



Dear member of the instructional faculty for Perspective 2 courses,

As members of the Perspective 2 Assessment Committee, we are writing to you for help in our efforts. Under the direction of Associate Provost Arlene Walker-Andrews, this committee is charged to determine to what extent the L courses are satisfying the criteria for this perspective. In so doing, we have made the following decisions:

1. We are soliciting from you a half-dozen samples of student writing from the lower-division L course which you are teaching this semester.
2. These samples will be read and assessed for their fulfillment of only *one* learning outcome of the three listed in the catalog (p. 27) for this perspective; that is, for starters this year, we will not try to assess everything that the L designation intends for a student to accomplish in the course.
3. We have agreed upon an evaluation measurement. Once these measurements are filled out from our assessment of the writing samples themselves, the raw data will be evaluated.
4. Only aggregate data will be sent to the Provost's Office, e.g., 70% of the students taking a course in perspective L showed excellent performance on the learning objective, 10% good performance, 16% fair performance, and 4% failed to show any understanding.

So would you please provide us with samples of student writing from the class which you teach from the list below? (These may be formal papers, answers to essay questions on an exam, any other type of assignment completed inside or outside of class in connection with the course requirements.) Note the following

1. Please provide us with photocopies, not the originals that will be returned to the students.
2. Your corrections and comments may or may not be on the papers. These are not what we are looking for. Remember that these samples will be read for what they tell us about the student's ability to address the learning outcome for Perspective 2—not as a Writing assignment.
3. Please submit these anonymously. Cut off or blacken out any identifying information.
4. Perhaps most important of all, students need to approve that their papers may be selected for assessment measurement. Next year all faculty will be requested to put this as a condition on the syllabus, but that is not in place now. Thus, you need to ask the class as a whole or individually if anyone objects to this use of his/her writing sample. Emphasize, of course, the anonymous and otherwise confidential nature of this process. Maybe using the phrase "Main Hall" will convince them that this procedure is important, remote, and non-threatening. Anyway, try to put them at their ease as best you can. Obviously you will not select writing samples from any students who object to this request.
5. We would like these papers as soon as you have them in your possession; that is, if you have a batch of them now or as soon as the next assignment comes in. Again, please make copies and send them to one of us.

As then-Provost Robert Kindrick said ten years ago, assessment is not going to go away; in fact, it will continue to permeate all areas of instruction. A decade later we are now looking at the effectiveness of our General Education Requirements, and we very badly need your help. Please feel free to call one of us if you wish to discuss this further.

We apologize that this request comes so late in the term. We hope that it will not prove burdensome, despite the fact that things are getting pretty busy. We would like to contact you in a week or so to see whether there are problems and, perhaps, to jog your memory about this project.

Sincerely,

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Professors of Classics, MCLL