**October 2010 Assessment Report Feedback: FURSCA 2009-2010 Report**

**Assessment Committee Contact**: Scott Hendrix, Academic Skills Center

*\*Note*: Assessment report/feedback was reviewed/provided by Vicki Baker and Scott Hendrix

A few sections of the May 2010 report are updated slightly, with more recent information/data or references included (e.g., Section 5: data for 2010 senior theses and Elkin Isaac presentations, update regarding alumni survey plans); otherwise, the report is essentially the same as that submitted in Fall 2009—so the feedback sent to FURSCA regarding that report applies to the annual report as well (*fall 2009 feedback copied below*).

As before, our thanks to FURSCA faculty, students, and staff for the time, energy, and collaborative labor that went into assessment efforts within the program, including the drafting and revising of FURSCA assessment reports.

Please contact your Assessment Committee liaison if you have follow-up questions, comments, or concerns.

**Fall 2009 FURSCA Feedback**  
1. First, thanks for your diligence and extensive time working on the plan/report updates. Overall, the document is much easier to read now, and is considerably more effective in presenting FURSCA student learning goals, along with the program components and methods or instruments used within the program to assess how students are doing in reaching the learning goals.  
  
2. In general, the data and analysis added for Step 5 is helpful in providing a clearer sense of the evidence for student learning within FURSCA. From the evidence presented here, it is clear that student learning happens within the program--and that those of you coordinating the program and faculty overseeing student research projects are working to assess the student learning as it happens.   
\*\*\*Your suggested plans for revising the EOS reports (Step 6) seem especially helpful, and I'd encourage you to revise the report guidelines in ways that help the program more fully, specifically, and accurately assess the student learning goals presented in Step 2.  
  
In addition, I'd also urge you and your colleagues—and probably faculty research supervisors—to consider more extensive and longitudinal use of the EOS reports in conjunction with other student-produced research work (thesis writing, EI or other presentations, posters, etc.). Copied below are my earlier comments/suggestions on this point (Sep 22),   
  
"While the quantitative data is valuable in some ways, the actual presentations and theses/papers would also likely yield helpful information about student learning (which could link back to one or more of the Step 2 outcomes), and might be effectively paired with the end-of-summer reports to demonstrate or track student learning (since FURSCA summer reports are probably written in July/Aug/Sep, and EI presentations and theses are due the following spring semester--a rich opportunity to measure student learning directly, either from student report to presentation/thesis or by faculty FURSCA advisor review and analysis of student learning from report to presentation/thesis; plus probably other options as well)."  
  
3. The suggestion just above is for longer-term planning and development--as you and colleagues plan and revise EOSR guidelines, FURSCA proposal guidelines, etc. Otherwise, at this point, I don't have other specific suggestions or concerns for this round of assessment.