

**MAJOR FIELD ASSESSMENT BI-ANNUAL REPORT**  
**B.A. SOCIOLOGY**  
**FALL 2003 TO SPRING 2005**

**Goal 1**

The baccalaureate program in Sociology will provide students with the skills needed for work in areas such as public and private agencies and organizations and for graduate study.

A. Expected Outcome

Students completing the baccalaureate program in Sociology will be able to identify, analyze, and research various problems related to societies and organizations. They will also demonstrate competence in written and oral communications, analytical skills, and critical thinking skills.

Assessment

Sociology seniors will score a minimum of 50% on the Major Field Assessment test in Sociology.

Results Obtained

The department is not able to determine if this expected outcome has been met from the above assessment strategy as only two students took the Sociology test during this two-year period. Part of the reason for this low number of students is that the test was not given for two semesters after the Katrina hurricane event. However, the department must try to ensure that this test becomes a more useful assessment tool in the future or/and develop a more effective assessment strategy for this expected outcome in the future.

**Goal 2**

Student will be satisfied with the skills, knowledge and support they received in the Sociology program.

A. Expected Outcome

Students completing the baccalaureate program in Sociology will feel their ability for critical thinking was broadened and their skills in working with individuals, groups, and organizations were enhanced.

Assessment

- a. On the SLU Exit Survey, majors will express satisfaction with the quality of instruction, the relevance of the learning content, and the

willingness of faculty to work with students.

### Results Obtained

The 2004-2005 Southeastern Exit Survey provides some insight into this expected outcome. Of the 13 students who provided information all expressed their satisfaction with the effectiveness of the faculty as teachers and with the quality of instruction. However, only 61.6% were satisfied with opportunities for meaningful interaction with faculty in research or other scholarly activities and only 69.3% were satisfied with the interest shown by faculty in their academic development. This may indicate that sociology professors concentrate on classroom related activities more than research and other scholarly activities that involve undergraduate sociology majors. 92.3% were satisfied with the relevancy of courses, but 76.9% were dissatisfied with the help they received from faculty in the department with regard to finding employment in their field. This seems to indicate that the department needs to assess career advising and how to more effectively link the educational environment with post-educational opportunities and student career-paths.

- b. On the Undergraduate Alumni Survey, majors will express satisfaction with the quality of instruction, the relevance of the learning content, and the willingness of faculty to work with students.

### Results Obtained

The department is not able to determine if this expected outcome has been met from the above assessment strategy, as the department does not have the Undergraduate Alumni Survey at its disposal. Clearly, the department must try to ensure that this survey becomes a more useful assessment tool in the future or/and develop a more effective assessment strategy for this expected outcome in the future.

## **APPLICATION OF ASSESSMENT INFORMATION**

On January 13, 2005 the faculty of the Department of Sociology and Criminal Justice held its first faculty retreat to discuss the current state of the department and develop a five year plan to address the Major Field Assessment Process, the recruiting and retention of majors and the development of departmental faculty. The outcome of this retreat will be reflected in the next MFA plan to be filed in the fall semester of 2008.

The department will begin the Social Justice Speaker Series in the fall of 2005 to address issues of importance to the citizens of Louisiana, develop community-department relationships, and to attract interested students to the sociology program.