Course Assessment in a Box is a practical tool for you to conduct assessment of course Student Learning Outcomes (SLOs). By following these simple steps, using assessment tools you already use to evaluate student work, you can easily produce a course assessment of SLOs.

These steps align with the course SLO assessment page in the CurricUNET Program Review Module. Once the steps are completed, simply attach it to your Program Review.

1. Number and name of the course being assessed:
   PE 375A3 Tai Chi

2. List all the Course SLOs from the Course Outline of Record:

   1. Demonstrate the basic movement patterns with excellent form and execution.
   2. Develop a personal practice of Tai Chi outside of class.
   3. Evaluate the benefits of Tai Chi for stress reduction.
   4. Apply the practice of Tai Chi and Qigong to everyday life.

3. If you have had any dialogue about the Course SLOs amongst faculty who teach this course, please describe it here (leave blank if there has been no specific dialogue).
   Discussion with PE faculty, Director and program coordinator at Flex Day workshop January 22, 2013

4. List the SLO(s) you are assessing in this particular instance:

   **SPRING AND FALL 2012:**
   SLO 2: Develop a personal practice of Tai Chi outside of class
   SLO 4: Apply the practice of Tai Chi and Qigong to everyday life

   **FALL 2012:**
   SLO 1. Demonstrate the basic movement patterns with excellent form and execution.

5. Describe the assessment strategy or tool that addresses the SLO(s):

   **SLO 2 and 4:**
   Students were given a term paper in which they discussed the benefits of practicing Tai Chi and Qigong daily and the application it has had in their lives. The question was “In your own words, describe the progress, process, and how you arrived at incorporating Tai Chi and Qigong into your personal practice.”

   **SLO 1:**
   I have developed a rubric highlighting adherence or compliance to set standards for body alignment, range of motion, safety in motion, and flow through of movements particular to Tai Chi practice in Cloud Hands and White Crane Spread Wings. Through structured observation at the end of the semester, I will evaluate their performance of these two basic Tai Chi movement patterns. (See attached rubric.)

NOTE: Try to use assessment strategies you are already using to evaluate student work as part of your grading system. Examples: Rubrics for Evaluating Projects or Assignments, Portfolio Evaluation, Culminating Projects, Final Exams, Writing Assignments, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), or others....
6. Describe how the criteria or standards in this assessment tool link to the SLO(s) being assessed:

Both assessments are specific to the SLO criteria. Identifying the role that Tai Chi and Qigong practice has in their lives directly addresses the course SLO #4 in addition to underscoring the value that students have placed on this practice and the need for daily physical activity (also a GE SLO for Area V A 1). Writing about the process of developing a personal practice outside of class is specific to SLO #2 and also addresses the GE SLOs. Student awareness and the mention of incorporation of described practice in their term paper evaluated these SLOs.

Successful execution of the movements and successful completion of this assessment means the student has an excellent understanding of the alignment and execution requirements which speaks directly to the course SLO and to the GE SLO (Area V A 2 “Demonstrate fundamental skills incorporating the rules and strategies of the activity.”) Both static and dynamic postures were assessed.

7. By looking holistically at the results from all students, describe your findings:

Essays from spring 2012 demonstrated that 100% of students submitting a term paper valued the daily practice of Tai Chi and Qigong outside of the structured classroom and found benefits in stress reduction, mental focus, flexibility, muscular strength and more.

The fall 2012 results indicated that 55% of the students have developed a personal practice and practice daily; 30% practice most days and 15% practice some days or whenever possible. Asking for students to define specifically how they have implemented their personal program and how often they practice makes the results more specific than those gathered in spring 2012. In spring, 100% VALUED a daily practice but we had no data to determine how many actually practiced daily. Fall 2012 provided us with that data.

Looking holistically at the results, 85% of students admit to practicing most days. This is an encouraging result. When compared to the 50% of Americans who admitted to exercising 3 or more days per week in 2011, the statistic is even more impressive.

With respect to successful demonstration of static and dynamic postures, the rubric proved to be a valuable tool, quantifying performance and identifying areas of challenge for the students.

100% of students were successful in demonstrating the static pose. (See White Crane Spreads its Wings.) The static posture is easier to master than the dynamic (moving) posture “Cloud Hands” which requires physical alignment, balance and flowing from one movement to the next. The results indicated 25% achieved a perfect 5 score; 50% between a 2 and 5 , indicating room for improvement but a rudimentary grasp on the posture; and 25% were below expectations demonstrating little or no control / mastery of the movement.

Given the brevity of the semester and the amount of learning that is incorporated and addressed, these statistics are as expected. Many students will need to take the course repeatedly to master the dynamic postures. Unfortunately, with the new repeatability limitations, students will need to find other avenues for perfecting their Tai Chi and Qigong forms such as Tai Chi club and community education.

8. Describe faculty dialogue (if any) involved in the assessment process:

Robin Kurotori and I have reviewed the findings and are highly satisfied with the results.
9. Based on an analysis of your findings and dialogue, describe revisions (if any) in curriculum or teaching strategies implemented to promote student success:

Students are responsive and enthusiastic to discussions and respond positively to the intellectual/mind aspects of learning Tai Chi practice and engage outside of the classroom with regular Tai Chi practice. No revisions to course necessary at this time.

10. After the improvements are implemented, describe the results:

The inclusion of the rubric as an evaluation tool was beneficial. Students welcomed the clearly articulated expectations. Evaluation was more consistent and easier to perform.