

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 Due Date
Fall 2025: October 1, 2025

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 2024-2025

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)

None of the six students passed the PKI on their first attempt during the 2024-2025 school year. (N = 0 out of 6 Physical Education Teacher Candidates)

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

1

Comments/Narrative

This outcome was 'not met' for the 2024-2025 school year. All six students took the PKI at least twice in order to receive a passing score with their first attempt scores ranging from 54-68%. Four of the six received a passing score in their second attempt, and the final two required a third and a fourth attempt respectively. For the past three years, there is not a clear trend in these data as there was improvement in average first-time scores from 2022-23 (M=53.8%) to 2023-24 (M=65.5%), but then in the current reporting year there is a decrease in average first-time scores (M=58.8%). The department is in the process of finding ways to identify students with content difficulty earlier in their program so they can receive access to tutoring and other resources. The Physical Education program faculty are looking to identify spaces within their curriculum where they can more clearly connect with the science content so students recognize the importance of the materials and can relate the topics to teaching more directly. For instance, muscles and bony landmarks are being reiterated in the educational gymnastics' class, and energy metabolism will be reviewed during the educational dance course as students learn about applying cardiovascular exercises in their future secondary classes.

Resources Needed to Meet/Sustain Results

One additional FTE faculty position beyond the currently vacant line, and adjustments to course fees.

Explanation of How Resources Will Be Used

Additional faculty in the area of Exercise Science would eliminate faculty overload and allow for smaller class sizes (by offering additional sections), particularly in anatomy, exercise physiology 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 2024-2025

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. The TWS rubric evaluates teacher candidates'

Frequency of Assessment

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

performance using a 5 level rating scale which are 4 = Exemplary, 3 = Met, 2 = Partially Met, 1 = Not Met, and 0 = 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)

We had 6 students student teaching in 2024-2025 (Fall n=1; Spring n=5). All 6 candidates received scores of at least 3 “Met” (M=3.77 out of 4)

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

3

Comments/Narrative

All six of the teacher candidates who were student teaching in the 24-25 school year scored well on their Teacher Work Sample. This is a marked improvement from 2022-2023 at which time only 2 of 4 (50%) of the students passed the TWS on their first submission. Scores reflect strength in ability to make decisions in the moment based on class makeup, but a simultaneous area with room for improvement in being able to narratively describe the actual makeup of the students in each class. Other areas where all six students received Exemplary ratings were in establishing their learning environment and showing respect for culture. Managing behavior was another area with room for improvement (M=3.6).

Resources Needed to Meet/Sustain Results

Additional FTE faculty position

Explanation of How Resources Will Be Used

It is evident that the intentional support provided to the 2024-2025 cohort paid off by better preparing them to meet the planning demands of teacher training. With larger numbers of cohorts, there is an increased time demand on current Physical Education program faculty with which to conduct site observations and provide meaningful post-observation reflection and feedback. In order to retain high-quality faculty, we need more NIET 4.0 certified faculty supervisors who are able to travel for observations and give specific guidance and feedback on student teaching assignment (e.g., TWS). This will better position all faculty members to provide customized interactions with each student teacher while they are going through the process of preparing and implementing lessons and developing evidence of their training in the form of the Teacher Work Sample that are of the quality expected for the assessment as well as for future success in the workforce.

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 2024-2025

Performance Target for "Met"

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

Performance Target for "Partially Met"

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

Performance Target for "Not Met"

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

Assessment Measure Used

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

Frequency of Assessment

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

Data Collected for this Timeframe (Results)

100% (N=6) All candidates received scores over 3.5, with 5 of 6 scoring 4's across all dispositions.

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 3.96 (on a 4-point scale) on the 18-item rubric. The one student who received 3's received those in the areas of: Completing all assignments, Treating all students in an equitable manner, Exhibiting a caring attitude, and Protecting the health and safety of students.

Overall student performance is an improvement from the 2023-2023 academic year, which students scored an average of 3.87 (on a 4-point scale) on the 18-item rubric. The faculty will ensure that students understand how to demonstrate fairness, caring, and clearly establishing healthy and safe protocol in their classes.

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

Goal Summary

Goal Summary/Comments

Two of the three Outcomes related to this unit/program goal were 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. Five of the six students scored a 4 on all rubric components. Only one student scored any 3's, as indicated in the above summary.

While Outcome 1 was not met, there are changes within the department and the Physical Education professional program that are anticipated to help this outcome improve.

Discipline-specific and theoretical concepts are subsections students consistently perform well in likely due to the expertise of the previous faculty in their respective areas. Meeting Outcome 2 further highlights the pedagogical content knowledge of PETE seniors. Even with the increased rigor of the measurement in the previous year, all candidates scored "met" or "exemplary" on all outcomes. This emphasizes the positive outcomes of changes made by former PETE faculty members which were also communicated to the new faculty.

Changes Made/Proposed Related to Goal

The PETE 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. Intentional steps are being taken by the new PETE faculty to ensure broader kinesiology concepts are being connected to pedagogical content to help students retain these aspects beyond simply the semesters in which they are enrolled in anatomy and biomechanics and so they recognize the relevance of the content to their future teaching jobs. Additionally, with the recommendations from the former program coordinator, the PETE faculty will make a point of impressing upon the students the importance of the exam in its ability to assist them in preparing for the PRAXIS II Physical Education content exam which is required for the South Carolina teaching license. The belief is that by ensuring students understand the importance of the exam, beyond simply passing the course, they will then apply more effort and time to preparing for and focusing on their exam performance the first time. We anticipate that, in time, these changes should increase student performance on the PE-PKI content exam.

The 18-item Lander Department of Teacher Education Professional Dispositions rubric is in its 7th 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 2024-2025

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)

83% passed (5 out of 6) with an average of 172; 169 is passing.

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

2

Comments/Narrative

Five out of six students passed the exam on their first attempt as compared to three out of four in the previous assessment reporting/202-2023 school year. The required passing score is 169 and the average score for the three physical education teacher candidates was 172. This is positive as it has been an area of focus in previous years. In looking at the individual category areas within the PRAXIS exam, our students scored lowest on Instructional Design with an average % correct of only 59.72. When compared to the state, they are slightly higher than the state average (54.42%), but this is an important aspect of pedagogy that our program can intentionally focus on for continued improvement. In fact, across all five categories of the exam, Lander's seniors scored higher than the state average even

with the one student included who did not pass the exam on their first attempt.

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. Additionally, 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 between the departmental PKI and Praxis II tests and the scheduling of both exams during the same semester will continue to positively 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 2024-2025

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)

66% (N= 4) of 6 Physical Education Teacher Candidates Scored 5 on the 5-point scale

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

1

Comments/Narrative

The expected outcome was not met; 66% (4 of 6 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 represents a lower score than the previous year (23-24), when all 4 students scored 5 points. However, in 21-22, only 60% (3 of 5 candidates) scored 4 or above. The outcome goal is intentionally ambitious as the expectation is that all seniors should be able to observe fundamental movements and accurately identify problem movements and be able to accommodate children/youth and make modifications for improper movements. We will continue to challenge our students and maintain this outcome standard.

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 partially met and not met, respectively. This suggests that within this goal, we are establishing high goals for our teacher candidates but also that there is a need for more work to be done in ensuring students have a deep understanding of the specialized content knowledge needed for future success as physical educators.

Changes made/Proposed related to goal: We will continue to use the criteria of looking at students' first attempt at the PRAXIS II in order to keep an honest appraisal of how our teacher candidates are performing on this standardized test in their first try, decreasing the risk of test-bias skewing our data. Similar to the departmental-level PKI, the PETE faculty will work to adequately prepare students for the depth and breadth of the exam while impressing upon them the importance of adequately studying and being truly ready to pass the exam on the first try since they have been exposed to the concepts and are 'technically' prepared.

The previous changes to this goal's outcomes included utilizing scores of "first time test takers" to the PE-PKI exams as part of the criterion measure for success starting in the 2016-2017 AY. We have observed mixed success on the PE-PKI video subtest but anticipate that with consistent curricular implementation, effective instructional strategies, and student accountability for expected outcomes that these scores will improve. These same strategies also continue to be applied to the other subtest categories to expand students' first-time success rates in both the PKI and the PRAXIS II.

Changes Made/Proposed Related to Goal

As previous changes were made to the goal just two years ago, the current intention is to leave the criteria as it is and allow the data enough time to fully provide feedback as to the success or need for additional changes in this area.

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 2024-2025

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)
31.2

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

Comments/Narrative

Currently, we are meeting this goal with a 5-year snapshot showing an average of 31.2 average enrollment in the Physical Education degree. We would like to see this number increase and are currently working on expanding relationships with area physical education teachers, specifically at secondary settings, to increase visibility and get current teachers to encourage high school juniors and seniors to consider a future as a physical education teacher. Our intention is to update this goal in the future and to aim for increased enrollment in the program.

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

Frequency of Assessment

Annually

Banner

Data Collected for this Timeframe (Results)

5.2

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

1

Comments/Narrative

Both the enrollment and number of degrees awarded has been in flux over the past five years. There was a decrease of enrollment in 22-23 which is also reflected in lower numbers of degrees awarded. All faculty in the Exercise Science and Human Performance department are working together to consider new ways to support students in order to help those enrolled meet the degree requirements while still upholding the rigor of the courses. Specifically, the Physical Education faculty are integrating content that supports PE students' retention of difficult content to build their self-efficacy in test taking so as to remain in and complete their degree, thus improving these numbers. As campus involvement is connected to student success and retention, the faculty are also encouraging more participation in the student organization. The student organization participates in state and national professional development opportunities which exposes them to additional job opportunities and expands their professional networks to further support their degree and future professional success.

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 enhance students' access to opportunities to engage in critical professional socialization activities such as participating in state and national conferences. These student-focused professional opportunities support building a sense of community and belonging which have been shown to benefit retention. Due to funding constraints, current practices include limiting invitations to upperclassmen only in order to stay within the department-funding capabilities. Additional funding would allow for the inclusion of underclassmen who are in a key point in their education when they need to feel a sense of belonging and camaraderie. Funding helps decrease financial burdens that often act as barriers to many students' ability to participate in these types of early professional development. Student organization funding opportunities are available at other similar institutions in SC, thus enhancing the current model will allow us to better compete with these institutions.

Goal Summary

Goal Summary/Comments

Enrollment and retention are areas needing intentional attention for our degree. Although the enrollment is somewhat steady, the degrees awarded are below the standard set by the South Carolina Commission on Higher Education. The PETE faculty would like to see both statistics increase in the near future. This is not an issue that is unique to Lander, however, with focused attention, we do believe it is an area we can see changes in to benefit program and ensure we are able to meet the demands at the state level where physical education continues to be listed as a critical needs area by the SC Department of Education (SCDE).

A continued threat to enrollment in physical education 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. Again, programs like PACE are increasingly being allowed by states across the US, and result in less-prepared educators placed in teaching roles. Locally, this trend is also increasing.

Retention/Degrees Awarded:

While we met the productivity goal for total enrollment (31.2), our 5-year average for graduates is 5.2, which did not meet the set goal, and which highlights a need for focusing on retention. In recent historical snapshots of this program, 2019-2020 and 2020-2021 marked a high number of graduates, with seven and eight respectively. Lower than normal graduation rate in following years were attributed to : a) the negative impact of COVID on students who discontinued their education, b) the increased number of districts hiring non-certified college graduates participating in an alternative certification program, c) students' inability to maintain the required 2.75 GPA for the major due to their unawareness of the heavy science-based curriculum when they enter, and d) 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.

Currently, 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 are cautiously optimistic that we will see this trend increase.

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) establish professional lines of communication with all physical educators in surrounding counties in order to get those teachers to talk about Lander with their students. We will provide resources with details about the degree and contact information so prospective students can reach out directly to the PETE faculty with questions. Expanding relationships with physical educators will also open doors to integrate new sites for teaching observations and practicum experiences to take place, which can further increase the visibility of our current students and act as a natural opportunity for high school students to ask questions and begin considering physical education as a career opportunity for them. This is also a pathway to educating high school students about the South Carolina Student Loan Forgiveness program.
- 2) 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 to continue to encourage students to pursue this option. Historically, Lander has had students who graduate in exercise science and want to return for a second degree in physical education in order to expand their job options.
- 3) 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;
- 4) faculty will continue attending and actively participating in the Lander Open Houses for recruitment.

Retention/Degrees Awarded:

The PETE program faculty associated with the program during the years covered in this review have provided historical perspectives and shared lessons learned with the new faculty. We plan to continue to work they initiated and will do the following to improve the retention of physical education majors:

- 1) early advising both informally through 200-level courses and formally through one-on-one advising appointments. The PETE faculty will ensure students understand the relevance of the science-based courses required in the degree. Often students initially pursue physical education with a sole desire to coach, or expecting the coursework to be simple. Thus, once they begin the science courses, they are caught off guard and find it difficult to retain content, leading to lower GPA and an inability to pass required exams for graduation and teaching certification.
- 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. The program faculty have 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 ESHP student 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 upper classmen share their enthusiasm for these types of engagement activities with underclassman.
- 4) actively promote the successes of prior graduates of the Lander Physical Education program and encourage Admissions to advertise the 100% job placement rate of all PETE graduates who wanted to pursue a job in teaching upon graduation. We have been told that districts throughout SC contact Lander PETE faculty, seeking out our graduates.

Upload Rubrics/Other Files

Dean's Email Address

sbismarck@lander.edu

Approved by Dean?

Yes

Signature of Dean

Stephen Bismarck

Comments from Dean's Review

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