**Executive Summary**

(After completing the questions on the next few pages, please replace this area with a written executive summary of the questions that follow, including your data analysis, findings, action plan, and improvements you have already made. This will be the top sheet of your report. This summary should be at least a paragraph, and can definitely be longer if desired.)

As mentioned below, the CLOs for German 101 and 102 were met successfully. In addition, continual, and often daily, improvements are made because that is what teachers naturally do. The obstacle for student success in German is usually a lack of preparation on the part of language students. Therefore, a strong budget for tutoring is necessary for both English as well as German. On the other hand, it is too often the case that students do not take advantage of this resource. College Orientation and Guidance classes might be places to emphasize that students seek out and use the resources that are available to them.

**Faculty Included in the Preparation and Sharing of this Report:**

(please replace this area with the names of all faculty that helped to prepare and provide input on this report. This includes faculty who were parts of draft discussions and conversations. Ideally, it is all faculty representing the core disciplines making up the degree or certificate.)

Gabriele Steiner

**Please provide a brief and cogent narrative in response to each of the following questions.**

1. Provide a quantitative analysis for each GELO your CLOs inform. Provide the total number of students who passed/total number of students assessed in each GELO column *and* the corresponding GELO passing rate as an aggregated percentage.

**GENERAL EDUCATION LEARNING OUTCOMES Students Passed/Assessed TOTAL RATE**

Humanities

Demonstrate proficiency in the Humanities by:

1. *Demonstrating the awareness of the various ways that culture and ethnicity* 84/94 89%

*affect individual experience and society as a whole.*

1. *Demonstrating the ability to make well considered aesthetic judgments.* 84/94 89%

1. Reflect on, consider and analyze the data you have. ***What does your CLO data tell you about how your students are achieving GELOs?*** *Be detailed, descriptive and analytical* in this qualitative assessment of each GELO in relation to your CLO data. **Are your results satisfactory?**

First, as reported in September 2014, one of the CLOs for German 101 is still missing on the GELO form I am asked to work with. The missing CLO regards “conducting conversations in German …”

Second, German 51 was inactivated a while back but somehow still shows on the form.

Reflections:

The data is overwhelmingly positive and shows that students in both German 101 and German 102 achieve not only the CLOs for each course but also the GELOs. The results are satisfactory.

1. Your department and the college should be making improvements based on student learning outcomes assessment, and we need to continue to document and share the improvements and progress you have already made. Did you make any changes in your CLO statements or analysis during the last 4-year cycle? Did you receive funding for resources requests that were aimed to improve assessment results? Did you make any improvements in the areas of teaching and instruction processes, your courses, or your program? *Please explain your accomplishments and provide details about your efforts.*

There have not been any changes to the CLOs in the past four years because both my experience and the data show that there is no need for it. Students meet the CLOs to a high percentage, and the CLOs reflect what is taught and is required by the course outline. No funding –other than payment for tutors–has been required or received in this matter.

Regarding the last question: Of course, many –too many to mention– minor changes and improvements are continually implemented to help students learn the material in more optimal ways and achieve the course goals. Teachers do this without having to justify or quantify what they are doing, and I am no exception to this rule. To name just a few changes as examples: writing and re-writing materials and handouts on a continual basis; adopting new and up-to-date textbooks; adapting materials to accommodate a more visually-oriented student population without compromising the requirements; chunking materials, texts, assignments to adapt to current students’ habits of multi-tasking as well as to help under-prepared students (of whom we see exponentially more: students more often than not have had little or no exposure to foreign languages before they come into our classes and often lack preparedness in their native language).

1. **Action Plan.** Based on the assessments and analysis you have provided, please consider what changes or improvements you would like to make, which might include updating your CLO statements, modifying course outlines, rethinking instruction efforts, using different assessment instruments, asking for additional resources to improve assessment results, etc. ***Based on the analysis, provide an action plan for improvement that draws on your assessment results and efforts.***

No action is needed at this point. As mentioned above, the CLOs are met successfully. In addition, continual, and often daily, improvements are made because that is what teachers naturally do.

To address the lack of preparation of language students, a strong budget for tutoring is necessary to offer tutoring in both English and German. I currently rely on one of my own former students to tutor German 101 students. On the other hand, it is also often the case that my students do not take advantage of this resource. College Orientation and Guidance classes might be places to emphasize that students seek out and use the resources that are available to them.