

therefore they struggle when they are pushed to attain standards appropriate to the field. When the course is taught again in Spring 2010, several changes will be made. First, the course will be reorganized to focus on the ultimate outcome, the research proposal. Therefore, instead of an academic, somewhat theoretical, review of research methodology, the course will be more applied in focus. Second, models of acceptable research proposals will be distributed and reviewed in detail. Students will then be instructed more specifically on how to write each section of the proposal. As a result of these changes, students should be more aware of the task before them, and should be more likely to understand it and take it seriously.

To help their students meet this goal, the faculty members revised the course content of SO 221, Methods of Social Research, to focus directly on writing a research project, from the proposal to the polished essay. Two pedagogical reforms were also implemented:

Reassignment of a faculty member to other courses, and
Deliberate and intentional integration of the teaching of writing.

(4) How do we evaluate, modify, and continue to improve the student learning assessment process in this program?

Discussions about student learning in Sociology were regular and ongoing, due to students, as well as the proximity of their offices. The sociologists used their assessment data to draw conclusions while they were able to determine that their students are learning what they want them to learn, students were meeting some goals more consistently than others. The faculty members also used their assessment data to revise their assessment methods, becoming more specific about what types of artifacts to collect. Assessment analysis also showed the faculty where they could revise their curriculum to help their students meet the learning outcome goals, especially in the area of writing a research proposal.

As a result of assessment, Sociology faculty have confirmed that their student learning outcome goals are the right ones for their students. Because they developed strong assessment methods from the outset, the faculty have not needed to alter their practices.

Evaluation from Focus Visit Leadership Team (includes Academic Deans, Program Leaders, and Focus Visit Report Writers)

FVLT Rating: Green

Academic program	Goal 1 (multi-year)	Goal 2 (data collection)	Goal 3 (Use assessment to improve)	Goal 4 (improve assessment)	Total
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