

# Course SLO Assessment Report - 4-Column

## El Camino College

### El Camino: Course SLOs (BSS) - Anthropology

Course SLOs	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>El Camino: Course SLOs (BSS) - Anthropology - ECC: ANTH 11 - Anthro Religion/Magic/Wtchrft - SLO #2 Animism - In a written assignment, students will demonstrate a conceptual understanding of the supernatural by (1) defining the terms animism and animatism; (2) outlining and explaining each of the characteristics of animistic beings; and (3) providing one culturally relevant example for both animism and animatism. (Created By El Camino: Course SLOs (BSS) - Anthropology)</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Fall 2015)</p> <p><b>Input Date:</b> 11/08/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Assessment Method Description:</b> The assessment tool consists of ten multiple choice questions that test the students' conceptual as well as contextual understanding of both animism and animatism.</p> <p><b>ANIMISM AND ANIMATISM</b> Please answer the following 10 multiple choice questions (0.5 points each). If you complete them, the points you score will count as extra credit points towards the Final Exam. If you do not complete them, 5 points will be deducted from your score in the Final Exam.</p> <p>1. Animism refers to</p> <ol style="list-style-type: none"> <li>the belief that humans have spirits while animals and the environment (mountains, rivers, etc.) do not.</li> <li>the belief that every aspect of nature (humans, animals, and the physical environment) is inhabited by spirits.</li> <li>the belief that the role of religion is to reaffirm social solidarity.</li> <li>the belief that the spirits of humans are able to control the spirits of animals.</li> </ol> <p>2. Animatism is</p> <ol style="list-style-type: none"> <li>a form of supernatural power possessed by the chief in Polynesian societies; the term used for this type of power was "mana."</li> <li>the belief in an impersonal power that is present in nature in varying degrees.</li> <li>the belief that every aspect of nature is inhabited by spirits.</li> <li>a and b.</li> <li>a and c.</li> </ol> <p>3. The term "mana" is best defined as</p> <ol style="list-style-type: none"> <li>a member of a hierarchy of priests.</li> <li>the implements used in ritual ceremonies.</li> <li>the supreme being in a religion.</li> <li>a supernatural impersonal force.</li> </ol> <p>4. Tylor asserted that the basic building block of all religious thought and ritual was a "belief in spiritual beings," which he referred to as</p> <ol style="list-style-type: none"> <li>animism.</li> <li>spiritualism.</li> </ol>	<p>02/03/2014 - 30 students participated in the assessment. Of those, 56.5% (17 students) scored Above Average, 26.5% (8 students) scored Average, and 17% (5 students) scored Below Average. The results lightly exceeded the expectations.</p> <p>Even though the scores match (and, to a certain extent, exceed) expectations, a more detailed analysis of question by question results reveals that sixteen students (about 50% of those assessed) missed question #2, and twelve students (40%) missed question #5. These two questions deal with animatism (question #2 addresses the definition of the term, and question #5 illustrates an application of the concept). In view of these results, I have made the following two observations: First, animatism is a concept not intuitively associated with religion, as it addresses forces and powers without any consciousness (no spirits or gods, for example), which, in the Western world, we do not commonly associate with religion; consequently (and given the fact that it is such an important aspect of religion), it is a concept that needs to be reemphasized at several stages during the semester. Second, the assessment tool was part of the Final Exam for the course, and the concepts of animism and animatism are concepts which, even though discussed throughout the semester, are mainly introduced during the first three weeks of instruction; therefore, I believe the mistakes regarding these two questions would be minimized if this particular SLO was assessed at an earlier stage in the course. A third observation would be that some of the mistakes committed could be due to the fact that the assessment tool was introduced as an extra credit option and, consequently, some students most probably put it off until the end of the exam, not considering it as important as the exam itself.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Fall 2013)</p> <p><b>Faculty Assessment Leader:</b> Rodolfo Otero</p> <p><b>Faculty Contributing to Assessment:</b> Dr. Rodolfo Otero</p>	<p>01/30/2015 - Define the term "animatism" every time that religious phenomena related to it (i.e., magic, witchcraft) is discussed in class.</p> <p><b>Action Category:</b> Teaching Strategies</p> <hr/> <p>01/30/2015 - (1) Conduct SLO #2 assessment earlier in the semester. (2) Make the SLO assessment a component of the exam rather than an extra credit option.</p> <p><b>Action Category:</b> SLO Assessment Process</p> <hr/>

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	<p>C) deism. D) polytheism.</p> <p>5. To which of the following categories of understanding is the idea of amulets associated?</p> <p>a. Scientific thought. b. Animism. c. Animatism. d. None of the above.</p> <p>6. The supernatural refers to:</p> <p>a. The souls of human beings. b. Spirits of nature, such as the Mother of the Game so common in small-scale traditional societies. c. Tricksters, the representatives of social deviance, such as demons. d. Karma. e. All of the above.</p> <p>7. Animism refers to:</p> <p>a. The aspect of the supernatural that consists of impersonal forces or powers. b. The aspect of the supernatural that consists of entities with consciousness. c. Gods. d. Mana. e. b and c.</p> <p>8. When we pray, we attempt to tap into</p> <p>a. Animatism. b. Animism. c. A supernatural entity with consciousness. d. All of the above. e. b and c only.</p> <p>9. For the most part, when we engage in magic, we tap into</p> <p>a. Animatism. b. Animism. c. A supernatural entity with consciousness. d. All of the above.</p> <p>10. In our course, we understood religion as</p> <p>a. Any belief and activity which deals with spirit beings. b. Any belief and activity which deals with supernatural forces.. c. Any belief and activity which deals with one of the major religions (Islam, Christianity, Buddhism, etc.). d. Any belief and activity which deals with beliefs such as The Dreamtime, of the Australian aborigines.. e. All of the above.</p>		

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	<p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> The rubric is established by the following criteria: (a) Above Average: 8 to 10 correct answers, (b) Average: 6 to 7 correct answers, (c) Below Average: Less than 6 correct answers. It is expected that 50% of the class will score Above Average, 25% will score Average, and the remaining 25% will score Below Average.</p> <hr/> <p><b>Assessment Method Description:</b> The assessment tool consists of two multiple choice and one true/false question that test the students' conceptual as well as contextual understanding of both animism and animatism.</p> <ol style="list-style-type: none"> <li>1. Animatism refers to the idea of an impersonal supernatural force. (True/False)</li> <li>2. The concept of animatism refers to a belief: <ol style="list-style-type: none"> <li>a. in spirit beings</li> <li>b. that it is impossible to prove the existence of a supernatural power</li> <li>c. that humans are set off from the animal world</li> <li>d. in an impersonal supernatural power</li> </ol> </li> <li>3. A belief in spirit beings is termed: <ol style="list-style-type: none"> <li>a. animatism</li> <li>b. animism</li> <li>c. agnosticism</li> <li>d. anthropocentrism</li> </ol> </li> </ol> <p><b>Assessment Method:</b> Exam/Test/Quiz</p> <p><b>Standard and Target for Success:</b> A Scantron Item Ananalysis form was used to determine how many students missed each question.</p>	<p>02/05/2014 - 37 students participated in the assessment. Of those, 91% (34 students) answer the True/False question correctly (animatism). The same number were able to select the correct multiple choice answer regarding the definition for animatism. Finally, 94% (35 students) were able to select the proper definition for animism.</p> <p><b>Standard Met? :</b> Yes</p> <p><b>Semester and Year Assessment Conducted:</b> 2013-14 (Fall 2013)</p> <p><b>Faculty Assessment Leader:</b> Rodolfo Otero</p> <p><b>Faculty Contributing to Assessment:</b> Angela Mannen</p> <p><b>Reviewer's Comments:</b> Consider the following prompts for this section. What Action was taken? When was the Action implemented? What are the implications of the observations and/or data that resulted from implementation of the Action? Describe any changes to student learning that were observed and/or describe any data that resulted from the Action. (Note: These observations may be anecdotal or preliminary with additional information provided at a later date.) What other follow-up or Action(s) should be taken, if any?</p>	<p>01/30/2015 - Use these questions early in the semester, then again on the final exam.</p> <p><b>Action Category:</b> SLO Assessment Process</p> <hr/> <p>01/30/2015 - Incorporate the list of exam questions used by Professor Otero</p> <p><b>Action Category:</b> SLO Assessment Process</p> <hr/> <p>01/30/2015 - Include more detailed examples of animism and animatism by using culturally relevant examples in lecture.</p> <p><b>Action Category:</b> Teaching Strategies</p> <hr/>
<p>El Camino: Course SLOs (BSS) - Anthropology - ECC: ANTH 3 - Introduction to Archaeology - SLO #1 Radiocarbon Dating - After completing this course, students will gain knowledge about the radiocarbon dating technique and its application only to organic materials of the last 100,000 years. (Created By El Camino: Course SLOs (BSS) - Anthropology)</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014)</p>	<p><b>Assessment Method Description:</b> In a multiple choice exam, students will demonstrate a familiarity with different aspects of the radiocarbon dating technique by answering correctly questions concerned with 1) the nature of unstable isotopes, 2) what a half-life measures, 3) an awareness of the difference between conventional dating and dating by use of a linear accelerator, and 4) an understanding of the calibration of radiocarbon dates.</p>	<p>12/04/2012 - 5. Assessment Data: Provide the assessment data.</p> <p>Question #30: 35.9% Answered this question correctly. Question #31: 45% Answered this question correctly. Question #32: 87% Answered this question correctly. Question #37: 31.6 Answered this question correctly.</p> <p>Class average over the four questions: 49.9%</p>	<p>05/04/2014 - Since the first assessment I had been giving the students an informal quiz on dating techniques to better prepare them for this subject. I had modified this quiz last semester, so I must have administered, but it only contains three question specifically dealing with radiocarbon dating. Since the radiocarbon dating technique lays in the realm of physics and is therefore</p>

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<p><b>Input Date:</b> 11/08/2013</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Standard and Target for Success:</b> A 65% average for correct answers across all four questions.</p> <p><b>Related Documents:</b> <a href="#">Four SLO questions.docx</a></p>	<p>What were the most important findings from the data?</p> <p>I had previously assessed this SLO in 2009. Since that assessment the mean of the success rate for answering these four questions has risen 2%. This is still far below the hoped for success rate of 65%. It is disappointing that on three out of the four questions the success rate was below 40%. The most important finding from the data is that the students lack a clear understanding of the details of the radiocarbon dating technique.</p> <p><b>Standard Met? :</b> No</p> <p><b>Semester and Year Assessment Conducted:</b> 2012-13 (Fall 2012)</p> <p><b>Faculty Assessment Leader:</b> Blair Gibson</p>	<p>challenging for students to grasp, I must systematically assess students most extensively and specifically with concerned solely with the technique. I have therefore changed my syllabus this semester to include a quiz specifically concerned with radiocarbon dating. I will go over and discuss the questions in class subsequent to grading the quiz to ensure that the student's level of comprehension of this technique is elevated.</p> <p><b>Action Category:</b> Teaching Strategies</p>