6. An ipsilateral movement is defined as:

   a. movement where limbs move in opposition

   b. an awkward or uncoordinated movement

   c. limbs on the same side of the body moving simultaneously

   d. a smooth rhythmic movement

7. A contralateral movement is defined as:

   a. movement where limbs move in opposition

   b. an awkward or uncoordinated movement

   c. limbs on the same side of the body moving simultaneously

   d. a smooth rhythmic movement

8. Stage 3 of the FMS of catching is characterized by:

   a. arms wrap around the ball, step to catch

   b. arms scoop the ball, single step

   c. catching with hands, steps to ball

   d. catching with hands, no stepping to ball

9. Yoking is defined as:

   a. the most mature stage of jumping

   b. a bilateral hopping motion

   c. winging or breaking motion

   d. contralateral arm movement

10. Stage 1 of the FMS skipping is characterized by:

    a. slow deliberate movement, irregular rhythm

    b. easy rhythmic movement, reduced arm action

    c. feet remain close to ground, hips oriented forward

    d. pendular action, forward upper body lean

11. Stage 3 of the FMS striking is defined by:

    a. contralateral step, wrist rollover

b. diagonal swing, ipsilateral step

c. contralateral step, chop strike

d. ipsilateral step, vertical wind up

12. Bilateral arm action is characteristic of which stages of hopping:

a. stage 1 and 5

b. stage 1 and 2

c. stage 2 and 3

d. bilateral arm action does not occur in hopping

13. Stage 4 of the FMS galloping is characterized by:

a. rhythmic uneven run, airborne phase

b. stiff trail leg, hips oriented sideways

c. galloping does not exhibit a forth stage

d. smooth rhythmic tempo, feet close to the ground

14. Stage 2 of the FMS kicking is characterized by:

a. rear leg wind up, stationary body

b. rapid approach, airborne phase

c. no wind up, push at ball

d. preparatory steps, rear leg wind up

15. Stage 3 of the FMS running is defined by:

a. pendular arm action, flat feet

b. arms low guard, heel-toe contact

c. complete arm/leg extension

d. legs fully extended, some heel-toe contact

16. Stage 2 of the FMS jumping is characterized by:

a. legs near full extension, great vertical component

b. knees flexed, contralateral arm action

c. preparatory steps, arm yoking

d. arm swing, and forward body lean

17. Stage 1 of the FMS of hopping is characterized by:

a. body erect, non support leg in front and parallel

b. arms middle guard, forceful movement

c. arms low guard, forceful movement

d. body erect, non support leg parallel, held in back

18. The early stages of catching are characterized by all of the following **except**

A. arms relaxed at sides while awaiting the ball

B. arms and hands attempt to secure the ball by holding it against the chest

C. ball is caught with hands, without making contact with the body

D. fingers are extended as hands attempt to grasp the ball

19. The most difficult motor patterns for children to attain is the

A. gallop

B. skip

C. hop

D. jump

20. The most advanced stage of arm action in the throw is

A. no preparatory backswing

B. a circular arm action in which the arm moves down and back

C. a circular overhand preparatory movement with the elbow extended

D. bringing the object up beside the head by upward humerus flexion

21. Which of these combination movement skills is characterized by an uneven rhythmical pattern?

A. hop

B. gallop

C. slide

D. skip

22. The mature catcher

A. gives with the catch

B. adjusts the entire body to control the ball with only the hands

C. hugs or traps the ball against the body

D. both A and B

23. A child's initial attempt at striking an object with either a bare hand or an implement is very similar to the

A. catching pattern of young children

B. the Moro reflex in infants

C. overarm throwing pattern of young children

D. skipping pattern of young children

24. Factors that influence catching performance include all of the following **except**

A. ball size

B. leg length

C. vision and viewing time

D. ball and background color

25. Braking is defined as:

a. the most mature stage of jumping

b. a bilateral hopping motion

c. winging or yoking motion

d. contralateral arm movement

Appendix C

Fundamental Motor Skills Stage Characteristic Exam for KINES 110

Fundamental Motor Skill	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
THROW	○ Vertical wind-up ○ "Chop" throw ○ Feet stationary ○ No spinal rotation	○ Horizontal wind-up ○ "Sling throw" ○ Block rotation ○ Follow-through across body	○ High wind-up ○ Ipsilateral step ○ Little spinal rotation ○ Follow-through across body	○ High wind-up ○ Contralateral step ○ Little spinal rotation ○ Follow-through across body	○ Downward arc wind-up ○ Contralateral step ○ Segmental body rotation ○ Arm-leg follow-through
CATCH	○ Delayed arm action ○ Arms straight in front until ball contact, then scooping action to chest ○ Feet stationary	○ Arms encircle ball as it approaches ○ Ball is "hugged" to chest ○ Feet stationary or many take one step	○ "To chest" catch ○ Arms "scoop" under ball to trap it to chest ○ Single step may be used to approach ball	○ Catch with hands only ○ Feet stationary or limited to one step	○ Catch with hands only ○ Whole body moves through space
KICK	○ Little/No leg wind-up ○ Stationary position ○ Foot "pushes" ball ○ Step backward after kick (usually)	○ Leg wind-up to the rear ○ Stationary position ○ Opposition of arms and legs	○ Moving approach ○ Foot travels in a low arc ○ Arm/Leg opposition ○ Forward or sideward step on follow-thru	○ Rapid approach ○ Backward trunk lean during wind-up ○ Leap before kick ○ Hop after kick	
PUNT	○ No leg wind-up ○ Ball toss erratic	○ Leg wind-up to the rear ○ Ball toss still erratic	○ Preparatory step(s) ○ Some arm/leg yoking	○ Rapid approach ○ Controlled drop	

	○ Body stationary ○ Push ball / step back	○ Body stationary ○ Forceful kick attempt	○ Ball toss or drop	○ Leap before ball contact ○ Hop after ball contact	
STRIKE	○ "Chop" strike ○ Feet stationary	○ Horizontal push/swing ○ Block rotation ○ Feet stationary/stepping	○ Ipsilateral step ○ diagonal downward swing	○ Contralateral step ○ Segmented body rotation ○ Wrist rollover on follow-through	
LONG JUMP	○ Arms act as "brakers" ○ Large vertical component ○ Legs not extended	○ Arms act as "wings" ○ Vertical component still great ○ Legs near full extension	○ Arms move forward/ elbows in front of trunk at take-off ○ Hands to head height ○ Take-off angle still above 45 degrees ○ Legs often fully extended	○ Complete arm and leg extension at take-off ○ Take-off near 45° angle ○ Thighs parallel to surface when feet contact for landing	
RUN	○ Arms – high guard ○ Flat-footed contact ○ short stride ○ Wide stride, shoulder width	○ Arms – middle guard ○ Vertical component still great ○ Legs near full extension	○ Arms – low guard ○ Arms opposition – elbows nearly extended ○ Heal-toe contact	○ Heel-toe contact (toe-heel when sprinting) ○ Arm-leg opposition ○ High heel recovery ○ Elbow flexion	
HOP	○ Non-supporting foot in front with thigh parallel to floor ○ Body erect ○ Hands shoulder height	○ Non-support knee flexed with knee in front and foot behind support leg ○ Slight body lean forward	○ Non-support thigh vertical with foot behind support leg-knee flexed ○ More body lean forward ○ Bilateral arm action	○ Pendular action on non-support leg ○ Forward body lean ○ Arm opposition with swing leg	

		○ Bilateral arm action			
GALLOP	○ Resembles rhythmically uneven run ○ Trail leg crosses in front of lead leg during airborne phase, remains in front at contact	○ Slow-moderate tempo, choppy rhythm ○ Trail leg stiff ○ Hips open, oriented sideways ○ Vertical component exaggerated	○ Smooth, rhythmical pattern, moderate tempo ○ Feet remain close to ground ○ Hips oriented forward		
SKIP	○ Broken pattern or irregular rhythm ○ Slow, deliberate movement ○ Ineffective arm action	○ Rhythmical skip pattern ○ Arms provide body lift ○ Excessive vertical	○ Arm action reduced; hands below shoulders ○ Easy, rhythmical movement ○ Support foot near surface on hop		

Appendix D

Cardiovascular Risk Assessment Assignment for KINES 32

Scoring Rubric

ASSIGNMENT #2: Lifestyle Assessment and Risk for Cardiovascular Disease (100 points). The objective of this paper is to perform a family history to assess your genetic potential for longevity and resistance to disease. Then, use this information to modify your lifestyle to reduce the risk for this disease and to improve the chances of living a long and healthy life.

Paper components	**Possible**	**Earned**
Have your resting blood pressure measured and record results. Compare your results with norms provided.	5	
Perform a thorough health history going back 3 generations (parents, grandparents, great-grandparents) and include as many aunts, uncles, cousins, etc. as possible. Create a chart to summarize findings and attach as an appendix.	10	
Fill out the "Self Evaluation for Cardiovascular Risk" form and calculate your score. Attach to this paper as appendix.	5	
Complete the "Stress Vulnerability Questionnaire" and "Stress Test" and calculate the two scores. Include scores in narrative of paper.	10	
Use all of these data to estimate your risk for cardiovascular disease. Rate yourself on a scale from 1 (lowest risk) to 10 .	10	
Explain why you have given yourself that rating. Relate the rating to the number and severity of risk factors you have identified for yourself.	10	
Identify three (3) lifestyle modifications you could make that would have the greatest positive effect on your cardiovascular health.	10	
Develop and fully describe a practical, feasible behavior-based strategy for implementing the 3 lifestyle modifications you have identified above. Explain precisely how you would change your daily life to implement these modifications.	30	
Extra Credit: Take the blood lipid panel test and attach a copy of your results. Compare your results with the norms in the textbook or class handout. Discuss your blood lipid results as they compare to norm values.	(20)	
Present this information in a clear, well-developed paper. This paper should have an introduction, which provides the reader with some general info about the relationship between lifestyle and disease/longevity, and which clearly and concisely describes the purpose/objectives of the paper. Following this intro there should be a multi-paragraph body, which covers the points identified above. Finally, there should be a conclusion, which summarizes the info in the body in relation to the main points in the introduction.	10	
	100	

Appendix E

Seven Day Nutritional Analysis Assignment for KINES 32

The purpose of this assignment is to take a close look at the foods and beverages you are eating, and determine if they are helping or hindering your ability to meet your daily caloric and nutritional goals (based upon determining your Daily Caloric Allowance). Additionally, you should be able to see if there are any inconsistencies in your diet that need addressing.

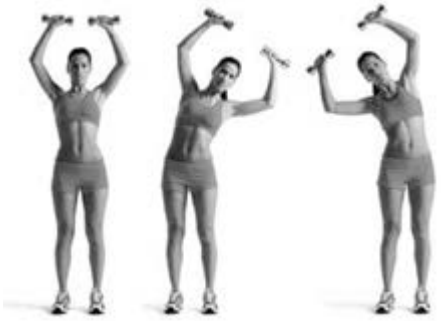
1. Go to www.choosemyplate.gov and then click on "SuperTracker".
2. Click on "create profile" and answer the questions.
    a. Profile name, age, gender
    b. Activity level
    c. Height and weight
    d. Are you trying to lose weight or maintain weight?
3. Then "Register to save your profile" and "Submit to review your plan".
    a. Write down your log in info
4. Read the "My Plan" info provided which is specific to you and includes:
    a. Your daily caloric allowance
    b. Limit of empty calories per day allowed
    c. Specific recommendations for each food group
        i. Number of servings
        ii. Food group amounts (serving sizes)
        iii. What counts
        iv. Tips
5. Return to the SuperTracker start page and click on "Food Tracker"
6. Enter ALL foods and beverages eaten each day for 7 consecutive days.
    a. SUGGESTION: keep a food journal during the day and write everything down after each meal/snack so you don't forget anything and be very specific
    b. Log everything onto the Food Tracker by day (use calendar)
7. At the end of 7 days, go to the SuperTracker start page and click on "My Reports"
    a. For this assignment you will need to print out and submit the following:
        i. "Food Groups and Calories" report for the 7 days
        ii. "Nutrients" report for the 7 days
8. Attach the following to the above reports to complete the assignment
    a. Typed with the following headings
        i. "Analysis of Food Groups and Calories report"
            1. identify your strengths and weaknesses (up to 3 paragraphs)
        ii. "Analysis of Nutrients report"
            1. identify your strengths and weaknesses (up to 2 paragraphs)
        i. "My Plan of Action"
            2. briefly describe the changes you need to make to your diet based upon this project (up to 2 paragraphs)

Appendix F

Embedded Exam Questions for KINES 137

B1
KINES 137, Test #4

Please answer questions #6, 9, 10 using the pictures of the standing side bend exercise below. The picture on the far left is the starting position. The picture in the middle is end position of the first half of the movement. The picture on the far right is the end position of the second half of the movement.



Standing Side Bend

6. Which one of the following muscles functions to move the trunk from the starting position to the end position of the first half of the movement?
    a. Erector spinae
    b. External oblique
    c. Quadratus lumborum
    d. All of the above
    e. None of the above

9. When moving from the end position of the first half of the movement to the end position of the second half of the movement, the muscle(s) causing this movement is(are) contracting _____.
    a. Concentrically
    b. Eccentrically
    c. Isometrically
    d. None of the above; not actively participating in this movement

10. When moving from the end position of the first half of the movement to the end position of the second half of the movement, the spine is moving in _____.
    a. Flexion
    b. Extension
    c. Lateral flexion
    d. Rotation
    e. Hyperextension

D1

A 1500m runner wants to find out what is his/her optimal training running speed. What variables must be simultaneously measured during an incremental exercise test attempting to estimate this optimal intensity?

a) heart rate (HR), treadmill speed, and VO_2.

b) HR, VO_2, and blood lactate concentration.

c) HR, treadmill speed, and blood lactate concentration.

d) VO_2, treadmill speed, and blood lactate concentration.

Appendix G

Hydrodynamics Exam for KINES 126

1. When manipulating one's body position to be a horizontal back floater, the goal is to:

   a. move both your center of mass and center of buoyancy towards your head

   b. move your center of mass towards your feet and your center of buoyancy towards your head

   c. move your center of mass towards your head and your center of buoyancy towards your feet

   d. move both your center of mass and center of buoyancy towards your feet

2. Lane lines are an example of one way to reduce _____ drag, while shaving and wearing tight swimsuits are examples of ways to reduce _____ drag.

3. A swimmer with a specific gravity less than 1 will _____ (sink or float), while a swimmer with a specific gravity more than 1 will _____ (sink or float).

4. "If a swimmer glides for too long, it will require more energy to resume stroking" is an example of the Law of _____.

5. The bent arm pull is an example of _____ the length of the resistance arm to reduce the amount of _____ needed to move you through the water.

6. In butterfly, the "sweep in and sweep out" motion of the arms creates _____ forces which are _____ to drag forces, and create most of the propulsion.

7. A swimmer's hands and forearms should face _____ ____ _____ in order to create the greatest propulsive force from drag. This position allows the swimmer to push against the greatest amount of water.

8. "If forces are applied away from the swimmer's intended direction, the body will be pushed off course and additional forces are necessary to readjust body motion and get back on track" is an example of the application of the Law of _____.

Appendix H

Lab One Assignment and rubric for KINES 159

Lab #1: NASPE Standards & Healthy People 2020

TOPIC: Tests for NASPE Standards and Healthy People 2020 Strategies

DESCRIPTION: This lab includes two parts. Students may complete this lab individually, in partners, or in groups of 3. Submit one electronic file per group.

PART 1: NASPE Standards

- Describe a valid test for assessing the ability of a physical education student (or exercise / health client) to achieve each of the five NASPE Standards. Type your description (100 words or less) directly into the NASPE Standards table that is included in this lab report.

PART 2: Healthy People 2020

- Select 3 Physical Activity Objectives
- Respond to the following items for each objective:
  1. What is the objective?
  2. What is the baseline?
     a. How do we know this (what is the Data Source)?
  3. What is the target?
  4. Describe a strategy you would create in your community / school / business, etc. to achieve the target by 2020.

LAB 1 RUBRIC

Lab Component	Excellent (3) • Test or strategy is valid and consistent with best practices and current research in physical activity and exercise science. • Test or strategy is specific to the particular national standard or physical activity objective. • Test or strategy description is vivid and detailed.	Good (2) • Test or strategy has face validity and is somewhat consistent with best practices and current research in physical activity and exercise science. • Test or strategy is may be appropriate for, but is not specific to, the particular national standard or physical activity objective. • Test or strategy description is lacking some detail.	Unsatisfactory (1) • Test or strategy validity is questionable or inconsistent with best practices and current research in physical activity and exercise science. • Test or strategy is not specific to the particular national standard or physical activity objective. • Test or strategy description is unclear or incomplete.
NASPE Test 1			
NASPE Test 2			
NASPE Test 3			
NASPE Test 4			
NASPE Test 5			
Healthy People 2020 Strategy 1			
Healthy People 2020 Strategy 1			
Healthy People 2020 Strategy 1			

Appendix I

Diverse Populations Writing Assignment for KINES 122

Students enrolled in KINES 122 – Nontraditional Games and Outdoor Education will be given the prompt below and will be asked to engage in a think-pair-share activity. To start, students will individually think about the prompt and respond to it in writing. Then they will be asked to pair up with a class member and the two students will discuss their individual responses. The next step will involve a whole class discussion where the students will share their ideas. Students are encouraged and expected to participate in the whole class discussion. Students can earn up to five class points on selected days throughout the semester. Their participation in the class discussion, as well as their individual writing response will be included in each student's point total for the day. The instructor will be looking for answers as suggested in the list below.

Writing Prompt: What are the factors that influence physical activity choices for diverse populations? How can the inclusion of nontraditional games and outdoor education experiences play a role in physical activity participation for diverse populations?

Key Answers:

- Physical activity tends to decrease with age
- Physical activity tends to be less among low-income individuals
- Physical activity tends to be less among lower educated individuals
- Sedentary lifestyle tends to be greater among adult women v. adult men
- Physical activity is greater in high-skilled individuals vs. lower-skilled individuals
- Nontraditional games and outdoor education experiences tends to level the playing field and those who participate in these activities often feel enhanced competence
- Participation in nontraditional games and outdoor education experiences can lead to increased confidence in the psychomotor domain
- Increased competence and confidence, which can occur as a result of participation in nontraditional games and outdoor education experiences, can lead to further engagement in physical activity for all populations

Appendix J

Cultural Activity Lesson Plan Assignment for KINES 122

Students enrolled in KINES 122 – Nontraditional Games and Outdoor Education are tasked with creating and implementing lesson plans to diverse groups of K-12 students. The information below is included in the grading rubric for the cultural activity lesson plan assignment.

Lesson Plan Component	**Poor** – No SN or modifications identified (0)	**Below Average** (0.5) – Only one SN or modification identified	**Average** (1) – Only one SN and modification identified or two SN identified, but modifications are not consistent with the SN or are unclear	**Good** (1.5) – Two SN identified; modifications for one SN is consistent with the SN, but the other modifications are inconsistent or unclear	**Great** (2) – Two SN identified; modifications are consistent with the SN and relate to best practices within pedagogy
Special Needs (Identify two different special needs (SN) and explain how you will modify the game accordingly)					

Lesson Plan Component	**Poor** (0) – No inclusion of gender-specific information	**Below Average** (0.5) – Only one gender addressed (or both genders not addressed explicitly); modifications are weak or unclear	**Average** (1) – Only one gender addressed and modification identified or both genders addressed, but modifications are not consistent with best practices in pedagogy and/or don't respect Title IX	**Good** (1.5) – Both genders addressed; modifications are consistent with best practices within pedagogy, but don't respect Title IX	**Great** (2) – Both genders addressed; modifications are consistent with best practices within pedagogy and respect Title IX
Gender (assume that one or both genders will not want to participate and explain what you will do to achieve maximum participation of both genders)					

Appendix K

Teaching Video Assignment Rubric for KINES 144

Description –	Comments
OPENING: Did you prepare the learners for the lesson? Did you connect this lesson with prior learning or previously learned skills? Is there a visual component to assist second language learners? Did you Q & A the students for understanding?	
LESSON PLAN/OBJECTIVES: Did the instructor have an appropriate lesson plan (sections, information, and structure)? Were the appropriate STATE objectives identified/coded (1, 2, 3, 4, 5 or 1, 2, 3) and were additional specific STATE objectives identified/coded? Does the lesson plan diagram take you from Bell to Bell in easy to follow outline form?	
DESCRIBE and DEMONSTRATE: Did you address the physical principles to be learned, and the action of the movement (UPF). Did you Q & A the students for understanding?	
INSTRUCTION: Do the students know what to do? Do they know if they performed correctly (UPF)? Did the teacher use cues to help students develop skills? Did you Q & A the students for understanding?	
MOTIVATION: Did you (positively, correctly, and specifically) encourage students to keep going, practice UPF, improve, and not give up? Was quality feedback (verbal and non-verbal) used throughout the class to motivate?	
ORGANIZATION: Was every student active (physical and/or education) 100% of the time? Were appropriate ASSESSMENT procedures administered for every student? Students were never left standing, waiting for their turn to practice, perform a skill, or complete an assignment. Did you move the students effectively between warm up, instruction and cool down areas?	
CLOSURE: Did you Q & A the students for understanding? Did the questions cover lesson content (STATE objectives / UPF)? Are the students able to perform skills (UPF) as a result of this lesson?	
INCLUSION: Were provisions made for low and high skilled students?	

PROFESSIONAL: Was the teacher dressed appropriately? Was the teacher's voice and projection adequate for the area? Were all students supervised adequately? Did the teacher give feedback addressing UPF, motivation, improvement strategies, expectations, and educational principles?	
SAFETY PROVISIONS: Were safety issues covered in all aspects of this lesson (individual students, whole class, environment, equipment used)? Did the lesson design account for possible safety issues?	

Comments:

Appendix L

Practical Exam for KINES 1

The Practical is worth a possible **20 points**. The goal of the Practical is for you to show me how you can successfully coach a movement to others. You will be evaluated on your knowledge of the movement details, how well you can communicate the details to your students/athletes so that they can execute the movement with good technique, and your ability to recognize and correct faults. Your Practical should last a minimum of 4 minutes.

INTRO:

_____ Intro yourself

_____ Background/Description of movement

_____ Initial Demo

SETUP:

_____ Stance = shoulder width, toes turned out slightly

_____ Full extension at hips and knees

_____ Head position is neutral

_____ Bar "racked" on the shoulders (create a shelf with the shoulders for the bar to sit on)

_____ Hands outside shoulders

_____ Loose, open fingertip grip

_____ Elbows high

_____ Upper arm parallel to the ground

EXECUTION:

_____ Weight on heels

_____ Natural curve of low back (lumbar curve) maintained

_____ Chest up

_____ Butt travels back and down to initiate movement

_____ Bottom of squat is hip crease below the top of the kneecap (below parallel)

_____ Knees track parallel to feet (no buckling)

_____ Return to full extension at the hips and knees to complete the movement

_____ Elbows high, arms stay parallel to ground throughout movement

PRIMARY POINTS OF PERFORMANCE:

_____ Bar racked properly: elbows high, hands just outside shoulders, bar re fingertip grip

_____ Elbows high throughout the movement

_____ Natural curve of low back (lumbar curve) maintained

_____ Butt travels back and down to initiate movement

_____ Bottom of squat is hip crease below the top of the kneecap (below parallel)

DELIVERY:

_____ Volume

_____ Confidence/Calm

_____ Organized/Good Flow

_____ Reinforcing of Key Points

_____ DISCUSSED RELEVANCE OF POINTS

_____ Review/Conclusion/Tying up of any loose ends

_____ Time Management (4 minute minimum)

COMMAND OF ATHLETES:

_____ Cueing/Clarity of Cueing

_____ Adequate amount of reps

_____ Recognition/Correction of Faults

_____ Everyone constantly engaged

_____ Everyone kept on task

Appendix M

Alumni Survey

California State University, Fresno

Department of Kinesiology

B.S. in Kinesiology

ALUMNI SURVEY

The Department of Kinesiology at Fresno State is dedicated to providing quality educational and professional development experiences for our students now and in the future. As a graduate in a Kinesiology Option, we are interested in your satisfaction with our degree program. Your answers will help us assess how well we served your needs while you were a major in our department and will assist us in improving the training and experiences for future students.

Your responses on this questionnaire are for the Department of Kinesiology use only. You will remain anonymous in any and all reports related to this survey. Please first complete the background information by choosing the letter of the correct response.

1. **Gender:** A. Male B. Female

2. **Age Group:** A. 18-21 D. 31-35 G. 46-50
   B. 22-25 E. 36-40 H. 51 or over
   C. 26-30 F. 41-45

3. **Race/Ethnicity:** A. American Indian / Alaskan Native E. Native American /Indian
   B. Asian / Pacific Islander F. White
   C. Black / African American G. Other (specify)___
   D. Hispanic / Latino

4. **Kinesiology Option:** A. Athletic Training C. General Kinesiology
   B. Exercise Science D. Physical Education

5. **Year of Graduation:** A. 2014-15 D. 2018-19
   B. 2015-16 E. 2019-20
   C. 2017-18

Please read statements 6-15 and rate your agreement using the letter of most appropriate response.

A. Strongly Agree

B. Agree

C. Undecided

D. Disagree

E. Strongly Disagree

Coursework/Instruction

6. Most of the required coursework prepared me for my future career plans.
7. The coursework blended course content and practical field experiences.
8. The coursework was intellectually challenging.
9. The overall quality of instruction in the required kinesiology (KINES) courses was high.
10. The overall quality of instruction in the required kinesiology activity (KAC) courses was high.
12. Instruction in the use of technology related to kinesiology was high.

Professional Preparation

12. The curriculum provided the discipline-specific skills needed to succeed in my chosen field.
13. The curriculum provided an understanding of the methods and practices of my chosen profession.
14. The program prepared me to succeed professionally after college.

Please read statements 15-20 and indicate the most accurate response.

Current Activities

15. Which of the following best describes your current primary activity?
    A. Employed full time
    B. Employed part time
    C. Graduate/professional school full time
    D. Graduate/professional school part time
    E. Military service
    F. Not employed, seeking employment, admission to graduate school, or other opportunity
    G. Not employed by choice (homemaker, volunteer, traveling, etc.)

16. Which of the following best describes your career path since graduation? (check all that apply)

A. Work in private sector

B. Work in not-for-profit sector

C. Work in public sector (local, state, or federal government)

D. Graduate school

E. Career training or other instruction (non-graduate school)

F. None of the above

17. How important is your undergraduate degree to your current employer?

A. Very important

B. Somewhat important

C. Only slightly important

D. Not important at all

E. Not applicable

18. My current job: (check all that apply)

A. Is related to my undergraduate major

B. Uses important skills I gained during college

C. Is related to my desired career path

D. Is work I find meaningful

E. Allows me to continue to grow and learn

F. Pays enough to support my desired lifestyle

G. Provides health insurance benefits

H. Is likely to continue until I wish to leave

G. Not applicable

20. I would recommend the Kinesiology Major at CSU Fresno to someone seeking a degree in kinesiology.

A. Strongly Agree

B. Agree

C. Undecided

D. Disagree

E. Strongly Disagree

21. Please feel free to include any additional comments here:

Appendix N

Senior Exit Survey

California State University, Fresno

Department of Kinesiology

B.S. in Kinesiology

SENIOR EXIT SURVEY

The Department of Kinesiology at California State University, Fresno is "On the Move!" and dedicated to providing quality educational and professional development experiences for our students now and in the future. As a graduating senior in a Kinesiology Option, we are interested in your satisfaction with our degree program. Your answers will help us assess how well we have served your needs and will assist us in improving the training and experiences for future students.

Your responses on this questionnaire are for the Department of Kinesiology use only. You will remain anonymous in any and all reports related to this survey. Please first complete the background information by choosing the letter of the correct response. If "Other" is chosen in numbers 3 and 5, use the correct letter on the scantron then write the response directly on this sheet.

1. **Gender:** A. Male B. Female

2. **Age Group:** A. 18-21 D. 31-35 G. 46-50

   B. 22-25 E. 36-40 H. 51 or over

   C. 26-30 F. 41-45

3. **Race/Ethnicity:** A. American Indian / Alaskan Native E. Native American /Indian

   B. Asian / Pacific Islander F. White

   C. Black / African American G. Other (specify)_____

   D. Hispanic / Latino

4. **Kinesiology Option:** A. Exercise Science

   B. Physical Education

5. **Career Goal (select one that best describes you now):**

A. Teaching and/or Coaching at Elementary or Secondary level

B. Teaching and/or Coaching at Collegiate or Professional level

C. Athletic Administration at Elementary or Secondary level

D. Athletic Administration at Collegiate or Professional level

E. Athletic Training/Physical Therapy

F. Fitness Management/Personal Training/Recreation

G. Sport Marketing/Public Relations/Sport Agent

H. Post-Baccalaureate Training (Either Graduate or Professional Education)

I. Other (please specify) _____

Please read statements 6-39 and rate your agreement using the letter of correct response.

A. Strongly Agree

B. Agree

C. Undecided

D. Disagree

E. Strongly Disagree

Coursework/Instruction

6. The required coursework was relevant to my future career plans.
7. The coursework blended course content and practical field experiences.
8. The coursework has prepared me for future employment in the kinesiology profession.
9. The overall quality of instruction in the required kinesiology (KINES) courses was high.
10. The overall quality of instruction in the required kinesiology activity (KAC) courses was high.
11. Instruction in the use of technology related to kinesiology was high.

Timing of Instruction/Coursework

12. The kinesiology courses were offered when I needed to take them.
13. The kinesiology courses were available (open) when I needed to take them.

14. It would have benefited me if required kinesiology courses were offered at night between 6 to 9 pm.

15. It would have benefited me if required kinesiology courses were offered on Saturday.

16. It would have benefited me if required kinesiology courses were offered in the summer.

17. It would have benefited me if required kinesiology courses were offered on-line.

Academic & Career Advising

18. I received appropriate and timely academic advising.

19. I received relevant career advisement.

20. I received advising which directed me to take the appropriate classes for my option.

21. I received advising which directed me to take classes in the appropriate sequence for my option.

22. I received advising that helped me make good decisions about my future career directions.

23. The overall quality of advising which I received was high.

Kinesiology Faculty

24. The faculty has a strong commitment to student learning.

25. The faculty are professionally knowledgeable.

26. The faculty are organized and prepared for class.

27. The faculty presented current information.

28. My contact and interaction with faculty was sufficient enough to facilitate my learning and professional development.

29. The faculty displayed an interest in my professional development and growth.

30. Faculty were available for help outside of class.

31. Faculty were conscientious and enthusiastic.

32. The Kinesiology Department has outstanding faculty.

Staff

33. The department office staff was helpful in meeting my needs.

34. The equipment room staff was helpful in meeting my needs.

Overall Rating

35. I am satisfied with the overall education I received in kinesiology.

36. I received a sound education and training in kinesiology that taught me the principles, theories and application of my option.

37. The learning experiences I received met my expectations.

38. I believe I am well prepared for a career in kinesiology.

39. I would recommend the Kinesiology Major at CSU Fresno to someone seeking a degree in kinesiology.

Written Comments (Please write directly on this sheet.):

40. What have been the Kinesiology Department's greatest assets for you

41. What have been the Kinesiology Department's greatest drawbacks for you