

***October 2018***

***REEES Undergraduate Major Assessment Report for 2018***

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REEES proposed to assess the following learning outcome last year, 2017-18:

1. Proficiency in reading, writing, and speaking Russian consistent with completion of at least a third-year level.

To assess this learning outcome, REEES chose to administer the the Oral Proficiency Interview by Computer to third-year language students, which it did in May 2018:

<http://www.languagetesting.com/oral-proficiency-interview-by-computer-opic>

This test, which is administered by LTI, Language Testing International, is a recognized professional international test that assesses according to ACTFL guidlines. Although it tests primarily oral proficiency, it is widely regarded as being of high quality. The cost of the test was $70 per person, which resulted in a certification as to proficiency level being given to each student. The Associate Dean for Undergraduate Education underwrote the cost.

REEES NTTF faculty members Yelaina Kripkov and Heghine Hakobyan also developed a written test of third-year Russian, which they administered in June at the end of the quarter.

Of a class of nine, all took both tests, and outcomes were in accordance with, or actually better than, expected outcomes. In speaking proficiency, four students were rated Advanced Low (very good for third year), two at Intermediate Low or Intermediate Mid (at or above expected levels), two at novice high (very acceptable since they have not yet have the 480 hours the model assumes) and one at novice mid.

This would indicate that our students, as tested so far, are meeting or exceeding proficiency in speaking Russian.

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For writing, a written test was administered and Heghine Hakobyan and Yelaina Kripkov rated the students as follows:

2 at Novice Low

1 at Novice Mid

1 at Novice High

3 at Intermediate Mid

2 at Advanced Mid

In this case, three of the nine are slightly below expected levels (although again, students are at 450 hours at the end of spring quarter, not 480 as indicated in the chart), while the remaining six are at or ahead of expected proficiency levels.

Below is a table that indicates proficiency levels expected after specific numbers of hours of classroom study and a link to the webpage from which it comes.

The outcome of the proficiency testing has been disseminated to faculty and will be

discussed at our next faculty meeting, but generally we feel that the results indicate that our students are on track with the first learning outcome.

Expected Proficiency Levels for Group III Languages:

<http://www.languagetesting.com/how-long-does-it-take>

