

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
2024-2025

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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 2023-2024

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. Students must score 70% to pass.

Frequency of Assessment

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

Data Collected for this Timeframe (Results)

50% "first time test takers" passed the PKI (N = 2 out of 4 Physical Education Teacher Candidates)

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

1

Comments/Narrative

The outcome was 'not met' for the 2023-2024 cohort. Two of the four (50%) of "first time test takers" scored 70% or higher on the PE-PKI content exam, and the remaining two students passed the PKI on their second attempt. The average test score for all four students was 65.5%, which is higher than the 2022-2023 cohort average (53.8%). For the discipline-specific theoretical concepts of the exam, students scored an average of 71% on the first attempt. While there was improvement in the number of "first time test takers" passing the exam, the sub-tests for anatomy, physiology, and biomechanics continue to be the most difficult sections from year to year. Anatomy is taken early in the typical program of study. Therefore, the distance between the course and the test time typically creates more difficulty passing the content. However, two of the courses students typically struggle with the most (physiology and biomechanics) with were taught by a first-time faculty member in 2021-2022. We predicted as this faculty member gains more experience presenting content, and students follow the conventional manner of the prescribed program of study, we would see improved scores this year 2023-2024, which we did. Both the number of students passing the PKI the first time around improved by 50% and the average score of all first time test takers improved by 11.7% from last year (2021-2022) to

this year (2023-2024).

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 first submission of the Department of Teacher Education Teacher Work Sample Rubric.

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

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

Performance Target for "Partially Met"

61% - 79% Lander's PETE teacher candidates scored "Met" or "Exemplary" on the first submission of TWS scoring rubric.

Performance Target for "Not Met"

Less than 60% of Lander's PETE teacher candidates scored "Met" or "Exemplary" on the first submission 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.

Frequency of Assessment

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

The TWS rubric evaluates teacher candidates' performance using a 5 level rating scale which are 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)
50%
(N = 2 of 4 PETE teacher candidates)

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

Comments/Narrative

The expected outcome for this assessment was not met. As discussed in 2021-2022 changes, this outcome was altered to measure the first TWS submission rather than the final, in order to gather a better assessment of student knowledge before feedback is given and corrections can be made. As a developmental progression, students complete unit plans and progress to TWS assignments. By grading the initial attempt of the TWS submission we increase the rigor of the expectations to more accurately assess their knowledge. With this change, we anticipated poorer scores for the 2023-2024 cohort, because of the updated rigor of this outcome. Two of the four (50%) passed the TWS assessment on the first submission attempt.

Two candidates scored "met" or "exemplary" on all outcomes. One PETE candidate scored "met" on all outcomes except for "Resources and References" and "Assessment Results", in which they scored "unacceptable" and "developing", respectively. In this case, the PETE candidate left out a reference page so it could not be graded, and needed to adjust/elaborate on pre and post assessment results. These were both relatively easy adjustments, and the PETE candidate passed on the second submission. The remaining PETE candidate scored "unacceptable" and "developing" on the majority of outcomes for the first submission. This particular candidate had taken time off from school to work, only to come back for student teaching. Because there was so much time between the student teaching TWS and the last TWS completed, this candidate needed more feedback to reach an "at standard" level for this assessment.

Resources Needed to Meet/Sustain Results
\$55,000

Explanation of How Resources Will Be Used

With larger numbers of cohorts, we need more NIET 4.0 certified faculty supervisors able to travel for observations and give specific guidance and feedback on student teaching assignment (e.g., TWS).

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 2023-2024

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= 4 out of 4 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=4) scored an average of 3.87 (on a 4-point scale) on the 18-item rubric.

Three of the four students scored all 4's (Target) on each of the dispositional components. Only one student score a 3 (Needs Improvement) on "Communicating with respect to instructors and supervisors". This particular candidate would occasionally struggle remembering to reply to emails or submit lesson plans by the agreed upon date/time. While this improved the latter half of the semester, the frequency of the lapse in remembering to communicate if they needed more time or extra help deserved a "Needs Improvement" in this category.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

One of the three Outcomes (Professional Dispositions Rubric) related to this unit/program goal were met, while two thirds of the outcomes (PKI and TWS) were not met for the 2023-2024 AY.

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 3.87 average on the 18-item disposition rubric. Three of the four students scored a 4 on all rubric components. Only one student scored one 3, as indicated in above summary.

While Outcome 1 was not met, the percent of "first time test takers" passing the PE-PKI Content exam improved.

Improvements were made in this category from a 0% pass rate in 2021-2022, to a 50% for 2023-2024. Further, the average of the scores of "first time test takers" improved by 11.7% from 2021-2022 to 2023-2024.

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. 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.

Outcome 2 was also not met by our candidates. However, due to the increased rigor of the measurement of this assessment, this was expected. Two candidates scored "met" or "exemplary" on all outcomes. One PETE candidate scored "met" on all outcomes except for "Resources and References" and "Assessment Results", in which they scored "unacceptable" and "developing", respectively. In this case, the PETE candidate had relatively quick and easy adjustments to pass the assessments. Only one PETE candidate scored "unacceptable" and "developing" on the majority of outcomes for the first submission, due to so much time passing between his last TWS assignment and student teaching. With feedback and corrections, they were able to pass the assessment.

Changes Made/Proposed Related to Goal

The performance on the PE-PKI content exam continues to challenge the faculty. However, we are seeing improvements. We anticipate seeing even more 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.

We believe the change made for the 23-24 AY for Outcome 2 (Outcome 2 originally asked for 80% of Lander's PETE teacher candidates scored "Met" or "Exemplary" on the final submission Teacher Work Sample (TWS) scoring rubric and is now changed to this outcome to be scored by the first submission of the TWS) was a positive change that gave us a better assessment of student knowledge before feedback is given and corrections can be made. We will continue to use this outcome to guide our teaching practices regarding the TWS progress. Students first complete a TWS in elementary methods, complete a second in secondary methods, and their final TWS is completed during student teaching. Based on this outcome, we will clarify and update TWS directions and rubrics to better help candidates understand expectations before their first submission.

The 18-item Lander Department of Teacher Education Professional Dispositions rubric is in its 6th 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 on their first attempt.

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

Timeframe for this Outcome

Academic Year 2023-2024

Performance Target for "Met"

100% of program completers will pass Praxis II (Test #5095) required examination on their first attempt.

Performance Target for "Partially Met"

70% of program completers will pass Praxis II (Test #5095) required examination on their first attempt.

Performance Target for "Not Met"

Less than 70% of program completers will pass Praxis II (Test #5095) required examination on their first attempt.

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)

%75

(N = 3 of 4 Physical Education Teacher Candidate)

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

2

Average score = 172.3 which is passing

Comments/Narrative

Three out of four students (75%) passed the exam on their first attempt. The required passing score is 169 and the average score for the three physical education teacher candidates was 172.3 (which is similar to last year's average at 175). We increased the rigor of this outcome to analyze the first attempt score, rather than final, so this outcome is partially met this year. Only one student took two attempts to pass the exam, missing the passing criteria score by only 5 points. This student then passed the exam on the second attempt with a score of 180. Even with this increase of rigor our candidates were all within the national average range of 160-177 on their first attempts.

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.

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 2023-2024

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= 4 of 4 Physical Education Teacher Candidates)

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

3

Average Score = 5 on a 5-point scale

Comments/Narrative

The expected outcome met; 100% (4 of 4 students) of our students scored full points on the video portion on the Physical Education Professional Knowledge Inventory (PE-PKI) video exam (video analysis of motor skill competency). This score is higher than scores from previous years for this outcome, especially last year 2021-2022, where only 60% (3 of 5 candidate) made a 4 or above score. We expect a passing trend to continue in the future.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Outcome 1 and 2 measures for the 2023-2024 AY related to this program goal were met, and partially met respectively. Even though outcome 2 was partially met this year, this was due to the increased rigor

of the measurement of the goal (and only one student did not pass the first attempt). 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 implemented a change for this 23-24 AY in outcome 1; instead of asking for 100% of program completers to pass the Praxis II (Test #5095) required examination (i.e., the final attempt score is analyzed), we would score the first attempt at the Praxis II exam. By analyzing the initial attempt of the Praxis II scores, we increase the rigor of the expectations to more accurately assess their knowledge. While students may take the exam multiple times in order to pass, assessing the first score allows us to see what students know before the test becomes familiar with test content as there can be duplicate questions (and in some cases, they can receive a duplicate test). We will continue to analyze in this fashion to better guide the Praxis II preparation help we give our students.

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.

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 2023-2024

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)

31.4

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 2023-2024

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 2023-2024, our number of degrees awarded (N=4) was lower than last year (N = 5), however, the average number over 5 years remained the same. We still believe the overall number decline can be somewhat attributed to the negative impact of COVID. We had students who discontinued their education at Lander and/or extended their time at Lander as they had to retake courses. In 2018, we only had one graduate the program, which is atypical. 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). Another candidate extended student teaching into fall 2024, rather than graduating in spring 2024 with the other three candidates in their cohort. 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. This trend is continued with the increase in graduates in 2023 and further. We feel that while we saw an increase in graduate numbers this year, the overall trend of declining numbers of students entering education (including physical education) across the country may pose barriers to our future numbers.

In our PETE program, we are implementing some strategies our faculty are employing that we believe help to retain students in Physical Education: 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 huge 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 strongly and negatively impacted the number of students enrolling in a 4 year physical education certification program. Locally, we see this trend increasing.

Retention/Degrees Awarded:

While we met the productivity goal for total enrollment (31.4), our 5-year average for graduates is 5.4, which is the same average. 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. While we increased from last year to this year, we feel this is an unstable trend. 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. We also have students making decisions to double major (exercise science and physical education), which is a beneficial pathway for some students seeking more varied opportunities after graduation. We will continue to encourage students to pursue this option. 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 (31.4), our 5-year average for graduates is 5.4. 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

Dean's Email Address

shuntbarron@lander.edu

Approved by Dean?

Yes

Signature of Dean

Comments from Dean's Review

These are encouraging results. There is no need to repeat the request for a new position with each outcome; putting with one outcome is adequate.

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.