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 "<u>identifies</u> expected outcomes, <u>assesses</u> the extent to which it achieves these outcomes, and <u>provides evidence of seeking improvement</u> based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
Physical Education, B.S.

Submission Year
2020-2021

Assessment Coordinator Name
Gina Barton

Enter Assessment Coordinator Email
gbarton@lander.edu

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 2019-2020

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)
37.5% "first time test takers" passed the PKI (N = 3 out of 8 Physical Education Teacher Candidates)

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

Comments/Narrative
The expected outcome was not met. Only 38% (n=3 out of 8) of the "first time test takers" scored 70% or higher during PE-PKI content exam. However, the average score (75%) for "first time test takers" was a 5% increase than the average score from the previous 2018-2019 cohort. The average test score for the sixty-two percent of students who did not pass the PKI on their first attempt was 64.5%. While these students passed the PKI on their second attempt, all students continue to struggle passing the sub-test 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) we continue to have 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 uncertainty and stress from covid-19. With the new faculty member assigned permanently to anatomy and biomechanics and the addition of a biomechanics laboratory course requirement, we expect to see improved scores in the year 2021-2022 for 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 teacher candidates (students) who score 36 points or higher on the Praxis Performance Assessment for Teachers (PPAT).

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
60% or more of Lander's Physical Education teacher candidates score 36 points or higher on the PPAT.

Performance Target for "Partially Met"
50% to 59% of Lander's Physical Education teacher candidates score 36 points or higher on the PPAT.

Performance Target for "Not Met"
Less than 50% of Lander's Physical Education 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 points.

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

Data Collected for this Timeframe (Results)
86%
(N = 6 of 7 Physical Education teacher candidates)
Scored an average 42.5 points, 6.5 points above
the required score.

Assessment and Data Collection = an average of 8
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 22.5 out of 32
possible points.

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

Comments/Narrative
The PPAT assessment is designed to allow teacher candidates to demonstrate their performance
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 physical education teacher
candidates attaining the required ETS passing score for PPAT was 86% therefore exceeding this
outcome. Six candidates scored an average 42.5 out of 60 possible points. A passing score,
determined by ETS, is 36. By subsections, 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. The one candidate who did not
pass the PPAT scored 34 out of the required 36 points. While this student did not pass PPAT, the
student did pass the PLT, another viable option for state certification as approved by SCDE.

Resources Needed to Meet/Sustain Results
Increased travel and professional development budgets for after-hours sessions and professors'
participation in conferences pertaining to PPAT training and/or instructional delivery.

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 to provide essential information pertaining to the expectations of this assessment,
numerous examples of exemplars, practice sessions, and to answer questions pertaining to the PPAT
process. Also, professors' participation in conferences and professional development opportunities is
needed as ETS provides support at these venues. 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 students.

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

Timeframe for this Outcome
Academic Year 2019-2020

Performance Target for "Met"
The average score of all 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 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 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= 7 out of 7 Physical Education teacher candidates)

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

Comments/Narrative
The expected outcome was met for Professional Dispositions. Teacher candidates scored an average 3.75 (on a 4-point scale) on the 18-item rubric. Candidates scored a three on only 1 of the 18 items: collaborates with others. The PETE faculty believe that at the time of this administration, during the initial onset of Covid-19, candidates were not as engaged with other school faculty as they normally would have been. This cohort is a particularly strong cohort in their professional behavior and it is the opinion of the PETE faculty that candidates' behaviors in this particular area were slightly altered.

Resources Needed to Meet/Sustain Results

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 2019-2020 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 and our newer faculty have not had the opportunity to participate in a comprehensive review and revision of the Professional Knowledge Inventory (PKI) exam. It is conceivable that inconsistency in teaching methods, experiences, and student expectations may be reflected in an assessment that evaluates accumulated knowledge. I would expect that as consistency, competency, and familiarity are developed within our faculty group, 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. We are considering the possibility of tying the PEES 499 grade to at least 50% of their PKI performance. Even if there is a modest connection, it may 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 candidate attained a passing score (36 or higher on the PPAT) by scoring a 45 out of 60 possible points used to calculate PPAT performance for this 2018-2019 AY. This was the first year of data collection on the PPAT. The PPAT replaced Lander's former Teacher Work Sample assessment. Both students and professors had to make changes for the PPAT assessment which requires test takers to engage in an in-depth self-reflection based on feedback from classroom observations and one-on-one coaching from supervising instructors and cooperating teachers along with proof of rigorous skill attainment. Analysis of the results from the 2018-19 AY demonstrated that the physical education student teacher's strengths were using assessment and collecting data to measure and inform student learning along with designing instruction for student learning. While passing, areas of needed improvement were implementing and analyzing (reflecting) on instruction to promote student learning (including classroom management).

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 candidate's performance in previous years. Using a 4-point scale, the candidate scored a 3.88 average on the 18-item disposition rubric. The only areas in which the candidate scored a 3 were areas in which, if an individual is extremely shy, would pose a challenge: seeks advice and feedback, collaborates with others, and exhibits enthusiasm for the learning process. However, the candidate showed considerable growth from the first clinical experience during junior year to, and including, student teaching.

Changes Made/Proposed Related to Goal
With the goal of continuity in mind, for performance on the PE-PKI content exam, we continue to have department discussions to address teaching assignments that coincide with the particular strengths of our young faculty. And, as pedagogical content knowledge increases for the young faculty, we feel that teaching effectiveness will also increase. Equally important, we have added a biomechancis laboratory requirement starting the 2020-2021 AY. Lastly, 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, made changes by conducting PPAT training sessions for professor, university supervisor, and teacher-candidates (students). We continue to make clinical changes to encompass components which are directly aligned to PPAT requirements so that scaffolding of learning experiences can transpire. Grading rubrics for lesson planning and instructional delivery are re-evaluated and intentionally aligned with PPAT elements and used in all three PE 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 3rd year of implementation. Revisions to the instrument were based on clinical teacher feedback and university supervisor input. Now instrument is an on-line evaluation used by all teacher education content area in which the clinical teacher, the university supervisor and the student evaluate the student's professional dispositions. The instrument is now based upon a 4.0 scale and only the university supervisor's total average score is reported and used for program evaluation. The additional data from the clinical teacher are 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 2019-2020

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	**Frequency of Assessment**
Praxis II-Test #5095	On-going (students typically take Praxis II, Test #5095, by November of their senior year)
Required/passing score = 169	

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
100%	3
(N = 7 of 7 Physical Education Teacher Candidate)	

Average score = 173 which is passing

Comments/Narrative
100% of the students passed the exam. The required passing score is 169 and the average score for the seven physical education teacher candidates was 173.

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 2019-2020 cohort.

Resources Needed to Meet/Sustain Results

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 2019-2020

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=7 of 7 Physical Education Teacher Candidate)

Average Score = 4.5 on a 5-point scale

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

Comments/Narrative

The expected outcome was met. One hundred percent of physical education teacher candidates (n=7) scored on average 4.5 (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 slightly higher 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 2019-2020 AY. This particular program goal continues to be a strength of our program. However, inherent to this statement, candidates must past 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 not experienced the student success as expected, we do believe this program measure holds faculty accountable to curricular implementation and effective instructional strategies. 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 seven 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 2019-2020

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	**Frequency of Assessment**
Enrollment and Graduation data extracted from Banner	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
35.6	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 2019-2020

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	Frequency of Assessment
Enrollment and Graduation data extracted from Banner	Annually

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
4.8	1

Comments/Narrative
The Link (retention) course continues to be modified and customized more specifically by major. The Physical Education and Exercise Science Department (PEES) has 3 sections. The Early Alert system continues to be used for students having academic difficulties. Physical education advisors met 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. During an introductory course (PEES 219), students are required, 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.). An additional effort to increase retention is through an active, engaged student organization, the PEES club. While students are strongly encouraged to join and take part in a variety of PEES club activities/events, last spring, the majority of time together was cut short from Covid-19. We did provide online advisement and maintained consistent contact with students/advisees virtually.

Resources Needed to Meet/Sustain Results
$2,000 annually

Explanation of How Resources Will Be Used
Increase funding for student lead organizations 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 has recently been 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.

Retention/Degrees Awarded:
While we met the productivity goal for total enrollment (35.6), our 5-year average for graduates is 4.8. The 2018-2019 AY was an atypical year in that there was only one physical education graduate. There are a number of reasons, we believe, influenced a lower than normal graduation rate: 1) students unable to maintain the required 2.75 GPA for the major, a major which has a heavy science based curriculum; 2) students unable to meet and maintain program requirements (i.e., limited by the number of course repeats); and, 3) students unable 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, and Criminology). 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. While our numbers have reflected that trend the last few years, there are 9 physical education majors expected to graduate during the 2019-2020 AY and anticipate similar numbers for the 2020-2021 AY.

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 4.8. As stated earlier, while the 2018-2019 AY was an atypical year in that we only graduated one student, there are 9 physical education majors expected to graduate in the 2019-2020 AY. We have implemented, or are planning, to do the following in an effort to improve the retention of physical education majors:
1) To help students meet the required 2.75 GPA for a heavy science based curriculum, we hired a content specific faculty member who modified the current biomechanics class to include a laboratory, experiential learning component, and renovated a classroom space to be the biomechanics laboratory. We attained legislative funding and purchased equipment that will be used during exercise physiology labs in anticipation of increasing student engagement and subsequent learning as well.
2) To help students successfully achieve the first hurdle in the program requirements, we plan to target low GPA student sooner and require students to 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. Now that we have designated Lander Freshman advisors, we hope to achieve this by meeting regularly with the Lander Freshman advisors to target students sooner and work with them prior to their sophomore year.
3) The PETE faculty plan to 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 2019-2020 class who are graduating this year held officer positions in the state's professional organization which we believe positively impacted retention and had an influence on our younger students.

Upload Rubrics/Other Files