

Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
Physical Education, B.S.

Submission Year
2021-2022

Assessment Coordinator Name
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Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

Graduates in the Physical Education program will demonstrate specific content knowledge, skills, and dispositions in accordance to the South Carolina Physical Education Teaching Standards.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Percent of physical education students who are "first time test takers" and achieved a score of 70% or higher on the scientific (anatomy, physiology, biomechanics of the human organism), discipline-specific and theoretical concepts of the Physical Education Professional Knowledge Inventory (PE-PKI) content exam.

Timeframe for this Outcome

Academic Year 2020-2021

Performance Target for "Met"

At least 80% of "first time test takers" achieve a score of 70% or higher on the scientific (anatomy, physiology, biomechanics of the human organism), discipline-specific and theoretical concepts of the Physical Education Professional Knowledge Inventory (PE-PKI) content exam.

Performance Target for "Partially Met"

70 - 79% of "first time test takers" achieve a score of 70% or higher on the scientific (anatomy, physiology, biomechanics of the human organism), discipline-specific and theoretical concepts of the Physical Education Professional Knowledge Inventory (PE-PKI) content exam.

Performance Target for "Not Met"

<70% of "first time test takers" achieve a score less than 70% on the scientific (anatomy, physiology, biomechanics of the human organism), discipline-specific and theoretical concepts of the Physical Education Professional Knowledge Inventory (PE-PKI) content exam.

Assessment Measure Used

PE-PKI content exam (scientific, discipline specific and theoretical concepts). The PE-PKI exam is a cumulative (100 points) departmental exam. The exam is part of the grading criteria for PEES 499, Professional Concerns Seminar.

Frequency of Assessment

Every Fall and Spring semester in PEES 499, Professional Concerns Seminar, to graduating seniors.

Data Collected for this Timeframe (Results)

11% "first time test takers" passed the PKI (N = 1 out of 9 Physical Education Teacher Candidates)

Score (Met=3, Partially Met=2, Not Met=1)

1

Comments/Narrative

The expected outcome was not met. Only 11% (n=1 out of 9) of the "first time test takers" scored 70% or higher on the PE-PKI content exam. The average test score for the eight students who did not pass the PKI on their first attempt was 64% which is comparable to the 2019-2020 cohort (64.5%). For the discipline-specific and theoretical concepts of the exam, students scored an average of 80% and 75% respectively on the first attempt. While these students passed the PKI on their second attempt, all students continue to struggle passing the sub-tests for anatomy, physiology, and biomechanics. Poor performance in this particular sub-test continues to be a pattern from year to year. The faculty believe there are two possible causes contributing to the negative performance: 1) this is a cohort that was impacted by the faculty turnover in two of the three content areas (anatomy and biomechanics); and, 2) it is likely that this particular cohort was negatively impacted by the unconventional instructional methods used due to COVID-19. With a new faculty member assigned permanently to anatomy and biomechanics, the addition of a biomechanics laboratory course requirement, and the return to consistent face to face instruction, we expect to see improved scores in the year 2021-2022 in these particular content areas.

Resources Needed to Meet/Sustain Results

\$55,000

Explanation of How Resources Will Be Used

The enrollment number for PEES students is consistently growing and with the addition of the biomechanics laboratory class, faculty continue to teach overload. The addition of a full-time teaching position in the area of Exercise Science would not only eliminate faculty overload, but would allow for smaller class sizes (by offering additional sections), particularly in anatomy and biomechanics.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Percent of Physical Education Teacher Education (PETE) teacher candidates (students) who score 36 points or higher on the Praxis Performance Assessment for Teachers (PPAT).

Timeframe for this Outcome

Academic Year 2020-2021

Performance Target for "Met"

60% or more of Lander's PETE teacher candidates score 36 points or higher on the PPAT.

Performance Target for "Partially Met"

50% to 59% of Lander's PETE teacher candidates score 36 points or higher on the PPAT.

Performance Target for "Not Met"

Less than 50% of Lander's PETE teacher candidates score 36 points or higher on the PPAT.

Assessment Measure Used

Praxis Performance Assessment for Teachers (PPAT). This is a national assessment, where candidates' knowledge is evaluated externally by national reviewers on three subsections of the exam: Assessment and Data Collection (possible points = 12); Designing Instruction for Student Learning (possible points = 16); and, Implementing and Analyzing Instruction to Promote Student Learning (possible points = 32). Total possible PPAT points used for this program assessment = 60 points. ETS required score for passing = 36

Frequency of Assessment

Once, during final semester of the Physical Education professional program (student teaching).

points.

Data Collected for this Timeframe (Results)

100%

(N = 6 of 6 PETE teacher candidates)

The average PPAT score was 47 points, 11 points above the required score (36).

Score (Met=3, Partially Met=2, Not Met=1)

3

Assessment and Data Collection = an average of 9 out of 12 possible points

Designing Instruction for Student Learning = an average 12 out of 16 possible points

Implementing and Analyzing Instruction to Promote Student Learning = an average 25 out of 32 possible points.

Comments/Narrative

The PPAT assessment is designed to allow teacher candidates to demonstrate their content knowledge and pedagogical content knowledge during student teaching. Successful completion of this assessment demonstrates that teacher candidates are prepared to enter the classroom as entry-level teachers.

The PPAT assessment was developed by Educational Testing Services (ETS) in collaboration with teacher education faculty, cooperating teachers and department of education officials to determine the knowledge, skills and abilities that classroom practitioners deem essential for effective teaching.

The expected outcome for this assessment was met. The percent of PETE teacher candidates attaining the required ETS passing score (36) for PPAT was 100%, therefore exceeding this outcome. The six PETE candidates scored an average 47 out of 60 possible points. This year's PETE candidates scored an average 4.5 points higher than last year's (2019-2020) cohort. In fact, one of our PETE candidates scored 58 out of 60, just 2 points shy of a perfect score, and was the highest performing candidate among all Lander Teacher Education candidates. By subsections, the PETE candidates scored above average in all three subsections of the test: Assessment and Data Collection; Designing Instruction for Student Learning; and, Implementing and Analyzing Instruction to Promote Student Learning. In fact, one PETE candidate scored a perfect score (32/32) on the subsection "Implementing and Analyzing Instruction to Promote Student Learning".

Resources Needed to Meet/Sustain Results

The Department of Teacher Education has changed the Unit's assessment of teacher candidates' performance during student teaching. The Unit assessment to be used during the next AY (2021-2022) is the Teacher Work Sample (TWS). There will need to be an increase in professional development budgets for professor's participation in after-hours sessions pertaining to TWS training.

Explanation of How Resources Will Be Used

After-hours sessions for university supervisors, student-teachers, and students enrolled in the clinical experience (429) prior to student-teaching are offered by program coordinators and other PETE professors where essential information pertaining to the expectations of the newly adopted TWS assessment will be provided. The resources would be used to compensate professors for after-hour sessions and participation in continual professional development for continuous program improvement to meet the needs of our teacher candidates.

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

The average of the Physical Education Teacher Education (PETE) teacher candidate (student) scores on the 18-item Lander Department of Teacher Education Professional Dispositions Rubric.

Timeframe for this Outcome

Academic Year 2020-2021

Performance Target for "Met"

The average score of all PETE teacher candidate scores on the 18-item Lander Department of Teacher Education Professional Dispositions rubric will be 3.5-4.0.

Performance Target for "Partially Met"

The average score of all PETE teacher candidate scores on the 18-item Lander Department of Teacher Education Professional Dispositions rubric will be 3.0-3.49.

Performance Target for "Not Met"

The average score of all PETE teacher candidate scores on the 18-item Lander Department of Teacher Education Professional Dispositions rubric will be less than 3.0.

Assessment Measure Used

Lander Department of Teacher Education Professional Dispositions Rubric, an 18-item rubric scored on a 4-point scale for each professional disposition.

Frequency of Assessment

Once, during final semester of the Physical Education professional program (student teaching).

Data Collected for this Timeframe (Results)

100%
(N= 6 out of 6 PETE teacher candidates)

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The expected outcome was met for Professional Dispositions. PETE teacher candidates (N=8) scored an average of 3.92 (on a 4-point scale) on the 18-item rubric. On one particular item, "exhibiting enthusiasm for the learning process", 3 candidates scored a 3. The PETE faculty believe that at the time of this administration, the continued impact of the effects of COVID-19 (i.e., following COVID protocols, student absenteeism, uncertainty/apprehension of being exposed, etc.), negatively influenced candidates enthusiasm for the learning process. In clinicals prior to COVID, these individuals demonstrated a high level of enthusiasm for learning.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Two of the three outcomes (PPAT and Professional Dispositions Rubric) related to this unit/program goal were met for the 2020-2021 AY. The outcome not met was the percent of "first time test takers" passing the PE-PKI Content exam.

There is still a lack of consistency in structure and content within some of our core courses, particularly anatomy and biomechanics. We have had a turnover of faculty in these core courses as well as the altered teaching methods due to COVID-19. It is conceivable that the inconsistency in teaching methods and COVID-19 related experiences may be reflected in an assessment that evaluates accumulated knowledge. We expect that as we get back to consistent face to face instruction and consistent instructors in these courses, we will see an improvement in PKI scoring for the core courses identified. Discipline-specific and theoretical concepts are subsections students consistently perform well in as a result, we believe, of the consistency of instructors. The turnover of faculty in these particular areas has been minimal if at all. Something that the faculty continues to discuss, but not yet implemented, is the potential for using the PKI as a "pre-test" for incoming sophomores during PEES 219 (introductory course for Physical Education majors) and using the PKI as a "post-test" for graduating seniors in PEES 499 (senior seminar course) as a tool to measure student learning over time and subsequently program effectiveness. This may partially address the problem of motivating students to prepare for and do as well as possible on the PKI. While the extrinsic incentive for graduating students to give their best effort during the

PKI is minimal in that part of their PEES 499 grade is attached to their ability to pass the PE-PKI content exam, we are limited to a P/F grading system as set by the University. PEES faculty are continuing to have discussion on how to incentivize students' preparation for the PKI exam and to add a sense of urgency on the students' part to prepare and perform as well as they are capable of performing.

The desired outcome was for 60% or more of the student-teachers to attain a passing score (36 or higher) on the PPAT. With a 100% passing rate, the teacher candidates attained a passing score (36 or higher on the PPAT) of 47 out of 60 possible points used to calculate PPAT performance for this 2020-2021AY. An analysis of the results from the 2020-21 AY indicated the physical education student teachers' strengths were assessment and Data Collection; Designing Instruction for Student Learning; and, Implementing and Analyzing Instruction to Promote Student Learning. In fact, one PETE candidate scored a perfect score (32/32) on the subsection "Implementing and Analyzing Instruction to Promote Student Learning".

Performance on the Lander Department of Teacher Education Professional Dispositions Rubric continues to be a strength of the program. The teacher candidate's performance is comparable to performance in previous years. Using a 4-point scale, the candidates scored a 3.92 average on the 18-item disposition rubric. On one particular item, "exhibiting enthusiasm for the learning process", 3 candidates scored a 3. The PETE faculty believe that at the time of this administration, the continued impact of the effects of COVID-19 (following COVID protocols, student absenteeism, uncertainty/apprehension of being exposed, etc.), negatively influenced candidates enthusiasm for the learning process. In clinicals prior to COVID, these individuals demonstrated a high level of enthusiasm for learning.

Changes Made/Proposed Related to Goal

The weak performance on the PE-PKI content exam continues to challenge the faculty. However, we anticipate seeing the effects of the addition of the biomechanics laboratory requirement which was implemented during the 2020-2021 AY. Also, as a department, faculty review PKI performance (i.e., item analysis by core class) and use the item analysis to better align PKI questions to course objectives in each core class. We anticipate that, in time, these changes should increase student performance on the PE-PKI content exam.

The Department of Teacher Education, of which we in Physical Education participate, has made an assessment change for the 2021-2022 AY. The Teacher Work Sample (TWS) will replace PPAT as an evaluation for student teaching. Clinical changes will be made to encompass components which are directly aligned to TWS requirements so that scaffolding of learning experiences can transpire. Grading rubrics for lesson planning and instructional delivery will be re-evaluated and intentionally aligned with the TWS elements and used in all three PETE clinicals. A succinct process for self-reflection has now been implemented during the initial field experience (sophomore level) and the scaffolding of learning experiences continues throughout the professional program.

The revised 18-item Lander Department of Teacher Education Professional Dispositions rubric is in its 4th year of implementation. The instrument is an on-line evaluation used by all teacher education content areas in which the clinical teacher, the university supervisor and the student evaluate the student's professional dispositions. The additional data from the clinical teacher continues to be used by the university supervisor for reliability/triangulation measures.

Upload Rubrics/Other Files

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

Graduates in Physical Education will demonstrate both the breadth and depth of knowledge and skills in the content areas required for physical teacher certification by the South Carolina Department of Education.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Percent of physical education teacher candidates (program completers) who pass the ETS exam for physical education teacher candidates.

Physical Education: Content and Design exam (Praxis II-Test #5095)
Required Score = 169

Timeframe for this Outcome

Academic Year 2020-2021

Performance Target for "Met"

100% of program completers will pass Praxis II (Test #5095) required examination

Performance Target for "Partially Met"

80% of program completers will pass Praxis II (Test #5095) required examination

Performance Target for "Not Met"

Less than 80% of program completers will pass Praxis II (Test #5095) required examination.

Assessment Measure Used

Praxis II-Test #5095

Required/passing score = 169

Frequency of Assessment

On-going (students typically take Praxis II, Test #5095, by November of their senior year)

Data Collected for this Timeframe (Results)

100%
(N = 6 of 6 Physical Education Teacher Candidate)

Score (Met=3, Partially Met=2, Not Met=1)

3

Average score = 176 which is passing

Comments/Narrative

100% of the students passed the exam. The required passing score is 169 and the average score for the six physical education teacher candidates was 176.

We provide the ETS Praxis II study guide for teacher candidates to use in preparation for the exam, typically during the semester prior to student teaching. This time period also aligns with the semester in which teacher candidates are also preparing for and taking the departmental PE-PKI content (see Program Goal 1 above) and video exams. As well, questions for the discipline-specific sub section of the PE-PKI content exam are also aligned with content candidates will be assessed on when taking the Praxis II exam. We continue to believe that this dual alignment, if you will, between the departmental PKI and Praxis II tests and the scheduling of both exams during the same semester will prove to impact teacher candidates' performance on both exams. This line of reasoning held true for this 2020-2021 cohort.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Percent of physical education students who are "first time test takers" that achieved a score of 4 or higher (on a 5 point scale) on the video skill analysis section of the Physical Education Professional Knowledge Inventory (PE-PKI) video exam.

Timeframe for this Outcome

Academic Year 2020-2021

Performance Target for "Met"

At least 80% of "first time test takers" achieve a score of 4 or higher (on a 5 point scale) on the Physical Education Professional Knowledge Inventory (PE-PKI) video exam.

Performance Target for "Partially Met"

70-79% of "first time test takers" achieve a score of 4 or higher (on a 5 point scale) on the Physical Education Professional Knowledge Inventory (PE-PKI) video exam.

Performance Target for "Not Met"

<70% of "first time test takers" achieve a score of 4 or higher (on a 5 point scale) on the Physical Education Professional Knowledge Inventory (PE-PKI) video exam.

Assessment Measure Used

Physical Education Professional Knowledge Inventory (PE-PKI) video exam (video analysis of motor skill competency)

Frequency of Assessment

Every Fall and Spring semester in PEES 499, Professional Concerns Seminar, to graduating seniors.

Data Collected for this Timeframe (Results)

100%
(N=6 of 6 Physical Education Teacher Candidates)

Score (Met=3, Partially Met=2, Not Met=1)

3

Average Score = 4.6 on a 5-point scale

Comments/Narrative

The expected outcome was met. One hundred percent of physical education teacher candidates (n=6) scored on average 4.6 (on a 5-point scale) on the Physical Education Professional Knowledge Inventory (PE-PKI) video exam (video analysis of motor skill competency). This score is comparable to scores from previous years for this outcome.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Each of the two outcome measures related to this program goal were met for the 2020-2021 AY. This particular program goal continues to be a strength of our program. However, inherent to this statement, candidates must pass both exams in order to pass either the course (PEES 499 where candidates take the PE-PKI exams) or to be cleared for teacher certification by passing Praxis II.

Changes Made/Proposed Related to Goal

We included "first time test takers" to the PE-PKI exams as part of our criterion measure for success starting in the 2015-2017 AY and while we have experienced candidate success on the PE-PKI video subtest, we believe the success in this particular program measure is a result of consistent curricular implementation, effective instructional strategies, and faculty accountability. The PETE faculty are still in discussion about adding the same criterion measure, "first time test takers", to the Praxis II outcome measure but have yet to take the next step. From the strong performance of the six candidates this year, it would only strengthen the rigor of the PETE program and student accountability.

Upload Rubrics/Other Files

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education.

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Major Enrollment

Timeframe for this Outcome

Academic Year 2020-2021

Performance Target for "Met"

Using a five-year rolling average, the number of students enrolled in the major (physical education) for Baccalaureate programs is greater than or equal to 12.5.

Performance Target for "Partially Met"

Not applicable

Performance Target for "Not Met"

Using a five-year rolling average, the number of students enrolled in the major (physical education) for Baccalaureate programs is less than 12.5.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

35.6

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

see below

Resources Needed to Meet/Sustain Results**Explanation of How Resources Will Be Used****Outcome 2**

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Completions (Degrees Awarded)

Timeframe for this Outcome

Academic Year 2020-2021

Performance Target for "Met"

Using a five-year rolling average, the number of degrees awarded (physical education) for Baccalaureate programs is greater than or equal to 8.

Performance Target for "Partially Met"

Not applicable

Performance Target for "Not Met"

Using a five-year rolling average, the number of degrees awarded (physical education) for Baccalaureate programs is less than 8.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

5.4

Score (Met=3, Partially Met=2, Not Met=1)

1

Comments/Narrative

For the AY 2020-2021, our highest number of degrees were awarded (N=8). Factors we believe help to retain students in Physical Education are: 1) the customization of the Link (retention) courses to be PEES specific. The Physical Education and Exercise Science Department (PEES) has 3 sections. We need to increase our number of PEES Link classes but limited on faculty (all PEES faculty are on overload); 2) the continued use of the Early Alert system for students having academic difficulties; 3) the implementation of PEES senior tutors for students struggling with introductory course work; 4) committed PEES faculty advisors who meet frequently with advisees to answer questions, review program standards/requirements, and provide support. Advisors reviewed Praxis scores and sent reminders to students about Praxis requirements and timelines for Lander; 5) the continued PEES 219 (an introductory PEES class) course requirement, in an effort to engage students early on in the program. This course requirement requires students, as part of the grading system, to achieve a preset number of professional points (i.e., professional points accumulated by volunteering in community/campus PEES related events, job shadowing, joining professional organizations, attending conferences, etc.); and, 6) the continued use of a student-led organization, the PEES club. While students are strongly encouraged to join and take part in a variety of PEES club activities/events, this past year was negatively impacted by Covid-19.

Resources Needed to Meet/Sustain Results

\$2,000 annually

Explanation of How Resources Will Be Used

Increase funding for student led organizations (i.e., the PEES club) to enable students the opportunity to attend professional conferences without the financial burden placed solely on the student and/or department. This will allow for more intentional student engagement with peers as well as to connect with current professionals in the field.

Goal Summary

Goal Summary/Comments

Recruitment/Enrollment:

While we met the productivity goal for enrollment, still the number of students enrolling in physical education teacher education is slightly declining. This enrollment trend in physical education is mirrored nationally in that a lower number of students are not only seeking the teaching field, of those who do, there are fewer students who seek physical education as a career. In fact, in the state of South Carolina, physical education is listed as a critical needs area by the SC Department of Education (SCDE). As a result, college students in physical education are now eligible for the SC Student Loan Forgiveness program if they graduate and teach physical education for a prescribed number of years. We anticipate student enrollment in physical education to increase as this information is advertised more frequently.

Retention/Degrees Awarded:

While we met the productivity goal for total enrollment (35.6), our 5-year average for graduates is 5.4. The 2018-2019 AY was an atypical year in that there was only one physical education graduate and this past 2020-2021 AY year marked our highest number of graduates (N=8). There are a number of reasons, we believe, influence a lower than normal graduation rate: 1) students inability to maintain the required 2.75 GPA for the major, a major which has a heavy science based curriculum; 2) students inability to meet and maintain program requirements (i.e., limited by the number of course repeats); and/or, 3) students inability to pass Praxis CORE, an entry level exam mandated by the SCDE. However, when tracking those students who were unable to meet the physical education program standards, while they did not graduate from Lander with a physical education degree, they did graduate from other Lander degree programs (i.e., Business, Mass Communications, Criminology, and Human Services). Our loss in program productivity was a gain for other programs on campus.

As previously stated, the overall trend for students majoring in physical education, and education in general, has declined nationally. Our projected enrollment and number of graduates do not look promising and we are perplexed on how to grow the number of PETE majors.

Changes Made/Proposed Related to Goal

Recruitment/Enrollment:

While we met the productivity goal for enrollment, to help counter the state and national trends of declining enrollment in the field of education and, particularly, physical education we plan to:

- 1) work with the local and surrounding school districts to take part in their career days to inform high school juniors and seniors about the diverse job opportunities with a physical education degree. Along with being certified (K-12th grade) to teach/coach (which sets them apart from those majoring similar fields such as exercise science and/or recreation), there are other types of jobs/employment a physical education graduate will be qualified to pursue like those similar to exercise science and/or recreation. We are not intending to recruit students away from pursuing majors in exercise science and/or recreation. We do, however, want to help students make more informed decisions based upon their interests, coupled with knowing the job opportunities available for a physical education major. On a yearly basis, we have students who graduate in exercise science and want to return to Lander for a second degree in physical education. In good faith, we encourage those students to pursue a graduate degree in physical education (MAT-PE) but these are the types of students, that had they been given this knowledge beforehand, potentially would have enrolled in physical education initially;
- 2) work with Lander's Admissions Department to market more intentionally, the South Carolina Student Loan Forgiveness program for those high school seniors who are interested in a teaching degree and encourage them to consider pursuing a teaching degree in physical education, a critical needs area/subject;
- 3) work with Lander's Admissions Department to advertise more intentionally through various platforms (i.e., social media, billboards, televised, etc.) the 2018 national ranking (16th in the nation) found through the "Best Bachelors in Sports Medicine"; and,
- 4) continue attending and actively participating in the virtual and campus held Lander Open Houses.

Retention/Degrees Awarded:

While we met the productivity goal for total enrollment (35.6), our 5-year average for graduates is 5.4. As stated earlier, while the 2018-2019 AY was an atypical year in that we only graduated one student, our largest cohort (N=8) graduated this past 2020-2021 AY. We have implemented, or are planning, to do the following in an effort to improve the retention of physical education majors:

1) help students meet the required 2.75 GPA for a heavy science based curriculum, we are hoping to provide two PEES 310 lab sections to reduce the number of students enrolled in just the one course offering. We are restricted on the number of PEES 310 lab sections to just one course offering due to limited faculty.

2) help students successfully achieve the first hurdle in the program requirements, we plan to target low GPA students sooner and require students take the Praxis CORE class (EDUC 205) in preparation of taking the Praxis CORE program entrance exam. In prior years, we as PETE faculty knew our lower performing freshmen because we were their advisors. We've been given access to our freshman advisees now and are making preparations to regularly content them to make connections and target students sooner prior to their sophomore year;

3) continue mentoring students to take an active role in the PEES student lead organization and to take an active role in our state professional organization. These efforts have shown to help retention in years past and we anticipate this to continue. In fact, students from the 2020-2021 cohort attended the state's professional organization three of their four years at Lander; and/or,

4) encourage Admissions to advertise the 100% job placement rate of all PETE graduates who wanted to pursue a job in teaching upon graduation.

Upload Rubrics/Other Files**Dean's Email Address**

shuntbarron@lander.edu

Approved by Dean?

Yes

Signature of Dean

Sarah Hunt-Barron

Comments from Dean's Review

Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.