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-377-A2 Pilates

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

   1. Distinguish between proper and improper breathing control.
   2. Develop an awareness of one’s balance
   3. Demonstrate proper body alignment while performing various exercises.
   4. Identify the three limiting factors for success in executing Pilates exercises.

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):

   I discussed the Course SLOs with the program coordinator and we determined they were appropriate for the desired outcome of student benefit from this course.

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

   #3 - Demonstrate proper body alignment while performing various exercises.

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

   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:
The rubric is used to assess students’ form and execution of four exercises. Using my expert observation, each student was scored on a three point scale with 3 being perfect and 1 being deficient.

7. By looking holistically at the results from all students, describe your findings:
The students as a whole developed a very good understanding of the fundamentals of Pilates and were able to demonstrate proper alignment in most cases. 35% of students demonstrated perfect form in all four exercises; 35% of students demonstrated adequate (but not perfect) form; and 15% demonstrated deficient form. The results are a bit misleading, however, as I added the scores from each of the exercises together. This did not give an accurate representation of student learning as they may have scored perfect in three of the four exercises but because of the averaging, did not count as perfect.

8. Describe faculty dialogue (if any) involved in the assessment process:
Discussion during Flex Week with KIN faculty supported my decision to use the rubric again but to score each exercise independently to better represent student learning.

9. Based on an analysis of your findings and dialogue, describe revisions (if any) in curriculum or teaching strategies implemented to promote student success:
SLO #4 will continue to be assessed with a midterm question on a written exam.  
SLO #1-3 will continue to use the rubric with the above modifications.

10. After the improvements are implemented, describe the results:
The use of the rubric will allow for very clear and specific assessment of SLOs #1-3 through the use of teacher observation and documentation. I expect the separation of exercises to yield more specific feedback of student learning.