## Assessment Date: Fall 2013

### Faculty Name(s):
May Chen Mei

### 1. Course Name and Number:

| PE 375A3 – Beginning Tai Chi |

### 2. All Course SLOs from the Course Outline of Record:

<table>
<thead>
<tr>
<th>SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate the basic movement patterns in Tai Chi with excellent form and execution.</td>
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<tr>
<td>2. Develop a personal practice of Tai Chi outside of class.</td>
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<tr>
<td>3. Evaluate the benefits of Tai Chi for stress reduction.</td>
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<tr>
<td>4. Apply the practice of Tai Chi and Qigong to every day life.</td>
</tr>
</tbody>
</table>

### 3. Specific Course SLO(s) assessed as part of this project:

<table>
<thead>
<tr>
<th>SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Evaluate the benefits of Tai Chi for stress reduction.</td>
</tr>
</tbody>
</table>

### 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 were given an article to read addressing stress indicators and the way in which Tai Chi and Qigong alleviate and mediate stress indicators. Students were asked to share in an essay how they used or applied Tai Chi/ Qigong learned in the studio. They then identified how Tai Chi and Qigong helped to reduce their personal stress.

*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.):

The essay prompt directly addressed this SLO.
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.)*:

100% of the students successfully understood and applied different stress management techniques based on material practiced in class.

Fifteen students completed the essay. 50% used breathing techniques; 15% used Tai Chi or Qigong postures and 10% changed environment (went for a walk). The remainder sought ways to verbalize internal stress.

It was interesting to see how many of the students used similar techniques to reduce their stress. It is encouraging to see that students are taking responsibility to address stress directly rather than allowing it to build up and manifest in a negative way (sleep deprivation, overeating, irritability, etc.) The process of recognizing personal triggers and stress indicators helped the students address, mitigate and reduce stress at the onset prior to it becoming chronic.

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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.):

Results were shared at the department meeting prior to the start of spring 2014. This SLO remains viable and does not need to change.

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

For the spring 2014 semester, I would like to develop a survey that provides options and choices for stress reduction techniques. This will make data collection easier and more realistic. To determine the effectiveness of this course in providing stress reduction techniques, I will give the students the survey at the beginning of the semester and again at the end of the semester. I would expect to see an increased awareness of their stress indicators and management techniques,

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

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Please save your finished document in the following format:

`yyyysemester-sloa-courseeid.doc`

`example: 2012fall-sloa-engl101c.doc`