Form E-1-A for Boston College Undergraduate Programs

Program: GERMAN STUDIES

1) Have formal learning outcomes been developed? What are they? (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate?)

Proficiency in the German language: the ability to speak with idiomatic fluency; to read a wide variety of texts; to understand spoken German reasonably well; and to write with acceptable control over vocabulary and grammar.

Familiarity with a range of German cultural phenomena including literature, philosophy, business, music, film and history.

2) Where are these learning outcomes published? Be specific. (Where are the department’s learning expectations accessible to potential majors: on the web or in the catalog or in your department’s major handouts?)

Department Website: http://www.bc.edu/schools/cas/german/english/learning-outcomes.html

3) Other than GPA, what data/evidence is used to determine whether graduates have achieved the stated outcomes for the degree? (What evidence and analytical approaches do you use to assess which of the student learning outcomes are being achieved more or less well?)

A) Statistical results of student course evaluations done through Student Services. Even a cursory inspection of that document reveals that German Studies easily outperforms the average department in the Morrissey College of Arts & Sciences.

B) Results of annual Fulbright competition for our senior applicants. — In 2015, German Studies sent two new Fulbright Fellows — Cameron Givens and Tashrika Sharma, both MCAS 2015 — to Germany and Austria, respectively. This brings the total number of Fulbrighters mentored by the Department over the past 30-plus years to 115 — easily the most by any American German department in the history of the Fulbright Program.

C) Senior papers: A sampling of papers written, both in German and in English, by senior majors and minors will be evaluated by the full-time members of our faculty at or near the end of each academic year. These can be papers written for departmentally offered courses, but may also include honors theses or scholar of the college projects.

4) Who interprets the evidence? What is the process? (Who in the department is responsible for
interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

Occasional ongoing consultation among the tenured members of the Department.

5) What changes have been made as a result of using the data/evidence? (Have there been any recent changes to your curriculum or program? Why were they made?)

None to date.

6) What evidence do you have that the changes have resulted in improved learning outcomes?

Not applicable.

7) Date of the most recent program review. (Your latest comprehensive departmental self-study and external review.)

Final completion occurred in winter 2012.