

Committee on Educational Policy
Advisory Guidelines on Writing Undergraduate Performance
(Narrative) Evaluations
October 2010

Table of Contents

1. Introduction
2. Senate regulations regarding performance evaluation
3. Examples of performance evaluation
4. Who reads performance evaluations?
5. Consistency and thoroughness
6. What is and is not acceptable content?
7. Mapping adjectives to grades
8. The coursework description field
9. Timeliness
10. Closing remarks

Appendix. Sample: Transcript of Performance Evaluations

1. Introduction

In 2010, the UCSC faculty voted to make narrative evaluations optional. This decision represented a significant change from past practice. Almost from the founding of the campus, UCSC has used written performance evaluations to evaluate student performance, rather than relying solely on conventional letter grades. This practice reflected the conviction that the results of higher education could not be adequately summarized in a single, one-dimensional measure, namely an A, B, C, D or F. Although mandatory letter grades were added to the performance evaluation system in 2000, the evaluations were retained.

The most recent decision reflected, among other things, growing sentiment among faculty that writing narrative evaluations for an expanding population of students was becoming too burdensome for instructors and teaching assistants, and that labor spent on these evaluations could be better spent on preparation for class meetings, providing substantive feedback on papers and exams, and so on. Others opposed mandatory evaluations more specifically on the basis that many instructors were devoting significant time to writing evaluations that provided little substantive information.

Under the new system, narrative evaluations are provided solely at the discretion of the instructor of a given class. Yet, we recognize that many students continue to find evaluations valuable. Research indicates that students' understanding is promoted by environments that prioritize learning goals and evaluate performance in ways that are closely tied to processes of learning and instruction (see the National Academy of Sciences report: "How People Learn," 1999). Viewing a situation as an opportunity for learning—as opposed to merely a validation of ability—induces students to choose more challenging tasks, persevere in the face of difficulties, perceive instructors and peers as resources rather than as potential obstacles, and develop long-term interest. With this in mind, some instructors may wish to continue writing narrative evaluations under the new, optional system. Some may wish to write evaluations for all students, while others may write them selectively. Faculty should also consider clearly stating before the drop/add deadline whether or not evaluations will be written, and in what cases.

We offer these comments for those who wish to continue to write evaluations, so that they can better understand the system long in place at UCSC and find ways of writing evaluations that work for them in their courses. The performance evaluation system acknowledges the tremendous variations of classroom environments, evaluation strategies, and logistic concerns from course to course across our campus. This guide provides helpful tips, some recommendations, and a catalog of sample student evaluations including a sample transcript. The latter are intended to document the rich variety of written evaluation possible within the performance evaluation system and to offer ideas and templates for evaluation writers.

2. Senate regulation regarding performance evaluation

9.2.1 At the end of the term, each instructor teaching a credit-granting course has the option to prepare a written evaluation for any student in his or her class. The narrative evaluation must evaluate the quality and characteristics of the student's performance in the class. (Refer to CEP

Advisory Guidelines on Writing Narrative Evaluations.)

With the exception of excluding clearly inappropriate material, the only requirement on evaluations' content set by the Senate regulation is that they describe the "quality and characteristics of the student's work." No list of characteristics is provided, nor is there any expectation determining length, thoroughness, or specific content. The decision on how best to describe the quality and characteristics of student work is yours. You may decide to write highly individual evaluations of each student. You may decide to use a spreadsheet macro to transform your grade sheets into descriptive text or to drive menus and grids. Performance evaluations may simply state the grade received, they may go further and contextualize the grade awarded the student, or they may be more synthetic. It is left to the instructor of record to decide what form of evaluation is most efficient, effective, and appropriate for your course and your students.

3. Examples of performance evaluation

To demonstrate the flexibility and power of performance evaluations, we offer the following examples. The course title is in **bold** face; course descriptions are in *italic* face. A longer list of sample evaluations can be found in the appendix.

Example #1:

Elementary Latin

*The first quarter of Latin forms and syntax, using the Smith and Jones textbook.
Evaluation based on class participation, quizzes, midterm and final examinations.*

Grasp of Forms: Very Good

Grasp of Syntax: Good

Skill in Translating: Very Good

General Comments: Ms. Slug worked hard and the results were obvious. She needs only to tighten her knowledge of syntax a bit more. This was a B performance.

Example #2:

Introductory American Politics

Ms. Slug produced good work in the class by the end of the quarter. Her work showed marked improvement on both the short essays and the midterm and final exams. Her early essays were adequate, but did not always show a grasp of the material; her final essay, however, was of excellent quality, well argued and smartly written. Her midterm was quite an uneven effort. She easily passed the first half of the exam but failed to complete the essay portion. On the final, by far the most difficult exercise, Ms. Slug acquitted herself nicely. She demonstrated a competent grasp of the material necessary for an understanding of American political development. Aside from some minor conceptual confusion at the outset, the paper was a fine synthesis of course materials. Ms. Slug attended and participated in sections regularly, and gave a fine oral presentation of a chapter in Shell's *Time of Illusion*.

Example #3:

Introductory Physics

Overall Grade: B+

Performance on comprehensive final: Very good.

Performance on midterm exams: Very good.

Performance on homework: Excellent

Example #4:

Dante's Divine Comedy in Translation

Large lecture class (120 students) with weekly discussion section. Students read Dante's Vita Nuova and the Divine Comedy (Inferno, Purgatorio and selected canti from Paradiso.); selected lyrics from French and Italian courtly poetry; Books I-VI of Virgil's Aeneid. Two papers and a final exam were required.

Ms. Slug did satisfactory work in this course. She attended the required number of sections, but consistently arrived late to class and often missed material that could have benefited her greatly. Ms. Slug's written work was satisfactory overall. In her first paper, she raised some interesting and important points, and showed promising potential, but the paper was limited by the omission of an interpretive thesis position. In her second paper, Ms. Slug offered a competent discussion of the figures of Ulysses and Guido da Montefeltro (Inferno 26-27) in terms of their similarity to Dante's own role as a political leader and poetic prophet. Although Ms. Slug did not consult any of the reserve book list critical essays on this canto, and thus did not present a clearly articulated interpretive thesis, she demonstrated understanding and control of the major issues of the episode. Ms. Slug's final exam was quite good--clearly the strongest work she turned in all quarter.

Overall, Ms. Slug did passing work this quarter.

Example #5:

Calculus

Evaluations were based on the midterm (30%), a comprehensive final examination (40%) and 5 homework assignments (30%). Textbook: Jones and Smith, fourth edition.

Midterm: C
Final Exam: B-
Homework: B
Overall Grade: B-

Example #6:

Introduction to Human Evolution

This is a large lecture course accompanied by weekly lab-discussion sections. Evaluation is based on midterm and final essay exams, participation in weekly sections, and a term paper.

Ms. Slug's midterm showed a fair understanding of the issues but confusion about some concepts. Ms. Slug followed up by rewriting the problem areas on her test and working diligently to clear up these minor confusions. She improved her class performance by writing a very good final exam. Ms. Slug wrote a thoughtful term paper on primate communication. Ms. Slug was a dedicated member of her weekly discussion section, and contributed many good ideas and insights into the matters being discussed. Overall, Ms. Slug's mastery of the material presented in this class was good—a B.

Example #7:

Computer Organization

Introductory assembly language and computer architecture. Weekly programming assignments in MIPS (simulator) and HC11 (standalone microcontroller kit) assembly languages. 4 graded and 6 checked off programming assignments. Overall score composed of final (30%), weekly quizzes (35%), checked programs (10%), and graded programs (25%).

89 students with 78 taking final

	Score	Rank	Min	Max	Ave	SD
Graded Labs:	55	73	2	100	72	21
Chckd Labs:	62	76	20	100	82	18
Quizzes:	38	79	16	93	63	16
Final:	49	73	39	100	67	13
Overall:	48	78	7	97	66	20

Ms. Slug was a regular contributor to class. She occasionally received reduced scores on programming assignments due to the checkoff policy and not carefully reading assignment requirements. Even taking this into account, her final and quiz performances were poor.

Overall class performance: poor (D)

Example #8:

Physical Geology

Introductory course using Jones and Jones, 4th edition. Students assessed on three exams (50%), four homework assignments (35%) and section participation and project (15%). 95 students completed the course. There were 15 A's, 30 B's, 30 C's and 10 D's assigned.

Ms. Slug received scores of 100, 77, 88 and 74 on the four homework assignments (relative to class averages of 92, 86, 91 and 95, respectively). Compared to her peers, this is good work. She tended to do well with interpretation and synthesis, but struggled with more quantitative (numerical) questions. On the three exams, Ms. Slug earned scores of 77, 71 and 77 (relative to class averages of 71, 77 and 74) placing her right at the class average. Again, problems with quantitative questions, especially calculator exercises, were apparent. Her section project was a nicely researched and well-organized introduction to the geologic history of the Pinnacles National Monument. Overall, Ms. Slug's work was average.

Example #9:

Introductory Writing

In this introductory writing class, Ms. Slug attended class regularly, contributing frequently and usefully to discussions. She satisfactorily completed five of six assigned essays, with revisions. After a somewhat uneven start to the quarter, Ms. Slug made substantial progress in explaining her ideas more clearly and coherently, adding greater depth to her analyses, and improving the accuracy of her proof reading and use of sources. Her final essay in a series of papers on the Napster controversy was particularly well done. When she adds discipline and careful revision to her considerable stylistic flair, Ms. Slug's essays are interesting and effective.

Example #10:

Beginning Sculpture

Sculpting techniques in ceramics, issues and concepts related to the body and its representation, approaches to the artistic process, the relationship of contemporary art to studio practice.

Ms. Slug's sculpting skills in this course were very good, her glazing and conceptual skills were good. Her fish sculpture showed very good use of texture and visually interesting form. A suggestion is that she take more risks with sculpture by working on more challenging forms and concepts. Ms. Slug was active in class discussions and participated in firing the kiln.

Example #11:

Chemistry: Independent Study

Ms. Slug completed her second quarter of independent research this quarter. She continued to do an outstanding job in the isolation of sesterterpenes from an Indo-Pacific marine sponge. The required reports, while terse, were submitted in a timely fashion and contained appropriate details on the progress of work in the laboratory. She also gave a very nice oral presentation at our most recent evening seminar event.

As is clear from the above and the appendix, performance evaluations may take many forms, allowing you to find the mode of evaluation that works best for you in your courses.

4. Who reads performance evaluations?

Performance evaluations become part of the student's permanent transcript and reach a large and diverse audience. In addition to the student, performance evaluations will be reviewed by college academic staff, by the student's department, and by anyone to whom a student opts to send the complete official transcript (grades and evaluations), including fellowship and scholarship review panels, graduate and professional school admissions committees and potential employers. Of this audience, only the student has had access to instructor feedback, comments, and scores provided during the quarter—forms of "real-time" evaluation that should not be deferred to an end of quarter written evaluation. Bearing the audience in mind, performance evaluations should provide the necessary context to be understood by readers who were not in the course, don't have access to course materials or syllabi, and may not be familiar with narrative evaluation generally. In other words, you should write evaluations under the assumption that your audience lies outside UC Santa Cruz. Because outside readers may be overwhelmed by volume, we recommend that, except in extraordinary circumstances, each evaluation you write be succinct and less than 150 words in length.

Evaluations are not edited or proofread by anyone but you, but their audience is global. Please adhere to appropriate (proper) grammar and stylistic practices. What you write reflects on UCSC as a whole. See http://pio.ucsc.edu/style_guide.html for the official campus style guide.

5. Consistency and thoroughness

The majority of performance evaluations generated at UCSC before the recent change to the system documented performance in courses of 50 or more students. In courses of this size it is often difficult, if not impossible, to come to know each student personally. Some students will make the effort to establish a fuller relation with you; others will not. As a result, you will find that the level of commentary you are able to provide in performance evaluations will vary from student to student. This raises an important question: should you restrict yourself to indicators of student performance that are universally shared by students (such as test scores, evaluations of written work, etc.) or can your evaluations vary? This is for you to decide: Senate regulations afford you complete authority in determining the degree of consistency and thoroughness of performance evaluation. In making this determination, however, there are a number of factors you may wish to consider. Do you wish to acknowledge student effort at developing a fuller line of communication with you? Have you strayed from evaluating performance to commenting on personality? Will your comments be understood by the student and other readers? Regardless of class size, remember that it is the quality of the evaluation that is important, not its length.

6. What is and is not acceptable content?

Evaluations describe the quality and characteristics of student performance in the class. Comments not germane to student performance are not acceptable in performance evaluations. For example, "Student A is very bright but did not commit sufficient effort to this course" does not document performance and is, at best, conjecture. It is better to let the student's work speak for itself, for example, "Student A's work was mixed. Two papers were highly insightful and superbly crafted while the other two were sloppily assembled and cursory." Similarly, "Student B did not do well on the midterm as the result of a severe case of flu" is not acceptable. You may think that providing personal information (flu) puts a poor performance into a more favorable context, but a potential employer might not agree. We recommend substituting the phrase, "circumstances beyond his/her control," in cases where you think such explanation is absolutely necessary.

Student ability, health, physical or learning disabilities, religious and political beliefs, and the like, are never considerations in student assessment and have no place in performance evaluation. Students have the right to initiate grievances for performance evaluations that they feel are based on criteria other than academic performance or that apply academic criteria in an arbitrary or capricious way that does not reflect student performance in relation to course requirements. The student grievance procedure can be found in Appendix C in the Manual of the Santa Cruz Division Academic Senate (<http://senate.ucsc.edu/manual/SCapp99.html#AppendixC>).

The explicit mention of letter grades in performance evaluations is permitted. Given the near universal character of letter grading systems, inclusion of a letter grade or grades in an evaluation may provide a compact and potentially precise summary of student performance. However, letter grades are single-dimensional indicators of student performance and are inherently limited. Furthermore, performance evaluations can counteract the effects of grade inflation. CEP recommends that you bear these considerations in mind when using letter grades in written evaluations (see also section 8). CEP further recommends that you respect the decision of students who have chosen to enroll on a P/NP basis by avoiding mention of a letter grade in the performance evaluation.

7. Mapping adjectives to grades

The majority of students in a course will receive a letter grade at the end of the quarter. At the end of the quarter, it is important that the performance evaluation be consistent with the summary letter grade. The following table will help you choose adjectives that are consistent with the grade assigned. These rough correspondences have emerged as the consensus of a large number of UCSC faculty and are consistent with Systemwide regulations. The list is not exhaustive, and many other descriptors are appropriate.

Grade	P/NP	Adjectives
A	P	Honors, superb, outstanding, excellent, top-notch
B	P	Very good, quite good, above average
C	P	Average, satisfactory, fairly good, passing
D*	NP	Below average, marginal
F	NP	Poor, inadequate, inferior, unsatisfactory

*At UCSC the grade of D results only in credit toward the requirement of 180 credit hours for graduation; courses for which the student receives a grade of D do not count toward major, minor, or college requirements or for general education. There is no C-; students whose work is passing, but below C in quality receive a D. The choice of adjectives in the evaluation should be consistent with the grade of D.

8. The coursework description field

The instructor may choose to write a brief description of the coursework that the Registrar inserts at the beginning of each student's evaluation. This is information about the classwork that is applicable to all students in the class and does not vary from student to student. Typical content includes the scope of the course, textbooks used, a breakdown of assignments and exams, etc. In larger classes, the coursework description is well used to document the basis of student evaluation. You may wish to include the average grade or median score for the class as a powerful hedge against grade inflation. You should usually avoid simply quoting the catalog description of the class which is available on the web.

The Committee on Educational Policy imposes a limit of 60 words on coursework descriptions. Although this may seem restrictive, it must be remembered that a student's transcript is an evaluation of that student's work, not a series of expansive coursework descriptions written by instructors with understandable pride.

CEP recommends that you revise your coursework description with each offering of the course.

9. Timeliness

Although the new Senate regulation does not impose a deadline for submission of optional narrative evaluations, faculty should consider writing them in a timely fashion so that students can productively use them to track and improve their academic performance.

10. Closing remarks

UCSC is unique in the University of California system, and amongst major research universities in the US, in providing the option of written performance evaluations to students. If used properly, written performance evaluations may continue to serve as useful teaching tools under the new, optional system. If you decide to use evaluations, experiment, talk, with colleagues, examine the examples in this document and, most important, determine how the practice will work best for you and your students.

Appendix. Sample: Transcript of performance evaluations

This sample performance evaluation transcript is edited from an actual student's official transcript. Although CEP does not find all the evaluations in this transcript to be exemplary, the variety of evaluation types and forms is indicative of the various practices of faculty members across campus.

ACADEMIC YEAR 4

FALL QUARTER

ELEMENTARY LATIN – *The first quarter of Latin forms and syntax, using the Moreland and Fleischer textbook. Evaluation based on class participation, quizzes, midterm and final examinations.*

Grasp of Forms: Very Good

Grasp of Syntax: Good

Skill in Translating: Very Good

General Comments: Ms. Slug worked hard and the results were obvious. She needs only to tighten her knowledge of syntax a bit more. This was a B performance.

ACTING STUDIO II – *Dealt primarily with an attempt to identify individual acting problems for each student through exercise, scene work, and monologues. There was considerable work done on "body centers," actions and activities, objectives and hidden objectives, and interactions.*

Ms. Slug began the quarter with severe limitations as an actress in the areas of voice and diction. These included a propensity for introspective pauses that prohibited her from speaking in complete sentences, a lack of vocal energy often rendering her inaudible, and sloppy articulation. Ms. Slug tackled these problems immediately and made great improvement. Her final performance as Dorine, in a scene from Moliere's *Tartuffe*, proved that her self-confidence eliminated her vocal problems. Her growth as an actress during this quarter was remarkable, resulting in an overall grade of B.

WINTER QUARTER

BEG SCULPTURE – *Class projects were a two-figure composition, a one-figure composition, an armature using plastilina, an abstraction and two waxes.*

Overall grade: C+.

Ms. Slug could have improved her work habits and obtained better results. Overall though, I feel she has potential, is a good student, and I would recommend that she continue to study sculpture.

ELEMENTARY LATIN – *The second quarter of forms and syntax, using the Wheelock text. Evaluation based on class participation, quizzes, final examination.*

Ms. Slug's performance in this class was always satisfactory and often good—earning a B- for the quarter. The only major gap in her mastery of Latin is difficulty in dealing with syntactic function. Her reading ability is good. With a bit more attention to detail, Ms. Slug's work will be first-rate.

POLITICS TUTORIAL

Ms. Slug did very strong, at times excellent, work in this tutorial on revolution and reaction in Latin America. She read extensively from a selection of materials on politics in Cuba, Chile, Mexico, Nicaragua, Brazil and the Southern Cone. She prepared incisive, cogent written summaries of the major arguments of all the readings that we then discussed during our tutorial sessions. The summaries, like Ms. Slug's comments during our bi-weekly sessions, showed conclusively that Ms. Slug acquired a firm and fairly sophisticated handle on core theoretical issues central to the study of Latin American politics. Her two analytical essays were creatively conceptualized and successfully probed complex questions. Overall, an A performance.

SPRING QUARTER

INFECTIOUS DISEASE – *Historical readings, augmented with contemporary biological and medical thought, were utilized to demonstrate how various cultures from a variety of eras have dealt with infectious diseases. Two papers and two examinations were required for the course.*

Ms. Slug earned a B+.

POLITICAL CHANGE - THIRD WORLD – *Surveyed political change in comparative perspective by focusing on the revolutions in Russian, China, Mexico and Iran, on reform in Turkey and Japan, and on personal rule in post-colonial Africa. A brief summary exercise on basic theoretical material and two take-home examinations were required.*

Ms. Slug progressed impressively in this course from a fine midterm examination to work of truly outstanding distinction on her (delayed) final examination. Her midterm essay showed her adept at comparison of two countries in terms of social structures, elite political choices, and similarly successful institutionalization of flexible political institutions; she made very good use of concepts drawn from a general text on the subject but skimmed somewhat on the telling application of historical detail to substantiate her case and reveal its more intricate dimensions. Her final examination paper, however, was beyond criticism. In her long comparative essay on two royal responses to the challenge of modernization she used her three texts not only to structure a notably clear and faithful presentation of the unacceptable choices forced on modernizing monarchs but also to reveal the complementary quality of the contributions of her three authors. Theoretically sophisticated, analytically incisive, and firmly substantiated in clear prose, it was among the best essays of its kind I have received in the past decade. Overall, an A.

ACADEMIC YEAR 3

FALL QUARTER

BIBLE AS LITERATURE – *An in-depth study of selected Biblical passages. There was a midterm and a final, one 10-page paper, and about 15 Biblical verses to be learnt by heart.*

Ms. Slug earned a B.

Her midterm and final displayed a weak knowledge of Biblical facts and characters, but showed fair interpretations of the texts assigned.

STATE & ECONOMY

Ms. Slug's work was generally very good.

First essay: good understanding of the arguments.

Second essay: very good -- clearly and systematically evaluated argument.

Third essay: the weakest, failing to fully address the question.

Ms. Slug's answers were often imaginative, but frequently roughly written.

INTERNATIONAL POLITICS – *Was an upper-division course on the theory and history of international relations. Written work consisted of an in-class midterm, used for indicative purposes only, a short analytic paper, and a take-home final.*

Ms. Slug earned a B-.

WINTER QUARTER

INTERNATIONAL ORGANIZATION – *An upper-division course on International Organizations' and other non-state actors' role in international politics. Evaluations based on two take-home exams. Midterm contained two parts: individual and collective essay. Two final essays required.*

Ms. Slug's performance on the individual section of the midterm was well written but hardly analytical. The collective paper in which she participated was of good quality, demonstrating a mastery of the required material. In the first section of the final she chose to discuss the function of diverse international organizations. The paper quotes extensively from their mandates and gives little understanding of the problems they face on the nature of the changes that they seek. Overall Ms. Slug's performance was of satisfactory quality. She understood some of the major readings and theories. This was a C performance.

FIELD STUDY IN POLITICS

Ms. Slug undertook a quarter of field study as an intern in Assemblyman Sam Farr's local district office. She produced a very nice circumstantial account of the round of her daily work and the conclusions she drew from it. Selecting three cases for close analysis, she recounted her frustration in attempting to measure up fully to her own conception of the demands of the job and her eventual realization that these frustrations were systemically rooted in a difference between an administrative and a legislative/political definition of "service" to constituents. Maintaining a tight connection between her own observations and a more general analytic understanding of political processes, she developed an argument that spoke directly both to her role in the field and to her academic responsibilities as a student of politics. It was a dual role that did not seem to come easily to her, but the results clearly justified the great effort she put into it.

INTRO STUDIES IN ACTING – *Course involved exercises, ensemble acting, papers, discussions, and performances.*

Ms. Slug's work in the class earned a B+.

Comments: She is the kind of dedicated and sensitive team player required by an ensemble acting class or any collaborative endeavor.

SPRING QUARTER

WORLD HISTORY & RELIGION – *The history of the major religions in the modern period bringing out the relationships of political, economic and social history to the inner thinking and practice of the religions. Each student was required to do library, and if possible, field research and to write two papers.*

Ms. Slug earned a B.

INTERNATIONAL LAW, WORLD ORDER – *A survey of issues on the international legal agenda in order to analyze the relationship between law and politics in the international system. Course requirements: three short papers and a take-home final exam.*

Ms. Slug's first paper assessing the legality of Israel's abduction of Eichmann from Argentina in 1962 was well argued, indicating a thorough understanding of the key concepts of the course. The second paper was an assessment of the legality and feasibility of U.S. foreign policy options in Nicaragua. The paper demonstrated an excellent understanding of both the political and the legal implications of each of the options presented. The third paper topic was the legality of the Strategic Defense Initiative. The paper was a very competent assessment of the legal, philosophical, and political positions at stake in the SDI debate. Ms. Slug was a central participant in the class debate on whether the U.S. would be justified in intervening in Haiti to protect human rights. Her final exam was her least impressive piece of work. Although it touched on the major issues of the course, it did so superficially, citing little of the assigned literature. Overall, however, her performance was good.

ACTING STUDIO I

Ms. Slug's talent as an actress was exhibited this quarter in several unusually sensitive and complex performance assignments and written analyses. Furthermore, Ms. Slug obviously devoted substantial time, thought, and hard work to the class. If anything, she "worried" far too much about things.

Ms. Slug made great strides in overcoming severe inhibitions that would be a formidable, if not impossible, barrier to further acting endeavors. When released, her work was marked by an open vulnerability I have rarely seen in an acting student. Ms. Slug scheduled several appointments outside of class, again an indicator of her 100% commitment to learning the material covered in this course.

Still, Ms. Slug's written and performance work was wildly inconsistent. Her performance as Beth in a scene from Shepard's *A Lie of the Mind* was exceptional. Yet Ms. Slug did not feel she had done well. This lack of self-objectivity is dangerous to an actor. Ms. Slug over-intellectualizes the acting process to a fault, resulting in subjective choices that lead to inconsistent, hit-or-miss performances. She must learn to simplify her approach to acting, stop thinking and re-thinking, make one choice at a time and then just do it.

ACADEMIC YEAR 2

FALL QUARTER

INTRO HUMAN EVOLUTION – *A large lecture course accompanied by weekly lab-discussion sections, introducing students to evolutionary theory and mechanisms; primate behavior and evolution; fossil and molecular evidence for human evolution and variation; techniques applied to the study of human origins. Evaluation is based on midterm and final essay exams, participation in weekly sections, and a term paper.*

Ms. Slug's midterm showed a fair understanding of the issues but confusion about some specific concepts. Ms. Slug followed up by rewriting the problem areas on her test and worked diligently to clear up these minor confusions. She improved her class performance by writing a very good final exam. Ms. Slug wrote a thoughtful term paper on primate communication. Ms. Slug was a dedicated member of her weekly discussion section, and contributed many good ideas and insights into the matters being discussed. Overall, Ms. Slug's mastery of the material presented in this class was good—a B.

PHILOSOPHY OF LAW

Ms. Slug's work showed earnest effort, but was marred by insufficient critical (and self-critical) probing. Her initial paper raised good questions, but did not pursue any very far. Her second paper again made good points, but seemed confused on central issues. And her final paper (on "Reverse Discrimination") clearly stated a view, but without confronting the difficulties or arguments associated with that view. Her class presentation (on abortion) was in some ways thoughtful, but again less than wholly persuasive. Despite the flaws in her performance, the interest and energy she gave the course were evident. Overall, a B- performance.

GENERAL PHYSICS – *Course traces the development of the Newtonian world picture and the challenge to it by special relativity and quantum physics. While conceptual aspects were stressed, some basic calculation techniques were also included.*

Overall Grade: B+.

Performance on comprehensive final: Very good.

Performance on midterm exams: Very good.

Performance on homework: Excellent.

WINTER QUARTER

INTRO CULTURAL ANTHRO – *Introduction to major concepts and approaches in social and cultural anthropology, while examining issues in American society and culture as well as studying other cultures and societies. Students are evaluated on their in-class midterm and final exams, 5- to 7-page term project, quiz, and participation in sections.*

Ms. Slug earned an A-.

Comment: Her observational study of "punk rock" rituals was outstanding, engagingly written, sensitively detailed, and featured an insightful symbolic analysis.

CRITICAL THINKING

Ms. Slug did excellent work on her quizzes, indicating conscientious preparation of the assigned materials. She did outstanding work in deductive logic for both the midterm and final exam, showing that she was able to render arguments into standard form and correctly determine validity. Ms. Slug wrote very good analyses of the inductive arguments for the final exam, criticizing material fallacies, faulty analogies and non-representative samples. Overall, an A- for the quarter.

MODERN POLITICAL THEORY – *Course examined early modern political theory, from the Renaissance through the Enlightenment. Course work consisted of two lectures and one section discussion a week, the texts, and three papers.*

Ms. Slug's work for this course was very good, a B+. Ms. Slug wrote three essays -- the first, a consideration of human will in Luther and Machiavelli; the second, an analysis of nature and human nature as themes which inform the theories of obligation, community and sovereignty in Hobbes and Locke; and the third, a discussion of the contrast between Rousseau and previous social contract theorists on the question of political legitimacy. Although new to the discipline of political theory, Ms. Slug produced interesting work that reflected her increasing confidence and ability to engage the course material. She regularly attended weekly discussion sections and raised relevant and importantly perplexing questions.

SPRING QUARTER

INTRO ENVIRONMENTAL ISSUES – *An overview of the range of substantive concerns involved in the study and resolution of environmental issues. Emphasis is on social institutions and how they shape perceptions and understanding of the environment. Requirements: three essays, journal, quizzes, and final examination. Enrollment: 240.*

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

Ms. Slug completed the essays in a timely manner; this written work demonstrated an adequate command of the course material. The overall quality of her written work was good, reflecting improvement throughout the quarter. Ms. Slug's journal of a courtyard was of very good quality; her careful observations were insightful and revealed creative work. Ms. Slug's participation in discussion section was frequent and informed. The quality of her verbal skills was very good. Her performance on the two quizzes and final examination was good. Based on her overall academic performance, Ms. Slug warrants a B+ summary evaluation.

INTRO AMERICAN POLITICS

Ms. Slug produced good work in the class by the end of the quarter. Her work showed marked improvement on both the short essays and the midterm and final exams. Her early essays were adequate, but did not always show a grasp of all the material; her final essay however, was of excellent quality, well argued and smartly written. Her mid-term was quite an uneven effort. She easily passed the first half of the exam but failed to complete the essay portion. On the final, by far the most difficult exercise, Ms. Slug acquitted herself nicely. She demonstrated a competent grasp of the materials necessary for an understanding of American political development. Aside from some minor conceptual confusion at the outset, the paper was a fine synthesis of course materials. Ms. Slug attended and participated in sections regularly, and gave a fine oral presentation of a chapter in Shell's Time of Illusion.

RECENT POLITICAL THEORY

Ms. Slug did good, solid B work for this course. She attended sections regularly and her occasional comments contributed to group discussion. Her papers were thorough and thoughtful. Her first essay, on Tocqueville, showed a fine understanding of the complexities of the thinker. The paper would have been stronger if Ms. Slug had put more of her own views into her conclusion, but it remained a good start to the course. And each subsequent paper was better than the one before. Her final essay on Nietzsche and Marx was lucid, tightly written and argued, and gave a good account not only of what but of how they think. Ms. Slug showed that she has learned to write about difficult theoretical questions with economy and skill.

ACADEMIC YEAR 1

FALL QUARTER

FEMALE PHYSIOLOGY – *Anatomy and physiology of women's reproductive system. Midterm, final and research paper required.*

Ms. Slug earned a B.

Comment: She received satisfactory grades on both the final and midterm exams, and did consistently well on the quizzes. Her research paper on the complications in birth was outstanding; one of the best in the class.

CORE COURSE: IDENTITY, HISTORY, COMMUNITY – *This course section satisfies the writing-intensive portion of the general education requirements.*

Ms. Slug revealed the seriousness with which she approaches learning. Her oral presentation was well executed and tremendously thought-provoking, drawing on the lectures, readings and her own experiences with a critical subject. She participated in a tremendously successful small group in which students engaged in critical thinking, shared skills and developed valuable friendships. Her research project, while short, provocatively utilizes concrete, engaged writing.

INTERMEDIATE HEBREW – *Coursework involved written tests and oral presentations.*

Ms. Slug's work earned a B+.

WINTER QUARTER

INTRO CHEM NUTRITION – *Covered the chemical and physical properties, digestion, absorption and metabolism; food sources and effects of deficiencies or excesses of carbohydrates, fats, proteins, vitamins and minerals. Requirements included weekly quizzes and a final exam.*

Overall, a C+.

INTERMEDIATE HEBREW – *Coursework involved written tests and oral presentations.*

Ms. Slug's work earned A-.

COMPOSITION & RHETORIC

Ms. Slug made an effort to develop her writing skills and demonstrated a good understanding of the literature and issues covered. However, while the expression and organization of her papers during the term was good, her final paper contained many proofreading and spelling errors and some problems with the clear organization and expression of her ideas. I suggest that she take more writing courses to further improve her skills. She completed all of the course assignments and was an active participant in most class discussions and group editing sessions. Overall, Ms. Slug's writing and thinking skills showed good improvement over the quarter. B-.

SPRING QUARTER

PUBLIC HEALTH

Ms. Slug placed in the upper fifty percent of the class. Her midterm score was in the top thirty percent of the class and her final score was below average. Her research paper on toxic waste was excellent - very well written and documented and presented in a clear, well-organized style. Her health assessment and weekly health journal were good although they did not seem to represent much effort. Overall, a B.

INTRO HUMANISTIC PSYCHOLOGY – *Evaluation based on a midterm examination and a comprehensive final examination.*

Ms. Slug earned a C.

INTRO SOCIOLOGY – *Covers the definition of the field and presents an analysis of basic concepts and methods in sociology. Students are required to tie their readings and the class discussion to the observable social world by doing a field study.*

Ms. Slug earned an A-.

Comment: Her participant observation project researching gender differentiation in response to greetings was systematic and self-reflective.