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REEES Student Learning Outcomes Assessment Plan and Report

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REEES already tests third-year Russian students each year to gauge language proficiency, which is our first learning outcome. However, it has been more challenging to test our second and third learning outcomes, because REEES is an interdisciplinary program that includes students who work in both humanities and the social sciences and may take courses primarily in literature, history, anthropology or another subject, and might use varied tools in each area of study.

Our second and third learning outcomes are:

A broad general understanding of the region of Russia, Eastern Europe, and Eurasia including its history and culture.

More specialized competency in the field of concentration consistent with the disciplinary expectations of that field.

We had first proposed to gather papers from 400-level courses that fulfill REEES requirements and form a committee to review them, but there simply is no straightforward mechanism to collect the papers. We have rethought this idea and REEES now proposes that, as students declare the major, they be asked to participate in an e-portfolio site on Canvas and upload all important assignments and experiences linked to their REEES major to this site throughout their degree, assignments such as final papers, projects, brief reports on internships or study abroad, and videos of presentations or performances in plays.

Upon applying to graduate, the student will be asked to choose at least three of their most important portfolio elements and participate in a brief Qualtrics questionnaire gauging their progress in the learning outcomes. We expect to ask:

1. How do the items in the portfolio demonstrate the breadth of your understanding of the region of Russia, Eastern Europe, and Eurasia including its history and culture?
2. How do the items in the portfolio demonstrate specialized competency in the field of concentration consistent with the disciplinary expectations of that field?
3. What three items from your portfolio best represent what you’ve learned in the course of your major?
4. How does your portfolio demonstrate some of the knowledge and skills you have gained while completing a REEES major?

The faculty will then review these answers and continue to refine the process and the Qualtrics survey.

Language testing (first learning outcome, attainment of proficiency in Russian through the third year):

This year, the five students in third-year Russian were requested to participate in a remote proficiency test that meets ACTFL guidelines, offered through LTI. To date, only one student has taken the test, and that student received a grade of Intermediate-Mid, which is consistent with expected achievement after 480 hours of instruction of Group Three languages by Foreign Service standards (REEES majors complete 450 hours over their three years of instruction).

We will continue to request that students complete the test this spring, and will report on their results, and we anticipate that with the return to regular classroom instruction, when proficiency testing can once again be conducted during class time, that we will be able to test all third-year students.

