

On May 12, 2023, Cathy Jellenik and Séverine Cottrant-Estell held a meeting to assess the French Program's LG 4: the ability to read, understand, and analyze texts written in French.

For direct assessment and as outlined in the French Section's SAP, we relied on data obtained via FREN 241/460: *Holocaust Literature in French and in Translation*. For indirect assessment, we relied on a survey of that class, which included the sole French Major graduating in 2023 and wherein 4/5 of the students were French majors.

***Direct Assessment:** French 241/460 Rubric on pages 2 & 3

As outlined in the French Section's Student Assessment plan, for the Direct Assessment of DLG 4, the department used a rubric to evaluate student final presentations in FREN 241/460. That assignment consisted of an oral presentation and written paper in which the students had to write and deliver their paper in French. The final product was an 8-10-page literary analysis of single aspect of four works of French literature studied in the class.

100% of the students in the class performed at the highest level and were able to demonstrate their ability to read, understand, and analyze texts written in French.

Changes implemented and improvements observed following last year's assessment data of LGs 1&2: the ability to **communicate orally** in French and the ability to understand spoken French.

In order to increase student confidence in the ability to speak French, the French section included daily written work in French on which students could rely for daily presentations in French. In addition, students' midterm and final placed large emphasis on oral performance. As a consequence, student confidence increased exponentially.

Observations and plans for improvement:

Students' demonstration of their ability to read, understand, and analyze texts written in French was outstanding. 100% of students completed nightly reading questions that exemplified reading, understanding, and analysis of French literature at a very high level. The assignment of reading questions to guide both the nightly responses and the next meeting's class participation proved to be instrumental in that domain, and we will continue to deploy that method.

That said, the reading and grading of the nightly reading responses placed an onerous burden on Dr. Jellenik, and in the future, she will grade only the first few weeks' worth of questions—long enough to habituate the students to the sort of responses expected—and thereafter assign completion grades only.

Indirect Assessment

For the Indirect Assessment of DLG 4, the department used a survey of the students in FREN 241/460. Our data shows that 100% of students in that class, of whom 4/5 of the students were French majors and which included the only French major graduating in 2023, **strongly agree** that the French major at Hendrix resulted in their ability to read, understand, and analyze texts written in French.

***Direct Assessment tool on next page.**

*Direct Assessment Tool, French Program, 2023

FREN 241/FREN 460 : La Shoah Nom / prénom :

***Rubrique de notation pour l'essai final Rubric for final essay**

30% de la note finale / 30% of final grade

Presentations: New Title/New Outline—New Title/New Outline/New Introduction—New Title/New Outline/New Introduction /New Arguments. To be presented along with these same elements from the midterm. What has changed? What has been reinforced?

Paper: : 241: 8 pages/460: 10 pages. Times New Roman font, 12 pt. Double-spaced, 1-inch margins. Page numbers, title. Read by and discussed with a peer assistant/French Peer Assistant at the Writing Center. Indicate date/time of appointment on the final paper. FREN students: paper and presentations in French.

Prompt: Please revisit your midterm paper: having completed the readings for this semester, along with your own jigsaw reading and those of your classmates, what would you add to/subtract from your paper? Do you agree with the conclusions you had reached at the midterm? Please rewrite your midterm paper, adding support using the additional texts we examined, and conclude your paper with an application of your ideas regarding the Holocaust to our world today. Were Nazi/Fascist ideologies eradicated? If not, what is to be done? Articulate some specific actions and/or policies to move our world forward.

*Rubric on next page.

Catégorie	A	B	C	D - F
Titre/plan annoté French Program Assessment LG 4 2023	Bonne forme de plan. Nouveau titre : intéressant, créatif, donne une idée de ce dont l'essai va traiter.	Assez bonne forme de plan. Même titre. Donne une idée de ce dont l'essai va traiter, mais n'est ni créatif ni intéressant.	Mauvaise forme de plan ; n'a pas changé le titre. Ne donne pas une idée de ce dont l'essai va traiter ; banal.	Pas rendu. Estell
Titre/plan/Introduction /2 changements	A réagi aux conseils/a corrigé des fautes de mi-semester. Excellente introduction à la française. 2 changements articulés.	A réagi assez bien aux conseils/a corrigé certaines fautes. Bonne introduction à la française. 1 changement articulé.	N'a pas réagi aux conseils. Assez bonne introd, mais pas à la française. Aucun changement.	Pas rendu.
Titre/Plan/Introduction / Changements/ Arguments	Introduit et explique de façon claire les arguments et au moins un changement. Soutient tous les arguments en citant le texte et en utilisant un ou deux article/s. Utilise les textes puzzle.	Introduit et explique de façon assez claire au moins un changement et les arguments. Soutient certains des arguments en citant le texte, et un ou deux article/s. Utilise les textes puzzle.	Introduit et explique de façon peu claire les arguments et un changement. Ne soutient pas les arguments et n'utilise pas les textes puzzle.	Pas rendu.
Essai final	Rendu à temps. Ecrit de manière professionnelle et intéressante. Introduit explique et conclut de façon claire les arguments. Soutient tous les arguments en citant le texte et en utilisant un ou deux article/s. Utilise un minimum de deux (autres) textes puzzle. A parfaitement suivi le format indiqué sur le syllabus.	Rendu en retard. Introduit, explique et conclut de façon assez claire les arguments. Soutient certains des arguments en citant le texte, et un ou deux article/s. Utilise un (autre) texte puzzle. A suivi certains aspects du format sur le syllabus.	Rendu en retard. Introduit et explique de façon peu claire les arguments. Ne soutient pas les arguments. N'utilise pas les textes puzzle. N'a pas respecté le format.	Pas rendu.
Présentation	8 minutes : clair, intéressant, bien soutenu par les textes, articles, textes puzzle. Facile à suivre.	7 minutes : assez clair, intéressant, assez bien soutenu par les textes, articles, textes puzzle. Assez facile à suivre.	6 minutes. Médiocre.	5 minutes. Mauvaise.

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