



“What Can I Do with a Bachelor’s
Degree in Sociology?”

A National Survey of Seniors Majoring in Sociology

FIRST GLANCES: WHAT DO THEY KNOW
AND WHERE ARE THEY GOING?

———— CHART BOOK ————

American Sociological Association
Research and Development Department

JANUARY 2006

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About the American Sociological Association

The American Sociological Association (ASA), founded in 1905, is a non-profit membership association dedicated to advancing sociology as a scientific discipline and profession serving the public good. With nearly 14,000 members, ASA encompasses sociologists who are faculty members at colleges and universities, researchers, practitioners, and students. About 20 percent of the members work in government, business, or non-profit organizations.

As the national organization for sociologists, the American Sociological Association, through its Executive Office, is well positioned to provide a unique set of services to its members and to promote the vitality, visibility, and diversity of the discipline. Working at the national and international levels, the Association aims to articulate policy and implement programs likely to have the broadest possible impact for sociology now and in the future.

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EXECUTIVE SUMMARY

INTRODUCTION

Sociology majors, their parents, and the public often ask, “What can bachelors-level graduates do with their degrees in sociology?” The first step is to find out what kinds of concepts and skills seniors think that they gained as part of their majors, which skills they place on their resumes, and their future plans. To find the answers to these questions and to find out the relation between the sociology curriculum and future careers, the American Sociological Association’s (ASA) Research and Development Department began Phase I of a longitudinal survey of senior majors in the spring of 2005. Seniors were asked why they majored in sociology, what skills and concepts they learned, what skills they listed on their resumes, what additional learning activities they participated in, whether they were satisfied with career and graduate school mentoring, and what were their future plans? Almost 1,800 students responded to the questionnaire. This chart book contains findings from Phase I of the survey; it compares student responses by type of school, race and ethnicity, and gender. Phase II of the survey will find out about the skills, concepts, activities, and mentors new graduates used in job searches, in graduate school, and on the job.

FINDINGS

STUDENTS’ BACKGROUND

The typical graduating sociology major who responded to this survey is a woman, in her early 20s, white, and single, although there is some variation by type of school. Overall, fewer than half of the parents of graduating sociology majors completed their own baccalaureate degree or went beyond to graduate or professional school. Parents of seniors graduating from baccalaureate-only schools have the most education. Hispanic and African American majors are less likely than whites to have parents with a bachelor’s degree or beyond.

WHY THEY MAJOR

About 90 percent of senior majors reported that their interest in sociological concepts was a very important reason for majoring, although there is significant variation by type of school. Almost three-fourths reported majoring because they enjoyed their first course; almost two-thirds majored to better understand the relationship between individuals and society. Almost 40 percent want to change society, with Hispanics and African Americans more likely to cite this reason than whites. Graduating seniors did not major in sociology because they thought it was easy or convenient. For example, only 7 percent selected sociology because it required fewer credit hours than other majors.

“About 70 percent strongly agree they learned about the differences between theoretical paradigms, the effects of status differences on daily life, critical or alternative views of society, sociological views of social issues, and the relation between individuals and social institutions.”

CONCEPTS LEARNED

Almost 90 percent of graduating seniors strongly agree that they understand basic sociological concepts. About 70 percent strongly agree they learned about the differences between theoretical paradigms, the effects of status differences on daily life experiences, critical or alternative views of society, sociological views of social issues, and the relation between individuals and social institutions. There was significant variation by type of school. A higher percentage of Hispanic graduating majors strongly agree that they learned about social institutions and their impact on individuals. For Hispanics, this was one of the top reasons for majoring in sociology. Compared to men, women senior majors are significantly more likely to strongly agree that they gained the ability to describe and explain sociological concepts.

POSSIBLE SKILLS MISMATCH

Senior majors are confident that they mastered skills as a part of their sociology baccalaureate programs. Almost 70 percent strongly agree that they could identify ethical issues in research, develop evidence-based arguments, evaluate research methods, write reports, and form hypotheses. There is variation by type of school, however. In contrast, a smaller percentage of seniors express a high comfort level with statistical software and statistics. Less than half strongly agree that they could use leading statistical packages.

However, when it comes to listing skills on their resumes, using statistical packages is at the top of the list, with almost all those who expressed confidence that they had learned this skill listing it on their resume. In contrast, only 28 percent say they would mention identifying ethical issues in research, the skill that about 70 percent strongly agreed that they learned. These results suggest a possible mismatch between vocational skills used in job searches and the skills and concepts learned as part of the sociology curriculum.

MENTORING AND OTHER LEARNING ACTIVITIES

Sociology programs that include activities such as internships, sociology clubs, service learning activities, and mentoring programs can increase majors' abilities to apply concepts and skills, to develop networks, and work in groups. These are skills that can help in job search and employment. Only 40 percent of respondents participated in these activities as a part of their major. There is variation by type of school, however. Only a small share of students is satisfied with career and graduate school advising.

SATISFACTION WITH MAJOR

Seventy percent of students say they are "very satisfied" with their educational experience as sociology majors, although there is variation by type of school. Almost 80 percent of majors graduating from baccalaureate-only departments report strong overall satisfaction, compared to about 70 percent at master's comprehensive and doctoral institutions. Majors at baccalaureate-only schools are particularly satisfied with faculty access outside of class, teaching quality, the availability of technology, obtaining the courses they needed to graduate, and the interaction with fellow majors.

"Half of all seniors graduating from baccalaureate schools intend to pursue additional forms of training besides graduate school and almost half of all graduates from master's comprehensive schools intend to do volunteer work."

FUTURE PLANS

The two most frequently listed options are to obtain a new job or to go on to graduate or professional school. Graduating majors could respond to more than one future plan for the next twelve months. About 70 percent of graduating majors indicated that they would engage in a job hunt, regardless of type of school. The second option is to go to graduate or professional school. The highest percentage of those selecting this option attends master's comprehensive universities (50 percent), compared to only about one-third of senior majors graduating from baccalaureate schools. PhD-granting departments fall in the middle. African Americans are the racial and ethnic group most likely to respond that they will attend graduate school within the next 12 months. Half of all seniors graduating from baccalaureate-only schools intend to pursue additional forms of training besides graduate school and almost half of all graduates from master's comprehensive schools intend to do volunteer work, followed by 40 percent of those from PhD-granting institutions.

CONCLUSIONS

These findings suggest that programs maintain what students see as the strengths of their sociology major and deal with the weaknesses. They suggest the potency of sociological concepts in engaging students; the importance of the introductory sociology course for engaging majors; the infusion of research skills, “early and often,” especially computer literacy and statistical packages; the need to increase career and graduate school counseling, including making clear what skills should be listed on resumes; and the addition of out-of-class learning experiences such as internships, research assistantships, and sociology clubs. It suggests that students need to master those skills that are obvious for listing on resumes and list some of the not-so-obvious skills. Appendix II to the report contains several pages of career information including web sites, job search engines, blogs, and books from the ASA bookstore.

The Research and Development Department, Advisory Committee members, and others will continue to analyze the results of the first phase of the survey, likely re-weighting by race and gender, providing special reports to departments that request them, and disseminating additional results at meetings, in journals, and on the project web site. In 2006, we will survey this cohort again to find out if their senior year aspirations match their actual post-graduate activities; what sociological concepts, skills, and activities they found to be useful in the early stages of their careers; and which skills and activities result in good jobs or attendance at the graduate or professional school of their choice, when other factors are taken into account. Both students and faculty members should benefit from this next set of findings.

The top portion of the page features a background image of graduates in orange tones. The image shows several individuals wearing graduation caps and gowns, with their hands raised in a celebratory gesture. The overall color scheme is a warm, monochromatic orange.

INTRODUCTION

Sociology majors, their parents, and the public often ask, “What can bachelor’s-level graduates do with their degrees in sociology?” To find out about the careers of sociology graduates and how the sociology curriculum helps them with their careers, the American Sociological Association’s (ASA) Research and Development Department has begun a three stage longitudinal survey of sociology majors. Sociology majors will be interviewed three times: (1) in their senior year of college, (2) one year after graduation, and (3) two years after graduation. Along with ASA, the Sociology Program of the National Science Foundation (NSF) is providing support for this study. A committee of current and former chairs of sociology departments is advising on all phases of the project (see list of advisory committee members). The first phase of “*What Can I Do with a Bachelor’s Degree in Sociology?*” conducted during the spring semester of senior majors’ college careers, is now complete. This chart book contains the first set of findings from the survey, a list of departments that participated in the survey, and a list of career information for new graduates.

THE SENIOR SURVEY

THE QUESTIONNAIRE

The online senior-year survey went into the field in April of 2005. Seniors majoring in sociology who agreed to take part in the survey were asked why they chose sociology as a major, what skills and concepts they learned, what activities they participated in, and what they intend to do after graduation.¹ The survey site closed early in June 2005. The questionnaire items were selected and ranked by sociology department chairs and refined and pre-tested by the advisory committee. ASA received human subject's approval from its Institutional Review Board (IRB) for the questionnaire and the survey method. The 96 schools that took part sought and received human subject's approval from their own IRB, so that their senior majors could participate.

SAMPLE SELECTION OF SCHOOLS

The 96 participating schools were selected using one of two methods. First, the Research and Development Department randomly selected 20 PhD-granting departments, 20 master's degree-granting departments, and 40 bachelor's degree-granting departments for a total of 80 departments to represent the share of graduating seniors from each type of institution of higher education. Chairs of these departments were asked if they were interested in participating in the study, if they would seek approval from their local Institutional Review Board (IRB), and if they were able to provide a list of senior majors and their email contacts. If a chair of a randomly selected department declined to participate, another school of the same type was substituted from a list of volunteer departments. The pool of volunteer departments was built by advertising in *Footnotes* (ASA's monthly newsletter) and in ASA's online monthly newsletter, *Member News and Notes*. Ultimately, all of the volunteer departments that could obtain IRB approval and could provide a list of their senior majors and the majors' emails were included in the survey. (See the list of the participating departments in Appendix I.)

¹ A PDF version of questionnaire used for this project is available at the following URL: http://www.asanet.org/galleries/default-file/BandB_web_questionnaire.pdf.

FIELD PROCEDURES

Department chairs sent lists of their senior majors (who graduated in December 2004, May 2005, or August 2005) and the seniors' email addresses, once they received human subject's approval and permission to divulge email addresses to a third party for research purposes. The online survey was conducted by the Indiana University Center for Survey Research (CSR). CSR sent an email invitation letter to participate in the survey and two follow-up letters signed by the chair of each major's department. Of the more than 5,000 students surveyed, 35 percent or 1,777 seniors responded to the online survey. These responses were weighted to correct for the overrepresentation of students graduating from doctoral institutions and the underrepresentation of students graduating from baccalaureate only institutions.²

SURVEY RESPONDENTS

Of the 1,777 survey respondents, white students are overrepresented, and Hispanic, African American, and Asian students are underrepresented in the survey. Compared to the National Center for Education Statistics/Integrated Postsecondary Education Data System Completions survey for the 2003 academic year, which includes data for 1,001 institutions granting a sociology baccalaureate degree, white non-Hispanic respondents in the ASA's Baccalaureate and Beyond Survey are overrepresented by 12.5 percent, with the greatest overrepresentation occurring at master's comprehensive universities (14.7 percent), African Americans are underrepresented by 5.9 percent (with the greatest under representation at baccalaureate schools (11.1 percent, but only a 1.8 percent under representation at doctoral universities). Hispanics are underrepresented by 2.7 percent with the greatest under representation at master's comprehensive universities. Asian and Pacific Islanders are underrepresented by 2.8 percent, with the greatest under representation at doctoral universities. Female respondents are overrepresented by 5.6 percent while male respondents are under represented by the same percent. As of this writing we have not corrected for these race, ethnicity, and gender discrepancies.

² The results presented in this report are weighted to correct for modest under representation of sociology graduates at institutions offering baccalaureate and master's degrees as their highest degrees. Compared to "completions survey" data for academic year 2003 available from the National Center for Education Statistics' (NCES) Integrated Postsecondary Education Data System (IPEDS), which includes data for 1,001 institutions granting a sociology baccalaureate degree, doctoral institutions granted about 51 percent of sociology baccalaureate degrees, master's comprehensive schools granted 36 percent, and baccalaureate-only schools granted 13 percent of all baccalaureate degrees. Among our respondents 57 percent of graduating seniors were found at doctoral universities, 35 percent at master's comprehensive universities, and only 8 percent at baccalaureate-only institutions. We weighted our data to correct these sample proportions.

FINDINGS

This section of the chart book is divided into three parts. The first part describes the demographic characteristics of senior majors. The second summarizes seniors' views of the sociology curriculum, the concepts and skills they learn, the experiences they have, and their satisfaction with the sociology major. The third presents their views about what they will do in the next year. In all cases, the figures and tables compare majors in three types of schools, research and doctoral universities, master's comprehensive universities, and baccalaureate-only colleges. In most cases there are not clear and substantial differences among the three types of schools. We also examine the findings for significant differences by race and ethnicity and gender. These differences are described, but they should be viewed with caution given the over and under representation of these groups among the respondents.

CHARACTERISTICS OF GRADUATING SOCIOLOGY MAJORS

Table 1: Demographic Characteristics of Graduating Sociology Majors by Type of School. The typical graduating sociology major who responded to this survey is a woman, in her early 20s, white, and single. A substantially higher percentage of students at master's comprehensive schools are age 24 years and over compared to baccalaureate-only schools (40 percent compared to 6 percent, respectively). Almost 8 out of 10 of graduating seniors are female with the lowest percentage attending doctoral universities (73 percent). Three-quarters of graduating majors are white or Caucasian, with the highest percentage attending baccalaureate-only schools. In contrast, the highest percentage of African Americans is found at doctoral universities (11 percent). More than 8 out of 10 graduating majors report being never married (single), although 10 percent of senior majors at master's comprehensives are married and 5 percent of senior majors report cohabitating, regardless of type of school. There are some significant differences by race and ethnicity among the respondents. African American and Hispanic respondents are about one year older than the other groups. They are more likely to live in

households with children (either their own children or their siblings). On average, about 10 percent of the sample lives with children while about one-fourth of African Americans and Hispanics do. Female majors are one year younger than their male peers, on average. There are no other significant gender differences in the demographic characteristics of these graduating sociology majors.

TABLE 1

**DEMOGRAPHIC CHARACTERISTICS OF GRADUATING SOCIOLOGY MAJORS
BY TYPE OF SCHOOL: 2005** *(In Percents; Weighted Data)*

	DOCTORAL	MASTERS	BACCALAUREATE & OTHERS	ALL SCHOOLS & OTHERS
AGE				
19 to 21 years of age	2.9%	1.6%	2.1%	2.3%
22 years of age	39.0	33.9	66.3	40.8
23 years of age	29.6	24.3	25.4	27.0
24 years of age or more	28.4	40.2	6.3	29.9
TOTAL	100.0	100.0	100.0	100.0
(N)	(858)	(667)	(240)	(1,765)
Mean	23.5	24.2	22.6	23.6
Median	23.0	23.0	22.0	23.0
GENDER				
Percent Female	73.0%	80.6%	82.2%	77.1%
(N)	(859)	(666)	(241)	(1,766)
RACE/ETHNICITY				
White or Caucasian	74.0%	75.5%	79.8%	75.4%
Black or African American	10.7	8.5	7.4	9.4
Hispanic or Latino	6.6	9.0	4.5	7.2
Asian	3.6	3.3	3.3	3.4
American Indian, Native American, Hawaiian, Pacific Islander	1.6	0.1	0.8	1.0
Multi-racial (<i>checked more than one racial ethnicity</i>)	2.6	1.9	1.2	2.1
No race or ethnicity provided	0.9	1.6	2.9	1.5
Totals	100.0	100.0	100.0	100.0
(N)	(861)	(670)	(243)	(1,774)
FAMILY STATUS				
Single, never married	84.0%	80.3%	90.5%	83.5%
Married	9.1	9.8	3.3	8.5
Divorced	1.3	3.0	1.2	1.9
Living with Partner	4.9	5.6	4.1	5.0
Other	0.8	1.4	0.8	1.0
Total	100.0	100.0	100.0	100.0
(N)	(860)	(666)	(241)	(1,767)
Percent Living with Children	8.6%	13.2%	6.2%	10.0%

Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

TABLE 2

HIGHEST EDUCATIONAL ACHIEVEMENT OF PARENTS OF GRADUATING SOCIOLOGY MAJORS BY TYPE OF SCHOOL: 2005 *(In Percents; Weighted Data)*

PARENTS' EDUCATION	DOCTORAL		MASTERS		BACCALAUREATE & OTHERS		ALL SCHOOLS	
	Dad	Mom	Dad	Mom	Dad	Mom	Dad	Mom
High School or less	26.9%	27.7%	38.8%	36.7%	17.3%	17.0%	30.0%	29.6%
Vocational or Some College	25.6	30.0	24.3	29.9	16.5	23.7	23.8	29.1
College Graduate	21.7	21.8	19.2	18.1	18.6	26.6	20.3	21.1
Some Graduate School or Graduate Degree	25.8	20.5	17.7	15.3	47.7	32.8	25.8	20.3
TOTAL (N)	100.0 (833)	100.0 (848)	100.0 (645)	100.0 (659)	100.0 (237)	100.0 (241)	100.0 (1,715)	100.0 (1,748)

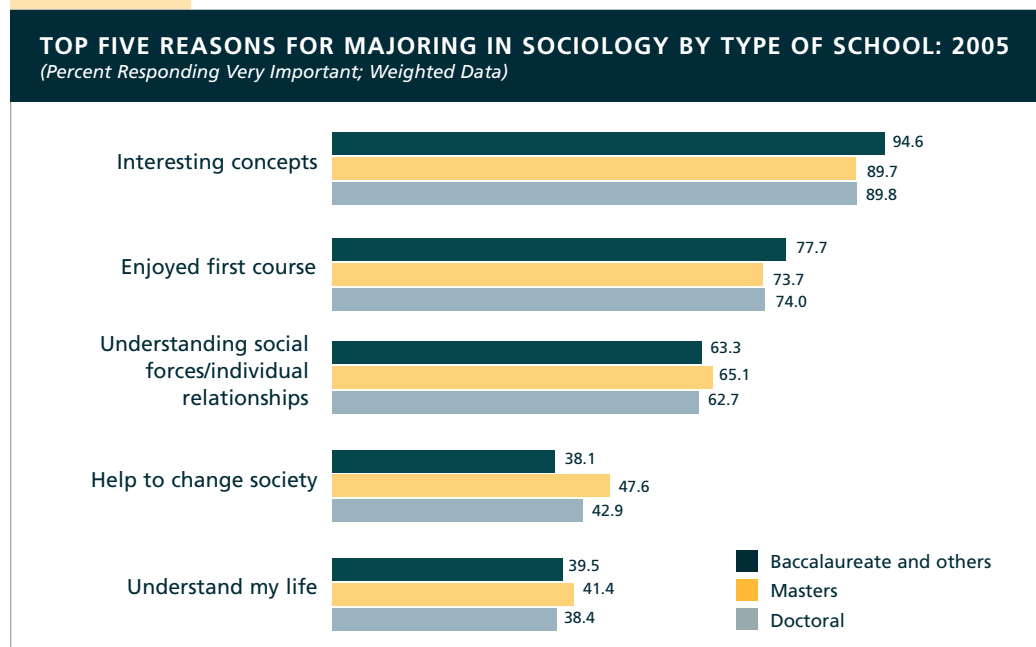
Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

Table 2: Highest Educational Achievement of Parents of Graduating Sociology Majors by Type of School. Overall, fewer than half of graduating majors' parents completed their own baccalaureate degree or went beyond to graduate or professional school. The parents of senior majors attending baccalaureate schools are the most likely to have graduated college or gone beyond (66 percent of dads and 59 percent of moms). Students at master's comprehensive schools report the smallest percentage of parents with at least a bachelor's degree. For these students, only about one-third of their parents finished college. Fewer than half of the parents of graduating seniors attending doctoral universities completed a bachelor's degree or went beyond. Fathers of African American and Hispanic students are about twice as likely to have a high school degree or less and less than half as likely to have at least some graduate education than white fathers. The differences among mothers are not as great. There are no significant differences in parents' education between male and female seniors.

VIEWS OF THE SOCIOLOGY MAJOR

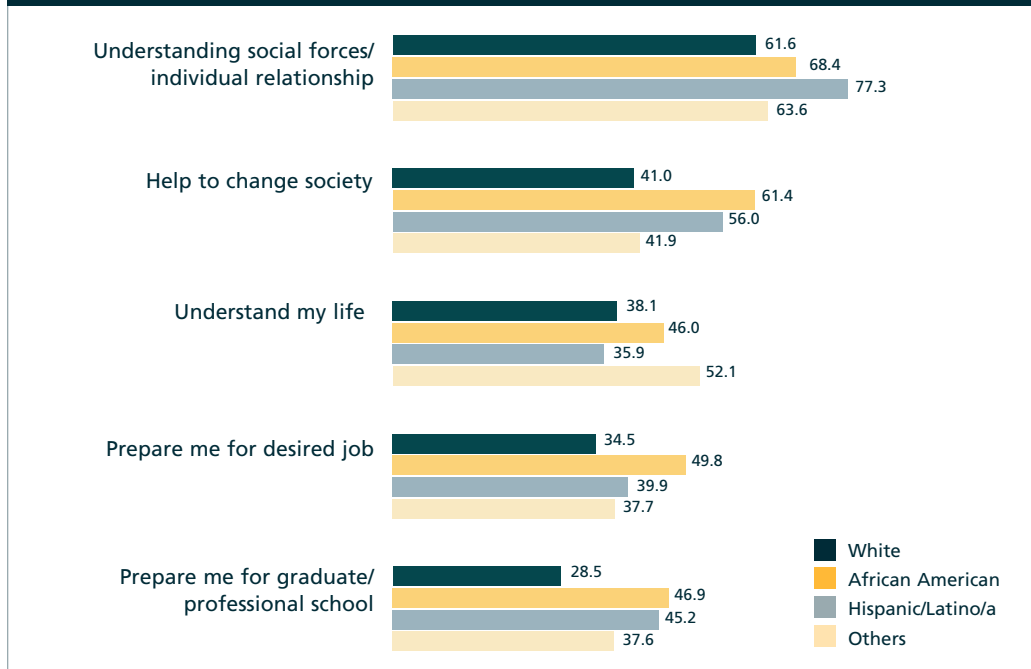
Figure 1: Top Five Reasons for Majoring in Sociology. Graduating seniors picked sociology as an undergraduate major because of their interest in sociological concepts. They are particularly interested in those that explained relationships between institutions, processes, and individuals. If these concepts are made exciting in their first sociology course, then majoring becomes a likely option. These top reasons for majoring did not vary significantly by type of school. About 9 out of 10 respondents said that interesting sociological concepts is a very important reason for majoring in sociology. Almost three-fourths reported majoring because they enjoyed their first course; almost two-thirds majored to better understand the relationship between individuals and society. Almost 40 percent major because they want to change society, and more than one-third major because they want to better understand their lives in relation to social forces. Graduating seniors do not major in sociology because of vocational reasons. Only about one-third thought sociology would prepare them for the job they wanted or for graduate and professional schools. Finally, graduating seniors do not major in sociology because they think it is easy or convenient. Only 7 percent select sociology because it requires fewer credit hours than other majors, only 11 became a major because they had taken enough courses, and fewer than 5 percent select sociology because the major they wanted was not available.

FIGURE 1



Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

FIGURE 1A

SIGNIFICANT DIFFERENCES IN THE REASONS FOR MAJORING IN SOCIOLOGY BY RACE AND ETHNICITY: 2005
(Percent Responding Very Importantly; Weighted Data)


Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

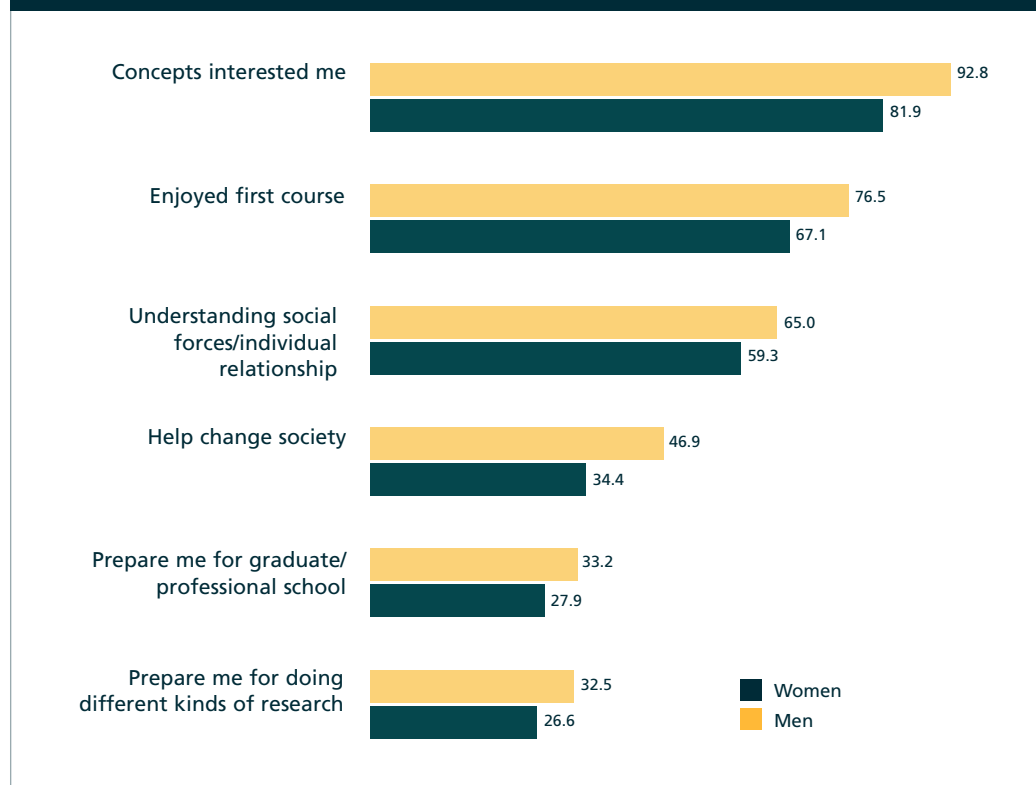
Figure 1A: Significant Differences in the Top Five Reasons for Majoring in Sociology by Race and Ethnicity. There are significant differences by race and ethnicity of the respondents to the survey. Hispanics and African Americans are more likely to go into sociology because of the understanding the discipline gives them about the relationship between social forces and individuals, although a high percentage of all groups agree that this is a very important reason for majoring in sociology. More than 75 percent of Hispanics indicate that this is a very important reason for majoring, followed by 68 percent of African Americans, and 62 percent of whites. More than 60 percent of African American respondents said that a very important reason for majoring in sociology is to change society, with 56 percent of Hispanics agreeing. Whites are significantly less likely to choose this response, although a substantial number (40 percent) indicated that changing society is a very important reason for majoring in sociology. The highest percent of “other” groups (including Asians and American Indians) indicated that “understanding my life” was a very important reason for majoring. Along with wanting to change society, African Americans are also the most likely group to have majored in sociology in order to prepare for a job that they desire or to go to graduate school. Whites are the least likely to agree with any of these reasons.

Figure 1B: Significant Differences in the Reasons for Majoring in Sociology by Gender. Senior women majors are significantly more enthusiastic about their reasons for majoring in sociology than are their male counterparts. More than 9 out of 10 indicated learning sociological concepts is a very important reason for majoring, compared to 8 out of 10 men. About three-fourths of the women said that their first sociology course is a very important reason compared to two-thirds of men. Almost one-half of the women indicate that changing society is a very important reason for majoring in sociology compared to one-third of the men. Neither gender was particularly sanguine about the role of sociology in preparing them for jobs or for graduate school, although women were significantly more enthusiastic than men.

FIGURE 1B

SIGNIFICANT DIFFERENCES IN THE REASONS FOR MAJORING IN SOCIOLOGY BY GENDER: 2005

(Percent Responding Very Importantly; Weighted Data)

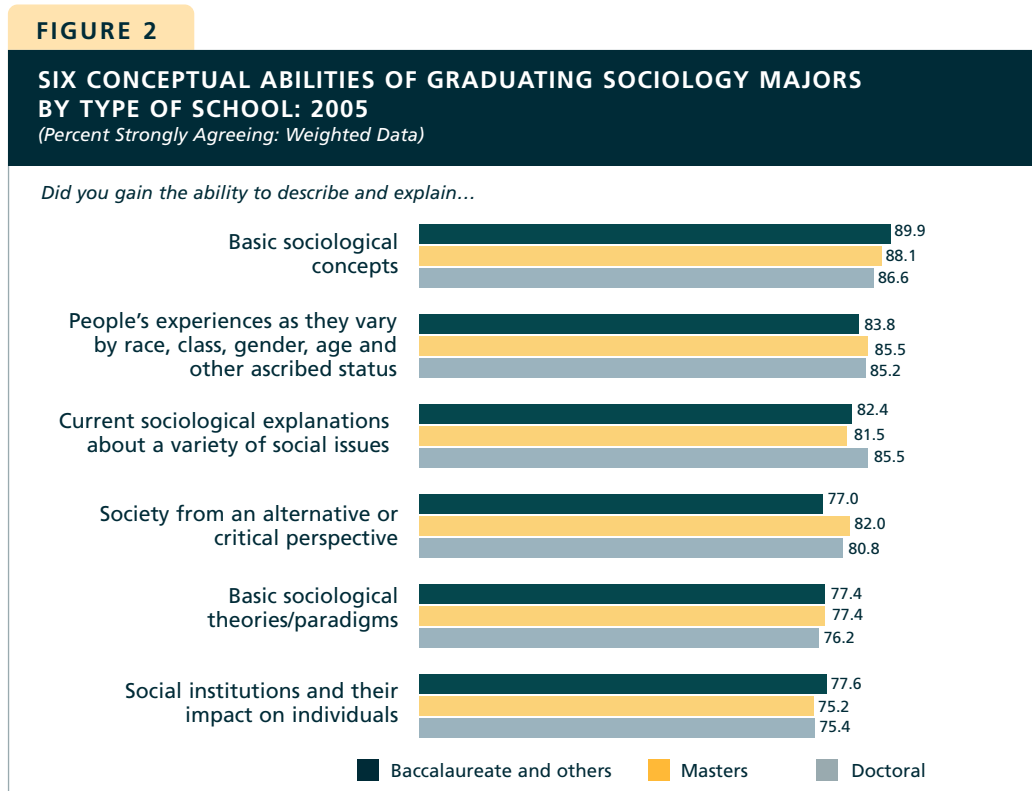


Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

Figure 2: Six Conceptual Abilities of Graduating Sociology Majors. Following their interest in sociological concepts, almost 90 percent of graduating seniors report that they understand basic sociological concepts. About 70 percent strongly agree that they learned about the differences between theoretical paradigms, the effects of status differences on daily life, critical or alternative views of society, sociological views of social issues, and the relation between individuals and social institutions. There is some variation by type of school. Significantly more seniors at doctoral universities than other schools strongly agree that they learned current sociological explanations of social issues, while more students at baccalaureate institutions strongly agree that they learned basic sociological concepts.

The only variation by race and ethnicity is that a higher percentage of Hispanic graduating majors strongly agree that they learned about social institutions and their impact on individuals (87 percent compared to about 75 percent of African Americans and whites). For Hispanics, this is one of the top reasons for majoring in sociology.

High percentages of both male and female senior majors feel proficient in their abilities to describe and explain sociological concepts. But, compared to men, women senior majors are significantly more likely to strongly agree that they gained the ability to describe and explain sociological concepts including: basic concepts; variation in people's experiences by race, class, gender and other ascribed statuses; current sociological explanations of social issues; sociological theories and paradigms; and the impact of social institutions on individuals.

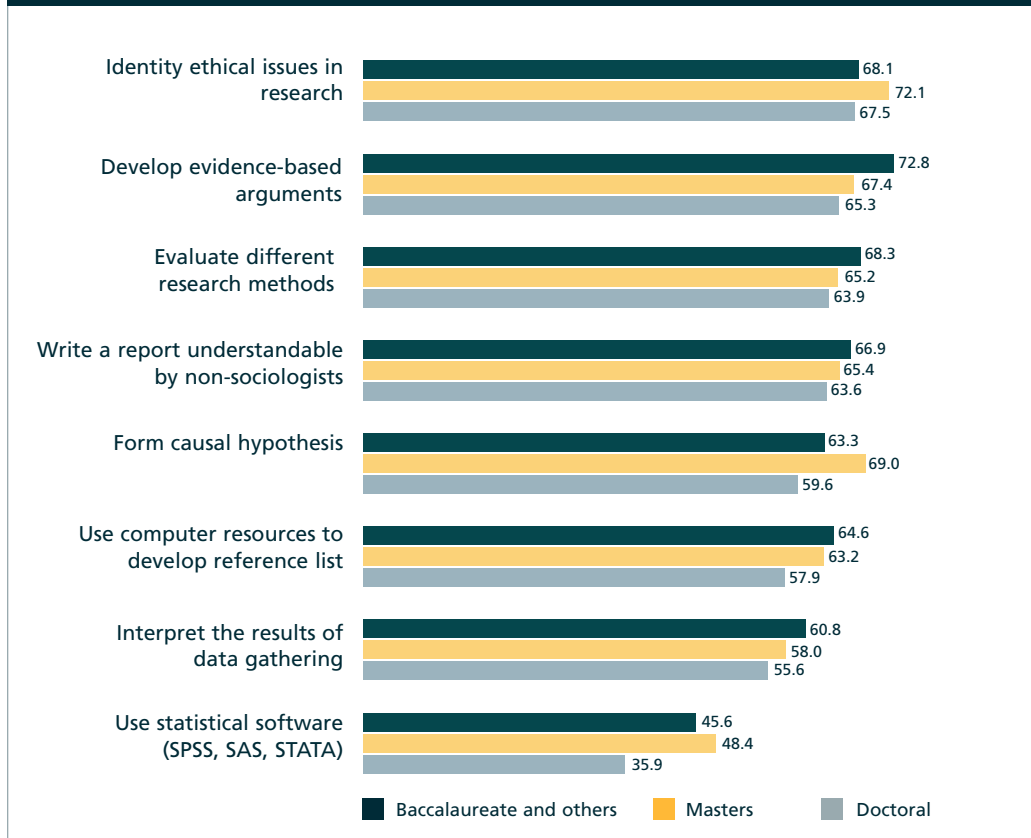


Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

FIGURE 3

TOP EIGHT SKILLS GAINED BY GRADUATING SOCIOLOGY MAJORS BY TYPE OF SCHOOL: 2005

(Percent Strongly Agreeing: Weighted Data)

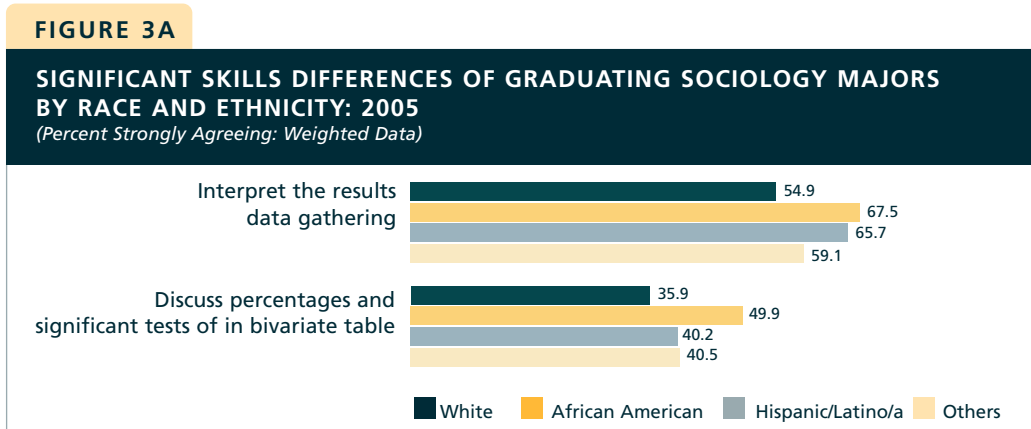


Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

Figure 3: Top Eight Skills Gained by Graduating Sociology Majors.

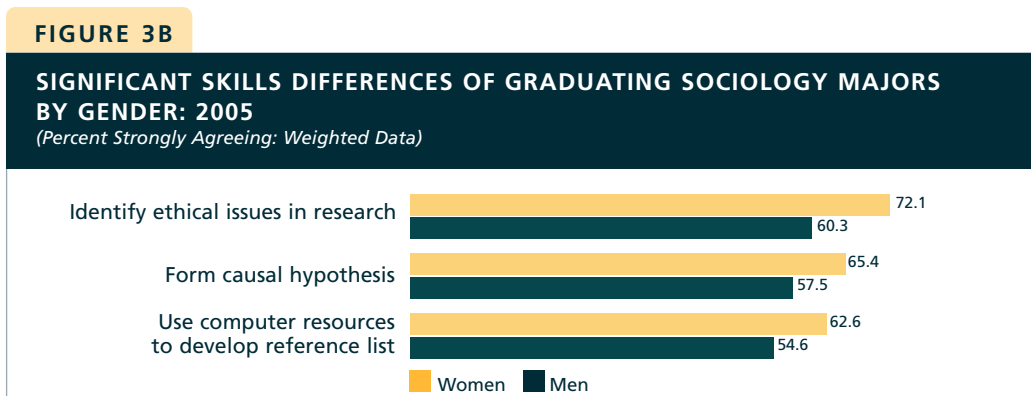
A distinction is made on the survey between concepts and skills. The latter refers to research skills. Graduating seniors were asked about the research skills they learned as part of their sociology major. The highest percentage of respondents (about 70 percent) strongly agree that they can identify ethical issues in research, develop evidence-based arguments, evaluate methods, write reports, and form causal hypotheses (about two-thirds of the respondents). In contrast, less than one-half of responding majors strongly agree that they can use statistical packages in the social sciences.

Figure 3A: Significant Skills Differences of Graduating Sociology Majors by Race and Ethnicity. In spite of their strong interest in changing society, African American graduating seniors are more sanguine than whites or Hispanics about mastering at least one quantitative sociological skill. More than two-thirds of African Americans (and about the same percentage of Hispanics) strongly agreed that they could interpret the results of data gathering compared to 55 percent of whites. Half of African American students strongly agreed that they can discuss percentages and tests of significance in a bivariate table compared to only 40 percent of Hispanic and other groups and only 36 percent of white students.



Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

Figure 3B: Significant Skills Differences of Graduating Sociology Majors by Gender. More than 7 out of 10 senior women sociology majors strongly agree that they can identify ethical issues in research compared to 6 out of 10 of their male peers. They are also significantly more likely to strongly agree that they can form a causal hypothesis, and they are significantly more likely than their male counterparts to strongly agree that they have the technical ability to use computer resources to develop a reference list. There is no significant difference in the percent of men or women who strongly agree that they can use statistical software packages on the computer.

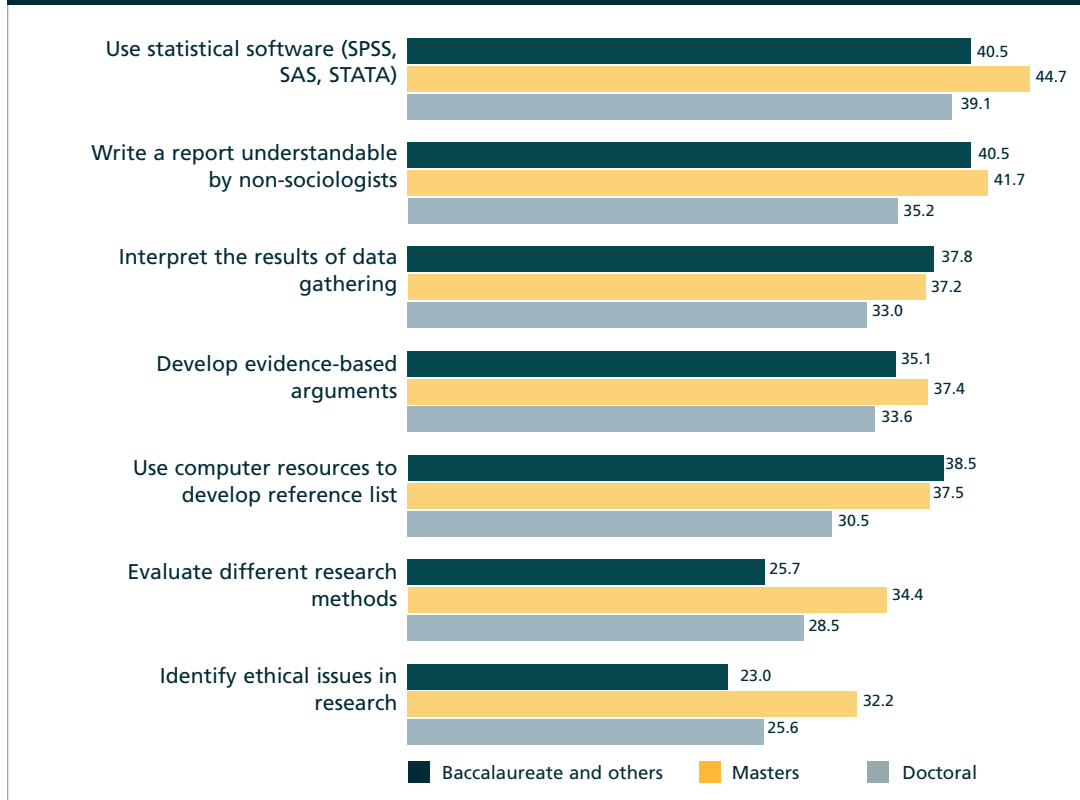


Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

FIGURE 4

TOP SEVEN SKILLS LISTED BY GRADUATING SENIOR MAJORS ON THEIR RESUMES BY TYPE OF SCHOOL: 2005

(Percent Listing Skill on Their Resume; Weighted Data)

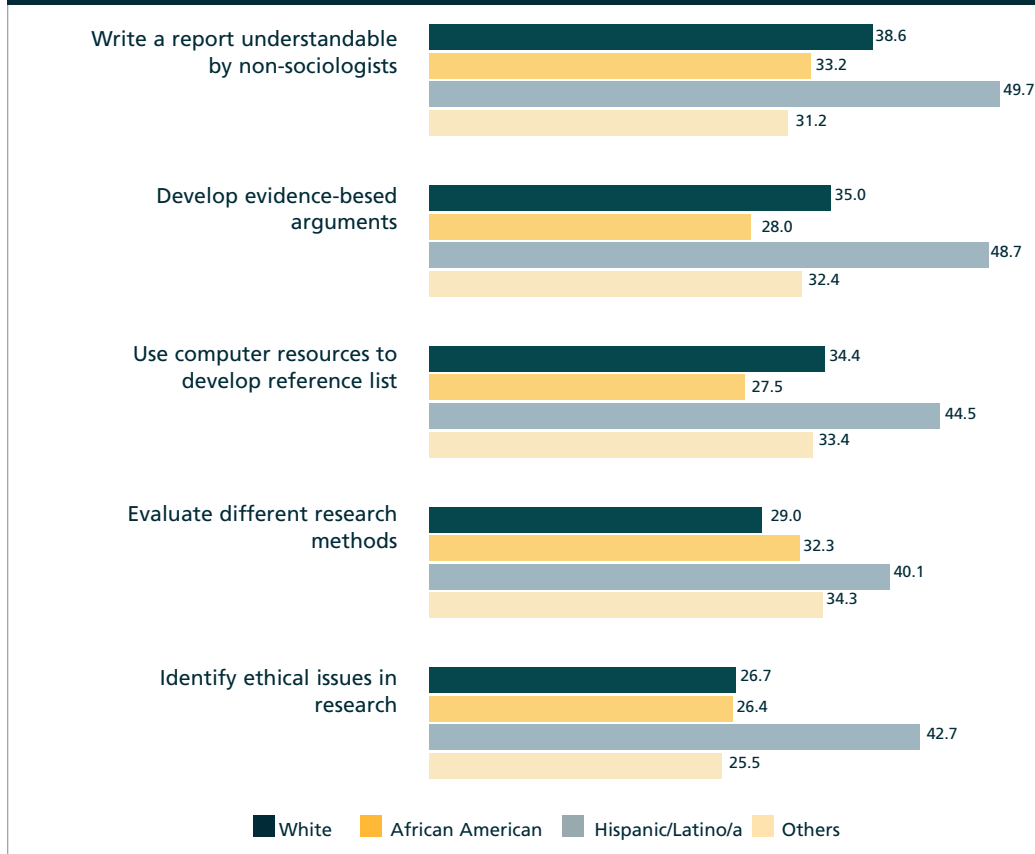


Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

Figure 4: Top Seven Skills Listed by Graduating Senior Majors on their Resumes. The highest percentage of responding senior majors would list their ability to use statistical packages in the social sciences on their resumes (with 4 out of 10 strongly agreeing that they would list this skill). Yet, this is the same skill that these majors were least likely to strongly agree that they learned. In contrast, the smallest percentage would list identifying ethical issues in research (less than one-third), the skill that about 7 out of 10 strongly agreed that they learned. These results suggest a mismatch between vocational skills used in job searches and conceptual skills learned as part of the sociology curriculum. Only about one-third of senior majors indicated they would list their writing skills, their ability to interpret research findings, develop evidence-based arguments, and computer skills to develop reference lists. Perhaps the sociology curriculum does not emphasize these as vocational skills.

Figure 4A: Significant Differences in Skills Listed on Resumes by Race and Ethnicity.

The relatively small number of Hispanic majors responding to this survey is significantly more likely than other groups to list a variety of skills on their resumes. About 40 percent to one-half of Hispanics said they will list the following skills on their resumes: writing a report that could be understood by non-sociologists, developing evidence based arguments, using computer resources to develop reference lists, evaluating different research methods, and identifying ethical issues in research. Hispanics are not more likely than other groups to list the ability to use statistical packages in the social sciences. In most cases, African Americans are the least likely to strongly agree that they will list these skills, although they are not significantly less likely to say that they have the skills.

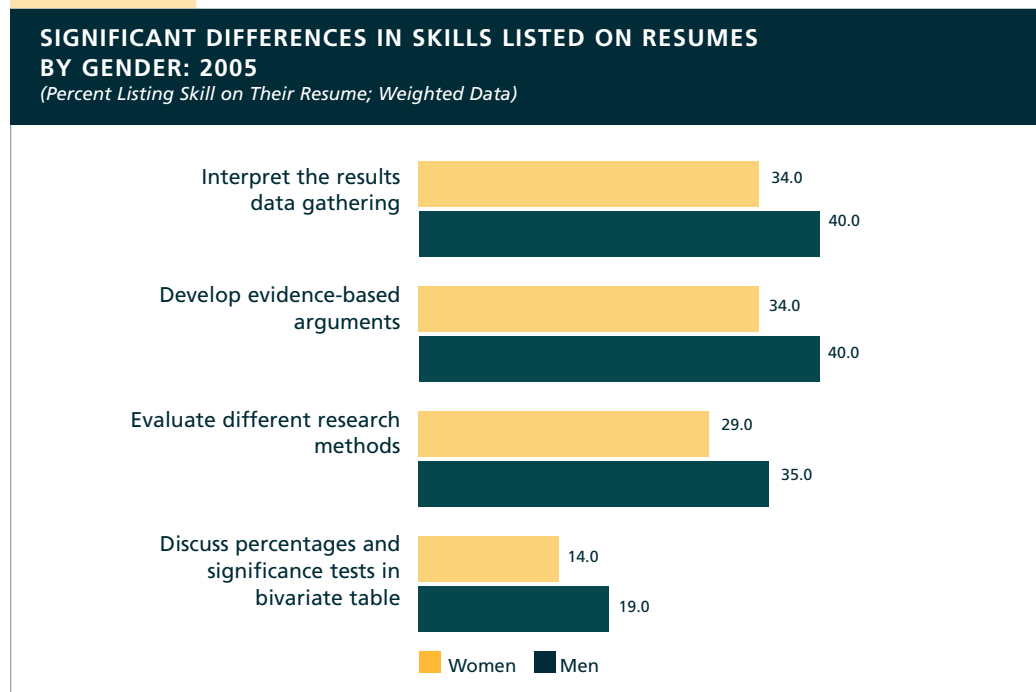
FIGURE 4A**SIGNIFICANT DIFFERENCES IN SKILLS LISTED ON RESUMES
BY RACE AND ETHNICITY: 2005***(Percent Listing Skill on Their Resume; Weighted Data)*

Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

Figure 4B: Significant Differences in Skills Listed on Resumes by Gender.

Although female senior undergraduate majors who responded to the survey are not significantly less likely than their male counterparts to strongly agree that they have gained a series of research skills, they are significantly less likely to list these skills on their resumes. The skills include interpreting the result of data gathering, developing evidence-based arguments, evaluating different research methods, and discussing percentages and significance tests.

FIGURE 4B



Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

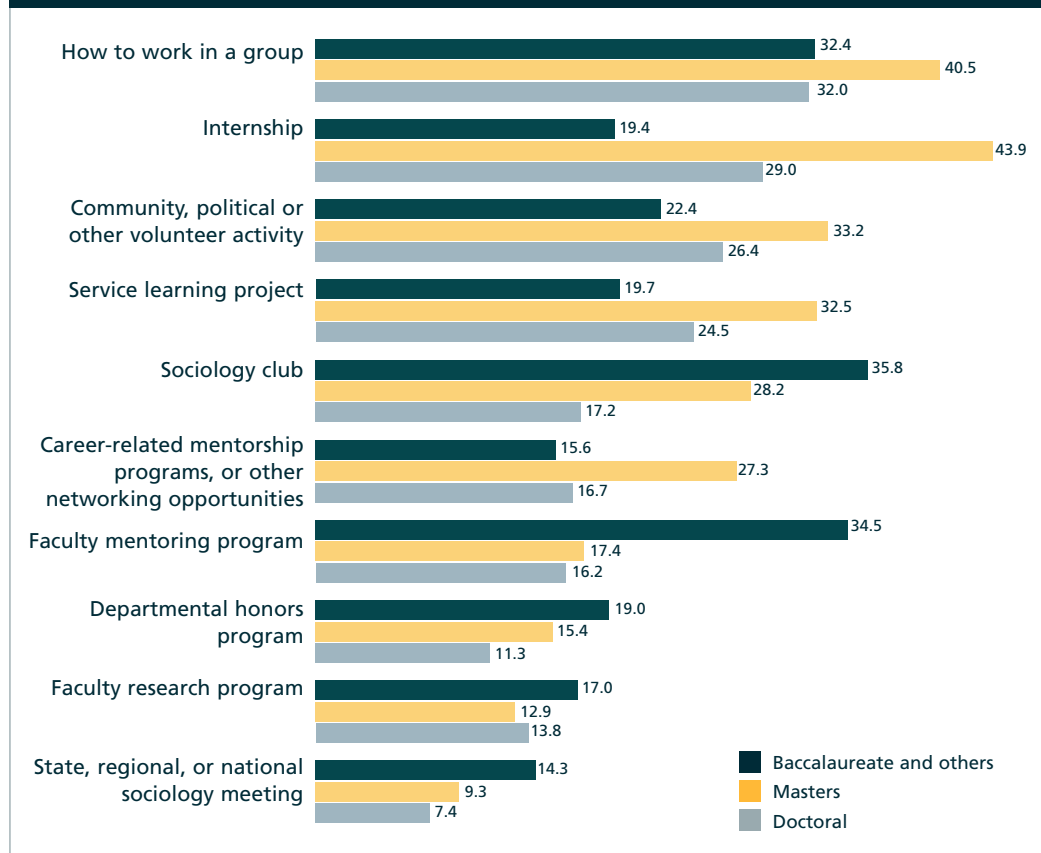
Figure 5: Ten Learning Activities Participated In by Graduating Senior Majors.

Along with conceptual and research skills, the sociology undergraduate curriculum often contains activities that increase majors' abilities to apply these concepts and skills, to develop networks, and to gain an understanding of the professional work in the discipline. However, only 4 out of 10 respondents participated in these activities as a part of their major program. There is variation by type of school with the highest percentage of seniors at master's comprehensive schools indicating that they had the chance to apply their skills through internship programs, volunteer activities, and service learning projects. The highest percentage of senior majors at baccalaureate-only schools said that they learned about the scholarly and professional work of sociologists through sociology clubs, faculty mentoring programs, and departmental honors programs. Based on the responses of senior majors at doctoral institutions, these institutions may provide the least chance of participating in learning activities.

FIGURE 5

TEN LEARNING ACTIVITIES PARTICIPATED IN BY GRADUATING SOCIOLOGY MAJORS BY TYPE OF SCHOOL: 2005

(Percent Participating as part of Sociology Major; Weighted Data)



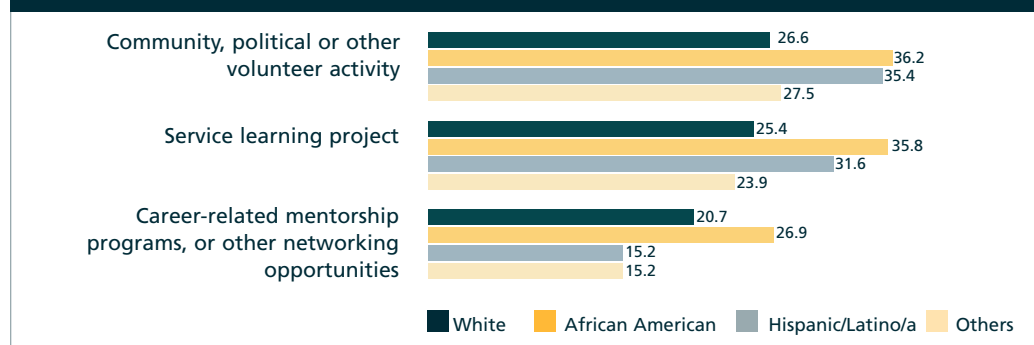
Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

Figure 5A: Significant Differences in Three Learning Activities by Race and Ethnicity.

African Americans are the most likely race and ethnic group to participate in three types of non-classroom learning activities. These include: volunteer activities (more than one-third of African American graduating majors closely followed by Hispanic majors), service learning projects, and career-related mentoring programs. Here again, whites and “other” groups are the least likely to strongly agree that they participated in these non-classroom, career-enhancing activities.

FIGURE 5A

SIGNIFICANT DIFFERENCES IN THREE LEARNING ACTIVITIES BY RACE AND ETHNICITY: 2005
(Percent Participating as part of Sociology Major; Weighted Data)



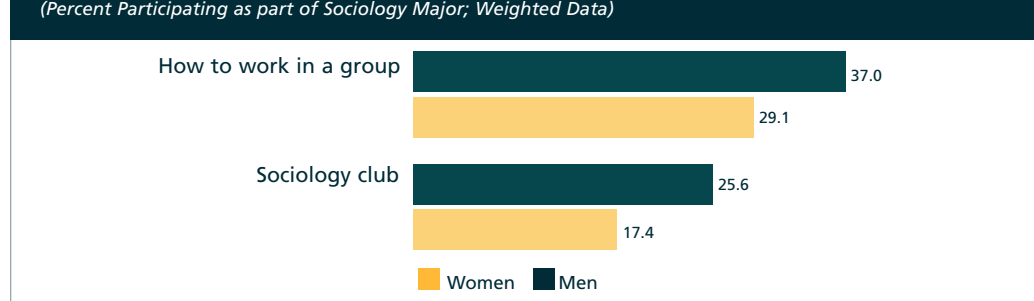
Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

Figure 5B: Significant Differences in Two Learning Activities by Gender.

Senior women majors report being more engaged in group activities than their male counterparts. They are significantly more likely to say that they learned how to work in groups or to have joined a sociology club. In both cases, however, the percentage reporting that they participated in these learning activities was relatively low (37 percent and 26 percent, respectively, for the women).

FIGURE 5B

SIGNIFICANT DIFFERENCES IN TWO LEARNING ACTIVITIES BY GENDER: 2005
(Percent Participating as part of Sociology Major; Weighted Data)



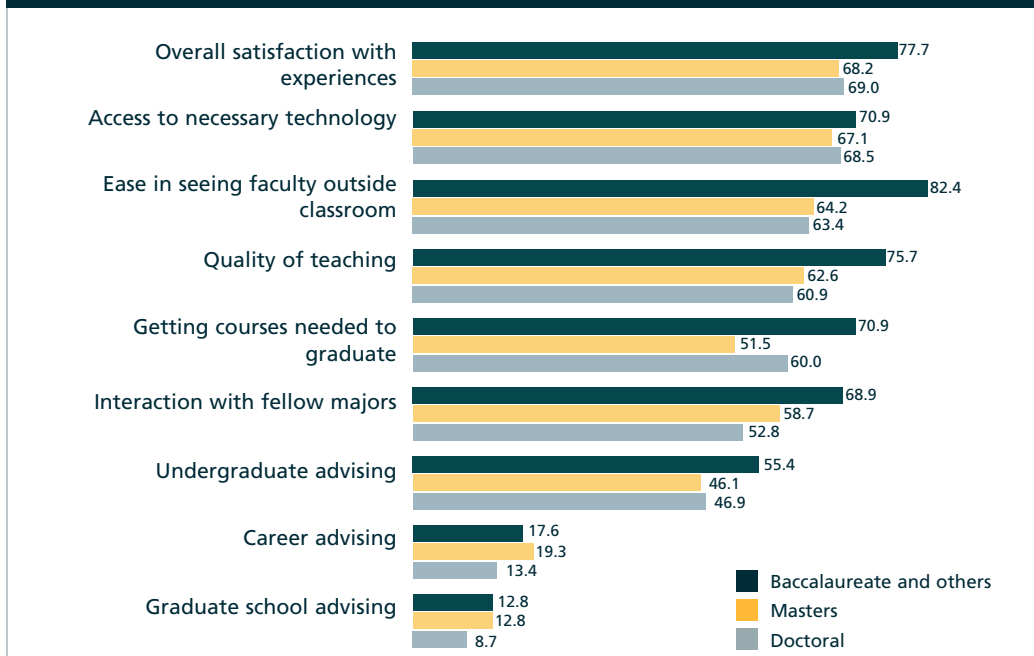
Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

Figure 6: Overall Satisfaction with Outcomes of Sociology Programs. Sociology majors report significantly different levels of satisfaction with aspects of sociology programs at the three types of schools. In general, majors graduating from baccalaureate-only departments are the most likely to report that they are strongly satisfied with their programs. Almost 8 out of 10 majors graduating from baccalaureate-only departments are strongly satisfied with overall program experiences, compared to about 7 out of 10 at master's comprehensive and doctoral institutions. Majors graduating from baccalaureate-only schools are particularly satisfied with their ability to see faculty outside of class, the quality of teaching, the availability of technology, the availability of the courses they needed to graduate, and the interaction with fellow majors. Although they differ from baccalaureate-only schools, there are no clear differences between the satisfaction levels of students at master's comprehensive and doctoral universities. About two-thirds of respondents graduating from these two types of schools report being strongly satisfied with their program experiences, the quality of teaching, the availability of technology, and the ability to see faculty outside of class. They are clearly less satisfied than graduates from baccalaureate-only schools with the availability of courses they need for graduation, interactions with fellow majors, and undergraduate advising than are their peers in baccalaureate-only departments. Relatively few graduating majors are satisfied with career or graduate school advising, regardless of the type of schools they attend.

FIGURE 6

OVERALL SATISFACTION WITH OUTCOMES OF SOCIOLOGY PROGRAMS BY TYPE OF SCHOOL: 2005

(Percent Very Satisfied; Weighted Data)

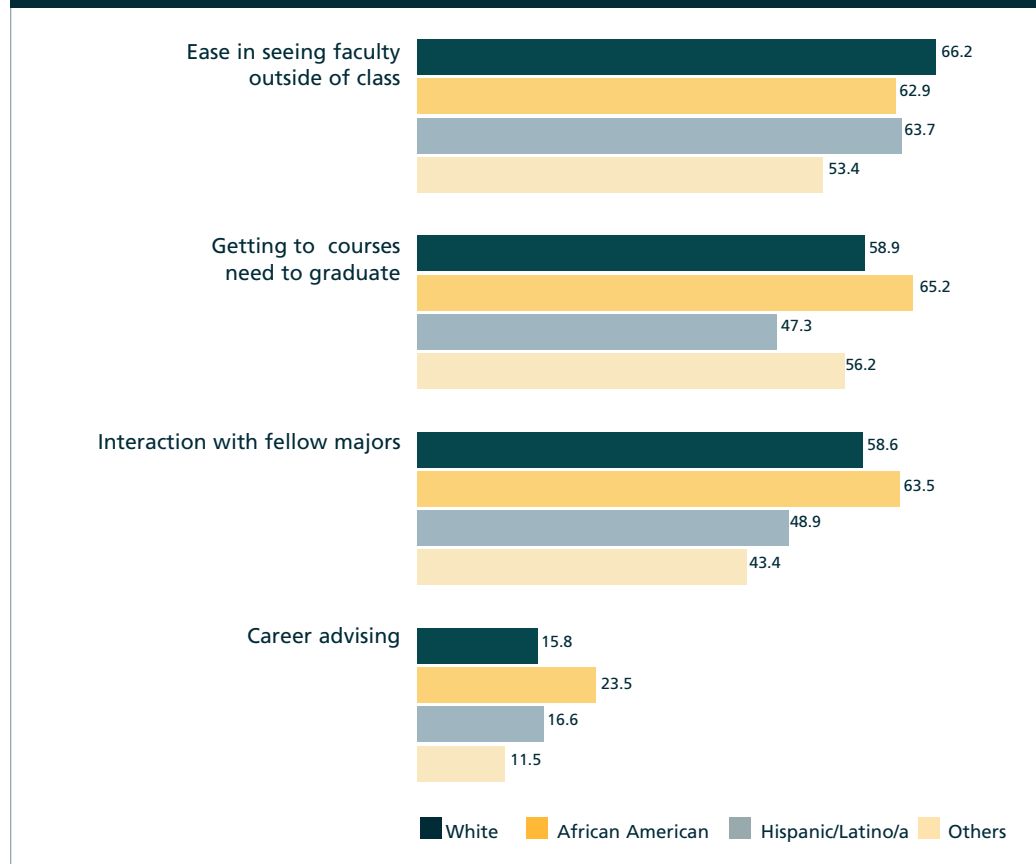


Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

Figure 6A: Significant Differences in Satisfaction with Four Aspects of Their Sociology Program by Race and Ethnicity. The small number of “others” responding to the survey are the least likely to be strongly satisfied with their sociology programs when compared to whites, African Americans, and Hispanics. Whites responding to the survey are most likely to say that they are strongly satisfied with their ability to see faculty outside of class (68 percent), African Americans are the most likely to strongly agree that they get the courses they need to graduate (65 percent), African Americans are also the most likely to say that they are strongly satisfied with their interaction with their fellow majors. None of the groups of senior sociology majors are very satisfied with career advising, although African Americans were the most satisfied (23 percent).

FIGURE 6A

SIGNIFICANT DIFFERENCES IN SATISFACTION WITH TWO ASPECTS OF THEIR SOCIOLOGY PROGRAM BY RACE AND ETHNICITY: 2005
(Percent Very Satisfied; Weighted Data)



Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

Figure 6B: Significant Differences in Satisfaction with Two Aspects of Their Sociology Program by Gender. There is no significant difference between men and women's overall satisfaction with their sociology program. Here again, female majors appear to be more satisfied with social activities. Almost 6 out of 10 report strong satisfaction with their interaction with fellow majors compared to about 5 out of 10 of their male peers. Male sociology majors are somewhat more likely to strongly agree that they can see faculty members outside of class compared to their female counterparts, although 67 percent of the women report strong satisfaction with this aspect of majoring in sociology.



Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

Table 3: College Grade Point Average, Attendance, and Transfer Status of Graduating Sociology Majors by Type of School. The median grade point average (GPA) reported by senior majors for all sociology courses is a 3.50 (or a B+) and a 3.24 average for all courses. These scores suggest a better than B average for all work. These figures may be biased, however, because 50 percent of the respondents did not report their sociology GPA and 22 percent did not report an overall GPA.

More than 8 out of 10 seniors report that they are full-time students most of the time. At baccalaureate-only schools more than 9 out of 10 reported full-time attendance. Further, there are significant differences in the transfer status among senior sociology majors attending different types of schools. Majors at baccalaureate-only schools are the least likely to transfer from another institution (only about 1 out of 10 do so) in contrast to more than 4 out of 10 of those attending master's comprehensive schools at the time of the survey. Women majors are significantly more likely to report starting at their current schools as a freshman, but there are no significant differences in the percent attending part-time.

Although we are not confident about the reliability of students' GPAs, there is a significant difference between the scores of African American and white senior majors who responded to this question. Median GPAs for whites in all sociology courses are higher

than those of African Americans and Hispanics (3.50 compared to 3.13, and 3.30, respectively). Whites also report higher median GPAs for all courses than African Americans or Hispanics (3.30, 2.90, and 3.10, respectively).

Likewise there is a significant difference between the median reported GPA scores of male and female majors. Women's GPA scores are higher than men's for all sociology courses (3.50 compared to 3.30). Women's scores are also higher than men's for all courses (3.28 compared to 3.10). Both men and women, however, report better than a B average.

TABLE 3

COLLEGE GRADE POINT AVERAGE, ATTENDANCE, AND TRANSFER STATUS OF GRADUATING SOCIOLOGY MAJORS BY GENDER: 2005 *(In Percents; Weighted Data)*

	MEN	WOMEN	ALL STUDENTS
GRADE POINT AVERAGE			
Sociology Courses			
Mean	3.30	3.42	3.39
Median	3.38	3.50	3.50
Overall GPA			
Mean	3.11	3.26	3.22
Median	3.10	3.30	3.26
(N)	(281)	(865)	(1,147)
ATTENDANCE STATUS			
Mostly full-time	85.1%	88.0%	87.3%
Mostly part-time	7.2	6.6	6.8
Combination	7.7	5.4	5.9
Total	100.0	100.0	100.0
(N)	(403)	(1,357)	(1,760)
TRANSFER STATUS			
Did Not Transfer from Another Institution	59.6%	67.3%	65.5%
Transferred from a community or other 2-year college	24.8	17.4	19.1
Transferred from another 4-year college or university	11.4	11.7	11.6
Transferred from both a 2-year and a four-year school	4.2	3.6	3.7
Total	100.0	100.0	100.0
(N)	(403)	(1,360)	(1,763)

Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

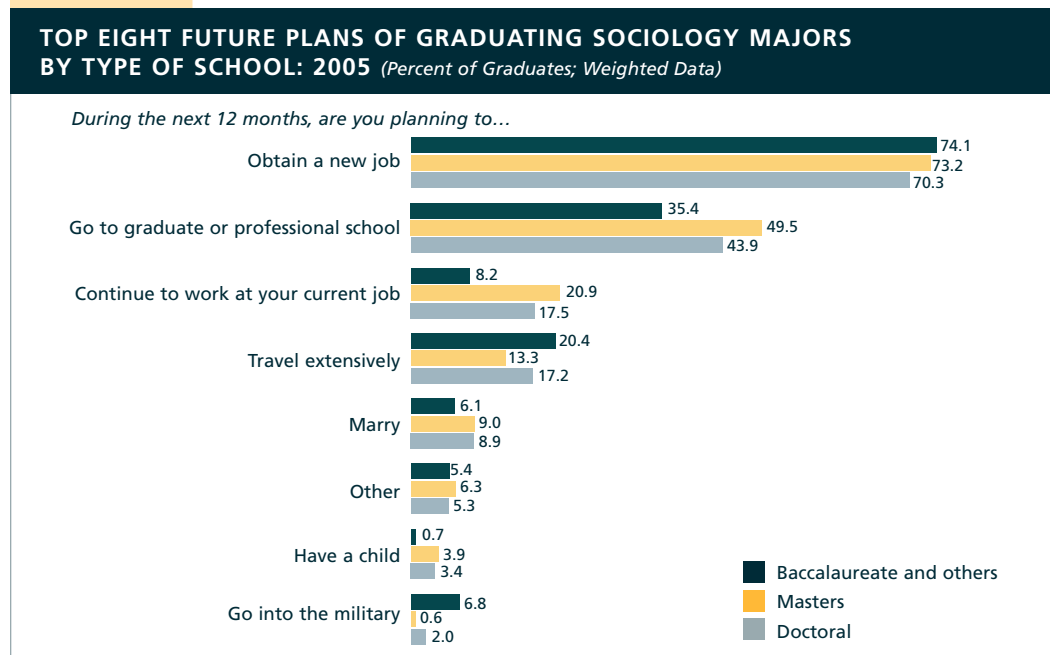
FUTURE PLANS

Figure 7: Top Eight Future Plans of Graduating Sociology Majors by Type of School.

Graduating majors could list more than one future plan for the next twelve months. Not surprisingly, the two most frequently listed options were obtaining a new job or going to graduate or professional school. About 7 out of 10 graduating majors indicated that they would be engaged in a job hunt, regardless of type of school. The second option is to go to graduate or professional school. The highest percentage of those selecting this option attends master's comprehensive universities (50 percent), compared to only about one-third graduating from baccalaureate schools. This is somewhat surprising given that students attending baccalaureate-only school have parents with the most education, while those attending master's comprehensive schools have parents with the least education. The percent of students listing these two choices totals more than one hundred percent suggesting that some portion of these majors intend to pursue these activities in the next year either simultaneously or sequentially. Along with these two plans, one in five majors attending a baccalaureate-only school intend to travel extensively. Fewer than 10 percent of majors at all types of schools intend to marry, have a child, or go into the military after they graduate.

Among all race and ethnic groups, African Americans are the most likely to list "go to graduate or professional school" as one of the plans they intend to pursue in the next twelve months in spite of their relatively low GPA scores and the lower educational levels of their parents. Men are significantly more likely than women to strongly agree that they will join the military after they graduate, although fewer than seven percent report that they will pursue this plan.

FIGURE 7



Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

Figure 8: Future Educational Plans of Graduating Sociology Majors. Those sociology majors who report that they plan to go to graduate school in the next twelve months were asked to specify the field and level of degree that they hoped to obtain. The highest percentage (23 percent) of sociology majors indicates that they want to earn additional degrees in education (including master's degrees in elementary education). The second highest percentage (15 percent) want degrees in psychology including master's degrees in counseling—psychology's equivalent to the applied master's degree in sociology. The applied master's in sociology was among the third choice reported by senior sociology majors with slightly more than 12 percent of sociology seniors reporting that they intend to go on to earn this degree. An almost equal percent of senior sociology majors report wanting a master's degree in social work or a law degree. These findings suggest that the next step for most of the majors intending to go to graduate school is an applied or professional degree. Fewer than 1 in 10 report any other plans, although about six percent hope to obtain a PhD in sociology.

FIGURE 8
FUTURE EDUCATIONAL PLANS OF GRADUATING SOCIOLOGY MAJORS: 2005
 (Percent Responding; Weighted Data)


Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

TABLE 4

OTHER FUTURE PLANS MENTIONED BY GRADUATING SOCIOLOGY MAJORS BY TYPE OF SCHOOL: 2005 *(In Percents; Weighted Data)*

	DOCTORAL	MASTERS	BACCALAUREATE & OTHERS	ALL OTHER SCHOOLS
Get Other training	8.9%	16.3%	50.0%	17.6%
Volunteer Service	40.0	48.8	21.4	41.2
Family Activity	11.1	2.3	0.0	5.9
Moving	17.8	18.6	14.3	17.6
Other	22.2	14.0	14.3	17.6
Total (N)	100.0 (45)	100.0 (43)	100.0 (14)	100.0 (102)

Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

Table 4: Other Future Plans Mentioned by Graduating Sociology Majors by Type of School. Other plans for the future listed by majors include a wide variety of activities that vary somewhat by type of school attended. Half of senior majors graduating from baccalaureate-only schools intend to obtain training at organizations other than graduate or professional schools. The largest group of these training activities includes internships to help prepare them for jobs or for graduate or professional school such as student teaching, followed by preparing for the Graduate Record Exam or the Law School Admission Test. About half of the majors graduating from master's comprehensive universities, followed by 40 percent of those graduating from doctoral universities intend to volunteer for local, national, or international services. These volunteer activities include foster parenting, AmeriCorps, the Peace Corps, human rights work, and missionary work. About 18 percent want to move to places as diverse as New York City or Guatemala or to participate in other activities such as working on political campaigns or applying to a police academy.

TABLE 5

COMPARISON OF CURRENT EMPLOYMENT CHARACTERISTICS OF GRADUATING SOCIOLOGY MAJORS AND FUTURE PREFERENCES BY TYPE OF SCHOOL: 2005
(Weighted Data)

	DOCTORAL	MASTERS	BACCALAUREATE & OTHERS	ALL OTHER SCHOOLS
Percent Currently Employed (N)	69.2% (858)	70.6% (667)	43.6% (241)	66.3% (1,766)
Hours Worked in an Average Week				
Mean	23.2	25.0	18.7	23.5
Median	20.0	24.0	14.5	20.0
(N)	(592)	(470)	(105)	(1,167)
Percentage Saying Current Job is Related to Sociology (N)	26.1% (594)	27.8% (468)	29.2% (106)	27.1% (1,168)
Employment sector of current Job				
Educational	18.9%	15.7%	17.6%	17.3%
Government	11.2	13.4	11.8	12.2
Private, non-profit	20.3	17.9	29.4	19.7
Private, for profit	39.9	44.0	29.4	41.2
Not Sure	9.8	9.0	11.8	9.5
Total (N)	100.0 (143)	100.0 (134)	100.0 (17)	100.0 (294)

Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

PREFERRED EMPLOYMENT SECTOR OF GRADUATING SOCIOLOGY MAJORS BY TYPE OF SCHOOL: 2005
(In Percents; Weighted Data)

	DOCTORAL	MASTERS	BACCALAUREATE & OTHERS	ALL OTHER SCHOOLS
Educational	12.1%	16.3%	15.8%	14.3%
Government	27.8	28.7	20.3	27.1
Private, non-profit	17.4	20.7	27.7	20.1
Private, for profit	13.5	8.2	11.3	11.1
Not Sure	29.2	26.2	24.9	27.4
Total (N)	100.0 (593)	100.0 (478)	100.0 (177)	100.0 (1,248)

Source: ASA, Research and Development Department, *What Can I Do With a Bachelors in Sociology? A National Survey of Senior Majoring in Sociology*, Spring 2005

Table 5: Comparison of Current Employment Characteristics of Graduating Sociology Majors and Future Preferences by Type of School. Those majors attending baccalaureate-only schools are the least likely to report being employed while at school. About 7 out of 10 senior majors graduating from master's comprehensive and doctoral universities report being employed while in school compared to only 4 out of 10 of those attending baccalaureate schools. The later group reports the fewest hours of employment. Only about one-fourth of all majors report that their current job is related to sociology, probably because the largest sector of employment is private for-profit organizations, with about 4 out of 10 students employed in this sector. After graduating, only about 1 in 10 majors want to work in the private for-profit sector. The highest percentage of graduating majors wants to work for the government or for a private not for-profit organization. Shortly before graduation, however, a substantial minority (about one-fourth) of these sociology majors is still undecided about the sector of their future employment.

Compared to their peers, African Americans work the most hours at outside employment. There are, however, no significant differences among racial and ethnic groups in the sector of their current job or the sector of the job they hope to get after graduation.

There are significant differences in the weekly hours of work that male and female undergraduate majors report, with men working somewhat more hours than women. When stating their future job plans, men are more likely to want to work for the government or for profit-making enterprises, while women are more likely to want to work for non-profit organizations. We will learn if these employment preferences are satisfied, as part of Phase II of this study.



PHASE I CONCLUSIONS

The first step in answering the question, “What can bachelor’s-level graduates do with their degrees in sociology?” is to find out what kinds of concepts and skills majors think that they gained as part of their majors, which skills they place on the resumes, and what are their future plans. This chart book reports the views of 1,777 senior majors. It suggests strong satisfaction with sociology as a major with more than 9 out of 10 majoring in sociology because of their interest in sociological concepts, especially if they had learned them in a first course that they rated highly. Likewise almost 9 out of 10 strongly agreed that they had, in fact, learned basic sociological concepts such as socialization, culture, institutions, social problems, and stratification. African Americans and Hispanics are more likely than whites and “others” to major in sociology because they learn about changing society. Women are more enthusiastic than men about the concepts that they learn. Very few majored in sociology because it was easy or convenient.

Fewer than half strongly agreed that they majored in sociology because it would prepare them for the job market or for graduate or professional school. Although African Americans are the racial and ethnic group most likely to report that this is the case, only about half do so. Why are senior sociology majors unlikely to report career preparation? One reason might be the relative lack of confidence they had mastered what they consider to be marketable skills, such as the ability to use statistical packages, although they strongly agreed that they had mastered other research skills such as developing evidence-based arguments. A second reason might be their inability to see what they had learned as skills that could be included on a resume. Women are less likely than men to list research skills on their resumes, although there is no significant difference in men’s and women’s view as to whether or not they mastered these skills. A third reason for their lack of optimism about their preparation for the future is the relative lack of what we might refer to as “soft skills” that employer’s claim they want such as internships, volunteer activities, group skills, and career-related mentoring. African Americans are the most likely racial and ethnic group to participate in service learning and mentoring programs while whites are the least likely to do so. A fourth reason may be their lack of satisfaction with the career counseling they received.

Sociology programs may not have thought about the array of professions and careers that graduates can pursue. Activities that could bolster attendance at the graduate school or professional school of their choice such as graduate school advising, participating in a sociology club, or working on a faculty member's research project is relatively rare. These findings suggest that programs maintain what students see as the strengths of their sociology major and deal with the weaknesses. They suggest the potency of sociological concepts; the importance of the introductory sociology course for engaging majors; the infusion of research skills, "early and often," especially computer literacy and statistical packages; the need to increase career and graduate school counseling, including making clear what skills should be listed on resumes; and the addition of out-of class learning experiences such as internships, research assistantships, and sociology clubs. The findings suggest that students should be encouraged to master those skills that are obvious for listing on resumes and list some of the not so obvious skills. Appendix II contains several pages of career information including web sites, job search engines, blogs, and books from the ASA bookstore.

N E X T S T E P S

The Research and Development Department, Advisory Committee members, and others will continue to analyze the results of the first phase of the survey, likely re-weighting by race and gender, providing special reports to departments that request them, and disseminating additional results at meetings, in journals, and on the project web site.

In 2006, the ASA Research and Development Department, the project Advisory Committee, and others will survey this cohort again to find out if their senior year aspirations match their actual post-graduate activities; what sociological concepts, skills, and activities they found to be useful in the early stages of their careers; and which skills and activities result in good jobs, or attendance at the graduate or professional school of their choice, when other factors are taken into account. Both students and faculty members should benefit from this next set of findings.

For the latest information and reports, visit our project web page at <http://www.asanet.org/page.www?section=BA+and+Beyond&name=BA+and+Beyond+Home>.

Appendix I:

PARTICIPATING COLLEGES AND UNIVERSITIES

American University (Washington, DC)	Loyola Marymount University (California)	United States Military Academy
Appalachian State University (North Carolina)	Loyola University (Chicago)	University of Akron
Augusta State University	Mansfield University of Pennsylvania	University of Alaska-Anchorage
Baldwin-Wallace College	McDaniel College	University of California-Davis
Baylor University	Meredith College	University of Hawaii-Manoa
Boston University	Michigan State University	University of Maryland-College Park
Brigham Young University	Midamerica Nazarene University	University of Massachusetts-Amherst
Brooklyn College-CUNY	Millersville University of Pennsylvania	University of Michigan-Ann Arbor
California State University-Northridge	Mississippi State University	University of Missouri-Columbia
California State University-San Bernardino	Missouri Southern State University	University of New Hampshire-Durham
California University of Pennsylvania	Mount Holyoke College	University of North Carolina-Chapel Hill
Central Michigan University	Mount Saint Mary's College (Maryland)	University of Northern Colorado
Colgate University	Northern Illinois University	University of Oklahoma-Norman
College of Charleston (South Carolina)	Oregon State University	University of Pennsylvania
College of New Jersey	Pace University-New York	University of Rhode Island
Colorado College	Pennsylvania State University	University of San Francisco
Davidson College	Radford University	University of South Florida
Denison University	Regis University	University of Southern Mississippi
Emory University	Rhode Island College	University of St. Thomas (Minnesota)
Florida International University	Rowan University	University of Texas-San Antonio
Florida State University	Saginaw Valley State University	University of Wisconsin-Eau Claire
Fordham University	Saint Cloud State University	University of Wisconsin-La Crosse
Gallaudet University	Saint Mary's College of Maryland	University of Wisconsin-Oshkosh
Georgia State University	Southern Connecticut State University	Utah State University
Hanover College (Indiana)	Southern Illinois University-Edwardsville	Virginia Polytechnic Institute & State University
Hood College	Southwest Baptist University (Missouri)	Washington College (Maryland)
Humboldt State University	SUNY-Albany	Washington State University
Hunter College-CUNY	SUNY-Brockport	Wayne State College
Illinois State University	SUNY-Cortland	Wayne State University
Indiana University-Bloomington	SUNY-Oneonta	Western Michigan University
James Madison University	SUNY-Potsdam	Westfield State College (Massachusetts)
Keene State College (New Hampshire)	Syracuse University	Wheaton College (Illinois)
Le Moyne College	Texas State University-San Marcos	Xavier University (Louisiana)
Kenyon College	Towson University	
	Truman State University	

Appendix II:

CAREER INFORMATION

ON THE ASA WEBSITE

Career Preparation

<http://www.asanet.org/page.ww?section=Careers+and+Jobs&name=Sociology+Major+++Preparation+for+Careers>

Careers in Sociology

<http://www.asanet.org/page.ww?section=Careers+and+Jobs&name=Careers+in+Sociology>
Read excerpts here: <http://maxweber.hunter.cuny.edu/socio/undergr/careers.html>

Notes on Internships in Sociology from The Student Sociologist

http://www.asanet.org/galleries/default-file/StudentSoc_Spring2005.pdf

Graduate Education in Sociology

<http://www.asanet.org/page.ww?section=Students&name=Graduate+Education>

Career Resources for the Sociology Major

<http://www.asanet.org/page.ww?section=Careers+and+Jobs&name=Career+Resources+for+the+Sociology+Major>

IN THE ASA BOOKSTORE

“What Can I Do With a Bachelor’s Degree in Sociology?” A National Survey of Seniors Majoring in Sociology. First Glances: What Do They Know And Where Are They Going?

<http://www.e-noah.net/asa/asashoponlineservice/productslist.aspx?CategoryID=ASACareers&selection=1>

Careers in Clinical Sociology

<http://www.e-noah.net/asa/asashoponlineservice/ProductDetails.aspx?productID=ASAOE100C03>

Careers in Sociology

<http://www.e-noah.net/asa/asashoponlineservice/ProductDetails.aspx?productID=ASAOE500C02>

Embarking Upon a Career with an Undergraduate Degree in Sociology

<http://www.e-noah.net/asa/asashoponlineservice/ProductDetails.aspx?productID=ASAOE501E93>

The Sociological Advantage

<http://www.e-noah.net/asa/asashoponlineservice/ProductDetails.aspx?productID=ASAOE510S95>

The Sociology Major as Preparation for Careers in Business and Organizations

<http://www.e-noah.net/asa/asashoponlineservice/ProductDetails.aspx?productID=ASAOE512S93>

VARIOUS DISCUSSIONS OF SOCIOLOGY CAREERS ON THE WEB

North Carolina Sociological Association’s career resource page

<http://www.ncsa.appstate.edu/students/>

Jacksonville State University’s list of jobs for Sociologists

http://www.jsu.edu/depart/soc/jobs_for_sociologists.html

Career Titles for Sociology Majors from St. Lawrence University

(also contains related links)

<http://web.stlawu.edu/career/soc.htm>

University of North Carolina-Wilmington’s sociology career pages

<http://www.uncwil.edu/stuaff/career/Majors/sociology.htm>
<http://people.uncw.edu/pricej/teaching/jobs.htm>

Skill sets for sociology-related occupations, prepared by Career Services at the University of Tennessee

<http://www.ollusa.edu/studentlife/careerservices/students/information/sociology.pdf>

More career resource links

<http://www.ollusa.edu/studentlife/careerservices/students/links/sociology.htm>

Comments and job titles from alumni from Grinnell

<http://web.grinnell.edu/careerdevelopment/makingchoices/sociology.html>

Notes on skills and occupations of sociology majors from Minnesota State University-Mankato

<http://krypton.mnsu.edu/~keating/career.html>

Towson's answer to our perennial question: What can I do with a degree in Sociology? Includes video clips from a graduate working with AARP, as well as the usual links of career resources

http://www.towson.edu/~mhughes/techfellows_soci.html

Job titles for sociology majors from Mesa State

<http://www.mesastate.edu/sl/acc/WTDWAD/Sociology.pdf#search='Careers%20in%20Sociology'>

Career and job search strategies for sociology majors at Western Washington

Be sure to check out what their alumni are doing
<http://www.ac.wvu.edu/~socad/careers.html>

SOME JOB SEARCH ENGINES

<http://chronicle.com/jobs>
www.Careerbuilder.com
www.monster.com
www.fedworld.gov/jobs/jobsearch.html
www.jobsfed.com
www.ajb.dni.us/
www.careeronestop.org
www.usajobs.opm.gov
www.govtjobs.com
www.jobs.com
www.idealists.org
www.hotjobs.com
www.careermart.com
www.careerfile.com
www.careerweb.com
www.brassring.com
www.nationjob.com
www.joboptions.com

KINDRED SPIRIT

A blog on the trials and tribulations of liberal arts majors on the job market

<http://liberalartsgrad.blogspot.com/>

NOW AVAILABLE!

Order a Custom Peer Analysis Report from Bachelor's Survey

ASA's Research and Development Department is now offering custom peer analysis reports that sociology departments can use for department assessment and review. You can order a comprehensive custom report tailored to your needs by selecting key peer comparison groups.

Tabulations, by your peer groups, will include all the analysis variables listed below including student demographics, educational experience, and complete batteries on reasons for majoring, future plans, skills gained, learning activities participation, and program satisfaction.

You will receive tabled results in EXCEL format using metrics we presented in our chart book of results (see: http://www.asanet.org/galleries/default-file/B&B_first_report_final.pdf).

HOW IT WORKS

First choose a peer group to compare your department. Choose from:

- All departments of specific institution type (standard coding)
- Departments of public or private institutions (standard coding)
- All departments of specific size groups based on the number BA/BS degrees awarded in 2003 (standard coding)
- All departments in your region (standard coding)
- Choose your own peers from 92 schools (custom coding, extra fee)

WHAT YOU GET

Profile the Students

- Demographics: Gender, Race & Ethnicity, Family Status, Parents' Education
- Higher education experience: GPAs, Transfer Status, Full-/Part-time Status, Employment while in School

Assess your Program

- Reasons for majoring in sociology
- Future plans after graduation
- What concepts did your students learn?
- Which skills did they gain?
- Which skills are they listing on their resumes?
- Participation in outside learning activities by sociology majors
- Overall satisfaction with sociology programs?

See the variable menu for more details.

PRICING

TABLES INCLUDED:	PRICE:
Your Department only	Free
Standard Report <i>Your school and one additional standard peer group (standard coding)</i>	\$250
Additional standard peer groups	\$35
Customized peer groups or selected schools, add:	\$25-\$50

Additional customization & options available. Contact us to see if we can accommodate your needs.

CONTACT

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Fax: (202) 638-0882
Email: spalter-roth@asanet.org

Variables Menu

Use the check boxes to select your comparison group(s). No individual-level data will be provided. The number of students responding is indicated in parentheses.

PEER GROUP COMPARISONS (Choose one below or select the schools you want)

- Type of Institution, standard coding: Doctoral/Research I (1,012); Master's (617); Baccalaureate (148)
- Public/Private, standard coding: Public (1,307); Private, not-for-profit (411)
- Department Size (BA/BS degrees awarded in 2003), standard coding: 30 or fewer BAs (327); 31 to 59 BAs (415); 60 to 79 BAs (297); 80 or more BAs awarded in 2003 (679)
- Region, standard coding: New England (166), Mid East (441), Great Lakes (356), Plains (66), Southeast (271), Southwest (127), Rocky Mountains (128), Far West (163)
- Custom peer group: select five institutions of your choice (additional fee). Data for these schools will be pooled. We cannot provide tabulations of individual schools.

- | | | |
|---|---|--|
| <input type="checkbox"/> AMERICAN UNIVERSITY (8) | <input type="checkbox"/> LOYOLA-CHICAGO (12) | <input type="checkbox"/> TOWSON UNIVERSITY (27) |
| <input type="checkbox"/> APPALACHIAN STATE (19) | <input type="checkbox"/> MCDANIEL COLLEGE (18) | <input type="checkbox"/> US MILITARY ACADEMY (9) |
| <input type="checkbox"/> AUGUSTA STATE UNIVERSITY (12) | <input type="checkbox"/> MEREDITH COLLEGE (4) | <input type="checkbox"/> UNIVERSITY OF AKRON (16) |
| <input type="checkbox"/> BALDWIN-WALLACE COLLEGE (7) | <input type="checkbox"/> MICHIGAN STATE (14) | <input type="checkbox"/> U. OF ALASKA-ANCHORAGE (5) |
| <input type="checkbox"/> BAYLOR UNIVERSITY (8) | <input type="checkbox"/> MIDAMERICA NAZARENE (6) | <input type="checkbox"/> U. OF HAWAII-MANOA (14) |
| <input type="checkbox"/> BOSTON UNIVERSITY (15) | <input type="checkbox"/> MILLERSVILLE UNIVERSITY (13) | <input type="checkbox"/> U. MARYLAND-COLLEGE PARK (45) |
| <input type="checkbox"/> BRIGHAM YOUNG (60) | <input type="checkbox"/> MISSISSIPPI STATE (10) | <input type="checkbox"/> U. MASSACHUSETTS-AMHERST (39) |
| <input type="checkbox"/> CAL STATE-NORTHRIDGE (22) | <input type="checkbox"/> MISSOURI SOUTHERN STATE (6) | <input type="checkbox"/> U. OF MICHIGAN-ANN ARBOR (64) |
| <input type="checkbox"/> CAL STATE-SAN BERNARDINO (27) | <input type="checkbox"/> MOUNT HOLYOKE COLLEGE (9) | <input type="checkbox"/> U. OF MISSOURI-COLUMBIA (24) |
| <input type="checkbox"/> CALIFORNIA UNIVERSITY (PA) (2) | <input type="checkbox"/> MOUNT ST MARYS COLLEGE (17) | <input type="checkbox"/> U. OF NEW HAMPSHIRE-MAIN (38) |
| <input type="checkbox"/> CENTRAL MICHIGAN (41) | <input type="checkbox"/> NORTHERN ILLINOIS (42) | <input type="checkbox"/> UNC-CHAPEL HILL (32) |
| <input type="checkbox"/> COLGATE UNIVERSITY (19) | <input type="checkbox"/> OREGON STATE UNIVERSITY (17) | <input type="checkbox"/> U. OF NORTHERN COLORADO (19) |
| <input type="checkbox"/> COLLEGE OF CHARLESTON (23) | <input type="checkbox"/> PACE UNIVERSITY-NEW YORK (4) | <input type="checkbox"/> U. OF OKLAHOMA-NORMAN (94) |
| <input type="checkbox"/> COLORADO COLLEGE (18) | <input type="checkbox"/> PENN STATE UNIVERSITY (31) | <input type="checkbox"/> U. OF PENNSYLVANIA (22) |
| <input type="checkbox"/> CUNY BROOKLYN COLLEGE (16) | <input type="checkbox"/> REGIS UNIVERSITY (11) | <input type="checkbox"/> UNIVERSITY OF RHODE ISLAND (7) |
| <input type="checkbox"/> CUNY HUNTER COLLEGE (40) | <input type="checkbox"/> RHODE ISLAND COLLEGE (10) | <input type="checkbox"/> U. OF SAN FRANCISCO (18) |
| <input type="checkbox"/> DAVIDSON COLLEGE (8) | <input type="checkbox"/> ROWAN UNIVERSITY (20) | <input type="checkbox"/> U. OF SOUTH FLORIDA (8) |
| <input type="checkbox"/> DENISON UNIVERSITY (5) | <input type="checkbox"/> SAGINAW VALLEY STATE (11) | <input type="checkbox"/> U. OF SOUTHERN MISSISSIPPI (8) |
| <input type="checkbox"/> FLORIDA INTERNATIONAL (8) | <input type="checkbox"/> SAINT CLOUD STATE (11) | <input type="checkbox"/> UNIVERSITY OF ST THOMAS (14) |
| <input type="checkbox"/> FLORIDA STATE UNIVERSITY (20) | <input type="checkbox"/> SOUTHERN CONN STATE (25) | <input type="checkbox"/> U. OF WISCONSIN-EAU CLAIRE (9) |
| <input type="checkbox"/> FORDHAM UNIVERSITY (31) | <input type="checkbox"/> SOUTHERN ILLINOIS (11) | <input type="checkbox"/> U. OF WISCONSIN-LA CROSSE (27) |
| <input type="checkbox"/> GEORGIA STATE UNIVERSITY (39) | <input type="checkbox"/> SOUTHWEST BAPTIST (5) | <input type="checkbox"/> U. OF WISCONSIN-OSHKOSH (8) |
| <input type="checkbox"/> HANOVER COLLEGE (12) | <input type="checkbox"/> SOUTHWEST TEXAS STATE (21) | <input type="checkbox"/> UTAH STATE UNIVERSITY (20) |
| <input type="checkbox"/> HOOD COLLEGE (5) | <input type="checkbox"/> ST MARY'S COLLEGE (MD) (19) | <input type="checkbox"/> VIRGINIA POLYTECHNIC INST. (29) |
| <input type="checkbox"/> HUMBOLDT STATE (15) | <input type="checkbox"/> SUNY-ALBANY (25) | <input type="checkbox"/> WASHINGTON COLLEGE (10) |
| <input type="checkbox"/> ILLINOIS STATE UNIVERSITY (25) | <input type="checkbox"/> SUNY-BROCKPORT (14) | <input type="checkbox"/> WASHINGTON STATE (30) |
| <input type="checkbox"/> INDIANA U.-BLOOMINGTON (30) | <input type="checkbox"/> SUNY-CORTLAND (1) | <input type="checkbox"/> WAYNE STATE UNIVERSITY (2) |
| <input type="checkbox"/> JAMES MADISON UNIVERSITY (46) | <input type="checkbox"/> SUNY-ONEONTA (14) | <input type="checkbox"/> WESTERN MICHIGAN (5) |
| <input type="checkbox"/> KEENE STATE COLLEGE (16) | <input type="checkbox"/> SUNY-POTSDAM (19) | <input type="checkbox"/> WESTFIELD STATE COLLEGE (7) |
| <input type="checkbox"/> KENYON COLLEGE (7) | <input type="checkbox"/> SYRACUSE UNIVERSITY (24) | <input type="checkbox"/> WHEATON COLLEGE (8) |
| <input type="checkbox"/> LE MOYNE COLLEGE (10) | <input type="checkbox"/> COLLEGE OF NEW JERSEY (14) | <input type="checkbox"/> WILLIAM PATERSON (23) |
| <input type="checkbox"/> LOYOLA MARYMOUNT (15) | <input type="checkbox"/> U. TEXAS-SAN ANTONIO (4) | <input type="checkbox"/> XAVIER OF LOUISIANA (5) |

ANALYSIS VARIABLES YOU WILL RECEIVE

✓ **Demographics** (Gender, Race & Ethnicity, Family Status, Parents' Education)

✓ **Higher Education Experience**

- Student Performance and Status (GPAs, Transfer status, Full-/Part-time status)
- Employment in School (Currently Employed, Hours, Related to Sociology, Employment Sector)

✓ **Assess your Program**

- Reasons for Majoring in Sociology (complete battery of 14 indicators)
- Concepts Learned (complete battery of 6 indicators)
- Skills Gained (complete battery of 9 indicators)
- Skills listed on Resumes (complete battery of 9 indicators)
- Learning activities (complete battery of 10 indicators)
- Satisfaction with Sociology Program (complete battery of 9 indicators)
- Future plans after graduation (battery of 8 indicators)



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