Assessment Date: FALL, 2012

Faculty Name(s): Debra Kane-Nolan / Robin Kurotori

1. Course Name and Number:
Yoga and Meditation   PE 376C3

2. All Course SLOs from the Course Outline of Record:
1. Apply the beginning principles of yoga.
2. Identify the basic meditation techniques.
3. Demonstrate the various exercises and positions associated with Yoga.
4. Employ the principles of Yoga in a holistic approach to daily living.

3. Specific Course SLO(s) assessed as part of this project:
SLO #4 Employ the principles of Yoga in a holistic approach to daily living

4. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.):
Students maintained a daily practice journal with entries that centered around the focus of the lesson as directed by the instructor. Reflections included setting intentions, mindfulness and relaxation techniques, and the effectiveness of the daily yoga practice, among others. Through students entries, the instructor could assess the level of understanding and application to daily life. Understanding was scored using the rubric below.

<table>
<thead>
<tr>
<th>Mindfulness</th>
<th>Entry represents a thorough understanding of mindfulness, the benefits and the practice, and demonstrates consistency in daily application</th>
<th>Entry represents an average understanding of mindfulness, the benefits and the practice, and demonstrates partial consistency in daily application</th>
<th>Entry represents a poor understanding of mindfulness, the benefits and the practice, and demonstrates a lack of consistency in daily application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pranayama</td>
<td>Entry represents a thorough understanding of breathing practices and the benefits associated with the practice. Student practices daily.</td>
<td>Entry represents an average understanding of breathing practices and the benefits associated with the practice. Student practices often, but not daily.</td>
<td>Entry represents a poor understanding of breathing practices and the benefits associated with the practice. Student does not practice daily.</td>
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<tr>
<td>Sleep Behavior</td>
<td>Entry represents a thorough understanding of the importance of sleep in health. Student gets adequate sleep.</td>
<td>Entry represents an average understanding of the importance of sleep in health. Student gets adequate sleep most days.</td>
<td>Entry represents a lack of understanding of the importance of sleep in health. Student does not get adequate sleep.</td>
</tr>
</tbody>
</table>
NOTE: This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

5. **Specific aspects of the assessment tool which link up to specific Course SLOs being assessed** (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above):

There were multiple prompts throughout the semester that assessed the student’s ability to employ the yogic principles of pranayama (deep breathing), mindfulness, meditation and compassion for self and others in their daily lives.

6. **Results and analysis of the data.** *(Explain below and if applicable copy/paste any related documents, i.e. spreadsheets with data at the end of this document.)*

Of the 27 students in the class, 75% of the students demonstrated an excellent understanding of mindfulness, pranayama and recognizing the importance of sleep in health. In analyzing the data, it should be noted that several of the students are ESL students who have difficulty communicating in the written word. I did not give them a verbal assessment to see if they understood and applied these concepts to their daily lives but will consider doing this in the future. Also, not all students regularly completed their journal entries or forgot to leave their journals with me for grading. This may have skewed the data.

7. **Describe any faculty dialogue that occurred as part of the assessment process** (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

Dialogue with Robin Kurotori is on-going regarding the SLO evaluation and findings. SLOs currently meet our needs. Results were not shared at the department meeting.

8. **Next steps** (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

Will continue with journal entries as a mode of assessment for this SLO. For those students with poor English language skills, if time allows, I will try to assess them verbally to ascertain their understanding and application of the yogic principles into their daily lives.

9. **Results of implemented changes, if available at this time:**

None at this time.