



# WEST LOS ANGELES COLLEGE

## Course SLO Assessment Tool

*Note: Please use a separate form for each Course SLO assessed.*

<b>Semester</b>	Fall 2012													
<b>Faculty Name or Team Names</b>	Luis Cordova Fran Leonard													
<b>Course Name and Number</b>	English 28													
<b>Course SLOs &amp; Criterion Levels</b>	Check Box Below	<b>Please list all course SLO(s), and mark the one that was assessed.</b>												
	x	<b>Course SLO</b>							<b>Criterion Level</b>					
		At end of the course, the successful student will be able to argue a point and support it (in writing) with multiple examples and limited outside sources.							At least 75 percent of students achieve this course SLO. "Achieve" refers to a 2 or 3 score on a 3 point scale.					
		1.												
		2.												
	3.													
<b>Mapping Course SLOs to Program SLOs</b>	Course SLO	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6	PSLO 7	PSLO 8	PSLO 9	PSLO 10	PSLO 11	PSLO 12	
	1				x									
	2													
	3													
	4													
<b>Mapping Course SLOs to Institutional SLOs</b>	Course SLO	ISLO A	ISLO B	ISLO C	ISLO D	ISLO E	ISLO F	ISLO G	ISLO H	ISLO I				
	1	X	x											
	2													
	3													
	4													
<b>Assessment Instrument</b>	<b>Select the assessment designed to determine how well students achieve the SLO.</b> (If more than one assessment instrument was used, copy and paste the Assessment Instrument and Rating/Rubric Scale sections to provide the additional information).													
	Check Box Below							Check Box Below						
		Written exam							Presentation					
		Multiple choice exam							Portfolio					
	xx	Essay/Research Paper							Department exam					
		Case scenarios							Skill evaluation					
		Other:												
<b>Rating/Rubric Scale</b>	<b>Describe the criteria for each value/rating.</b> Please refer to the attached rubric for details.													
	4	Criteria description: N/A												
	3	Criteria description: Demonstrates SLO more than adequately												
	2	Criteria description: Demonstrates SLO adequately												
	1	Criteria description: Does not demonstrate SLO adequately												
0	Criteria description: N/A													
<b>Report of Data</b>	<b>Report the number of students assessed and the scores they obtained.</b>  Data #1: Of the 29 students who completed the assessment instrument, the breakdown of the scores was: 14 (3s), 13 (2s), and 2 (1s) for section 0964. 93% met													



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	<p><i>the criterion level.</i></p> <p>Data #2: <i>Of the 23 students who completed the assessment instrument, the breakdown of the scores was: 8 (3s), 11 (2s), and 4 (1s) for section 0960. 82% met the criterion level.</i></p>
<b>Interpretation of Data</b>	<p><b>What is your interpretation of these results? Include your conclusion about whether the students achieved the criterion level.</b></p> <p>The rubric measure is appropriate for this specific course SLO. These results indicate that within 2 English 28 sections, 87% of the students are meeting the criterion level. This is 12% above the criterion level of 75%. Most of the students are demonstrating adequate and more than adequate achievement of the SLO.</p>



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<b>Actions Planned</b>	<p><b>Based on this assessment, what will you change (related to pedagogy, instructional methods, or materials) the next time the course is offered?</b> Based on this assessment, the team feels confident with the current pedagogical practices, methods and materials. Perhaps, because in section 0964, the majority of students accessed the writing lab and in section 9060, the students were part of a learning community, the results exceeded our achievement rate.</p>
	<p><b>Based on this assessment, what formal changes to the Course Outline of Record (if any) do you propose to improve student learning for the SLO(s) assessed?</b> None at this time.</p>
<b>Actions Taken (if applicable)</b>	<p><b>What changes have been implemented based on the previous course assessment?</b> Not applicable yet.</p>
<b>Faculty Dialogue</b>	<p><b>What information are you sharing (e.g., assessment methods, rubrics used) with other faculty? When have these robust dialogues been held? What is the plan for dialogues for next year?</b> All information developed in this process is shared in our division meetings, where robust dialogues occur about the success and weakness of our classes. SLO is an agenda item in all of our meetings. Many of our SLO's and rubrics are also used as samples in SLO workshops.</p>
	<p><b>How are you sharing this information? (e.g. Divisional Council or Division Meetings)</b> Division meetings SLO workshops</p>
<b>Faculty Reflection</b>	<p><b>What changes would you suggest (if any) to the outcomes process? Please share any general comments on the process and/or results of assessment that you would like the SLO Committee to know.</b> A workshop on rubric development would be helpful. All rubrics and pre-populated assessment tool should be posted at the SLO webpage.</p>
<b>Sample of Student Projects</b>	<p><b>Submit sample student projects—essays, research projects, skill evaluation forms, department exams, papers, or written exams—to illustrate scores according to the rubric (if available) to Todd Matosic, WLAC SLO Coordinator.</b> Submit one sample for each value on the rating/rubric scale. Please remove student names from the samples. Attach to this form or email as attachments to: <a href="mailto:matosit@wlaac.edu">matosit@wlaac.edu</a>   Todd Matosic mailbox #169A   CE 213   Phone (310) 287-4213</p>

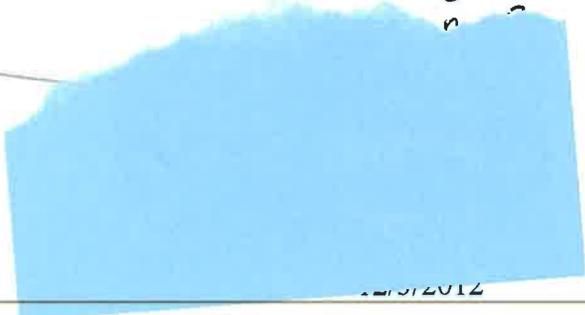
For additional SLO information, visit <http://www.wlaac.edu/slo>

For additional information, contact: Todd Matosic (310)287-4213 | CE-213 | [matosit@wlaac.edu](mailto:matosit@wlaac.edu)

**bric for Learning Outcome for ENL 28  
TCOME (SLO)**

Criterion	1. Does not demonstrate SLO adequately	2. Demonstrates SLO adequately	3. Demonstrates SLO more than adequately.
CONTENT	<ul style="list-style-type: none"> <li>• has personal opinion that may not pertain to question and/or reading</li> <li>• has summaries that reveal misunderstanding of academic readings</li> </ul>	<ul style="list-style-type: none"> <li>• responds to the question and reading</li> <li>• has important arguments and examples that are paraphrased, but maybe not be focused</li> <li>• has a few quotes and detailed reference from text</li> </ul>	<ul style="list-style-type: none"> <li>• has a substantial, well focused response (800words) with a well-developed thesis</li> <li>• has important points, arguments, and examples that are accurately paraphrased</li> <li>• uses quotations and detailed reference from text</li> </ul>
ORGANIZATION	<ul style="list-style-type: none"> <li>• has a response that lacks introduction, body, and/or conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• has a response that demonstrates general understanding of introduction, body, and conclusion.</li> <li>• has frequent use of transitional words or phrases</li> </ul>	<ul style="list-style-type: none"> <li>• has a clearly defined introduction, body, and conclusion</li> <li>• uses transitional words and phrases appropriately</li> </ul>
GRAMMAR	<ul style="list-style-type: none"> <li>• uses simple vocabulary</li> <li>• is written in English although some sentences are difficult to understand</li> <li>• still uses simple sentences in the writing</li> <li>• has grammar errors that interfere with comprehension of essay</li> <li>• still contains to many run-ons and/or fragments</li> </ul>	<ul style="list-style-type: none"> <li>• has adequate vocabulary range</li> <li>• uses some complex sentence structures</li> <li>• has some grammar errors that do not detract from comprehension of essay as a whole</li> <li>• has few, if any, sentence and punctuation errors, including run-ons and fragments</li> </ul>	<ul style="list-style-type: none"> <li>• correctly uses a range of vocabulary with sophisticated expressions</li> <li>• uses a variety of sentence structures, including compound and complex sentences employing coordinate and subordinate clauses</li> <li>• uses all verb forms and tenses correctly and punctuate sentences effectively, avoiding comma splices, sentence fragments/run-ons</li> </ul>

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## Do barriers still exist for women in the workforce?

Women in some context are known to be deeper thinkers and smarter than men. There are lots of barriers that exist in the workplace today as far as discrimination is concerned. Barriers are what separate the skills of one person to another person. Barriers are the reason why an economy runs smoothly and organized. Barriers exist for women and men all around the world. If you have proven that you can fulfill that skill there is no reason for barriers.

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→ For an example ~~to~~ be the president of the United States or any other country, anybody can't be just come to the white house and ask for an application, they will throw a barrier in your face and possibly call the police on you. You have to have years of some type of political experience, or a guy or woman can't come to a sports team and simply ask to be on the team, you will see your share of barriers at that point. Women have the same exact opportunity if not more than men have in the workforce. Barriers may include a lack of skill, intelligence, strength, knowledge/education and even body size weight and endurance.

THIS  
IS  
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Construction, plumbing, and jobs that require to lift heavy items would be a barrier to women simply of the fact that women body's are physically different from mens body. That would naturally be a barrier because the average woman has a certain body shape which would make it physically impossible for her to fulfill the job or will put her in harms way. If a woman has the physical and educational requirements she will be qualified and get the job. As far as discrimination barriers those in fact don't exist anymore because Women comprised 47 percent of the total U.S. labor force. Women are projected to account for 51 percent of the increase in total labor force growth between 2008 and 2018. If women comprise 47 percent of the employment rate and 51 percent increase how can there possibly be a barrier in the workforce? Women can have any job they want if they have the experience, knowledge and strength a woman can have any job or career she wish to have.

→ I agree If a woman wants to be a firefighter, construction worker or even <sup>a</sup> truck loading job that requires you to lift heavy items, she would go through a more challenging interview just to be sure if she is physically fit and strong to fulfill the job, which however I find completely normal to ~~protect her from harm~~. You also have to consider if she is pregnant or going through her menstrual cycle which is a natural body phase women go through and that men don't have to worry about. Women accounted for 51.5 percent of all workers in the high-paying management, professional, and related occupations.

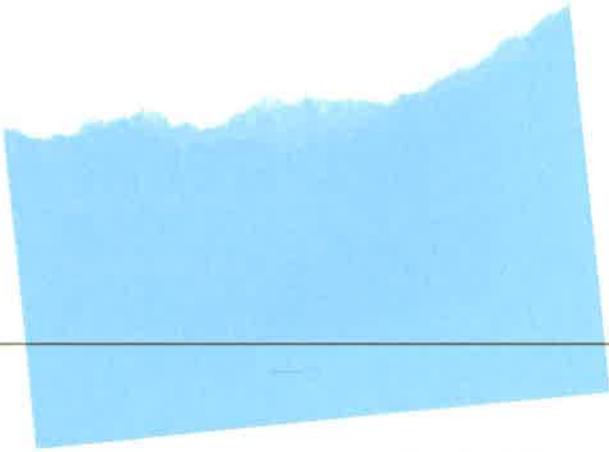
→ Here is just a sample of these occupations where women were the larger percentage of those employed: Registered nurse 91.1 percent, Elementary and middle school teachers 81.8 percent, Medical and health services managers 72.5 percent, Psychologist 66.7 percent, Tax examiners, collectors, and revenue agents 66.1 percent, Education administrators 63.0 percent, Advertising and promotions managers 61.1 percent, Accountants and auditors 60.1 percent,

Public relations manage 60.0 percent, Insurance underwriters 59.3 percent, Medical scientists 53.7 percent, and Financial managers 53.2 percent. Women continue to aspire for leadership positions in all spheres of governance in both the public and private sector. However it has not been easy. The paper will examine the many challenges women still face in taking leadership positions with specific reference to African women. Included in the paper are the barriers related to culture and cultural expectations, the choice and/or balance between work and family, and women's own fear of success.

→ Women continue to aspire to leadership positions in all spheres of governance both in the public and private sectors. Great strides have been made in the political realm, and women's participation in both the freedom struggles and democratic processes of many African countries have been notable. However, this participation has not always translated into equal representation in political leadership positions. Once elections are conducted, and positions are assigned, one realizes that women are no longer visible.

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→ Some countries like South Africa have made much progress within a short space of time in their efforts toward a gender-neutral society, but for others the pace has been much slower. It should also be noted that attaining positions of power and leadership is one thing, but could it be that women pay a higher price than men? Gwendolyn Mikell (1997) captured the dilemma for women in her statement that "Contemporary African women sometimes think of themselves as walking a political/gender tightrope" (p.1), in that African women are concerned about the large number of economic and political problems facing their communities, but at the same time they are "grappling with how to affirm their own identities while transforming societal notions of gender and familial roles" (Mikell, 1997, p.1). The paper examines the many challenges women still face in taking leadership positions, including the barriers related to culture and cultural



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The Real Reason Why People Go To College

The primary goal of college is to get students ready for the work force; therefore, colleges should enforce their campuses to have more of a workforce vibe coming from it. As students attend school, they should be given more aspects to adapt to the work force and become consistent with characteristics of it. College is only the stepping stone to what we are going to do with our lives, so colleges should be putting more of an emphasizes on work training than actual academics because after college we enter the workforce; however, by entering college we attempt to enter a high valued workforce. *not a smooth transition*

Of course, a counter argument can be made about this situation. Being young and getting income regularly can derail one's mind set. I know if I was working in high school and getting paid, I would rather work that go to school, mainly because if you're in high school ~~and for the most part~~ you don't have ~~any~~ expenses to worry about. So you can see how working can and most likely will catch the attention of a young teenager; *however, working at such a young age can lock in a young person's mind in believing that they're minimum wage job is the only option for them in life. They may have a point in which working consistently can slowly develop them into a manager position, but in reality how can you feel satisfied with becoming manager of a McDonalds as opposed to becoming manager of a bank. Even if it's a job, you should go into work where you feel valued instead of being just another worker.*

When you attend college you get an education and get tools under your belt, so if and when you enter the workforce you can approach a situation in different ways: and by that I mean ~~that you can break down a problem and solve it in steps~~. In my opinion what college does for you is that it gives you all the knowledge and tools you need once you enter your field of work; however, it doesn't give you hands on training. ~~So~~ you can walk in with all the knowledge you want, but at the end of the day without practice you have nothing. That's why a lot of people go to schools like Everest, where you get hands on training with an education.

True!

Use  
more  
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Empire

After all the years of college, some people simply fall flat and don't understand what to do after college, and that's a problem because what is the point of going to school, dealing with all those teacher, and simply the whole college process, if in the end your not going to enter the work field and go in pursue something that you studied for all those years. As stated in *Nickle and Dimed*, "What you don't necessarily realize when you start selling your time by the hour is that what you're really selling is your life" working at a job that isn't worth your time and isn't making you utilize your skills is basically a bank where your selling your soul. The point of college is to get different aspects of the real world and develop as adults. How can we be considered useful when we get an education and can't use it to our advantage, therefore; we are just paying for a light bill that never gets turned on.

→

At the end of the day the real question for colleges is how they can combine realistic work characteristics with college characteristics, in order to get students equally balanced with both aspects of becoming an adult. However, some students have the balance because some work while going to school, but a lot of the students work low wage jobs and that isn't where students should end up after college. As they attend school and are working on their education its fine but

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how long are they going to sit there and milk that job? The biggest thing for college students to remember is that college is only the stepping stone to what is to become of us.

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### Women Have Come a Long Way

Let's take a walk through history shall we? In 1765, the Daughters of Liberty was organized as an auxiliary of the Sons of Liberty, an association of working men. In 1825, the first union for women only formed, called "The United Tailoresses of New York." In February of 1831, a little over 1,600 women, members of the union, went on strike for a just price for their labor. 1845 The Female Labor Reform Association was formed in Lowell, Massachusetts. In 1872 Congress passed a law giving women federal employee "equal" pay for equal work.

Women have come a long way, from only being property to being able to own property. Despite all the achievements that women have come to make, their struggle will always remain. They have been given the right to vote, they've gone into space, and they have even been elected for congress, yet they are still not getting the credit they deserve in on very important place: at work. "Women make only 77.5 cents for every dollar that men earn." This fact comes from data on the 2003 census and in the 2008 edition of Employment Outlook found that women are paid 17% less than their male counterparts. The sad reality is that no matter how far women have come, there will always be barriers in the workforce preventing women to be equal to man, but this should stop now.!

*never it coming*

*same issue!*

According to Mail Online, "Leadership continues to be viewed as a culturally masculine position." However, many argue this claim. First, women are seen as both less natural leaders and when they adopt male behavior types, they are viewed as inappropriate or presumptuous.

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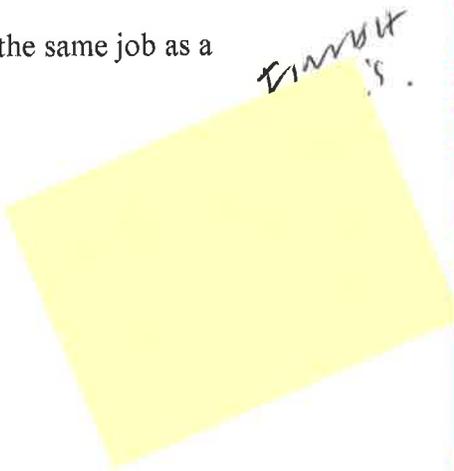
Scientists reviewed data from workplace surveys taken within the United States, Canada, Europe and East Asia. They found that employees' reactions to women leaders reflect gender stereotypes. A large number of people believe that the ability of a woman will never compete with that of a man, but in reality according to information gathered by James Flynn, an emeritus professor of Political Studies at the University of Otago in New Zealand, it has been proven that a woman's IQ levels are higher than men IQ levels. This goes to show that women are capable of filling men shoes in certain aspects. The unfortunate truth is that even though women can file, fax, make copies, compile important business reports and give presentations just as well as any man, women are still highly under-represented in upper-level management in many U.S. companies and are also making less than men for performing the same types of jobs.

Working is much more difficult for women than it is for men. As author, Barbara Ehrenreich, stated in her book *Nickel and Dimed on Not Getting by in America*, "What you don't necessarily realize when you start selling your time by the hour is that what you're really selling is your life." Many women are not just working women they are also wives and mothers. Making it extremely difficult to try to multitask, but they still manage to keep up and do all their jobs perfectly fine; thus resulting in the fact that it isn't fair at all that women are getting paid less than men. A clear double standard exists when it comes to raising a family while having a full-time career. We don't live in the 50s and women are no longer expected to exist solely as housewives. This is both good and bad because although a married woman multitask with work and raising a family, she is typically viewed as less stable when performing both roles. According to Women Employed, an organization with a mission to improve the economic status

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of women and remove barriers to economic equity, nearly 15 million women in the U.S. earn less than \$25,000 a year despite working full-time, year-round jobs. In addition to this a women will only earn 44-cents to the working man's dollar over the course of her entire lifetime.

The main argument is that a "glass ceiling" exists in the workplace. The term was brought up more than twenty years ago to describe the barriers that women face in the workplace. The word "ceiling" refers to the fact that women are blocked from advancing in their careers, and the term "glass" is used because the ceiling is not always discernible. A ceiling made of glass would be see-through. A woman can clearly see those above her who are more powerful. Instead of being able to achieve the same success, she is stopped by invisible forces that prevent her from rising further. The fact that women can go to school longer than men and do the same job as a man and they still get paid less is unfair.





Work Cited

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