAQ’s to help get started, a list of contacts for questions often posed by new employees, a kinesiology (or Faculty of Health Sciences) orientation and an HR orientation.

Action(s): Fill current B faculty vacancies. Base funding is fixed and constant, leading to financial challenges in altering the number of Type B Faculty. The Dean will work with the Provost and CFO in exploring options.

The department will poll recent LTA’s and sessionals to discover issues related to orientation, and will then build a KIN specific resource, also including relevant human resources information and links. The Department Head will host an annual information session in late August for any new sessional instructors and LTA’s. The Head will also initiate, via email, communication among instructors teaching different sections of the same course, or the lecture and lab of the same course to enhance course consistency and to allow for mentorship that is specific to a course. This has been tested at the outset of the Fall 2018 semester.

2) Structure: Most kinesiology units across the country are now either a Faculty or a School. Explore moving from a Department to a School as this would likely provide efficiencies and additional benefits.

Action(s): The Department Head, in collaboration with the Dean, will engage externally (with other KIN Deans/Directors in Canada) and internally (other schools at UFV) on the issues related to administrative structure, and report back to the department. After seeking approval from the department, the Head will provide a recommendation about unit structure to the Dean.

3) Accreditation: Continue to work toward attaining the minimum standards for accreditation as set out by the *Canadian Council of University Physical Education and Kinesiology Administrators* ([CCUPEKA](#)) to ensure quality experiences for your graduates and also consider applying for this national accreditation for your programs (Kinesiology and Physical Education).

Action(s): The department will explore how the two accreditations (Kinesiology and Physical Education) offered by CCUPEKA articulate with the current degree and the

three specializations in the BKIN. In particular, possible accreditation options and any associated benefits and costs will be brought to the department for discussion. The Dean's office will provide financial support for costs associated with CCUPEKA accreditation.

Specifically, because the unit has only one degree (BKIN) with multiple specializations, accreditation of the current BKIN degree may be complex, and may not be plausible for all three specializations. It is noteworthy that the PRC delineated the current BKIN options as "kinesiology" and "physical education" as two separate entities in their review, indicating that they consider the Exercise Science specialization to align with Kinesiology accreditation and the Pedagogy specialization to align with Physical Education accreditation. Further, the field of kinesiology is shifting towards being a regulated health profession, which will likely necessitate consideration of competencies to meet regulatory bodies (e.g. [British Columbia Association of Kinesiologists](#), or a college model similar to Ontario's [College of Kinesiologists](#), should this occur in British Columbia). Under the leadership of the Department Head, the unit will explore long-term options for curricular alignment with accreditation, including consideration of new degrees to optimize alignment with accreditation, and to ensure graduates achieve competencies if and when regulation of the profession changes.

4) Student engagement in practical experiences: Continue to offer the highly valued experiences, consider adding new initiatives and explore the opportunity to develop a co-op program option for students in the kinesiology program, as well as other hands-on programs (e.g. development of [Canadian Society for Exercise Physiology](#) certifications: Certified Personal Trainer (CSEP-CPT) and Certified Exercise Physiologist (CSEP-CEP) during the degree).

Action(s): The Dean will explore staff structure in Health Sciences to support potential CO-OP coordination, and will explore infrastructure needs to support other experiential learning opportunities identified in the PRC report. The Department Head will explore pros and cons of a CO-OP program in the BKIN, through comparison with other KIN programs, and in consultation with UFV's Career Centre. The department will continue to explore the development of a pathway to become CSEP-CPT and CSEP-CEP certified while completing the undergraduate degree.

5) Equipment: There is a need to expand the lab teaching equipment if enrolments are to remain at the current level or possibly increase. Similarly, explore adding teaching technology equipment to the facilities at the Chilliwack campus.

Action(s): The department will develop a prioritized equipment list based on lab teaching needs, and which considers medium to long-term needs (i.e. 3 – 5 years) for presentation to the Dean. The department will engage in a discussion on reorganization

of lab space, including how best to utilize the larger areas (A1385/1383 and A1369), and more formalized dedication and utilization of underutilized space (A1371, 1373, and A1381), with a recommendation presented to the Dean for approval. The department head will explore granting opportunities with the AVP Research, Engagement, and Graduate Studies. The department, in collaboration with the Dean, will consult with the AVP Teaching and Learning regarding specific technological teaching needs.

The Dean will explore the feasibility of dedicating CEP A1105 as solely KIN lab space.

6) Facilities & Consumables: Develop a regular purchasing cycle for items that are used annually such as athletic tape, etc. and facilitate access to the necessary supplies for part-time instructors. Explore developing gymnasium and recreational facilities as well as a few larger teaching classrooms at the Chilliwack campus.

Action(s): The Lab Coordinator will develop an annual purchasing cycle for disposable items, and work with KIN staff to ensure all instructors are informed about process for equipment use and replenishment. The Dean will continue to work with the senior administration in exploring options for gymnasium and recreational facilities at the CEP campus. In the short-term, the Head will explore and trial scheduling options (see point 9) below) to enable the use of the Abbotsford facilities (e.g. gymnasias) for courses requiring such space.

7) Administrative – working together as a unit: Address grading differences that affect student opportunities (e.g. scholarships, Dean’s list standing, acceptance to post-graduate programs, etc.). Grading inconsistencies can cause undue consequences for students, therefore, it is recommended that a unit-wide acceptance of an “average” grade for required and elective courses by levels be adopted, to avoid grade inflation and unintended student behaviors. The unit is also encouraged to work together to align lab experiences and content with lecture materials in the course, especially when multiple instructors are involved in the same semester with laboratories or classroom teaching. For consistency and quality of programming, consider providing teaching workload release to allow for the development of laboratory manuals for all courses with labs as well as develop a Department- or Faculty-wide mentorship of new LTAs and sessional instructors. Finally, review and if warranted, address the mismatch between the lab credit value and the percentage of the final grade for the course assigned to the laboratory components.

Action(s): The department will engage in collegial discussion to develop recommendation(s) on how to eliminate grading inconsistencies that impact student opportunities, particularly between sections of courses, between lectures and labs, and between program specializations. This may include, for example, the establishment of

an expected average grade. The recommendation(s) will be provided to the Dean before the end of the 2019 calendar year.

The KIN department developed and adopted a grading document in 2017, which outlines the quality of work associated with each letter grade. As part of the grading recommendation(s) to be developed, the department will consider how this will document be effectively implemented and adhered to.

The Department Head will continue to gather data on grading for each section at the conclusion of each term, and will provide regular updates to the department and the Dean including: how average grading at each level (e.g. 100, 200, 300, 400 level courses) corresponds to the KIN grading document; statistically significant discrepancies between lectures and labs, between specializations in the BKIN, and between sections of the same courses.

The department will develop, and provide to the Dean and Faculty Council before the end of the 2019-20 academic year, a recommendation and rationale for the best ratio for percentage of the final grade assigned from lab components for each 4 credit laboratory course.

The Dean and Department Head will work together to identify appropriate personnel to develop lab manuals for all laboratory courses and determine appropriate compensation for this work. Once developed, all sections of labs will adhere to the same manual.

8) Administrative – Chair, academic advisor and administrative assistant: Where possible provide students with longer term views of likely course offerings so that they may map, with some level of confidence, their pathway through the degree.

Action(s): The Department Head will work with the Department Assistant and Program Advisor to develop a yearly timetable of courses, with a public (i.e. web link) display of planned course offerings for each term. This will be updated each year shortly after the beginning of the fiscal year.

9) Administrative – scheduling: It appears that scheduling of courses is sometimes problematic and student friendly schedules do not appear to be a priority. Explore developing a student-friendly schedule and plan course offerings to minimize waitlists, especially in required courses. Some of these concerns could possibly be addressed by giving kinesiology students priority registration for some courses.

Action(s): In conjunction with the action in item 8) above, the Head will work with the Dean and other relevant administration (e.g. Finance and OREG) to explore options for more student friendly scheduling, and reducing waitlists without incurring unnecessary budget challenges.

10) Other important unit/ university initiatives: The unit is encouraged to continue their work on indigenization and internationalization initiatives and to cooperate with units at UFV to do so.

Action(s): The department will explore successful indigenization initiatives in kinesiology at other universities, and work towards implementation at UFV. Some members of [CCUPEKA](#) have had significant impact on this issue and could be a valuable resource. The department will engage with the indigenous community and consult on what forms indigenization may take, specifically in the kinesiology program.

The department will explore international opportunities beyond the study tour in Antigua (e.g. a study tour specific to other specializations, student exchange opportunities). The Head will work with the Dean and UFV International to consider scheduling of courses specifically targeting international students.

Further details of the PRC's recommendations are outlined in the PRC's report and the department response to the report.