

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

2022-2023

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 2021-2022

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)

0% "first time test takers" passed the PKI (N = 0 out of 3 Physical Education Teacher Candidates)

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

1

Comments/Narrative

The expected outcome was not met. None of the "first time test takers" scored 70% or higher on the PE-PKI content exam. The average test score for the three students was 63% which is comparable to the 2020-2021 cohort (64%). For the discipline-specific theoretical concepts of the exam, students scored an average of 75% 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), in that the courses were instructed by first year (probationary) faculty member who admittedly taught these courses at what he considered to be a graduate level; and, 2) it is likely that this particular cohort was negatively impacted by the unconventional instructional methods used due to COVID-19. The first year faculty member has made significant changes to the better align with undergraduate expectations. These changes include: 1) curricular modifications in class and lab content; 2) instructional strategies to include more experiential learning; and 3) opportunities to participate in research beyond the classroom, specific to applied anatomy and biomechanics. We

expect to see improved scores in the year 2022-2023 in these particular content areas.

Resources Needed to Meet/Sustain Results

\$55,000

Explanation of How Resources Will Be Used

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 "Met" or "Exemplary" on the Department of Teacher Education Teacher Work Sample Rubric.

Timeframe for this Outcome

Academic Year 2021-2022

Performance Target for "Met"

80% or more of Lander's PETE teacher candidates scored "Met" or "Exemplary" on the Teacher Work Sample (TWS) scoring rubric.

Performance Target for "Partially Met"

60% to 79% Lander's PETE teacher candidates scored "Met" or "Exemplary" on the TWS scoring rubric.

Performance Target for "Not Met"

Less than 60% of Lander's PETE teacher candidates scored "Met" or "Exemplary" on the TWS scoring rubric.

Assessment Measure Used

The Teacher Work Sample is a performance-based assessment that evaluates a teacher candidate's ability to plan and implement standards-based instruction, assess student learning, analyze and evaluate impact on learning, and reflect on the teaching and learning practice. The TWS rubric evaluates teacher candidates' performance using a 5 level rating scale which are

Frequency of Assessment

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

Exemplary, Met, Partially Met, Not Met, and Not Addressed. A candidate meets this outcome if they scored at "Met" or "Exemplary" on each of the critical elements of the teacher work sample.

Data Collected for this Timeframe (Results)

100%

(N = 3 of 3 PETE teacher candidates)

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

3

Comments/Narrative

The expected outcome for this assessment was met. All three PETE teacher candidates scored "Met" or "Exemplary" on this outcome. All PETE candidates scored "Exemplary" on "Standards Based Planning". While candidates met the criterion for "Student Self Reflection", this is an area in which candidates need to improve performance.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

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 2021-2022

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= 3 out of 3 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=3) scored an average of 3.93 (on a 4-point scale) on the 18-item rubric. Two of the three students scored a 4 (At Target) on each of the dispositional components. One student scored a 3 on four of the components that included "exhibiting enthusiasm for the learning process", "Being prepared for all tasks and functions of the workplace", "Completing all assignments", and "Being a reflective practitioner". The PETE faculty believe this student's personal situation (care-taking for family member) negatively influenced the student in these areas. In all clinicals prior to taking on this responsibility, this individual demonstrated responsible behavior and scored "at target" (highest level of performance) on each of these areas.

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

Goal Summary

Goal Summary/Comments

Two of the three outcomes (TWS 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 pattern of poor performance in the sub-tests of anatomy, biomechanics and exercise physiology. 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), in that the courses were instructed by first year (probationary) faculty member who admittedly taught these courses at what he considered to be a graduate level; and, 2) it is likely that this particular cohort was negatively impacted by the unconventional instructional methods used due to COVID-19. The first year faculty member has made significant changes to the better align with undergraduate expectations. These changes include: 1) curricular modifications in class and lab content; 2) instructional strategies to include more experiential learning; and 3) opportunities to participate in research beyond the classroom, specific to applied anatomy and biomechanics. We expect to see improved scores in the year 2022-2023 in these particular content areas.

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 80% or more of the student-teachers to attain a level of "Met" or "Exemplary" on the TWS. With a 100% passing rate, the teacher candidates did well on developing standards based lesson plans.

Performance on the Lander Department of Teacher Education Professional Dispositions Rubric continues to be a strength of the program. The teacher candidates' performance is comparable to performance in previous years. Using a 4-point scale, the candidates scored a 3.93 average on the 18-item disposition rubric. Two of the three students scored a 4 on all rubric components. One student scored a 3 on four of the components, as indicated in above summary. The PETE faculty believe these lower ratings were due to the student's personal situation (care-taking for family member) during student teaching. In all clinicals prior to taking on this care-taking responsibility, this individual demonstrated responsible behavior and scored "at target" (highest level of performance) on each of these areas.

Changes Made/Proposed Related to Goal

The weak performance on the PE-PKI content exam continues to challenge the faculty. However, we anticipate seeing positive effects of curricular modifications and enhanced instructional strategies in the anatomy and biomechanics courses. As a department, faculty will continue to 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 an assessment change for the 2021-2022 AY. This is the first year of the implementation of the TWS and while students performed well, PETE faculty will continue to strengthen the alignment between TWS elements and clinical teaching experiences.

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

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 2021-2022

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 = 3 of 3 Physical Education Teacher Candidate)

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

3

Average score = 179 which is passing

Comments/Narrative

100% of the students passed the exam. The required passing score is 169 and the average score for the three physical education teacher candidates was 179.

We provide the ETS Praxis II study guide for teacher candidates to use in preparation for the exam, during the semester prior to student teaching. This time period also aligns with the semester in which teacher candidates are 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 aligned with content candidates will be assessed on when taking the Praxis II exam. We continue to believe that this 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 2021-2022 cohort. Also, the 2021-2022 average score improved from 176 to 179 compared to the previous year, further supporting this assertion.

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 2021-2022

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=3 of 3 Physical Education Teacher Candidates)

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

3

Average Score = 4.7 on a 5-point scale

Comments/Narrative

The expected outcome was met. One hundred percent of physical education teacher candidates (n=3) scored on average 4.7 (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 2021-2022 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 2016-2017 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 student accountability for expected outcomes. 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 three 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 2021-2022

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

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 2021-2022

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)

4.8

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

1

Comments/Narrative

For the AY 2021-2022, our number of degrees awarded (N=3) were low compared to previous years. While we hesitate to attribute this decline to the negative impact of COVID as it seems to be an overused reason, we do believe it had an impact on this lower number. We had students who discontinued their education at Lander and/or extended their time at Lander as they had to retake courses. In the spring of 2020, nine students were in the sophomore level classes. These students would have been spring 2022 graduates. Of those nine students, four discontinued their education at Lander after the spring 2020 semester, two even withdrew before the semester ended. Additionally, two others had to extend their graduation date by a semester (fall 2022). Generally, the retention pattern for

PETE sophomores continuing to the junior level and officially being admitted into the teacher education program has been between 70-80%. This particular year's retention rate of 56% impacted the number of graduates in 2021-2022 AY, although two of those students will graduate in the fall of 2022. As the data show, until this year, we have had success in retaining students for the previous 3 years. Some strategies our faculty employ that 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; 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) moving the PEES 219 (an introductory PEES class) course requirement to the freshman year, 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.), continuing the emphasis on student life engagement (through LINK) as well as professional engagement; and, 6) the continued use of a student-led organization, the PEES club. Students are strongly encouraged to join and take part in a variety of PEES club activities/events that allows for interaction among all PEES students, it also allows for faculty and community connections to be made outside of the classroom.

Resources Needed to Meet/Sustain Results

\$2,500 annually

Explanation of How Resources Will Be Used

Increase funding for student organizations (i.e., the PEES club) through Student Life to enable students the opportunity to attend professional conferences without the financial burden placed solely on the student and/or department. Student organization funding opportunities are available at other similar institutions in SC. This will allow for more student engagement with peers as well as to connect with current professionals in the field.

Goal Summary

Goal Summary/Comments

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. Another reason for this decline in PETE enrollment can be attributed to the increased number of districts in SC hiring college graduates without certification who can participate in the PACE (Program of Alternative Certification for Educators) program to obtain their certification. This alternative certification has negatively impacted the number of students enrolling in a 4 year physical education certification program.

Retention/Degrees Awarded:

While we met the productivity goal for total enrollment (35), 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 but the following two years (2019-2020 and 2020-2021) marked a high number of graduates, seven and eight respectively. There are a number of reasons, we believe, influence a lower than normal graduation rate:

1) the negative impact of COVID on students who discontinued their education as discussed in goal 3; 2) the increased number of districts hiring non-certified college graduates participating in an alternative certification program; 3) students inability to maintain the required 2.75 GPA for the major, a major which has a heavy science based curriculum; 4) students inability to pass Praxis CORE, an entry level exam mandated by the SCDE. However, when tracking students who were unable to meet the physical education program standards, while they did not graduate 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) continue to 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 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 information 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) continue attending and actively participating in the Lander Open Houses.

Retention/Degrees Awarded:

While we met the productivity goal for total enrollment (35), our 5-year average for graduates is 4.8. 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 have added a lab component to the PEES 310 class and have been able to offer two lab sections to reduce the number of students enrolled in just the one course offering.
- 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 for 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 and are beginning to regularly contact 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 led 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 are not only attending the state professional organization's conference for multiple years, but they are also now assisting with presentations; 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. In fact, districts throughout SC contact Lander PETE faculty, seeking out our graduates.

Upload Rubrics/Other Files

Thank you for completing your assessment report. Your report will be sent to your College Dean for their review and approval after you hit "Submit" below. Please enter their email address below.

Dean's Email Address

shuntbarron@lander.edu

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.