

Launching Majors into Satisfying Careers:

A Faculty Manual with a Student Data Set

Roberta Spalter-Roth, American Sociological Association

Mary S. Senter, Central Michigan University

Nicole Van Vooren, American Sociological Association

with the assistance of Michael Wood and Pamela Stone, Hunter College, City University of New York

ALSO INCLUDES:

- Resources
- Curricular Ideas
- Assessment Plan

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 over 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.

Evelyn Nakano Glenn
President

Patricia Hill Collins
Past President

Randall Collins
President Elect

Sally T. Hillsman
Executive Officer

Cite Publication as:

American Sociological Association, Research and Development Department, 2010.
Launching Majors into Satisfying Careers: A Faculty Manual with a Student Data Set.
Washington, DC: American Sociological Association.

For more information:

Roberta Spalter-Roth
American Sociological Association
1400 K Street, N.W., Suite 600
Washington, DC 20005
Telephone: 202-383-9005
Email: spalter-roth@asanet.org

July 2010

Launching Majors into Satisfying Careers:

A Faculty Manual with a Student Data Set

Roberta Spalter-Roth, American Sociological Association

Mary S. Senter, Central Michigan University

Nicole Van Vooren, American Sociological Association

with the assistance of Michael Wood and Pamela Stone, Hunter College, City University of New York



Funded by the National Science Foundation

[PREFACE]

The Sociology Program at the National Science Foundation (NSF) supports research that measure the human, social, and cultural capital that individuals gain as part of their socialization in organizations and institutions. This particular study, “*What Can I Do with a Bachelor’s Degree in Sociology*,” known as the Bachelor’s and Beyond Study, contributes to this body of knowledge. To carry out the study, the American Sociological Association’s Research and Development Department followed a cohort of sociology majors to investigate whether, as majors in sociology departments, students acquire the kinds of capital that they need to participate in the social science workforce.

Sociology faculty members teaching in institutions of higher educations are often in the forefront of developing new methodological and conceptual understandings that they can pass on to undergraduate sociology majors. However, not all faculty members intentionally socialize students to understand how they can use these skills and concepts to enter the social science workforce. Nor do faculty members necessarily provide or encourage students to gain the social capital that can increase their chances of accomplishing a successful transition to the next stage of their careers.

This manual for faculty members provides the answers to a series of important questions. For example, what factors increase the likelihood that students will enter the social science workforce? Do students have the computer, programming, statistical, and research skills they need? Do they have the conceptual and problem-solving skills that sociology provides? Along with these hard skills, do they gain soft skills such the knowledge of how social groups work? For example, do recent graduates have the ability to collaborate with or lead diverse groups? In addition to these skills, do sociology majors gain the resources that result from direct ties with faculty, such as mentoring and introduction to professional networks? Are students encouraged to take advantage of the availability of these skills and resources as they search for jobs or apply to graduate school? The findings from this study suggest that many students could obtain more beneficial career and employment information and advice from faculty members.

To improve this situation and to better socialize their students, sociology faculty members and departments are encouraged to use the experiences of sociology majors reported in the Bachelor’s and Beyond study for organizing their programs without overly-burdening themselves. This manual provides many resources that can increase the likelihood that majors can use their sociological knowledge and skills, without sacrificing the theoretical and conceptual core of the discipline. These resources include a student-oriented data set that can be used to improve methodological skills while

learning about the experiences of their peers. Finally, the manual contains a method for departments to use to assess their success in teaching students sociological skills and concepts.

The findings from this study suggest that many students could obtain more beneficial career and employment information and advice from faculty members.

A handwritten signature in blue ink that reads "Patricia E. White". The signature is written in a cursive style with a large, prominent initial "P".

Patricia E. White

Program Officer

Sociology Program, National Science Foundation

Table of Contents

Introduction: Why Do Faculty Need this Manual?	1
SECTION 1: Summary of Findings from the Study What Can I Do with a Bachelor's Degree in Sociology?	
Overview of Study: The Bachelors and Beyond	7
Presentation of Data: A Summary of What Faculty Need to Know about Their Students	8
Reasons for Majoring in Sociology	8
What Do They Learn?	10
<i>Understanding Concepts, Theories, and Relationships.</i>	
<i>Gaining Skills</i>	
Social Capital: Connections, Strategies, and Resources	11
<i>Parent's Social Capital</i>	
<i>Student Social Capital.</i>	
<i>Satisfaction with their Program and Concern with Advising</i>	
The Transition to Post-Graduate Careers	13
<i>Skills Listed by Seniors on their Résumés</i>	
<i>Future Plans of Graduating Majors for the Next 12 Months</i>	
<i>Post-Graduate Careers</i>	
<i>Predictions and Realities</i>	
<i>Occupations</i>	
<i>Closeness of Jobs to Sociology Training</i>	
Increasing the Chances of Using Job Skills and Job Satisfaction	17
Off to Graduate School	18
<i>Who Enrolls?</i>	
<i>Applying for and Using Skills and Concepts in Graduate School.</i>	
The Last Interview, Four Years Later	20
<i>Human Capital and Job Change</i>	
<i>Skills on the Job</i>	
Final Thoughts	
PowerPoint Presentation	23
Bachelor's and Beyond Webpage	26

SECTION 2: Letters and Data Briefs

Letters to Students and Parents	
Letter to Majors	29
Letter to Students taking First Sociology Class	31
Letter to High School Students	35
Letter to Parents of Majors	37
Data Briefs for Students, Parents, and Administrators	
Why Do Students Major? What Do They Learn?	41
Strategies Students Can Use for Finding Jobs That Are Close to Sociology	43
What Kind of Jobs Do Sociology Majors Land?	45
Going to Graduate School: Multiple Pathways for Sociology Majors	47

SECTION 3: Implications of Findings for Departments and Faculty— Encouraging Career Preparation throughout the Curriculum

Sociologists Providing Career Advice...without Becoming Career Advisers	51
Career Libraries	51
Professional Associations and Organizations	54
Other Good Places to Begin	54
Templates for Résumés	56
Interviewing Tips for Students	59
Additional Tips for Departments	59
Using the B&B Dataset to Teach about Careers while Teaching Sociology	61
Accessing the Data Set and Codebook	61
Suggestions for Use of Bachelor's and Beyond Data Set	61
Other Examples of Course Assignments That Teach Sociology while Promoting Career Exploration	64
Showcasing the Multiple Implications of Findings	66
Expanding the Reach of Methods Courses	67
Role of Extra-Classroom Activities	68
Additional Courses and Curricular Change	69

SECTION 4: Program Assessment using the Bachelor's and Beyond 75

APPENDICES

Appendix I: Research Design	81
Appendix II: Bibliography	83
Appendix III: Codebook for Student Version of the Bachelor's and Beyond Survey	86
Appendix IV: Alumni Surveys	103

CD with all materials and Data Set

LIST OF TABLES AND FIGURES

Figures

Figure 1: Top Five Reasons for Majoring in Sociology	9
Figure 2: Top Eight Skills Gained by Sociology Majors	10
Figure 3: Senior Majors' Participation in Broad Categories of Activities	12
Figure 4: Overall Satisfaction with Outcomes of Sociology Programs	13
Figure 5: Top Seven Skills Listed by Majors on their Résumés	14
Figure 6: More Sociology Bachelor's Recipients are in the Labor Force	15
Figure 7: Pathways to Job Satisfaction	17
Figure 8: Concepts Used in Graduate Programs	19
Figure 9: Who are Working in Different Fields?	20
Figure 10: Sociological Skills Used on the Job	21

Tables

Table 1: Types of Occupations	16
Table 2: Graduate Fields of Studies	18

Why Do Sociology Faculty Members Need This Manual?

About 90 percent of students major in sociology because the concepts engage them. The American Sociological Association's four-year study, *What Can I Do with a Bachelor's Degree in Sociology?* known as the Bachelor's and Beyond study, shows that more than 70 percent major because they like their first course. At least two thirds of graduating majors expressed the highest level of overall satisfaction with their experiences in 2005 (Spalter-Roth and Erskine 2006). The number of sociology graduates more than doubled from the low point of 12,165 in 1985 to 28,897 in 2008 (http://www.asanet.org/research/stats/degrees/degrees_level.cfm). All of this is good news for sociology departments.

Nonetheless, current students and recent graduates face a daunting job market with national unemployment levels hovering around 10 percent in 2010. And, in 2008, 67 percent of students graduating from four-year colleges and universities had student loan debt. The average debt levels for graduating seniors with loans was \$23,200 in 2008, a 24 percent increase from just four years earlier (http://projectonstudentdebt.org/files/File/Debt_Facts_and_Sources.pdf).

Given these circumstances, it is sensible for sociology students and their parents (many of whom are not college graduates themselves)

to ask: *What Can I Do with a Sociology Major?* Students often turn to faculty and their departments for answers, because faculty are the teachers and mentors to students, and student satisfaction with the ease of seeing sociology faculty outside of class and the quality of sociology teaching is high, especially in baccalaureate-only institutions (Spalter-Roth and Erskine 2006). Meanwhile, faculty have had little formal training in career guidance and often do not have the time or resources necessary to do the research to provide thorough-going answers to students or parents who ask this question. Faculty members, by definition, have pursued an academic path and may not have a thorough-going understanding of the ways in which sociology can be used in multiple areas in the current workforce or in graduate study.

The purpose of this manual is to provide sociology faculty members and their departments with a variety of easy-to-access resources, based on the Bachelor's and Beyond study, to help students prepare for and navigate a difficult job market. All of the resources contained in this manual including a student data set in SPSS and in STATA can be found on the accompanying CD so that faculty members can change them and use them as they wish. These resources can increase the likelihood

Current students and recent graduates face a daunting job market with national unemployment levels hovering around 10 percent in 2010.

that students will find satisfying careers using their sociological knowledge and skills, without sacrificing the theoretical and conceptual core of sociology. Likewise, the manual is designed to provide suggestions to departments to help them position themselves within their universities, given the increasing pressures on departments to assess student success both inside the academy and in students' post-baccalaureate lives.

Sociology in the Context of the Corporate University

Sociology departments find themselves in the midst of powerful trends affecting higher education. They exist in universities facing budget shortfalls and work with administrators who have embraced a business or vocational model for governing higher education (Newfield 2003; Slaughter and Leslie 1997). Sociologists and other liberal arts faculty have voiced concerns that the growth of this profit, corporate-oriented model has had negative and indeed pernicious consequences for teaching and learning (Tuchman 2009). They believe that education has become more skill oriented and does not put learning in a social context. On many campuses, the "practical arts," such as business, public policy, health care, and criminology are growing while the liberal arts are in decline (Brint 2002). For sociology and for its practitioners there is no need for sociologists to choose between a commitment to sociology as a liberal arts discipline versus sociology as one of the practical arts.

Sociology as a Scientific Liberal Art

Sociology is a liberal art, with an emphasis on scientific method. Yet the discipline has a tradition of both practice, often in the service of social reform, and abstract theory and methodology, often in the service of scientific understanding (Calhoun, Duster, and Van Antwerpen 2010). In spite of the long tradition of practice, now referred to as public sociology (Burawoy 2005), the undergraduate curriculum is not primarily designed to place majors in specific applied careers or to engage in specific types of social action. Indeed, there are calls to resist what is referred to as the "vocalization" of sociology, with the trading of emphasis on theory and methods for narrow career preparation. In contrast to these calls, department chairs, at regional and national meetings, report that they worry that their departments will be merged with other programs, will lose resources, or will fail to get additional faculty lines because of declining enrollments compared to departments viewed as more practical majors. This manual, and the resources it provides, addresses these concerns.

The Bachelor's and Beyond study shows that a majority (60 percent) of sociology majors go into the labor market directly after graduation. They hope that majoring in sociology will improve their career chances even though they are excited by sociological concepts and are "idealists" who want to understand the relation between social forces and individuals and to change society (Spalter-Roth and VanVooren 2008a and 2008b). Regardless of their reasons for majoring, the majority are dissatisfied with the career advice they receive. Knowledge about the link between their major and possible careers may be especially useful for students of color, students of non-college graduate parents, and children of immigrants, many of whom comprise a growing

share of the student body, especially in sociology (Spalter-Roth and Erskine 2006).

This manual does not suggest that faculty stop teaching the perspectives and the concepts that students say drew them to sociology, nor should faculty assume students' responsibility for finding jobs and planning their futures. Nonetheless, the current context of higher education along with the findings from the Bachelor's and Beyond study suggest that faculty may need to become more cognizant of future careers for sociology majors. Such an orientation need not change the primary role of sociology faculty as teachers and researchers. Similarly, this manual demonstrates multiple ways in which sociology faculty can help create bridges between the liberal arts and the practical world of work and graduate school, while still maintaining a commitment to the core principles underlying a rigorous and critical undergraduate major.

Overview of Topics

The manual is divided into four main sections. The first provides an overview of the Bachelor's and Beyond study along with key findings to give faculty information on what they need to know about sociology majors—in particular, the

skills and concepts students report learning, their satisfaction with aspects of the major, and their activities after graduation. The second section presents a series of letters and data briefs that departments can readily duplicate and distribute to the multiple audiences—high school students, potential majors, current majors, parents, and administrators—who are likely to ask for information about the major and the continuing success of sociology graduates. The third section draws out the curricular and pedagogical implications of the findings of the Bachelor's and Beyond study for departments and their faculties, providing a series of suggestions about ways in which career exploration and preparation can be integrated into the major without negatively affecting quality and rigor. And, finally, the fourth section of the manual provides an example about the ways in which the questionnaires and findings from the Bachelor's and Beyond study can be used by departments faced with pressures to assess student learning or engage in program review. Additional materials including a bibliography, the code book for the Bachelor's and Beyond data set, and sample alumni surveys can be found in the appendix. All of these materials, including the student data set, can be found on the CD attached to this document.

[SECTION]

1

Summary of Findings from the Study *What Can I Do with A Bachelor's Degree in Sociology?*

This section presents data from all three waves of the Bachelor's and Beyond Survey. It provides a summary along with graphs and tables of what sociology faculty need to know about their students from why they major to their status four years after the initial survey. It also provides a series of PowerPoint slides that are also found on the accompanying CD. Also included in this section is a copy of the study home page that includes research reports and briefs from that are free for downloading. The student data set based on the Bachelor's and Beyond survey is found on the CD.

Summary of the Bachelor's and Beyond Research Project

“WHAT CAN I DO WITH A BACHELOR’S DEGREE IN SOCIOLOGY?” QUESTIONS TO BE ANSWERED

Overview of the Study

Sociology majors, their parents, administrators, and the public often ask, “What can I do with a bachelor’s degree in sociology?” In 2004, the American Sociological Association (ASA) was awarded the first of two grants from the National Science Foundation (NSF) Sociology Program to embark on a longitudinal study to answer this question. The first wave of this study, commonly known as the Bachelor’s and Beyond project, was conducted in 2005 with a sample of sociology majors in their senior year (see Appendix I for the study methodology). The second wave of the study was conducted in 2007 after majors had graduated and were either in the labor market or in graduate school. The third wave was conducted in 2009. This section of the manual includes a summary of the findings from all three waves of the study.

The NSF Sociology Program is particularly concerned with whether sociology majors learn skills or gain human and social capital that allows them to enter the social science workforce. The ASA anticipates that the results of this study will aid sociology departments interested in measuring and enhancing student learning and will be useful in addressing the worries of students and their parents about the ways in which sociology’s curriculum affects the futures of majors. Study findings should also be useful to those departments facing possible declines in majors and to those who fear that the sociology

major itself will be demoted to a series of service courses.

In the remainder of this section we summarize the study findings about the human and social capital gained by sociology majors during their undergraduate program and the impact of this capital on the next four years of their lives. The focus of the first wave of the study was to find out why students majored in sociology and what human and social capital they acquired in their undergraduate program. In each wave of the study we ask a series of questions concerning their acquisition and use of hard and soft skills. We ask: As a result of exposure to the sociology department curriculum, do students gain specific hard skills such as the computer, statistical, and research skills they need to go into the science workforce? Do students master the conceptual and problem-solving skills that sociology provides? Along with these hard skills, we ask: Do majors gain soft or people skills, such the knowledge of how to work with social groups, how to collaborate, how to coach others, and how to work with and lead diverse groups?

In addition to these human capital skills, the Bachelor’s and Beyond study explores the access to social capital—that is, the availability of resources inherent in networks. In college, these networks include direct ties with faculty, fellow students, career counselors, and out of classroom activities, such as mentoring,

participation in internships or sociology clubs, and the introduction to professional networks through participation in regional or annual sociology meetings. So, we ask: Do sociology majors gain access to social capital through their undergraduate programs? Although the acquisition of soft skills and social capital is not necessarily a required part of the formal curriculum, do these features result in more successful transitions? Do sociology majors develop the direct or indirect ties that result in desired jobs or graduate school programs? What plans do they have for their future? And finally, we ask about majors' satisfaction with aspects of their undergraduate sociology program.

In the second wave of the study, we ask if students carry out their undergraduate plans. What kinds of jobs do they obtain and what kinds of graduate school programs do they enter? What skills and concepts do they use on the job and in graduate school? What helps former majors make career transitions, especially into the labor force? How do they find jobs that reflect what they learn in their sociology program? Do they benefit from the social capital that they gained as undergraduates? Is enough attention paid by departments to the career transitions of those interested in going into the job market directly or to those who would continue with practice-oriented master's programs? And are majors who are now alumni as satisfied with aspects of the sociology major as they are as senior majors?

In the third wave of the study, we continue with our examination of the use of human and social capital in careers. Do former majors pursue additional hard and soft skills in their post-baccalaureate lives? As a result, do they move up the career ladder from non-professional jobs into professional ones? Which skills and

concepts are they most likely to use on their new jobs? What skills do they wish they had learned? How satisfied are they with aspects of their jobs? Finally, does satisfaction with the sociology major change from one wave of the study to the next?

The information gathered from the first, second, and third waves of the study not only provides an overview of the sociology major as experienced by students, but also provides information that can be used by departments to organize programs and to help students find jobs that use the skills that they learned.

Presentation of Data: A Summary of What Faculty Need to Know about Their Students.

A series of Research Briefs are available at the web site of the ASA's Research and Development Department that summarize the findings from the Bachelor's and Beyond project in detail (http://www.asanet.org/research/bacc_survey.cfm#briefs). What follows is summary of key findings from the project.

Included in the manual are a series of PowerPoint slides that summarize key research findings. These slides can also be found in the accompanying CD to this manual. Faculty and departments may find these slides useful when they are called upon to make presentations on what sociology majors do in the immediate years after receiving their undergraduate degrees.

Reasons for Majoring in Sociology.

Graduating seniors pick sociology as an undergraduate major because they have a strong interest in sociological concepts and theories (see Figure 1). They are particularly interested in those that explain relationships between institutions, social processes and individuals. If these relationships were exciting in their first sociology course, then students are likely to major. The top reasons for majoring did not vary significantly by type

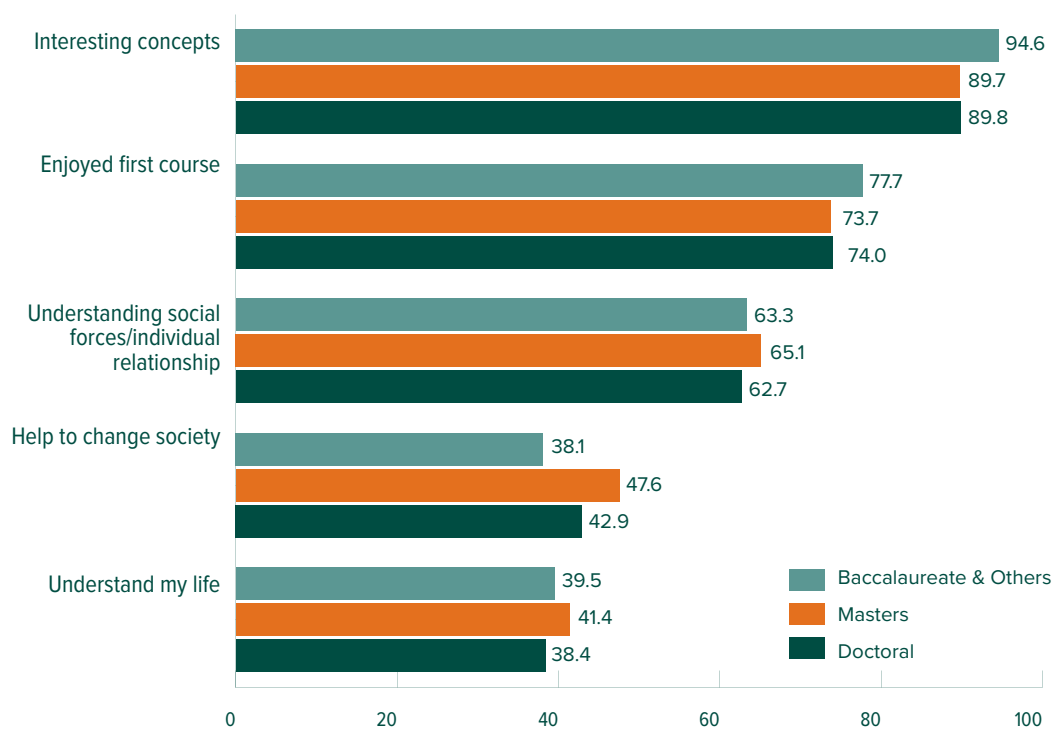
of school (doctoral, master's, or baccalaureate). About 9 out of 10 respondents strongly agree that they majored because sociological concepts are interesting. Almost three quarters reported majoring because they enjoy their first course; almost two thirds major to better understand the relationship between individuals and society. Almost 4 out of 10 percent want to change society and more than one third major because they want to better understand how their lives fit into social forces. A minority major in sociology because of vocational reasons; about one third think that sociology would prepare them for the job they wanted or for graduate and professional schools. Being an idealist or a careerists are not necessarily mutually exclusive categories. There are students who are both. Finally, graduating seniors do not major in sociology because they

thought it was easy or convenient. Only 7 percent selected sociology because it required fewer credit hours than other majors, only 11 percent fall into the major because they have enough courses; and fewer than 5 percent selected sociology because the major they want is not available.

There are significant differences by the race and ethnicity of the respondents to the survey. Hispanics and blacks 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 strongly agree that this is a top reason for majoring in sociology. More than 75 percent of Hispanics strongly agree with this reason for majoring, followed by 68 percent of blacks and 62 percent of whites. More

Figure 1. Top Five Reasons for Majoring in Sociology by Type of School: 2005

(Percent Responding Very Important; Weighted Data)



Source: ASA Research and Development Department, *What Can I do With a Bachelor's in Sociology? A National Survey of Seniors Majoring in Sociology Wave I, 2005*

than half of African Americans and Hispanics strongly agree that they majored in sociology in order to change society (60 percent and 56 percent, respectively). White students are significantly less likely to choose this response, although a substantial percent do major for this reason (40 percent).

What Do They Learn?

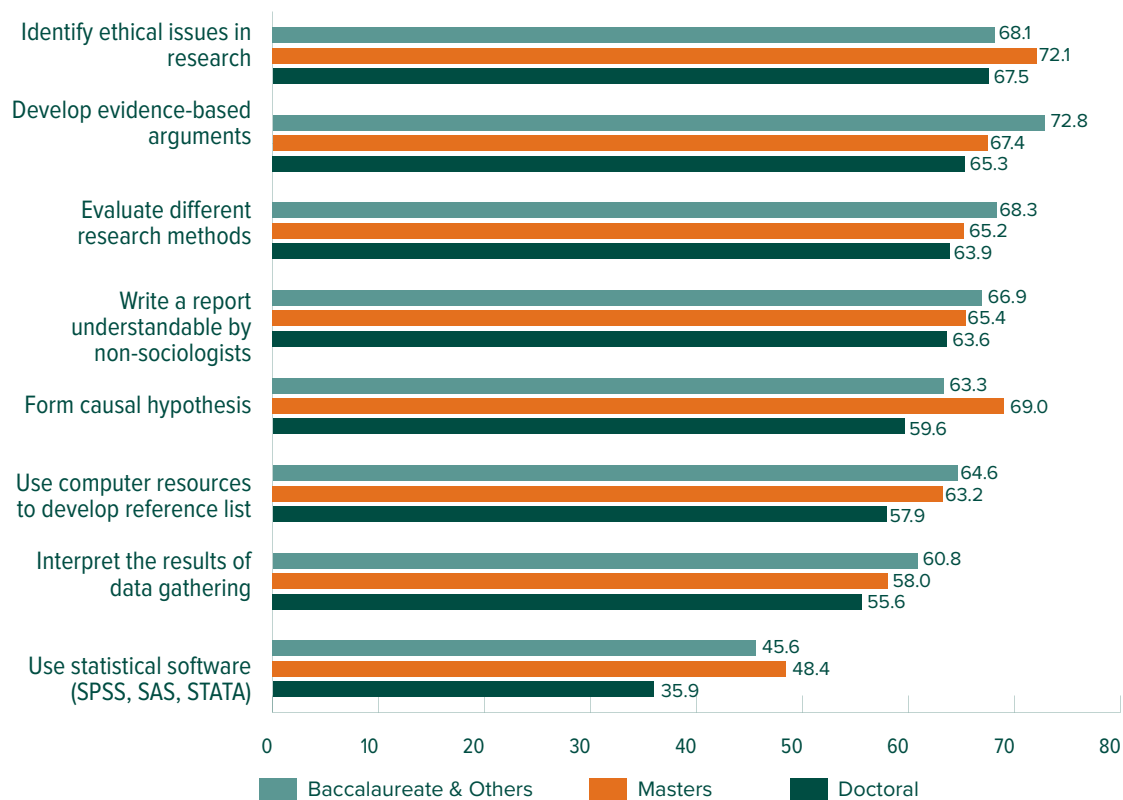
Understanding Concepts, Theories and Relationships. A high percentage of graduating seniors are confident that they understand important sociological concepts, theories, and social relationships. In fact, almost 90 percent strongly agree that they understand basic sociological

concepts. About 70 percent strongly agree that they understand the differences between theoretical paradigms. About the same percentage strongly agree that they understand empirically-based relationships such as the effects of status differences on daily life, critical or alternative views of society, current sociological views of social issues, and the relations between individuals and social institutions.

There are some significant differences by type of school. A higher percentage of students at baccalaureate-only than other schools strongly agree that they understand basic sociological concepts. A significantly higher percentage of seniors at doctoral universities than other

Figure 2. 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 Bachelor's in Sociology? A National Survey of Seniors Majoring in Sociology Wave I, 2005*

schools strongly agree that they had learned current sociological explanations of social issues. Interest in these concepts, theories, and social relationships are the most important reasons that students major in sociology, although, by themselves, mastery of them are not the reasons that graduates find jobs in which they use what they learn as majors.

The only variation by race and ethnicity is that a higher percentage of Hispanics strongly agree that they learned about social institutions and their impact on individuals (86 percent compared to about 75 percent of blacks and whites). For Hispanics, this was 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, in comparison with men, women are significantly more likely to strongly agree that they gained the ability to describe and explain the range of sociological concepts theories, and social relationships.

Gaining Skills. Seniors are somewhat less sanguine that they learn quantitative and research skills as part of their major. The highest percentage of respondents strongly agrees that they could identify ethical issues in research. Between 55 percent and 68 percent strongly agree that they can develop evidence-based arguments, evaluate research methods, write reports, and form causal hypotheses. In contrast, less than one half of responding majors strongly agree that they learn to use statistical packages in the social sciences. However, this later skill is the one that they are most likely to list on their résumés. Black and Hispanic graduating seniors tend to be more sanguine than whites about at least one of their quantitative sociological skills. More than two thirds of blacks (and about the

same percentage of Hispanics) strongly agree that they could interpret the results of data gathering in comparison to 55 percent of whites. Half of black students strongly agree that they could discuss percentages and tests of significance in a bivariate table in comparison to 40 percent of Hispanics and only 36 percent of white students.

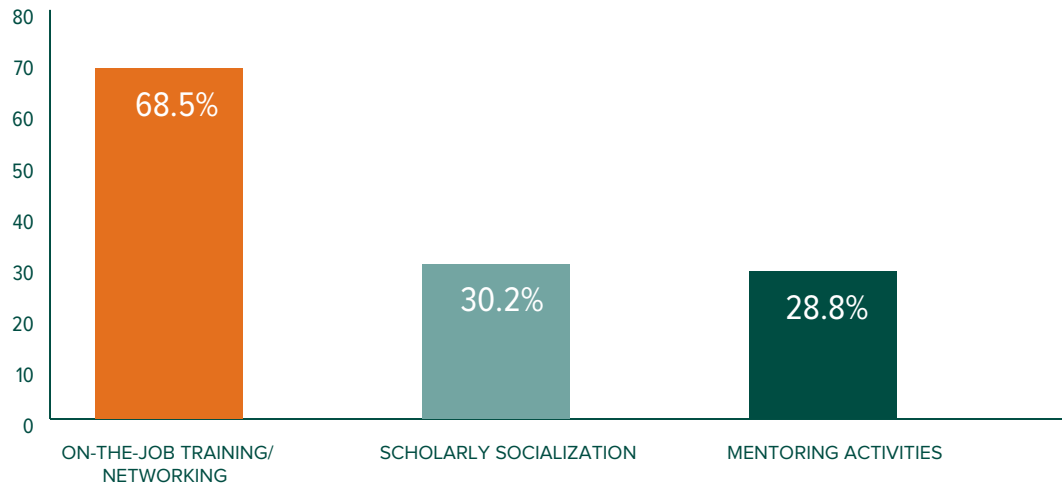
Social Capital: Connections, Strategies, and Resources

Parent's Social Capital. Fewer than half of the parents of senior majors completed a baccalaureate degree or went beyond to graduate or professional school. Parents of majors attending baccalaureate-only schools are the most likely to have higher education (66 percent of fathers and 59 percent of mothers). Students at master's comprehensive schools report the lowest percentage of parents with a bachelor's degree or more. For these students about two thirds of their parents do not finish college. The percentage of parents of graduating seniors attending doctoral universities who completed a bachelor's degree or went beyond fell in between the other two types of schools, with less than half completing college or going to graduate or professional school. Fathers of black and Hispanic students are about twice as likely as the fathers of white students to have a high school degree or less and are less than half as likely to have some graduate education or a graduate degree. The differences among mothers are not as great. We assume that parents without college degrees will have fewer social connections and other forms of cultural capital as social resources that they can pass on to their children. With higher education come contacts, situational knowledge, and strategies for professional job searches and graduate school applications.

Student Social Capital. An alternative form of making connections and learning strategies to conduct searches for professional jobs or to apply to graduate school is through out-of-classroom

Figure 3. Senior Major's Participation in Broad Categories of Activities: 2005

(in percents)



Source: ASA Research and Development Department, *What Can I do With a Bachelor's in Sociology? A National Survey of Seniors Majoring in Sociology Wave I, 2005, and Wave II, 2007.*

pursuits. Activities associated with on-the-job training and networking, scholarly socialization, and mentoring are designed to increase students' social and cultural capital. Students are asked whether they participated in 10 specific types of activities designed for these purposes. The activities formed three distinct clusters: (1) On-the-job training and job networks including leadership training, participating in internships, engaging in community activities, taking part in service learning programs, and attending job fairs; (2) Scholarly networking and socialization including membership in a sociology club, participating in the sociological honorary society Alpha Kappa Delta, and attending state, regional, or national sociological meetings; and (3) Mentoring activities including student participation in mentoring programs and in faculty research.

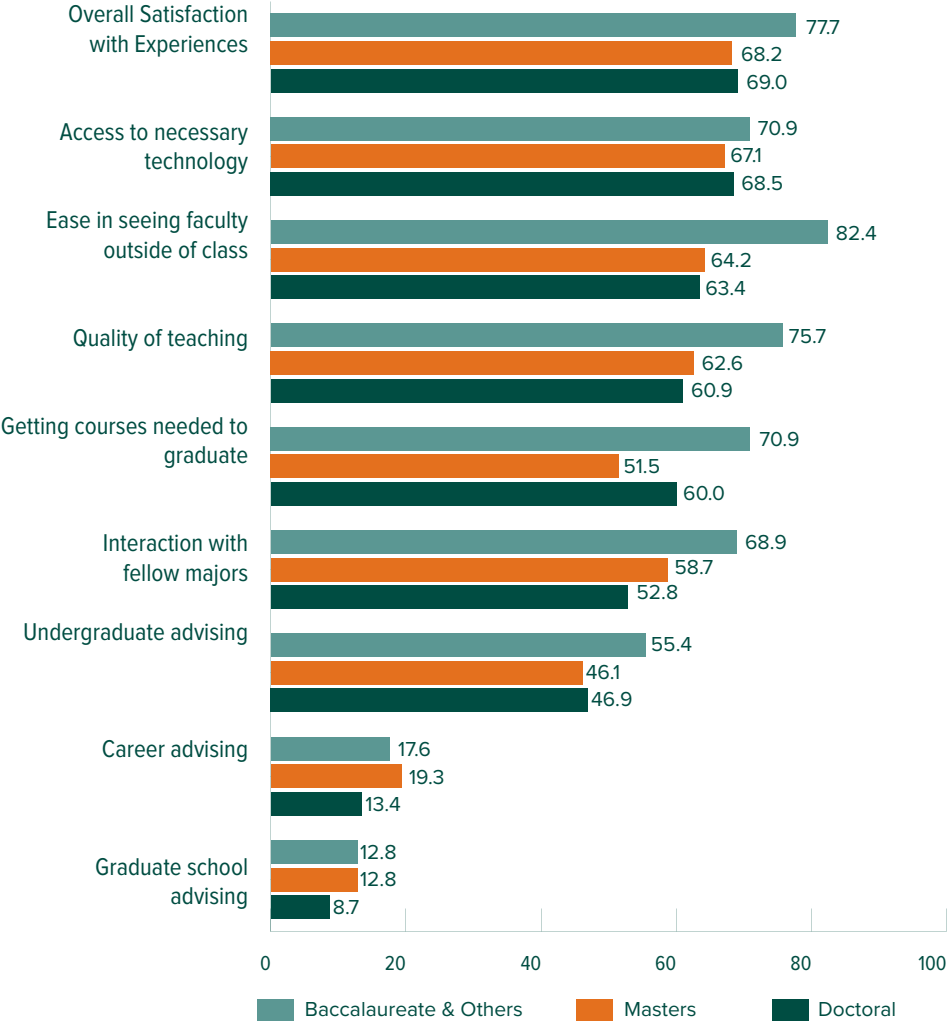
Activities associated with on-the-job training and networking are more common than those associated with scholarly socialization and mentoring activities (see Figure 3). More than

two thirds of majors participate in at least one job training activity. Black students are more than twice as likely as whites to participate in four or more activities designed to increase on-the-job training and networking, when other factors are held constant. The choice of activities may reflect the future plans of graduating seniors, more of whom plan to enter the labor market than enroll in graduate school.

Satisfaction with their Program and Concern with Advising. Almost 80 percent of majors from baccalaureate schools are satisfied with their sociology program in comparison to about 70 percent of those graduating from master's and doctorate schools (See Figure 4). Students are particularly satisfied with the quality of teaching, their ability to see faculty outside of class, the availability of technology, the availability of courses they need to graduate, and the interaction with fellow majors. Students at baccalaureate schools are the most satisfied with these aspects of their major (about 80 percent). In contrast, about two thirds of respondents graduating from

Figure 4. Overall Satisfaction with Outcomes of Sociology Programs by Type of School: 2005

(Percent Very Satisfied; Weighted Data)



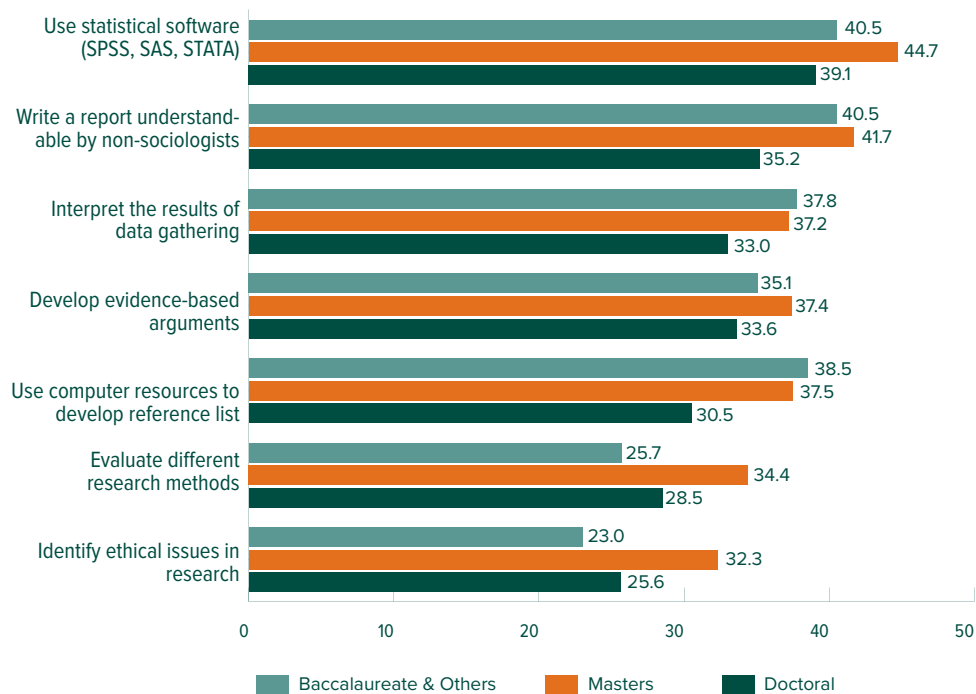
Source: ASA Research and Development Department, *What Can I do With a Bachelor's in Sociology? A National Survey of Seniors Majoring in Sociology Wave I, 2005*

master's and doctoral institutions report being strongly satisfied with their program experiences, with the quality of teaching, with the availability of technology, and the ability to see faculty outside of class. They are significantly less satisfied than their peers in baccalaureate-only departments with the availability of courses they need for graduation, interactions with fellow majors, and undergraduate advising. Although generally

satisfied with their major, relatively few graduating majors are satisfied with career or graduate school advising, regardless of the type of schools they attend. Only about 15 percent are satisfied with career advising, and fewer than 12 percent are satisfied with graduate school advising. This finding suggests that although students seek faculty guidance, faculty members either do not see advising as part of their primary job of teaching

Figure 5. Top Seven Skills Listed by Graduating Senior Majors on their Résumé 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 Bachelor's in Sociology? A National Survey of Seniors Majoring in Sociology Wave I, 2005*

the theories, methods, and substance of sociology or have not found a successful way to integrate teaching and this kind of advising. During in-depth interviews, former majors said they felt ignored and left to fend for themselves without any faculty advice. As one former major stated:

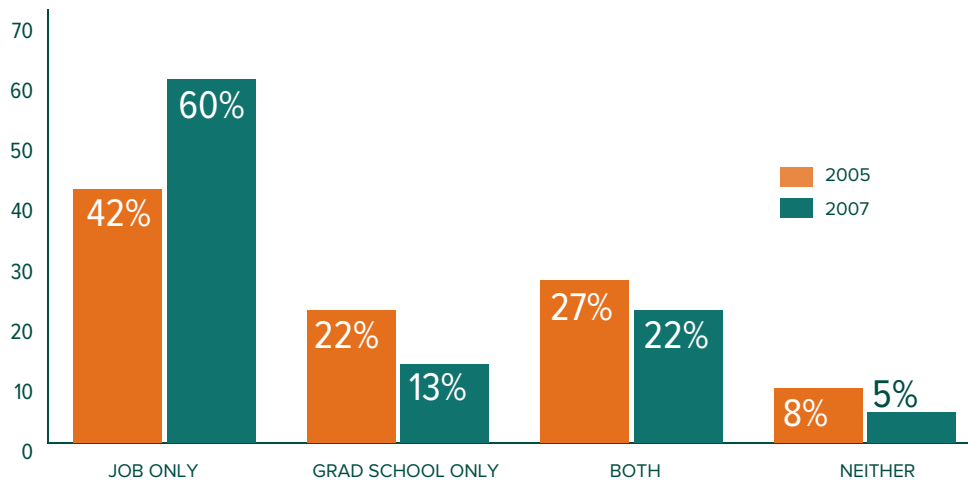
My internship was very useful in preparing me for a job that I wanted, but faculty members provided no support and I was left to fend for myself in finding one.

The Transition to Post-Graduate Careers Skills Listed by Seniors on their Résumés. As part of the transition process to the workforce, seniors prepare résumés. However, Figure 5 shows that relatively few report listing the skills they are confident that they learn on these

résumés. The highest percentage of responding senior majors report that they will list their ability to use statistical packages in the social sciences on their résumés (with 4 out of 10 strongly agreeing that they will list this skill), yet, this is the same skill that these majors were least likely to strongly agree that they learned. Those who strongly agree that they learned the skill will list it. In contrast, the smallest percentage of senior majors will list on their résumés their ability to identify ethical issues in research (less than one-third), the skill that about 70 percent strongly agreed that they learned. These results suggest a mismatch between vocational skills used in job searches and the conceptual and methodological skills learned as part of the sociology curriculum. Only about one third of

Figure 6. More Sociology Bachelor's Recipients are in the Labor Market

Plans for Future in 2005 versus Status in 2007



Source: ASA Research and Development Department, *What Can I do With a Bachelor's in Sociology? A National Survey of Seniors Majoring in Sociology Wave I, 2005, and Wave II, 2007.*

senior majors report that they would list writing skills, the ability to interpret research findings, the ability to develop evidence-based arguments, and the ability to develop reference lists using computer search engines. Perhaps the sociology curriculum does not emphasize these as job-relevant skills that should be placed on a résumé.

The relatively small number of Hispanic majors responding to the survey is significantly more likely than other groups to list a variety of skills on their résumés. About 40 percent to one half of Hispanics said they will list the following skills: 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 on their

résumés, although they are not significantly less likely to say that they have learned the skills. Female majors are not significantly less likely than their male counterparts to strongly agree that they have gained a series of research skills; however, they are significantly less likely to list these skills on their résumés. These skills include interpreting the results of data gathering, developing evidence-based arguments, evaluating different research methods, and discussing percentages and significance tests. The failure to list these skills may be because women and African Americans are looking for different jobs than their peers, or because they have less awareness or confidence that they can use research skills on the job successfully.

Future Plans of Graduating Majors for the Next 12 Months. Graduating majors had the option of listing more than one plan that they expect to engage in for the 12 months following the Wave I survey. Not surprisingly, the two most frequently listed options were obtaining a new job or going

Table 1. Types of Occupations: 2007

OCCUPATION	EXAMPLE	%
Social Services, Counselors, Psychologists	Oversee AIDS outreach team	26.50%
Administrative support	Scheduler for State Representative	15.80%
Management	Handle employment and labor relations	14.40%
Marketing	Planning and developing marketing strategies	10.10%
Services	Crime scene technician	8.30%
Teachers, Librarians	Provide reference, research, and database searching	8.10%
Social Science, Researchers	Research climate change policies	5.70%
Others Professionals	Website design	6.80%
Other		4.40%
Total		100%

Source: ASA Research and Development Department, *What Can I do With a Bachelor's in Sociology? A National Survey of Seniors Majoring in Sociology Wave II, 2007*.

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 they attend. The second most highly rated option is going to graduate or professional school. The percent of students listing these two choices totals more than 100 percent suggesting that some portion of these majors intend to pursue these activities in the next year either simultaneously or sequentially. Of those who intend to pursue a post-graduate education, the highest percentage 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. Among all racial 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 12 months in spite of the lower educational levels of their parents. Given that students at master's-

only institutions and African American students are the most likely to pursue on-the-job training and networking activities, the social capital that they gain from these activities may compensate for their parent's possible lack of social capital

Post-Graduate Careers.

Predictions and Realities. How do the future plans that majors predicted in 2005 compare to what they were actually doing two years later? In 2005, 40 percent of respondents planned to enter the labor force and not attend graduate school (see Figure 6). However, by 2007, nearly 60 percent report being employed and not attending graduate school, a significant change from their pre-graduation plans. While 20 percent of seniors planned on attending graduate school (primarily in education, criminology, and sociology) and not participating in the labor force, just over 10 percent were enrolled in a graduate program in December 2006 (a few reported having completed a graduate program). The percentage of those who planned to both work and attend graduate school decreased slightly. Thus, a significantly higher percentage

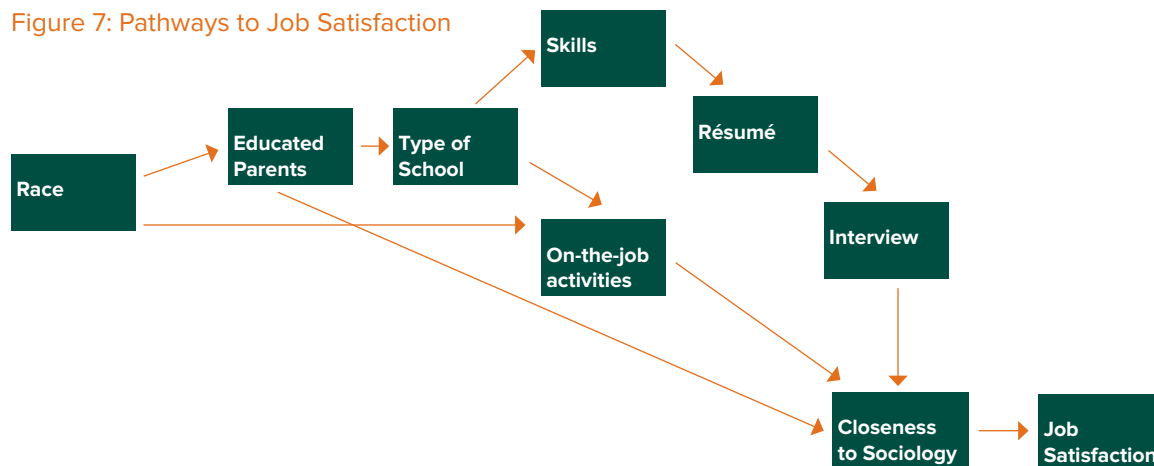
of majors went into the labor force directly after graduation than they predicted when they were still in school. Perhaps fewer of them were accepted into graduate school or fewer could afford to attend. By 2009, however, an increasing percentage of former majors report pursuing a graduate degree programs related to their 2007 occupations. As a result of obtaining this additional human capital, a higher percentage is in professional-level jobs.

Occupations. Table 1 shows that two years after graduation, about one quarter of former majors employed full-time are in social service and counseling occupations, most in non-profit organizations. Specific job descriptions of graduates show that they deal with social problems that they explored as part of their sociology major. They provide services for victims of abuse including neglected children, battered women, adolescents involved in the juvenile justice system, food-stamp and Medicaid eligible families, poor families in need of energy assistance, and disaster victims. These are jobs that may require greater use of soft skills rather than hard skills.

The next largest job category are full-time workers that provide administrative support and management skills in a wide variety of organizations. These sociology graduates are most likely to be employed in for-profit organizations or in state or local government. The administrative support workers manage or assist in the running of on-site information technology systems “trouble shooting a variety of issues that pop up with computers, printers, and Blackberries.” They are employed to run office accounting systems, client filing systems, and employee training. Those classifying themselves as managers work in human resource departments recruiting, staffing, and training company employees. For example, one graduate worked as a resource coordinator for the Federal Emergency Management Agency. Typical job descriptions include providing financial analysis, workforce planning, quality assurance, and employee evaluation. These are not skills that are typically part of an undergraduate sociology curriculum.

A smaller percentage of full-time workers are employed in sales and marketing positions often in information technology, software, or retail

Figure 7: Pathways to Job Satisfaction



Source: ASA Research and Development Department, *What Can I do With a Bachelor's in Sociology? A National Survey of Seniors Majoring in Sociology Wave II, 2007.*

firms. They execute marketing plans, do market research, write copy, or sell the latest computer equipment. Additional occupations of full-time workers include teachers and librarians employed in the education sector and police officers, crime scene investigators, and parole officers in the criminal justice system. These jobs appear to be related to the undergraduate sociology curriculum.

Closeness of Jobs to Sociology Training. Those majors who strongly agree that their job is closely related to what they learned as part of the sociology major report high satisfaction with it (almost 70 percent). In contrast, only about 35 percent of those who report that their jobs were not related to sociology indicated that they were very satisfied with these jobs. Those who participated in outside of classroom job training and networking activities are significantly more likely to be highly satisfied with their jobs. This suggests the importance of guidance, including faculty guidance, for majors. Out-of-class activities and faculty guidance in articulating skills increase students' chances of a job that is related to what they learn as a sociology major.

Increasing the Chances of Using Job Skills and Job Satisfaction.

As we see from Figure 7, there are two main pathways that lead to jobs that are close to sociology, and thereby more satisfying to majors. First, placing skills on a résumé and discussing them in a job interview is a pathway to gaining a job that is close to sociology. Those who communicate their sociological skills to potential employers are more likely to use them on the job, regardless of occupation. As one example, about 70 percent of majors strongly agree that they can evaluate different research methods before applying them. Of these majors, fewer than 30 percent list this skill on their résumés. Of the majors who did list this skill on their

Table 2: Graduate Fields of Study: 2007 (in percents)

FIELD OF STUDY	%
Sociology	22.4
Social Work	16.9
Education	11.4
Law	10.5
Other Social Sciences	9.4
Psychology/Counseling	8.6
Engineering	7.3
Business/Management	4.5
Public Policy/Affairs	3.8
Other	5.1
Total	100.0

Source: ASA Research and Development Department. *What Can I do With a Bachelor's in Sociology? A National Survey of Seniors Majoring in Sociology Wave II, 2007.*

résumé, of whom 34 percent discuss it at a job interview, more than 80 percent report using the skill on the job. Contrast this finding to the 72 percent who did not list this skill on their résumé. Of the majors who fail to this the skill on their résumé, almost 80 percent do not discuss their ability to use this skill at a job interview. Perhaps this skill is irrelevant to the job they were pursuing, or perhaps not, but the outcome of not communicating the skill is that only 26 percent of those who strongly agreed that they had learned the skill ended up using it on the job. Even for the 31 percent who do not report strongly agreeing that they learned to evaluate research methods, listing and discussing this skill increases the likelihood of using it on the job. Fully three-quarters of those who do list this skill on their résumé, and do discuss it at a job interview, report that they use the skill on the job.

Employment in a job that reflects the skills and concepts students learn as majors result in job satisfaction. Almost 70 percent of those who reported that their jobs are closely related to

what they had learned as sociology majors report being very satisfied with their jobs. In contrast, only about 35 percent of those who reported that their jobs were not related to sociology reported that they were very satisfied with these jobs. Another pathway to finding a job that is close to sociology is through participating in out-of-classroom activities, especially on-the-job training and networking activities including internships, community activities, leadership training, service learning, and job fairs. Participating in on-the-job training activities increased almost three times the probability that respondents obtain a job that they thought was close to sociology. We find that for respondents whose mothers have less than a baccalaureate degree participating in on-the-job training activities may substitute for a parent's potential lack of job contacts and other social capital.

Off to Graduate School.

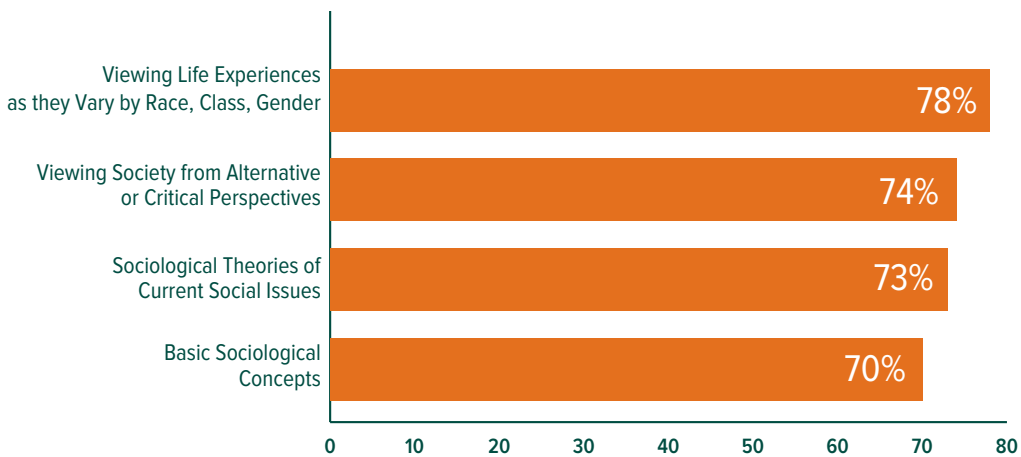
Sociology undergraduate programs are sending the majority of majors either directly into the workforce, to master's programs in applied

sociology, or in neighboring or break-away disciplines directly linked to specific careers (Table 2). About three-quarters of those in graduate school were pursuing master's degrees, about 13 percent were pursuing professional degrees, and about 11 percent were pursuing degrees that would lead to a PhD. The largest group was pursuing degrees in sociology (22.4 percent), yet the majority was in other fields (77.6 percent). These fields included social work, education, law, psychology/counseling, other social sciences, business, public policy, and engineering. About 70 percent of undergraduate sociology majors were pursuing degrees in what can be characterized as applied, vocational, or professional-oriented fields. This could mean that a sociology undergraduate major is a pathway to a variety of fields, not just to one discipline.

Who Enrolls? Former students who enroll in graduate programs tend to be “careerists” who major in sociology because they hope the experience will prepare them for graduate or professional school. Alternatively, those students who

Figure 8: Concepts Used in Graduate Programs: 2007

Percentage of sociology undergraduate majors reporting concepts as being 'very useful' in graduate school



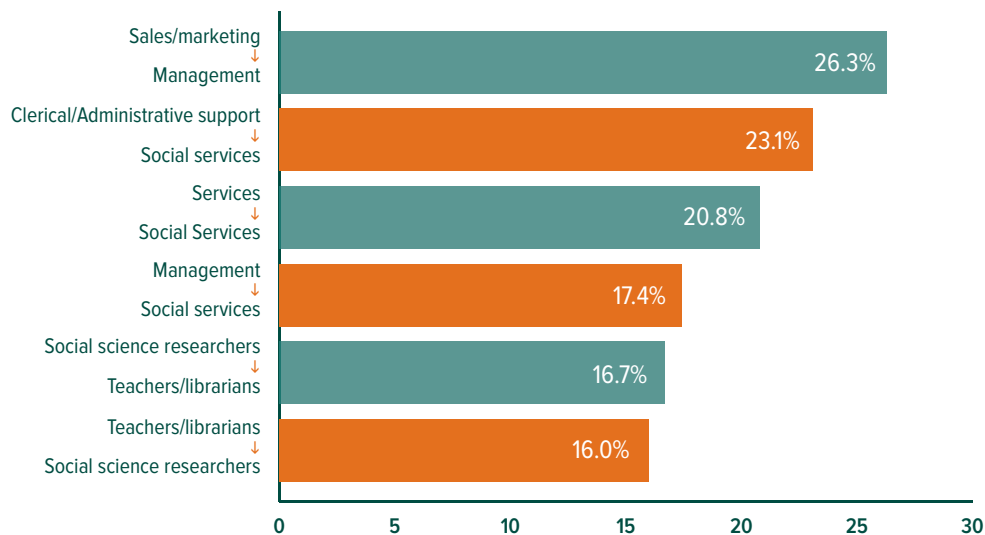
Source: ASA Research and Development Department, *What Can I do With a Bachelor's in Sociology? A National Survey of Seniors Majoring in Sociology Wave II*, 2007.

enroll in master's programs in sociology tend to be "idealists," who hope to change society, among other goals. The small percentages of those who intend to obtain a PhD (11 percent) also agree strongly that they major in sociology to prepare for a graduate or professional degree. Those students who participate in extra-classroom activities, such as mentoring or scholarly socialization activities, rather than on-the-job training and networking activities, are significantly more likely to go on to graduate school. Mentoring activities include participating in a mentoring program and working with a faculty member on a research project. Scholarly socialization includes participating in a sociology club, an honors program, or a sociology regional or annual meeting. However, relatively small percentages of majors do participate in these activities (about 17 percent of either type of activity). Encouraging students to participate in scholarly and mentoring activities is correlated with attendance at graduate school and might be encouraged.

Applying for and Using Skills and Concepts in Graduate School. In applying to an array of graduate school programs, over 50 percent of majors list a combination of skills and activities on their application forms. These include participating in community, political, or other volunteer activities; writing a report; developing leadership skills; developing evidence based arguments; and evaluating research methods. The most commonly listed (77 percent) was participating in volunteer activities. Although survey respondents mention a combination of skills and activities as part of their undergraduate experience on their graduate school applications, it is the concepts, theories, and relationships they learn as undergraduates that they report using in graduate school. About 70 percent of those who enroll in graduate school report sociological knowledge is very useful for their graduate coursework. This knowledge includes the following: understanding the differences in the life experiences of people as they vary by

Figure 9: Who Are Working in Different Fields in 2009?

(in percents)



Source: ASA Research and Development Department, *What Can I do With a Bachelor's in Sociology? A National Survey of Seniors Majoring in Sociology Wave II, 2007 and Wave III, 2009.*

race, class, and gender; viewing society from alternative or critical perspectives; knowing sociological explanations about current social issues such as crime, racism, poverty, family formation, or religion; and understanding basic concepts in sociology including culture, socialization, institutions, and stratification (See Figure 8). These findings indicate that that understanding of sociological concepts, theories, and relationship are applied in a wide variety of graduate degree fields in which sociology majors enroll.

The Last Interview, Four Years Later

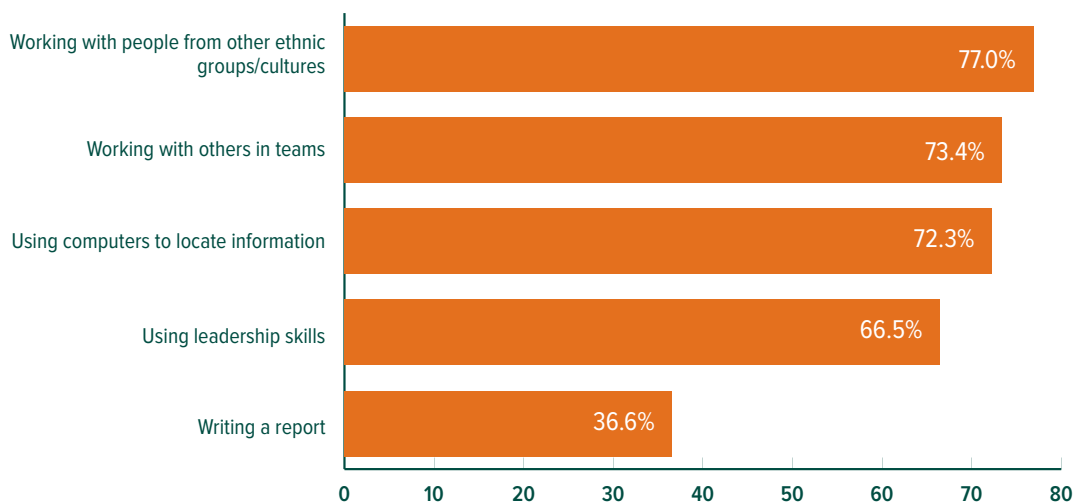
Human Capital and Job Change. Four years after graduation, the majority of former majors had completed graduate degrees or had begun to pursue additional human capital from graduate programs. By 2009, about half of the class of 2005 had completed graduate degrees, either combining this activity with employment or not. Those who went into the workforce directly

after they completed their undergraduate degree are the least likely to do so; of the 60 percent of students that went into the workforce, and did not enter graduate school, only about one quarter obtained a graduate degree by 2009. Those students, who go to graduate school and obtain additional human capital, are more likely to move from non-professional jobs into professional ones. By 2009, about 80 percent of respondents changed jobs, although a majority of the respondents stayed in the same field. By 2009 a higher percentage of former majors were in professional-level positions than in 2007. The largest occupational change is from sales and marketing jobs to management positions, the second largest change was from clerical and administrative support positions to social service positions (See Figure 9).

Skills on the Job. When asked once again which sociological skills they use on the job, respondents report that they were more likely

Figure 10. Sociological Skills Used on the Job

(Percent responding 'All the Time')



Source: ASA Research and Development Department, *What Can I do With a Bachelor's in Sociology? A National Survey of Seniors Majoring in Sociology Wave III, 2009.*

to use interpersonal skills rather than research skills.¹ In fact, the majority report wishing they learned more interpersonal or soft skills and gained more social capital as undergraduates. Former majors report that they are most likely to use interpersonal skills, perhaps because of the relatively large percentage that were employed in social service positions. The most frequently used of these soft skills are working with people from other racial or ethnic groups and working on teams (See Figure 10). Almost two thirds of respondents report that understanding race, class, and gender differences are very useful on the job. In the qualitative interviews respondents state that they would not gain this understanding in any other major.

Other skills were also considered to be very useful. About two thirds of former majors mention using leadership skills very often on the job. The ability to view society from an alternative or critical perspective, understanding sociological explanations about social issues, and knowing basic sociological concepts, along with writing and computer skills, are used very often, as well. While we do not know whether graduates learned these soft skills in the sociology classroom, in outside activities, or on the job, sociology is especially well positioned intellectually to impart these particular skills to students.

Final Thoughts

The findings from the three-wave Bachelor's and Beyond survey suggest that sociology undergraduate alumni think that they need additional interpersonal skills, especially training in how to work with diverse groups, in order to have satisfying post-graduate careers

in which they use sociological skills, theories, and concepts. Extra social capital in the form of out-of-classroom activities or interaction with faculty members can substitute for low parental education in making the transition from undergraduates to the next phase of their lives. Learning to articulate the skills they have appear to have results in jobs that reflect sociological knowledge.

Over time, more and more students are choosing colleges and programs that emphasize career training. Sociology has long embodied both a commitment to the liberal arts and sciences and a commitment to the work of practice and application. By emphasizing both aspects of the discipline, students may be more likely to choose sociology as a major. Incorporating activities that emphasize the relationship between sociological knowledge, marketable skills, and future careers is an important future direction for sociology departments.

In qualitative interviews, sociology graduates from the class of 2005 tell us that their jobs allow them to help people and to contribute to society. Further, they use many of the concepts and some of the skills that are at the core of sociology. This is positive news. A renewed commitment by the discipline to strengthening sociology's core while acknowledging the difficulties students may encounter in the employment situation should enhance student success and the long-term viability of sociology departments. Based on the study findings, we present a series of shortened research briefs and letters for students and their parents in section II, and in section III, we present next a series of suggestions to sociology faculty for expanding student learning and helping students transition into the next phase of their careers.

¹ According to the Research Department longitudinal survey of master's students in sociology, many more report using research skills on the job. See the master's study website at <http://www.asanet.org/research/masters.cfm>

PowerPoint Presentation

(Available in the enclosed CD)

"What Can I Do with a Bachelor's Degree in Sociology?"

A National Survey of Seniors Majoring in Sociology

Findings from Three Waves of ASA's Bachelor's and Beyond Research Project 2005-2009

1

Figure 3. Senior Major's Participation in Broad Categories of Activities 2005 (in percentage)

Activity Category	Percentage
On-the-Job Training/Networking	38.1%
Working Activities	26.2%
Other Activities	35.7%

Source: ASA Research and Development Department, What Can I Do with a Bachelor's in Sociology? A National Survey of Seniors Majoring in Sociology, Waves 1, 2005 and Wave 2, 2007

Seniors who intend to go into the workforce directly after graduation are most likely to participate in activities outside the classroom that expose them to the workforce. Majors who go on to graduate school participate in sociology clubs or are mentored by faculty through working on research projects, as well as other activity activities.

4

Figure 1. Top Five Reasons for Majoring in Sociology by Type of School 2005 (Percent Responding they reported, by degree type)

Reason	Baccalaureate & Other (%)	Masters & Doctoral (%)
Understanding people	34.4	31.1
Research that interests me	27.1	24.4
Understanding social problems	24.4	21.1
Understanding social structure	21.1	18.4
Understanding social inequality	18.4	15.1

Source: ASA Research and Development Department, What Can I Do with a Bachelor's in Sociology? A National Survey of Seniors Majoring in Sociology, Wave 1, 2005

About 9 out of 10 students major because they find sociological concepts such as race and gender differences, social and economic inequalities, culture, and law and society interesting and exciting regardless of the type of school they attend.

2

Figure 4. Student Satisfaction with Dimensions of Sociology Programs by Type of School 2005 (Percent Responding Highest Satisfaction)

Dimension	Baccalaureate & Other (%)	Masters & Doctoral (%)
Quality of teaching	80.4	77.1
Ability to see faculty outside of class	77.1	74.4
Availability of technology	74.4	71.1
Availability of courses they need to graduate	71.1	68.4
Interaction with fellow majors	68.4	65.1
Availability of research opportunities	65.1	62.4
Availability of internships	62.4	59.1
Availability of fieldwork	59.1	56.4

Source: ASA Research and Development Department, What Can I Do with a Bachelor's in Sociology? A National Survey of Seniors Majoring in Sociology, Wave 2, 2007

Students are particularly satisfied with the quality of teaching, their ability to see faculty outside of class, the availability of technology, the availability of courses they need to graduate, and the interaction with fellow majors. Students at baccalaureate schools are the most satisfied with these aspects of their major (about 80 percent).

5

Figure 5. Top Eight Skills Listed by Graduating Senior Majors on their Resumes (Percent Listing Skill on Their Resumes, Weighted by Field)

Skill	Percentage
Identify relevant data on research	34.4
Write a report on research findings	31.1
Collect and analyze data	27.1
Write a report on research findings for non-researchers	24.4
Classify social phenomena	21.1
Apply statistical methods to data analysis	18.4
Interpret the results of data analysis	15.1
Use statistical software (SPSS, SAS, STATA)	12.4

Source: ASA Research and Development Department, What Can I Do with a Bachelor's in Sociology? A National Survey of Seniors Majoring in Sociology, Wave 2, 2007

More than half of sociology majors agree that they have learned key research skills as part of their degree.

3

Figure 6. Top Seven Skills Listed by Graduating Senior Majors on their Resumes (Percent Listing Skill on Their Resumes, Weighted by Field)

Skill	Percentage
Use statistical software (SPSS, SAS, STATA)	34.4
Write a report on research findings for non-researchers	31.1
Interpret the results of data analysis	27.1
Collect and analyze data	24.4
Write a report on research findings	21.1
Apply statistical methods to data analysis	18.4
Identify relevant data on research	15.1

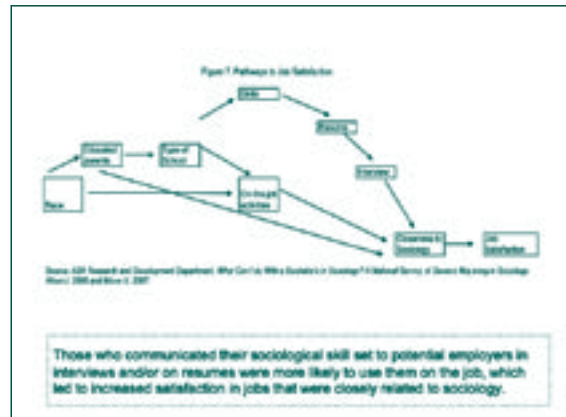
Source: ASA Research and Development Department, What Can I Do with a Bachelor's in Sociology? A National Survey of Seniors Majoring in Sociology, Wave 2, 2007

The highest percentage of responding senior majors report that they will list their ability to use statistical packages in the social sciences on their resumes (with 4 out of 10 strongly agreeing that they will list this skill), yet, this is the same skill that these majors were least likely to strongly agree that they learned. These results suggest a disconnect between vocational skills used in job searches and the conceptual and methodological skills learned as part of the sociology curriculum.

6



7



9

Table 1. Types of Occupations: 2007

Occupation	Example	%
Social Services, Counselors, Psychologists	Chronic ACOG outreach team	26.30%
Administrative support	Scholar for State Representative	21.80%
Management	Human employment and labor relations	14.40%
Marketing	Planning and developing marketing strategies	10.70%
Science	Climate policy evaluation	8.20%
Teachers, Educators	Provides ref. services, research, and database searching	8.10%
Social Science, Researchers	Research climate change policies	7.70%
Unknown Prof. animals	Welfare Animal	4.40%
Other		4.40%

Source: ASA Research and Development Department, What Can I Do With a Bachelor's in Sociology? A National Survey of Seniors Majoring in Sociology, Wave 2 (2008).

Two years after production, about one-quarter of former majors employed full-time are in social service and counseling occupations, most in non-profit organizations dealing with a variety of social problems they explored as part of the major.

8

Table 2. Graduate Fields of Study: 2007 (in percent)

Field of Study	%
Sociology	22.4
Social Work	16.9
Education	11.4
Law	10.5
Other Social Sciences	9.4
Psychology/Counseling	8.6
Engineering	7.3
Business/Management	4.5
Public Policy/Affairs	3.8
Other	5.1
Total	100.0

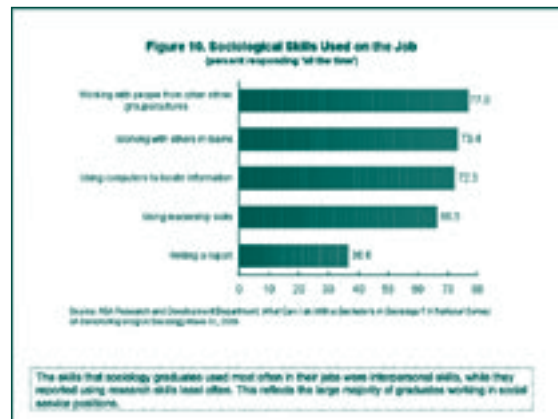
Source: ASA Research and Development Department, What Can I Do With a Bachelor's Degree in Sociology? A National Survey of Seniors Majoring in Sociology, Wave 1 (2007) and Wave 2 (2008).

The largest group attending graduate school in 2007 were pursuing degrees in sociology, yet the majority were in related applied, vocational, and professional-oriented fields including social work, education and law.

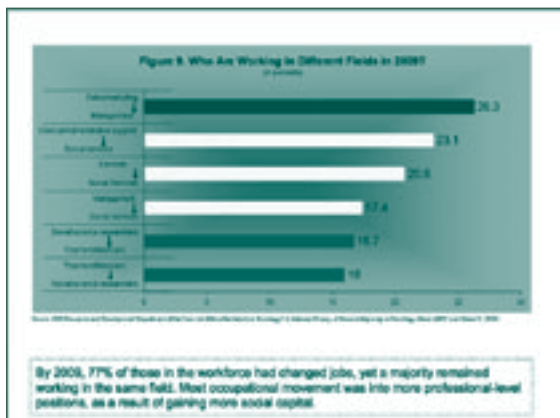
10



11



13



12

Bachelor's and Beyond Web page

http://www.asanet.org/research/bacc_survey.cfm

The screenshot shows a web browser window with the URL http://www.asanet.org/research/bacc_survey.cfm. The page header includes the ASA logo and the text "American Sociological Association". A search bar is located in the top right corner. Below the header is a navigation menu with links for "About ASA", "Members", "Sections", "Journals & Publications", "Meetings", "Research on Sociology", "Teaching & Learning", "Employment", "Funding", and "Press".

The main content area features a large graphic with the text: "What Can I Do With a Bachelors Degree in Sociology? The Bachelors and Beyond Survey". The graphic includes an illustration of a young man sitting in a classroom, looking at a book. Below the graphic is a "TABLE OF CONTENTS" section with the following items:

- I. Introduction
- II. Sample Selection
- III. Phase I: The Senior Survey
- IV. Phase II: After Graduation

On the left side of the page, there is a sidebar menu with the following links: "ASA Home", "Research Home", "Current Research Projects", "Research Department Blog", "Free Downloads", "Trends in Sociology", "Data Resources", "Survey Design", and "Jobs and Careers".



[SECTION]

2

Letters and Data Briefs

This section contains letters to high school students, to college students taking their first introductory class in sociology, to new majors, and to the parents of new majors. They explain what sociology is about, what jobs and graduate school careers students can anticipate, and how to prepare for their future. The section also contains a series of one page data briefs on these topics based on findings from the Bachelor's and Beyond survey that can be copied from the manual or downloaded from the CD and distributed to students, parents, and administrators.



Dear Sociology Major:

We are pleased you have declared a major in sociology. Welcome to the profession! In your remaining time as an undergraduate, you will focus on mastering your sociological skills and knowledge. You should also be using your educational experiences to begin exploring how sociology can help you be successful in a workforce where jobs require both the ability to work well with diverse groups and to use analytical and scientific skills. We hope the following information will help you make a thoughtful and successful transition from your major to the next phase of your life.

Your chosen field of study is a core social science that will provide you with a broad range of conceptual and technical skills that will expand your understanding of how individuals are influenced by, as well as can improve, social, economic, political, educational, and religious institutions. As you consider the variety of career and educational paths for which your chosen major in sociology will prepare you, you will begin to see how the array of sociological skills, concepts, and knowledge you learn as an undergraduate can be relied upon to help you be successful in the work force or in graduate school.

Why do students major in sociology?

Students like yourself are attracted to sociology by the wide range of challenging questions sociology explores and thoughtful answers about the social world that it provides. The sociology major allows you to engage with sociological concepts, such as race and ethnicity; sex, gender and family life; rural, urban, suburban, and global communities; crime and the law; and social, cultural, political, and religious organizations and movements. Students emerge from the sociology major with conceptual skills, research skills, computer skills, and interpersonal skills, and they use what they have learned in sociology on the job. According to a former sociology major, now a college recruiter:

One of our goals... is to recruit a diverse student body and so understanding the history and cause and effect of racism in the United States... is a ... concept that I don't think I would have gotten... in another major. Even gender, I took a great class in gender roles, so that comes into play.

What career opportunities will I have after graduation?

Sociology majors also expect that a sociology degree will help them successfully enter the labor market and attend graduate school after graduation or later on.

A four-year study of sociology majors, conducted by the American Sociological Association, showed that more than half of undergraduate sociology majors go directly into the workforce after

graduation. The graduate with a sociology major can succeed in a variety of careers without pursuing an additional degree. Eighteen months after graduation more than nine out of 10 sociology majors who were not full-time graduate students held paid jobs. Former majors reported finding jobs in many different fields, including case and group workers, non-profit administrators, paralegals, crime scene technicians, human rights advocates, managers, computer consultants, marketing researchers, teachers, editors, and survey workers. These are job categories that are expected to grow, according to the Bureau of Labor Statistics. Sociology majors also report finding these careers very satisfying, especially when the work is more closely related to what they learned as a sociology majors. By four years after graduation, 80 percent of those majors who entered the labor market have changed jobs, although often staying in the same field. These job changes frequently reflect promotions, salary increases and better benefits, more responsibility, and increasingly interesting work.

Will I be prepared to pursue further degrees?

Many sociology majors (about half) pursue advanced degrees, directly after undergraduate school or after working for a while. Their degrees are master's or doctoral degrees in sociology, social work, education, psychology, law, business, criminology, health care, public policy, and communications. Many of these degrees lead to job and career advancement. The sociology major leads to these advanced degrees for all types of students, especially those who achieve a higher grade point average in college, regardless of the undergraduate institution they attended or the level of education achieved by their parents. Students who go on to graduate school do so for idealistic reasons and to pursue specific career goals. According to a former sociology major, now a lawyer:

I like that I am able to refer back to some of the skills that I learned through fulfilling my sociology degree and to apply some of the socio-economic differences and their effects on the law.

How can I prepare myself for the future?

It is important that you start thinking about your future now as you pursue your major in sociology. The decisions that you make during your undergraduate years will affect your success in finding an interesting job or in being admitted to the graduate program you want to attend. You should discuss your future plans for employment or graduate study with faculty members or advisors in order to choose courses that prepare you for your immediate future. If you plan to find a job directly after graduation, you should participate in internships, engage in community activities, take part in service learning programs, gain leadership training skills, and attend job fairs. Do not hesitate to list the skills that you learned in sociology on your résumé and be sure to discuss them during job interviews. Research on former majors tells us that you are more likely to use your sociological skills and knowledge on the job if you follow these steps. And, the result will be greater job satisfaction.

If you are considering going on to graduate school (whether sooner or later), you should prepare yourself by participating in scholarly networks and in mentorship activities. This will help you make your decision about graduate school and provide you with additional knowledge and skills if you do pursue an advanced degree. Scholarly networks—such as sociology clubs, the sociological honor society Alpha Kappa Delta, and state or regional sociological meetings—help students be aware of the latest knowledge and cutting-edge research; develop relationships with faculty members and graduate

students; and teach undergraduate students how to present their work at scholarly meetings and use those meetings effectively in pursuing professional goals. Whenever possible, you should work with one or more faculty members on their research projects so that you expand the range of your research skills and forge relationships that may lead to recommendations for graduate or professional school. Without academic success (a high grade point average), pursuing your plans for an additional degree will be more difficult.

What should I tell my parents?

Parents want their children to be successful, and some parents do not have a strong idea about what sociology is. You can address these issues if you talk about your major. Engage your parents and family members in conversations about what you find interesting in your classes. If your parents understand what interests you about sociology, they are more likely to understand and appreciate sociology and be more supportive of your choice of the major. You might want to mention that the First Lady Michelle Obama was a sociology major at Princeton University. They might also be surprised about professionals they know personally who started with a BA in sociology.

But more importantly, tell your parents about the skills and knowledge you are acquiring as a sociology major and that have led majors to find jobs in growing fields, as we described above. You can also tell your parents that sociology prepares students for graduate school: about half of sociology majors of the class of 2005 had completed a graduate degree by 2009.

As a college student, the choices you make now will influence your future. Concentrate on mastering the many skills and the vast knowledge that the sociology major provides, look around at jobs that allow you to apply what you learn in sociology in those work settings, and begin preparing yourself for a career or graduate school. Learn as much as you can, become involved in as many related activities as possible, and enjoy what sociology has to offer. If you'd like more information about the sociology major and careers in sociology go to http://www.asanet.org/students/resources_majors.cfm.

Good luck.

Cordially,

A handwritten signature in blue ink that reads "Sally Hillsman". The signature is fluid and cursive, with the first name "Sally" being more prominent than the last name "Hillsman".

Sally T. Hillsman, PhD
Executive Officer
The American Sociological Association



Dear Sociology Student:

As you choose a major that reflects your interests and career goals, we hope that you will consider Sociology. Here is some information that might answer questions you have about majoring in this subject. Sociology is a core social science that will provide you with a broad range of conceptual and technical skills to expand your understanding of how individuals are influenced by social, economic, political, educational, and religious institutions and how to improve these institutions as well. Majors in Sociology are prepared to follow a variety of career paths after graduation because the major provides the skills, concepts, and knowledge that undergraduate students need to enter the job market successfully or go on to graduate school.

What is Sociology?

Sociology is the study of the interplay of individual behavior and social institutions such as the family, politics, religion, work, leisure, law and law enforcement, education, and health care. Sociologists study a broad range of topics. A sociology major might study something small-scale, such as how people manage the impressions they make on others, or something of a much larger scale, such as the causes and consequences of immigration or changes in family patterns. Students who major in sociology find concepts such as culture, emotions, inequality, social problems, deviant behavior, political movements, health disparities, and urbanization to be fascinating topics. Approaches sociologists use to study these and other topics include surveys, experiments, focus groups, people watching, and in-depth interviews. Sociology has the highest percentage of undergraduates who are the first in their families to attend college and from under-represented minority groups in the United States.

Why do students major in Sociology?

Students major in sociology for many reasons. A four-year study of majors, conducted by the American Sociological Association, shows that almost all students who take a Sociology course are excited by the concepts that they learn. Some students chose to major in Sociology because they have a strong desire to improve the society around them by better understanding the relationships between individuals and social issues. Other students are focused on employment, graduate or professional school. They see Sociology as a major that will prepare them for the job they want or prepare them to continue their education. What attracts most students to sociology are the wide range of challenging questions

and evidence-based answers about the social world that Sociology explores. Students emerge from the major with conceptual skills, research skills, computer skills, and interpersonal skills, and they use what they have learned in Sociology on the job. According to a former sociology major, now a college recruiter:

One of our goals... is to recruit a diverse student body and so understanding the history and cause and effect of racism in the United States... is a ... concept that I don't think I would have gotten... in another major. Even gender, I took a great class in gender roles, so that comes into play.

What career opportunities do Sociology majors have after graduation?

The four-year study of sociology majors found that more than half of majors go into the workforce directly after graduation, rather than pursuing additional schooling. In fact, the graduate with a Sociology major can succeed in a variety of careers without pursuing an additional degree. When we interviewed them 18 months after graduation, we found that more than 9 out of 10 sociology majors who were not full-time graduate students held paid jobs. Former majors reported finding jobs in many different fields, including case and group workers, non-profit administrators, paralegals, crime scene technicians, human rights advocates, managers, computer consultants, marketing researchers, teachers, and survey workers. These are job categories that are expected to grow, according to the Bureau of Labor Statistics. Sociology majors also report finding these careers very satisfying, especially when the work is closely related to what they learned as a sociology majors. By four years after graduation, 80 percent of those majors who entered the labor market have changed jobs, although often staying in the same field. These job changes frequently reflect promotions, salary increases, more responsibility, and increasingly interesting work.

Will I be prepared to pursue further degrees?

About half of Sociology majors pursue advanced degrees, directly after undergraduate school or after working for a while. They are awarded master's or doctoral degrees in sociology, social work, education, psychology, law, business, criminology, health care, public policy, and communications. Many of these degrees lead to job and career advancement. The Sociology major leads to these advanced degrees for all types of students, especially those who achieve a higher grade point average in college, regardless of the undergraduate institution they attended or the level of education achieved by their parents. Students who go on to graduate school do so for idealistic reasons as well as to pursue specific career goals. According to a former sociology major, now a lawyer:

I like that I am able to refer back to some of the skills that I learned through fulfilling my sociology degree and to apply some of the socio-economic differences and their effects on the law.

You are on the road to success and your choices in the near future will have a great impact on your life. We hope you will choose a major that excites you, enhances your opportunity to contribute to society, and leads to a satisfying career. For many undergraduates, the choice to major in Sociology provides all

of these outcomes. Perhaps it will for you. In considering your choice of a major, consider whether the Sociology major will contribute to your college experience and your preparation for the future.

The American Sociological Association's web site provides additional information about Sociology. There is a special section for students that you might want to visit. Go to: http://www.asanet.org/students/resources_majors.cfm

Good luck.

Cordially,

A handwritten signature in blue ink that reads "Sally T. Hillsman". The signature is fluid and cursive, with the first name "Sally" being more prominent and larger than the last name "Hillsman".

Sally T. Hillsman, PhD
Executive Officer
American Sociological Association



Dear High School Student,

As you prepare for college, you are certainly considering what subject area might be your major. I hope that you will consider Sociology. Here is some information that might answer questions you have about Sociology. Majors in sociology are prepared to follow a variety of career paths after graduation because Sociology as a major provides the skills, concepts, and knowledge that undergraduate students need to enter the job market successfully or go on to graduate school.

What is Sociology?

Sociology is the study of the interplay of individual behavior and social institutions such as the family, politics, religion, work, leisure, crime, law and law enforcement, education, and health care. Sociologists study a broad range of topics. A sociology major might study something small-scale, such as how people manage the impressions they make on others, or something of a much larger scale, such as the causes and consequences of immigration or changes in family patterns. Students who major in sociology find concepts such as culture, emotions, inequality, social problems, deviant behavior, political movements, religion, health disparities and urbanization to be fascinating topics. Approaches sociologists use to study these and other topics include surveys, experiments, focus groups, people watching, and in-depth interviews. Sociology has the highest percentage of undergraduates who are the first in their families to attend college and from under-represented minority groups in the United States.

Why do students major in Sociology?

Students major in sociology for many reasons. Some students choose Sociology because they have strong inclinations to improve the society around them by better understanding the relationships between individuals and social issues. Other students are focused on employment, graduate or professional school and see Sociology as a Major that will prepare them for the job they want or to continue their education. Most students are also attracted to Sociology because they find the concepts that they learn in their sociology courses personally and intellectually exciting. The scientific tools that students learn in Sociology help people answer puzzling questions about their lives. Sociology teaches students skills and concepts that are useful in finding jobs and attending graduate and professional school. It is not surprising that most Sociology majors report satisfaction with their choice of the Major after graduation.

What will I be able to do with a degree in Sociology?

Although you may not yet have considered post-college careers and or the possibility of graduate school, a degree in Sociology presents you with many future opportunities. Over half of undergraduate Sociology majors go directly into the workforce after graduation. These former Sociology majors report finding jobs in many different occupations such as caseworkers, managers, paralegals, crime scene technicians, human rights advocates, computer consultants, marketing researchers, teachers, and editors. Sociology majors find their careers very satisfying, especially when these careers relate to what they learned as sociology majors. And they experience job flexibility and growth. By four years after graduation, 80 percent have changed jobs, although many stay in the same field. These job changes frequently include promotions, salary increases, more responsibility and increasingly interesting work.

Many Sociology majors (about half) pursue advanced degrees, directly after undergraduate school or after working for two or three years. The degrees are in sociology, social work, education, psychology, law, business, criminology, health care, public policy, and communications, and many of these degrees lead to job and career advancement. The Sociology major leads to these advanced degrees for all types of students who do well as undergraduates, regardless of the institution they attended or the level of education achieved by their parents.

You are on the road to success and your choices in the near future will have a great impact on your future. We hope you will choose a major that excites you, enhances your opportunity to contribute to society, and leads you to have a satisfying career. For many undergraduates, the choice to major in Sociology provides all of these outcomes. Perhaps it will for you. In considering your choice of a major in college, consider whether the Sociology major will contribute to your college experience and your preparation for the future. Good luck.

Additional information about sociology can be found at the American Sociological Association's web site. We have a special section designed for students. Just go to: http://www.asanet.org/students/resources_majors.cfm

Cordially,

A handwritten signature in blue ink that reads "Sally T. Hillsman". The signature is fluid and cursive, with the first name "Sally" being the most prominent part.

Sally T. Hillsman, PhD
Executive Officer
American Sociological Association



Dear Parent:

Now that your undergraduate has declared Sociology as a major, you probably have questions about what skills and knowledge this major will provide and how that will contribute to your student's future success after graduation. Here is some information that will help answer these questions and assist you in guiding your student through the undergraduate major and on to the next career phase. Sociology majors have chosen a field of study that will provide them with a broad set of specific skills and give them a comprehensive understanding of how individuals are influenced by social, economic, political, educational, and religious institutions and how individuals and groups change these institutions over time. Majoring in sociology will prepare students to pursue a variety of career paths successfully after graduation. The sociology major also provides the skills, concepts, and knowledge that undergraduate students need to go on to graduate school, whether in sociology or in other professional fields.

What is sociology?

Sociology examines how people build institutions and organizations and react to social situations, such as economic inequalities, religious movements, natural disasters, race relations and family structure. A sociologist studies these phenomena with a variety of scientific tools, including collecting and analyzing statistical data and conducting surveys, experiments, focus groups, and in-depth interviews. The goal of sociological study is a better understanding of how all parts of society are related.

What skills is my undergraduate learning?

Sociology majors learn skills useful for their future careers. Sociology graduates report that the most valuable skills they gained from their sociology courses were the following: developing evidence-based arguments, evaluating different research methods, writing clear reports, interpreting data, using computer resources to locate information, learning statistical software, understanding tests of significance, working with diverse groups, and identifying ethical issues in research. The sociology curriculum also teaches students a variety of interpersonal skills, such as working in small groups, using leadership skills, and working with people from diverse ethnic and cultural backgrounds. The skills learned through the sociology curriculum prepare students for the careers they will pursue after graduation.

What career opportunities will my undergraduate have after graduation?

Sociology majors also expect that a sociology degree will help them successfully enter the labor market and attend graduate school immediately after graduation or later on. The graduate with a sociology major can succeed in a variety of careers without pursuing an additional degree, and more than half of sociology majors go directly into the workforce after graduation, with the remainder either going to graduate school or working and going to graduate school. Further, a recent four-year study of majors, done by the American Sociological Association, shows that nearly all former majors who were not full time graduate students held paid jobs when we interviewed them 18 months after graduation. Recent graduates reported finding jobs as caseworkers, non-profit administrators, managers, paralegals, crime scene technicians, human rights advocates, computer consultants, market researchers, teachers, and survey research assistants. These are job categories that are expected to grow, according to the Bureau of Labor Statistics. Sociology majors also report finding these careers very satisfying, especially when the work is closely related to what they learn as a sociology majors. By four years after graduation, 80 percent of those majors have changed jobs, often staying in the same field. These job changes frequently include promotions, salary increases, better benefits, more responsibilities, and increasingly interesting work.

Will my undergraduate be prepared to pursue further degrees?

Many sociology majors (about half) pursue advanced degrees, directly after undergraduate school or after working for a while. Their degrees are master's or doctoral degrees in sociology, social work, education, psychology, law, business, criminology, health care, public policy, and communications. Many of these degrees lead to job and career advancement. The sociology major leads to these advanced degrees for all types of students, especially those who achieve a higher grade point average in college, regardless of the undergraduate institution they attended or the level of education achieved by their parents. Students who go on to graduate school do so for idealistic reasons as well as to pursue specific career goals.

What can I do to help my undergraduate?

Your undergraduate can use your guidance in planning his or her future wisely. Whether your undergraduate plans to enter the workforce or to pursue graduate studies, he or she should discuss future plans with faculty members or other advisors in order to choose the most relevant courses. If your undergraduate plans to enter the labor market after graduation, encourage participation in internships, community activities, service learning programs, leadership training, and job fairs. Advise your undergraduate to list the research skills that he or she learned as part of the sociology major on their résumés and to discuss these skills during job interviews. These activities and job search skills will result in students using sociological skills and perspectives at work, and will result in greater job satisfaction.

If your undergraduate intends to go on to graduate school, encourage him or her to participate in scholarly networks and in mentorship activities. Scholarly networks, such as sociology clubs, the sociological honor society Alpha Kappa Delta, and attendance at state or regional sociology meetings help students develop connections with faculty members and teach students how to present their work

and interact at scholarly meetings. Whenever possible, students should work on faculty members research projects to expand the range of their research skills and forge relationships that may lead to strong recommendation letters for graduate school. It is also important that you encourage your undergraduate child to maintain a high Grade Point Average in all subjects, especially if he or she plans to go to pursue additional degrees. Without academic success, plans for an additional degree will be more difficult.

One of the things that students love most about the sociology major is applying the scientific tools, concepts, and perspectives that they learn to understanding social issues. You can reinforce enthusiasm for the major by discussing current social issues with your undergraduate. If you ask about the impact of the recession, the most recent presidential election, changes in family structure, or crime, he or she may be able to explain these problems to you from an interesting sociological perspective. Ask about the conceptual and research skills that they have learned. By talking about sociology, you can understand your undergraduate's education and interests and help reinforce what your student is learning both inside and outside the classroom.

As the parent of an undergraduate sociology major, you have the opportunity to influence your child's future. I am so pleased to welcome your student into the profession.

Sincerely yours,

A handwritten signature in blue ink that reads "Sally Hillsman". The signature is fluid and cursive, with a large initial "S" and "H".

Sally T. Hillsman, PhD
Executive Officer
The American Sociological Association

Why Do Students Major? What Do They Learn?

ASA RESEARCH AND DEVELOPMENT DEPARTMENT

Sociology is a core social science that provides students with a broad range of conceptual and technical skills. You may have questions about the specific skills and knowledge this major will provide. Here is some information that will help answer these questions based on the four-year research project conducted by the American Sociological Association, *What Can I Do with a Bachelor's Degree in Sociology?*¹

Reasons for Majoring in Sociology

Students pick sociology as an undergraduate major because they are excited about learning evidence-based answers to crucial questions about how society works. As the figure below shows, about 9 out of 10 students strongly agree that they majored because sociological concepts are of great interest to them. Students are intellectually engaged by the analysis of issues such as educational inequality, crime waves, natural disasters, race relations, social networks, urban communities, and political movements. Almost three quarters of students strongly agree that they majored in sociology because they enjoyed their first course; almost two thirds major to better understand the relationship between individuals and society. African Americans and Latinos are more likely to major for this reason than are whites. Almost

4 out of 10 want to change society and more than one third major because they want to understand how their lives were shaped by social institutions such as family, school, legal systems, politics, and religion, and how individuals, in turn, shape these institutions. Another one third strongly agrees that sociology would prepare them for the job they wanted or for graduate and professional schools. The top reasons for majoring did not vary significantly by type of school students attended (doctoral, master's, or baccalaureate).

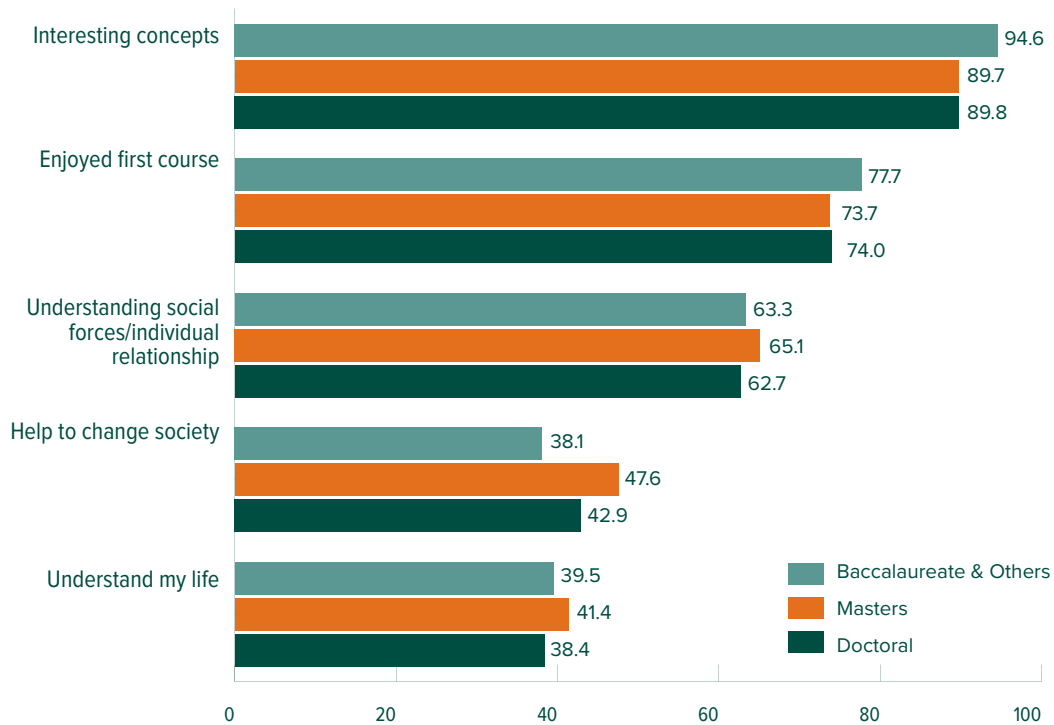
Gaining Conceptual and Skills

By their senior year, most sociology majors are confident that they understand important sociological concepts, theories, and social relationships. Almost 90 percent strongly agree that they understand the meanings of basic sociological concepts, such as status, inequality, gender, institutions, emotions, interaction, and collective behavior. About 70 percent strongly agree that they understand relationships between factors such as family income and educational quality; prison and drug abuse; gender and immigration. An equal percentage agrees strongly that they have become conversant in sociological perspectives on social issues and problems, and the differences between the theoretical approaches taught in sociology. Understanding concepts, theories, social problems, and social relationships is only one component of the sociology major. Sociology students also learn the research and writing skills that help them to collect and sift through evidence and to explain what they find. In order

¹ These findings are based on a four-year longitudinal survey, *What Can I Do With a Bachelor's Degree in Sociology?* that was funded by the Sociology Program of the National Science Foundations. The complete survey findings, available for downloading, can be found at http://www.asanet.org/research/bacc_survey.cfm#briefs.

Figure 1. Top Five Reasons for Majoring in Sociology by Type of School: 2005

(Percent Responding Very Important; Weighted Data)



Source: ASA Research and Development Department, *What Can I do With a Bachelor's in Sociology? A National Survey of Seniors Majoring in Sociology*, Spring 2005

to understand and analyze concepts, issues, and relationships, sociology majors are taught a variety of evidence-gathering approaches. By their senior year, between one half and three quarters of them strongly agree that they can develop evidence-based arguments, evaluate research methods, write reports, and form causal hypotheses. The highest percentage of respondents strongly agrees that they can identify ethical issues in research. Fewer majors strongly agree that they learn to use statistical packages in the social sciences, yet, this is the

skill that they graduating seniors are the most likely to list on their résumés.

The sociology curriculum also teaches students a variety of interpersonal skills, such as working in small groups, using leadership skills, and working with people from diverse ethnic and cultural backgrounds. The conceptual and research skills learned through the sociology curriculum prepare students for the careers they will pursue after graduation.

Strategies Students Can Use for Finding Jobs That Are Close to Sociology

ASA RESEARCH AND DEVELOPMENT DEPARTMENT

Students need to prepare for the future as they pursue their undergraduate major in sociology. The decisions that they make prior to graduation affect their success in finding an interesting job that incorporates the skills and concepts students learn in sociology. According to a four-year research project conducted by the American Sociological Association, *What Can I Do with a Bachelor's Degree in Sociology?*,¹ if students plan to find a job directly after graduation, they should participate in internships, engage in community activities, take part in service learning programs, gain leadership training skills, and attend job fairs. Students should identify the sociological skills that they have, list them on a résumé, and discuss them during job interviews. Research on former majors tells us that students are more likely to use their sociological skills and knowledge on the job if they follow these steps. And, the result will be greater job satisfaction.

Closeness of Jobs to Sociology Training.

Those majors who strongly agree that their job is closely related to what they learned as part of the sociology major report high satisfaction with the job (almost 70 percent). In contrast, only about 35 percent of those who report that their jobs were not related to sociology indicated that

they were very satisfied. This finding suggests the importance of preparing and searching for jobs that do incorporate sociological concepts and research skills.

Increasing the Chances of Using Job Skills and Job Satisfaction

As we see from the figure below, there are two main pathways to job satisfaction. The first is a strategy of articulating skills as part of a job search and the second is gaining the contacts and practice in using sociology skills and concepts outside of the classroom.

Communicating Skills Helps

Those who can communicate their sociological skills to potential employers are more likely to use them on the job, regardless of occupation. For example, about 70 percent of majors strongly agree that they can evaluate different research methods before applying them. Of these majors, fewer than 30 percent list this skill on their résumés. Of the majors who did list this skill on their résumé, about one third discusses this skill at job interviews. For those who use this strategy, more than 80 percent report using the skill on the job. Contrast this finding to the more than 70 percent who do not list this skill on their résumé. These majors are unlikely to discuss the skill with a potential employer (only 20 percent do). Perhaps this skill is irrelevant to the job they were pursuing, or perhaps not, but the outcome of not communicating the skill is that only one quarter of those who strongly agreed that they had learned to evaluate different research methods

¹ These findings come from a longitudinal survey conducted by the American Sociological Association's Research and Development Department of almost 1,800 seniors in 2005. Early in 2007 we re-surveyed the class of 2005 to find out what they were doing with their bachelor's degree since graduation. Almost 800 former majors responded to the second survey. All the publications from this study can be found at http://www.asanet.org/research/bacc_survey.cfm#briefs.

before applying them ended up using it on the job.

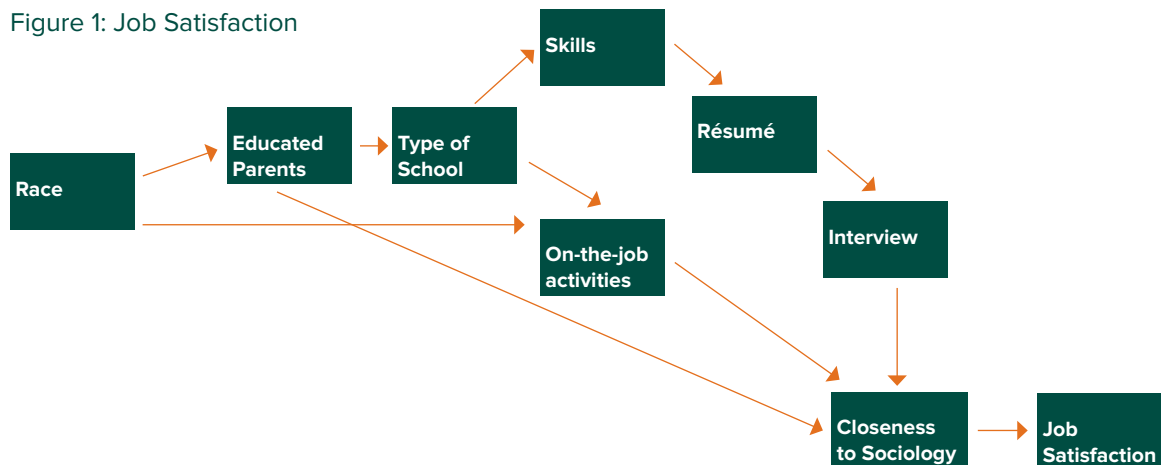
Out of Classroom Activities Help

Another pathway to finding a job that is close to sociology is through participating in out-of-classroom activities, especially on-the-job training and networking activities. These activities include internships, community activities, leadership training, service learning, and job fairs. All undergraduate majors benefit from these activities, although students whose parents have a college degree or more may have less need to participate in these activities. This is because with higher education comes contacts, situational knowledge, and strategies for professional job searches and employment that can be passed on to their children. But for students whose parents have less education, participating in job training

and networking activities can be an alternate route to contacts, situational knowledge and strategies for job search.

Participating in on-the-job training activities increases almost three times the probability that students obtain a job that they thought was close to sociology. We find that for respondents whose mothers have less than a baccalaureate degree participating in on-the-job training activities does substitute for a parent's potential lack of job contacts and other social capital. Students should concentrate on mastering the many skills and knowledge that the sociology major provides. They should become involved in related activities, learn how to apply what they learn in sociology in work settings, and begin preparing for a career. Faculty members can help by providing guidance for career preparation.

Figure 1: Job Satisfaction



What Kind of Jobs Do Sociology Majors Land?

ASA RESEARCH AND DEVELOPMENT DEPARTMENT

Sociology majors, their parents, and the public often ask: “What can bachelor’s-level graduates do with their degrees in sociology?” A four year study by the American Sociological Association finds that the undergraduate sociology major prepares students to pursue a variety of career paths.¹

Occupations

More than half of sociology majors go directly into the workforce after graduation. Graduates can succeed in a variety of careers without pursuing an additional degree, although many do return to school for additional skills and knowledge. Nearly all former majors who were not full-time graduate students held paid jobs when they were interviewed 18 months after graduation. Recent graduates report finding jobs in a range of occupations including social services and counseling; administrators; managers; teachers and librarians; marketing researchers; technology consultants; and social science researchers (see Table below). These are all occupations that are expected to grow, according to the Bureau of Labor Statistics. Sociology majors report finding these careers very satisfying, especially when the work is

closely related to what they learn as a sociology majors.

On the Job

The largest number of sociology graduates deal with social problems that they explored as part of their major. They provide services for victims of abuse including neglected children, battered women, adolescents involved in the juvenile justice system, food-stamp and Medicaid eligible families, poor families in need of energy assistance, and disaster victims. These are jobs, often in non-profit organizations, that may require interpersonal and leadership skills among other sociological skills and concepts.

Others aid in the administration and management of programs and organizations where they are responsible for planning, coordinating, and implementing activities in all sectors of the economy. They assist constituents to find government services, they “trouble shoot on site information technology systems” and they manage client referral systems. Those classifying themselves as managers work in human resource departments recruiting, staffing, and training company employees.

A smaller percentage of full-time workers are employed in sales and marketing positions often in information technology, software, or in retail firms. They execute marketing plans, do market research, write copy, or sell the latest computer equipment. State and city employees include teachers and librarians, as well as those employed

¹ These findings come from a longitudinal survey conducted by the American Sociological Association’s Research and Development Department of almost 1,800 seniors in 2005. Early in 2007 we re-surveyed the class of 2005 to find out what they were doing with their bachelor’s degree since graduation. Almost 800 former majors responded to the second survey. All the publications from this study can be found at http://www.asanet.org/research/bacc_survey.cfm#briefs.

Occupations and Jobs for Undergraduate Sociology Major

OCCUPATION	EXAMPLE	%
Social Services, Counselors, Psychologists	Oversee AIDS outreach team	26.5%
Administrative support	Schedule activities for State Representative	15.8%
Management	Handle employment and labor relations	14.4%
Marketing	Plan and develop marketing strategies	10.1%
Services	Crime scene technician	8.3%
Teachers, Librarians	Provide reference, research, and database searching	8.1%
Social Science, Researchers	Research climate change policies	5.7%
Others Professionals	Website design	6.8%
Other		4.4%

Source: ASA study, "What Can I Do with a Bachelor's Degree in Sociology?"

in the criminal justice system including police officers, crime scene investigators, and parole officers. Among the smallest full-time occupational category are those employed as social science researchers, suggesting that students may need additional research methods and statistics courses to perform these on-the-job activities.

They use statistical software, write reports, gather data, and evaluate programs. Many of these jobs do make use of the concepts and skills that sociology provides and reflect the reasons

that students major in sociology including the desire to understand the how social forces affect individuals, to help people, and to prepare for interesting careers.

By four years after graduation, 80 percent of sociology majors have changed jobs, often staying in the same field. These job changes frequently include promotions, salary increases, better benefits, more responsibilities, and increasingly interesting work, especially if former majors take additional courses and degrees to increase their skills and knowledge.

Going to Graduate School Multiple Pathways for Sociology Majors

ASA RESEARCH AND DEVELOPMENT DEPARTMENT

Among the important changes in the structure of higher education over the last 30 years has been the growth of professional degrees. These degree programs are viewed as preparation for the labor market rather than the pursuit of knowledge alone. Sociology majors are drawn to both professional as well as academic degrees at the graduate level. About 22 percent of sociology majors from the class of 2005 planned to go to graduate school directly after graduation, rather than seeking employment.¹ About 27 percent planned to both attend graduate school and seek employment. By 2009 about half of all the 2005 graduates with sociology degrees had pursued advanced degrees, either directly after undergraduate school or after working for a while. “Careerists,” who major in sociology in order to prepare for graduate school, and “idealists,” who major in sociology because they want to understand the relationship between individuals and social forces and because they want to change society are equally likely to go on to graduate school.

What kind of undergraduate student pursues a graduate degree?

Those sociology undergraduates who are significantly more likely to go on to graduate

school participate in networking activities such as sociology clubs, the sociological honor society Alpha Kappa Delta, and state or regional sociological meetings. These activities provide socialization for students: they increase the awareness of the latest knowledge and cutting-edge research; the likelihood of developing relationships with faculty members; and the ability to present their work at meetings. Majors who go on to graduate school are also more likely to work with one or more faculty members on research projects that expand their range of research skills and forge relationships that may lead to recommendations for graduate or professional school. In addition, graduate-school bound majors have a significantly higher grade point average than those who do not go to graduate school. Half of sociology majors list the statistical and methodological skills that they have learned on their graduate school applications, along with volunteer activities and report-writing skills. Although these skills and activities are important, without a high grade point average, students are significantly less likely to be accepted into graduate school. With a high grade point average, the sociology major can lead to advanced degrees for all types of students, regardless of the undergraduate institution they attended or the level of education achieved by their parents. (see Table 1).

What kind of degrees do majors pursue at the graduate level?

About 25 percent of sociology baccalaureates go on to graduate school in sociology. The next

¹ These findings come from a longitudinal survey conducted by the American Sociological Association's Research and Development Department of almost 1,800 seniors in 2005. Early in 2007 we re-surveyed the class of 2005 to find out what they were doing with their bachelor's degree since graduation. Almost 800 former majors responded to the second survey. For a complete presentation of the data from this survey see http://www.asanet.org/research/bacc_survey.cfm

largest number of majors pursue master's or doctoral degrees in social work, education, law, and psychology. Those students who enroll in sociology departments that offer an applied or professional sociology master's programs are more likely than those in PhD programs to be enrolled in graduate departments that offer internships, non-thesis options, and final project or team experiences.²

More than 70 percent of undergraduate majors who go on to graduate schools strongly agree that they find sociological concepts and perspectives to be very useful in their programs, regardless of their field of graduate study. These include sociological perspectives on social problems, race and gender inequalities, stratification, and culture. An understanding of these topics as well as the ability to view society from an alternative or critical perspective are considered the unique contribution of an undergraduate sociology major. According to an undergraduate sociology major now a college recruiter:

One of our goals in recruiting is to recruit a diverse student body and so understanding the history and cause and effect of racism in the United States... is a big concept that I don't think I would have gotten... in another major. Even gender, I took a great class in gender roles, so that comes into play. ... It's key to what I do.

The four year study of the class of 2005 finds that those who go on to graduate school do so in fields including social work, law, education, and management, as well as sociology. Those who obtain master's degrees in sociology and other fields experience career advancement, including more re-

² These findings come from a survey of graduate directors from 224 departments conducted by the American Sociological Association's Research and Development Department in 2007 (see <http://www.asanet.org/research/masters.cfm#graddir>).

Table 1: Characteristics of Those Who Go to Graduate School Compared to Those Who Do Not

	Who Goes to Graduate School?
Sociology GPA	▲
Type of Undergraduate Institution	∅
Gender	∅
Race	∅
Mother's level of education	∅
Father's level of education	∅
Extra Classroom Activities	
On the Job	∅
Mentoring	▲
Scholarly Socialization	▲
Skills and Concepts	
Research	∅
Communication	∅
Conceptual	∅
Combination Majors	
Criminal Justice	∅
Psychology	▲
Reasons for Majoring	
Idealist	▲
Careerist	▲

▲ Statistically significant Chi-square or T-test ($p < 0.05$)
 ∅ Not statistically significant

Source: ASA Research Development Department, *What Can I Do With a Bachelor's Degree in Sociology? Wave I and Wave II*

sponsibility and higher salaries (see Table 1). They find that their sociology degree is useful across a spectrum of occupations in which they obtained advanced degrees. According to another former sociology major, now a lawyer:

I like that I am able to refer back to some of the skills that I learned through fulfilling my sociology degree and to apply some of the [understanding of] socio-economic differences and their effects on the law.

The background of the page is a solid orange color. Overlaid on this are several silhouettes of hands in various positions, some holding graduation caps (mortarboards) with tassels. The hands are positioned around the page, creating a sense of support and guidance.

[SECTION]

3

Implications of Findings for Departments and Faculty—Encouraging Career Preparation throughout the Curriculum

This section helps faculty members provide career information to students as they make the transition to the next phase of their careers without becoming career advisors themselves. The section includes everything from sample résumés to course assignments using the Bachelor's and Beyond data set, to ideas for modifications to the curriculum. All of these activities recognize the already heavy schedules of faculty members.

Implications of Findings for Departments and Faculty—Encouraging Career Preparation throughout the Curriculum

The experiences of sociology majors reported in the Bachelor's and Beyond study have implications for the ways in which departments organize their courses, curricular programs, and extracurricular activities for students. These implications of the data present a conundrum. On the one hand, they suggest that departments should do more to assist students in their efforts to begin careers or continue their education at the graduate level. On the other hand, departments and their faculties are not immune from the general “speed-up” affecting American workers and are already pressed with competing demands on their time. (Spalter-Roth and Scelza 2008; Spalter-Roth and Scelza, 2009a).

What follows are a series of suggestions about ways in which departments and faculty members can assist students in pursuing satisfying jobs and in entering graduate school. The intent is to integrate these suggestions into the current curriculum or to delegate them to others. No department should expect to implement all of the suggested activities, but should pick and choose those that fit with student needs and available resources.

Sociologists Providing Career Advice... without Becoming Career Advisers

We have seen that sociology majors are relatively dissatisfied with the career and graduate school advising that they received as undergraduates. Further, many majors have

parents who are not well positioned to help them with job searches. Résumés prepared by graduating seniors do not necessarily incorporate the range of job-relevant skills that are, in fact, part of the sociology curriculum. We suggest that sociology faculty can provide career assistance to students without becoming career advisors.

Career Libraries¹

Departments should ensure that their undergraduate libraries or their own departmental library for students maintain copies of publications designed to assist sociology students with job searches.

The American Sociological Association has developed a number of career resources for student use. Begin at: http://www.asanet.org/employment/career_undergrad.cfm

Included here is the booklet: *21st Century Careers with an Undergraduate Degree in Sociology*. http://www.asanet.org/employment/careers21st_intro.cfm?size=4596



¹ “Resources compiled with the assistance of Robin Sabo, Director of Collection Development, and Rui Wang, Reference Librarian/Social Sciences Bibliographer, Central Michigan University.”

There are also links to:

Places to Search for Jobs and Career Information

http://www.asanet.org/employment/career_resources.cfm?size=4593

Department of Research and Development: Research on Jobs and Careers in Sociology

<http://www.asanet.org/employment/factsoncareers.cfm?size=4595>

Searching for a Job with an Undergraduate Degree in Sociology http://www.asanet.org/footnotes/septoct09/job_0909.html

Margaret Weigers Vitullo's useful article from the September-October, 2009 issue of *Footnotes* can be found at the site listed above and can be made available to undergraduate majors. It is also reproduced below.

The National Association for Colleges and Employers (NACE) 2009 Student Survey indicates that 19.7 percent of students had a job in hand when they graduated in May 2009. Compare this to the 26 percent of students in 2008 and 51 percent in 2007. Clearly, the economic crisis is a personal experience for a large proportion of college graduates. It is equally clear that many recent graduates, and those who will be graduating soon, could use some encouragement and assistance with the job search process.

Below I briefly detail strategies for Internet job searches for recent graduates with an BA/BS degree in sociology. Results for full-time positions using nine different search terms in three popular job banks—Idealist.org, USAjobs.gov, and CollegeGrad.com—are compared. The summary table below compares two of the job banks on the number of job listings found for each of the nine search terms. The third job bank, CollegeGrad.com, does not allow nationwide searches and therefore is not included in the summary table.

The takeaway message for effective searches in any of these job banks is this: Search terms should reflect the knowledge and skills that studying sociology builds, not just the word “sociology” (see the [May/June issue of Footnotes](#)). The good news is that by carefully choosing search terms, sociology students can locate a large number and range of entry-level jobs for which they are qualified in the non-profit, government, and business sectors.

Non-Profit

Idealist.org describes itself as “an interactive site where people and organizations can exchange resources and ideas, locate opportunities and supporters, and take steps toward building a world where all people can lead free and dignified lives.” The site focuses on the non-profit sector and can be used for locating volunteer opportunities and internships as well as postings for employment. When using the key word “sociology,” only 9 job postings were located. In contrast, with “social science” as the keyword, 75 jobs postings were located. “Program assistant” produced 213 hits, and “research” produced 753 postings. While a recent graduate with a major in sociology would not meet the criteria for all of the job results, these terms can expand upon potential jobs for which they may be qualified. For example, a recent graduate could apply for a Research Assistant position studying adolescent fertility and family structure, and a Case Manager position working with families who are homeless or at-risk of becoming homeless.

Government

USAjobs.gov is the main job bank for federal government jobs. The federal government employs more than 2,700,000 people and 50 percent of those individuals are currently eligible for early or regular retirement. While students might initially think that working for the federal government requires living in Washington, DC, 84 percent of federal jobs are located outside of the capital area (Damp 2008).

USAjobs.gov has tens of thousands of job postings, but finding postings that are appropriate for recent graduates in sociology can be challenging. The fact that jobs in the federal government pay more on average

than in the private sector, include full benefits, flex-time schedules, and generous vacation time after three years of service, might convince students that searching for these jobs is worth the effort. Here are some tips that can simplify the process. First, search for “Form EI-23” in any internet browser. This document lists federal job titles by college major. Students do not need to limit themselves to the job titles listed under sociology, but this a good place to start searching. With Form EI-23 in hand, go to USAjobs.gov and click on “advanced search.” Then scroll down to the pay grade fields and enter “5 to 7”. This will ensure that the jobs postings that are returned are entry level. From there, enter job titles from Form EI-23, or use a keyword search. The results can be fascinating and wide-ranging, including everything from a position for a Park Ranger in the Division of Interpretation to a Research Analyst with the Federal Trade Commission. Additional information on applying for federal government jobs can be found at the Partnership for Public Service www.ourpublicservice.org.

Job Postings for Graduates with a BA/BS in Sociology: Comparing Search Term Results

Search Term • Additional search criteria used	Idealist • Country = USA • Educational Level = BA/BS • Full time • GS level - 5 to 7	USAJobs.gov • United States • GS level 5 to 7
Sociology	9	166
Social Science	75	818
Program Assistant	213	1,804
Diversity	137	786
Data	752	3,861
Research	753	2,388
Analysis	221	1,487
Statistics	53	587

Everything In Between

The third online job bank examined was CollegeGrad.com, which describes itself as “The #1 Entry-Level Job Site.” This site has won numerous awards including the Microsoft “Best of the Web” award and the “Dow Jones Business Directory Select Site.” The site automatically searches by zip code, which made it impossible to create a nation-wide comparison of this site with Idealist.org and USAjobs.gov in terms of numbers of job postings using the search terms in the table below. Additionally, the number of job postings located with the same search terms vary widely from day to day.

That said, some interesting opportunities were located at CollegeGrad.com including two entry-level research jobs: A Research Assistant position whose duties included conducting literature reviews and coding qualitative data with Atlas.ti software and an entry-level Public Health Analyst whose duties included collecting and analyzing social science data and conducting site visits and interviews. Both positions were seeking candidates with a BA/BS in sociology or another social science discipline with strong oral and written communication skills.

There is a demonstrated relationship between how closely related sociology graduates’ jobs are to their major and how satisfied they are with that job (Spalter-Roth and Van Vooren 2008). Finding a job in today’s economy is far from simple. Yet, by carefully choosing search terms and emphasizing the skills sets they learned in their sociology courses, students can locate a large number of sociologically relevant jobs for which they are likely qualified in a variety of popular online job banks.

References

Damp, Dennis V. 2008. *The Book of U.S. Government Jobs: Where They Are, What’s Available, & How to Get One*. McKees Rocks, PA: Brookhaven Press.

Spalter-Roth, Roberta and Nicole Van Vooren. 2008. *Pathways to Job Satisfaction: What Happened to the Class of 2005?* American Sociological Association, Research Department. Washington, DC.

PROFESSIONAL ASSOCIATIONS AND ORGANIZATIONS

The American Sociological Association provides a range of other resources designed for students. They can be found at: <http://www.asanet.org/students/index.cfm>

Students might find the websites of other professional associations useful as well.

Association for Applied and Clinical Sociology
<http://www.aacsnet.org/wp/>

International Sociological Association
<http://www.isa-sociology.org/>

National Association of State Sociological Associations
<http://www.statesociologicalassociations.org/>

National Association of Colleges and Employers
www.nacweb.org

Population Association of America
<http://www.popassoc.org/i4a/pages/index.cfm?pageid=3284>

Rural Sociological Society
<http://www.ruralsociology.org/>

OTHER GOOD PLACES TO BEGIN

Other good places to begin include the Occupational Outlook Handbook published by the Bureau of Labor Statistics:

Occupational Outlook Handbook – Social Sciences <http://www.bls.gov/oco/ocos054.htm>

The JobWeb site **offers career and job-search advice** for new college graduates. The site is a service of the National Association of Colleges and Employers.

Jobweb <http://www.jobweb.com/students.aspx?id=188>

LINKS TO SOCIOLOGY CAREER INFORMATION FROM UNIVERSITY WEB SITES

Many university web sites include links to materials that can help students with their efforts to find meaningful jobs using their sociological knowledge and skills. The following sites seem to be especially useful.

California State University – Bakersfield – Career Development Center <http://www.csub.edu/Sociology/Sociology.pdf>

College of Charleston – Careers in sociology
http://www.cofc.edu/~soc_anth/Sociology_Files/careers/careers.html

Cornell University – Department of Sociology
http://www.soc.cornell.edu/undergrad/why_major.html

Jacksonville State University – Careers with a Degree in Sociology http://www.jsu.edu/depart/soc/jobs_for_sociologists.html

Hunter College – About Sociology: Sociology as a Career <http://maxweber.hunter.cuny.edu/socio/about/career.html>

Lansing Community College – Career Facts – Sociology/Anthropology program <http://www.lcc.edu/socialscience/sociology-anthro/careerfacts/>

Morehead State University [http://www.moreheadstate.edu/files/units/acs/advising/Sociology%20Major\(1\).pdf](http://www.moreheadstate.edu/files/units/acs/advising/Sociology%20Major(1).pdf)

Rutgers – College Majors and Careers – Sociology <http://careerservices.rutgers.edu/Msociology.html>

Salisbury University – Sociology <http://www.salisbury.edu/sociology/Careers.html>

Texas Wesleyan University – Careers in Sociology <http://txwes.edu/sociology/CareersinSociology.htm>

University of Connecticut <http://sociology.uconn.edu/undergraduate/jobs.html>

University of Delaware – Career Services Center: Major Resource Kit – Sociology <http://www.udel.edu/CSC/soc.html>

University of Kent - Sociology Careers <http://www.kent.ac.uk/careers/Sociology.htm>

University of Kentucky – Careers for Majors in Sociology- Internet Resources <http://www.uky.edu/StudentAffairs/Counseling/pdf/socio.pdf>

University of North Carolina – The Career Center <http://www.uncwil.edu/stuaff/career/Majors/Sociology.htm>

University of Toronto Mississauga <http://www.utm.utoronto.ca/careers/cbm/sociology.html>

University of Wisconsin at La Crosse – Sociology careers <http://www.uwlax.edu/sociology/Sociology/soccareers.htm>

Western Washington University – Careers in Sociology <http://www.wwu.edu/socad/careers.shtml>

Worldwide Learn - Sociology Major | What Can You do With a College Degree in Sociology? <http://www.worldwidelearn.com/online-education-guide/social-science/sociology-major.htm>

JOB LINKS

A number of websites link job seekers to available positions.

Links to State Civil Service Job Web Sites <http://courses.missouristate.edu/michaelcarlie/advisenet/CAREERS/all%20state%20civil%20service.htm>

United States Census Bureau – Jobs@Census www.census.gov/hrd/www/index.html

United States Office of Personnel Management www.usajobs.opm.gov

Non-profit sector jobs <http://idealist.org/en/career/index.html>

Entry level jobs for college graduates <http://www.collegegrad.com/>

BOOKS

University or departmental libraries might consider including the following books designed to assist sociology majors with job searches.

Arksey, Hilary and David Harris. 2007. *How to Succeed in Your Social Science Degree*. Thousand Oaks, CA: Sage.

Ferrante, Joan. 2009. *Careers in Sociology*.

Belmont, Calif: Wadsworth /Cengage Learning. Institute for Career Research. 2005. *Careers in Applied Sociology: Careers for Sociology Majors*. Chicago, Ill: Institute for Career Research.

Lambert, S.E. 2008. *Great Jobs for Sociology Majors*. New York: McGraw-Hill.

Rienerth, Janice G. 2007. *Career Planning for Sociology Majors*. Boone, N.C.: Hubbard Center. Stephens, W. Richard. 2004. *Careers in Sociology*. Boston: Allyn and Bacon.

Wall, J., & Vollmer, L.J. 2008. *What to Do with Your Psychology or Sociology Degree*. New York: Random House.

Template for Résumés

Model résumés have been used by departments to help clarify departmental learning goals for students. The creation of such résumés stimulates a discussion of “what is it that we want students to know and to be able to do when they graduate from our program?” Such résumés could also be extremely useful to students confronted with the task of creating their own résumé for their job search. Faculty members could clarify for students the applicability of their statistics/methods skills, their communication skills, and their ability to understand diversity. A discussion of model résumés can address the failure of students to place these skills on their own résumés. Students can be informed about how to recast their skills and experiences to fit different types of jobs.

Departments might also consider ways to help their students “distinguish” themselves on their résumés. While departments do provide awards to students to recognize scholarly excellence, this avenue may not have been pursued vigorously by departments as a résumé building activity. Departments could easily provide yearly awards for “best undergraduate paper,” “best research project,” “best service learning project,” “best departmental citizen,” and so forth. Students should be encouraged to list these awards on their résumés.

McKinney and colleagues (2004) provide an example of such a model résumé for a sociology department. Two additional examples are found below, following the two commonly used styles for entry-level job seekers—the chronological and the functional résumé.



Chronological Format

Ima Typicalus Sociologist

555 East Main Street, College Town, Mystate 45678 | Tel. (222) 333-4444 | Myemail@myuniversity.edu

EDUCATION

My State University, College Town, Mystate

Bachelor of Arts, May 2011 (Expected)

Major: *Sociology*

Minor: *Psychology*

GPA: 3.56/4.00 (major) 3.27/4.00 (overall)

*Financed 90% of my educational expenses through work

HONORS

Dean's List: Fall 2009, Spring 2010, Fall, 2010

Elected to Alpha Kappa Delta, International Sociology Honor Society

Best Undergraduate Sociology Paper Award, 2010

COMPUTER, LANGUAGE, and STATISTICAL SKILLS

Communications Software: Microsoft Word and PowerPoint, WordPerfect Office

Statistical Software: Microsoft Excel and SPSS

Qualitative Analysis Software: NVivo

Operating Systems: Windows and Macintosh

Survey Software: Survey Monkey

Analyzed survey data and wrote 25-page report

Conducted in-depth interview of college students

Develop topic-area bibliography using search engines

Intermediate-level Spanish

INTERNSHIP

Services for Youth, LittleTown, Mystate

Program Intern, January 2010 - August 2010

Updated agency website

Created web-based client satisfaction survey using Survey Monkey

Interviewed clients

WORK EXPERIENCE

My State University, College Town, Mystate

Multicultural Advisor, Office of Residence Life, August 2009 - Present

Create educational and social programs that focus on diversity themes, for residence hall of 300 students

Counsel residents and serve as a campus resource

College Bar and Grill, College Town, Mystate

Bartender, May 2008 - August 2009

Trained new wait staff and bartenders

Served food and beverages to customers

ADDITIONAL ACTIVITIES

Presenter, Annual MyState University Conference on Social Issues: "Promoting the Diverse University: A Study of Student Attitudes and Experiences"

Student Liaison to Sociology Department, 2009-10

Elected by fellow students to represent their interests to the 20-person department and to the department chair

Functional Format

Ari Sociologist

555 East Main Street, College Town, Mystate 45678 | Tel. (222) 333-4444 | Myemail@myuniversity.edu

Position Applying For

SUMMARY OF QUALIFICATIONS

Communication Skills

- Familiar with a variety of communication software packages, including: Microsoft Word, PowerPoint, and Publisher;
- Composed information letters for clients seeking agency services
- Wrote reports for agency directors on the volume of clients served
- Trained new wait staff and bartenders
- Increased active membership in Sociology Club by 20%

Analysis Skills

- Familiar with a variety of data analysis software packages, including: SPSS and Excel for quantitative data and NVivo for qualitative data
- Planned and executed focus groups to explore the satisfaction of clients served by health awareness program
- Wrote 15-page data analysis report, based on focus group findings
- Provided PowerPoint presentations to stakeholders summarizing focus group results
- Presented findings from survey on diversity in the community at campus conference (based on student group project from course on Race and the Community)

Organization Skills

- Assisted with the transition from a paper to a web-based system for managing schedules of drivers for Meals on Wheels Program for seniors
- Helped raise \$10,000 for programs for seniors (the largest amount ever raised by students in the county)

EDUCATION

My State University, College Town, Mystate

Bachelor of Science, May 2011 (Expected)

Major: *Sociology*

Minor: *Gerontology*

GPA: 3.46/4.00 (major) 3.27/4.00 (overall)

WORK AND INTERNSHIP EXPERIENCE

Services for Seniors, LittleTown, Mystate

Program Intern, January 2010 - August 2010

College Bar and Grill, College Town, Mystate

Server, May 2008 - August 2009

INVOLVEMENTS

Mycounty Council on Aging Fundraiser (Service Learning Project in Sociology of Aging course)

Vice President, Sociology Club

Interviewing Tips and Etiquette Issues for Students

We know that many sociology majors are first generation college students and may lack the cultural capital that some employers seek (Spalter-Roth and Erskine 2006). Further, we know that students who discuss their sociology skills during a job interview are more likely to use them on a job (Spalter-Roth and VanVooren 2008a). A variety of resources are available for students that provide lessons on appropriate behavior preparing for, during, and after the job interview. One such guide, in addition to the resources listed above, is found at: <http://www.careers.cmich.edu/CareerGuide08.pdf>

Additional Suggestions for Departments *Better Links to Career Services on Campus*

While sociology faculty have no time or desire to become professional career counselors, the Bachelor's and Beyond findings suggest that departments need to establish better links to the career services units on their campuses and to use more effectively the professionals associated with those departments. While departments could organize meetings for majors on career-related topics, featured speakers could come from career services staff. Alternatively, sociology clubs could be the hosts for such events, providing additional links between career services and students and providing leadership/organizational opportunities for club members. Departments or sociology clubs could sponsor résumé writing workshops for students and could conduct mock job interviews. Alumni might pose as interviewers.

Department chairs or directors of undergraduate studies, most probably in conjunction with other social science departments, could lobby their career services units or appropriate administrators to organize job fairs for students that focus on the kinds jobs that include

the skills that majors have learned. Such an undertaking might take a considerable amount of work to implement the first time, but could be institutionalized on a campus if undertaken with support from multiple campus units. Departments could also develop better links to the graduate schools that receive large numbers of the graduates from their programs. Representatives from those graduate schools could be invited to undergraduate campuses for “graduate school fairs” or similar events. Regional sociology meetings may prove to be ideal venues for creating these types of ties, if they do not already exist.

Applied Sociologist in Residence Program

Departments could consider developing an “applied sociologist” in residence program for a day, week or semester to provide opportunities for students to interact with a sociologist who is not a faculty member. Some applied sociologists might be willing to participate in such a program *pro bono*, if the experience lasted for a relatively short period of time.

Alumni Panels, Advisory Boards, and Surveys

Some activities that are useful for departmental assessment of student learning (already required by accreditation agencies and some state governing boards) can also provide assistance to students needing better career advising. For example, some departments develop advisory boards, consisting of alumni, potential employers, or other friends of departments, to evaluate student research and papers from capstone courses or to provide contacts for students and faculty members. Members of such advisory boards, more common in professional schools, might also be participants in panels to demonstrate to current students what can be done with an undergraduate degree in sociology or to give students advice on career searches. In the absence of the formality of advisory boards,

departments could simply invite alumni back to campus to speak on these kinds of topics.

Some departments, although relatively few, conduct surveys of alumni as part of their efforts to document “outcomes” for assessment purposes (Spalter-Roth and Scelza 2009b). Findings from these surveys can also provide current students with examples and data on relevant job possibilities. See the Appendix for examples of such surveys. Spotlighting successful alumni on departmental web pages is complimentary to alumni, useful to current students, and generative of positive publicity for departments. See the University of Wisconsin—LaCross for an example <http://www.uwlax.edu/sociology/sociology/Students/socalumni.htm>. Appalachian State University provides the following list of job titles of their recent sociology graduates (<http://www.soc.appstate.edu/students/jobs-sociology-majors>).

Departments might also consider other low-cost ways of maintaining up-to-date data on the markets that absorb their graduates. Efforts to maintain ties to graduates (with, for example, short web surveys) can be useful for fund-raising/development purposes as well, even if a department is not interested in implementing an extensive alumni survey. Alternatively, as suggested below, faculty and students can examine the occupations variable in the Bachelor’s and Beyond data set or search for occupations that include the skills major’s learn in the *Occupational Outlook Handbook* at <http://www.bls.gov/oco/> or career information from the division of Employment and Training Assistance of at the U.S. Department of Labor at <http://www.doleta.gov/jobseekers/>

Minister of Youth	Eligibility Specialist	Parole Officer
Editorial Assistant	Senior Patient Care Specialist	Correctional Officer
Drop Out Prevention Counselor	Day Care Director	Instructor in Speech Pathology
Administrative Specialist	Patient Representative	Corrections Social Worker
Personnel Supervisor	Intake Counselor	Juvenile Court Counselor
Sales	Recruiter	Recreation Director
Child Protective Services Worker	Sales Coordinator	Rehabilitation Counselor
Quality Control Technician	Associate Director	Therapist
Vocational Rehabilitative Counselor	Director	Hospital Social Worker
Alcoholism Counselor	Mental Health Worker	Child Support Agent
Public Health Advisor	Public Safety Officer	Audio Visual Director
Director of Planning	Manager of Industrial Relations	Family Counselor
Camp Counselor	Paralegal	Vocational Evaluator
Sheriff	Employment Interviewer	Territorial Sales Manager
Medical Social Worker	Director Human Resources	Case Worker
Guidance Program Counselor	Human Resources Supervisor	Community Corrections Specialist
Flight Attendant	Group Home Worker	Program Monitor
Testing Counselor	Teacher	Financial Programmer
Case Manager	Veterans Employment Representative	Police Officer
Substance Abuse Counselor	Behavior Modification Technician	Child Support Investigator

Using the B&B Dataset to Teach about Careers while Teaching Sociology

The American Sociological Association encourages departments to integrate data analysis activities throughout the curriculum for the major (McKinney et al., 2007). And, today's college and university students seem to benefit from active learning activities (<http://www.cat.ilstu.edu/resources/teachTopics/active.php>). The first wave of the Bachelor's and Beyond dataset and some career and occupational outcomes from the second wave are included with this manual. The intent is to provide faculty with a resource that they can use to teach relevant sociological skills and content knowledge, while at the same time encouraging students to explore careers which will be satisfying to them.

Accessing the Data Set and Codebook

The data set and the codebook are accessible on the CD included with this manual. The data set is available in both SPSS and STATA, and you will need one of these programs to access this data set. The codebook for the data set is found also in the Appendix to this manual. The questionnaire associated with Wave I of the Bachelor's and Beyond project can be found on the Bachelor's and Beyond web page in pdf format at: http://www.asanet.org/images/research/docs/pdf/BandB_web_questionnaire.pdf

In addition to accessing it for teaching exercises departments are encouraged to use this questionnaire for assessment and may choose to compare their own students to the national findings that comprise the data set.

Suggestions for Use of Bachelor's and Beyond Data Set

Faculty might consider multiple ways of using the Bachelor's and Beyond data set and accompanying materials to promote student learning of sociological skills and concepts as well as to encourage career exploration. The following ideas are presented to stimulate thinking about teaching activities. We encourage you to submit your teaching suggestions, using the Bachelor's and Beyond data set, to the American Sociological Association's new digital library of teaching and learning materials, TRAILS (<http://trails.asanet.org/Pages/default.aspx>) or submit them to the ASA Research Department blog (<http://asaresearch.wordpress.com>) so that they can be posted. We suggest that teaching exercises using these materials could be introduced into the introductory course, could be used in statistics and methods courses, and could be integrated into capstone courses as well. Faculty should note that this data set is created for students and contains 50 variables and 1500 cases (the size for the student version of SPSS). The data are unweighted. Therefore the results that are obtained from using this data set will not necessarily resemble the results from using the full weighted data set discussed in the research summaries. Faculty members should not use this student data set for their own research.

QUESTIONNAIRE EXERCISES

Why surveys?

- Review the questionnaire. Why might a researcher choose a survey as the research design rather than an experiment or field research?
- What are some possible samples for this questionnaire?

Operationalization

- Present three concepts that interest you that are operationalized in the Bachelor's and Beyond data set. Discuss why each concept is important.
- Present one alternative way that each of the three concepts could have been operationalized differently.

Level of Measurement

- Find three examples of variables that are measured at the nominal level of measurement
- Find three examples of variables that are measured at the ordinal level of measurement
- Find three examples of variables that are measured at the interval-ratio level of measurement

CODEBOOK EXERCISES

- Present the variable names, response option codes, response option values, and how missing data are handled for three variables
- Discuss the level of measurement associated with each variable that you have chosen. (Note that you cannot rely on SPSS to determine this for you.)

DATA ANALYSIS EXERCISES

FOR UNDERGRADUATE STUDENTS

Univariate Analysis

- Present the frequency and percentage distributions for three variables that are measured at the nominal or ordinal level of measurement. Discuss the key findings.
- Present the appropriate measures of central tendency to summarize these three variables.
- What do you conclude from the statistics?
- Present the appropriate graphs that provide a summary of these variables.

- Recode two variables that are measured at the interval-ratio level or ordinal level of measurement.
- Present the frequency and percentage distributions for these two recoded variables. Discuss the key findings.
- Present the appropriate measures of central tendency to summarize two variables with the interval-ratio level of measurement (before any recoding of them). What do you conclude from the statistics?

Creating Indices and Scales

- Create one index from two or more variables (such as the types of skills listed on a résumé). Discuss why it makes sense to do so. Present the frequency and percentage distributions for your index. Discuss the key findings.
- Explore whether two or more variables should be combined into a scale (such as skills and concepts learned). Discuss why you chose to create or not to create a scale. If you choose to create a scale, discuss how you did so and present the frequency and percentage distributions for your scale. If you choose to create a scale discuss the key findings.

Bivariate Analysis

- Choose a dependent variable with a nominal or ordinal level of measurement such as reason for majoring in sociology is to change society. Create three hypotheses that you can test using this dependent variable. (For example, students with parents who have less than a college degree are more likely than students with parents who have a college education to want to change society.) Indicate which variable is the independent variable in each case and why.

- Create three crosstabulations to test these hypotheses. Include the appropriate measure of independence. What do you conclude from your crosstabulations? Were your hypotheses supported?
- Determine the strength of association of the variables for each of your crosstabulations that demonstrates a statistically significant relationship. Present the appropriate measure of association. What do you conclude about the substantive importance of the relationships?
- Choose a dependent variable with an interval-ratio level of measurement such as number of hours per week student works. Create three hypotheses that you can test using this dependent variable. (For example, African American students work more hours per week than white students.) Indicate which variable is the independent variable in each case and why.
- Create the appropriate tests to determine whether the means are as you expected in your hypotheses. Include the appropriate test statistics. What do you conclude from your comparisons of means? Were your hypotheses supported?
- Describe the control variable, present its operational definition, and discuss whether it is an intervening or an antecedent control variable.
- Present a three-variable table that lets you assess the utility of introducing this control variable. Make sure that you include the chi-square statistics needed to test whether there is independence in each of your partial tables between your independent variable and your dependent variable.
- Summarize in words each of the partial tables that comprise your multivariate table. Is there a relationship between your dependent variable and your independent variable in EACH of your partial tables?
- In what ways are your conclusions about the relationship between your dependent variable and your independent variable similar to or different from your conclusions about your variables in the bivariate case?

Data Set Manipulation

- To learn more about career outcomes students should use Wave II variables: post-graduate status or post-graduate occupation. By using variables from the two waves, the number of cases will decline from 1,500 to 778. If they do cross-tabulations or regressions, there will be many missing cases. One way to handle this is to have students create a data set with no missing cases for purposes of data analysis.

Multivariate Analysis

- Introduce a control variable that allows you to elaborate on a statistically significant bivariate relationship found in the dataset (for example, type of school). Explain the logic of your multivariate model. Why do you think that your control variable should be entered into your model? What is your multivariate hypothesis? (For example, African Americans are less satisfied than whites with the sociology major, but this will depend on the type of school attended).

Other Examples of Course Assignments That Teach Sociology while Promoting Career Exploration

Numerous sociology classes provide opportunities for student assignments that both teach subject matter content and assist students with career exploration and career enhancement. There is no necessary tension between sound assignments that teach sociology and assignments that enhance careers. As Finkelstein notes in a recent Teaching Sociology article: “Making students aware of how they may use their sociology in a variety of occupational fields in a reflective and critical way will benefit them as it can benefit their potential employers.” (2009: pp. 99-100).

Dual-purpose assignments that teach sociological concepts and help prepare students for careers can begin in the introductory course or could be integrated into more advanced courses in social inequality, the sociology of work, the sociology of organizations, economic sociology, or methods. In creating any such assignments and discussing them with students, faculty need to be explicit in highlighting how particular assignments are designed to develop specific skills or theoretical understanding, which, in turn, have job/career/ résumé implications. Faculty cannot assume that students—often first-generation college students of a different generation/ethnicity than the faculty member—understand the learning goals associated with an assignment. Finkelstein challenges sociology instructors by asking: “Are these activities framed or presented in a way that will help sociology students see practical and legitimate alternatives beyond the academic context?” (2009: 93).

Finding and Using Secondary Data Sources

Beginning students could become familiar with secondary data sources by using the Bureau of Labor Statistics *Occupational Outlook Handbook* to learn about the job prospects for sociologists, social workers, survey or market researchers, lawyers, teachers, and others of the most prevalent occupations for sociology graduates.² More advanced students could trace the historical trajectory of their desired occupational field and could place these changes within the context of the larger changes taking place in the economy and society. Giuffre and colleagues (2008) provide examples of exercises that will both teach the sociology of gender and work and will allow students to explore possible career fields (including an enhanced understanding of the inequalities and problems associated with those career choices). Students at LeMoyne College prepare papers on a variety of careers using sociology as part of their 200-level course entitled Careers, Practice and Professional Computing. Examples of these papers are found at the Alpha Kappa Delta web site (<http://sites.google.com/site/alphakappadeltainternational/Home/sample-career-papers>).

Developing Interviewing Skills

Students can develop interviewing skills by completing an interview with someone who is currently employed in a student’s desired occupational field or a field that the student is exploring. The questionnaire from the Bachelor’s and Beyond survey, and the quantitative analyses described above can provide ideas about questions to ask. Students can learn about the strengths and weaknesses of focus groups by facilitating (or observing) a focus group with

² Many of these suggestions come from Tim Bower and Janine Bower, “From Classroom to Community: Career Profiling and Identifying Sociology in Practice,” Meetings of the Association for Applied and Clinical Sociology, Ypsilanti Michigan, 2007.

alumni who graduated in the last 10 years. Interview schedules or focus group topic guides could emphasize skills used in jobs; skills that should have been developed as undergraduates; advice to give to new graduates, and so forth. Focus group topic guides could be modified for undergraduate student participants, including sociology and other majors.

Creating Surveys

Students can develop survey construction skills by examining existing codebooks and interview schedules from the General Social Survey ([http://publicdata.norc.org:41000/gss/documents/BOOK/2008%20GSS%20Codebook.pdf](http://publicdata.norc.umd.edu/gss/documents/BOOK/2008%20GSS%20Codebook.pdf)), the National Science Foundation's Science and Engineering Statistics (including information on the social science workforce) (<http://www.nsf.gov/statistics/question.cfm>), or the Bachelor's and Beyond survey (http://www.asanet.org/research/bacc_survey.cfm). Based on these surveys, students can develop questionnaires for alumni, for example. Such questionnaires could focus on a range of issues, including those related to career preparation and success. If one does not want a single-minded focus on vocational issues, additional topics of relevance to a wide range of sociology courses could range the gamut from social and political attitudes to family life to volunteer engagement. Such surveys have the added advantage of contributing to a department's program assessment activities, as we have seen above.

Web survey software, such as Survey Monkey, makes the administration of such a survey relatively straight-forward and inexpensive, provided that universities maintain lists of alumni's email addresses. The results of these surveys can be input into SPSS or STATA. The Appendix contains an alumni survey administered by undergraduates in a research

methods class in 2005 using a computer-assisted telephone interviewing (CATI) system.

Conducting Content Analyses

Students can develop content analysis skills by finding "themes" appearing in résumés (e.g., skills stressed, common errors) prepared by their student colleagues and shared in a course such as a proseminar or capstone. Or, students could conduct content analyses of the job descriptions in the *Occupational Outlook Handbook*. Such activities can contribute to the development of this research skill and to the creation of more professional and appropriate résumés.

Honing Observational Skills

Students can be given assignments to increase their observational skills by job shadowing a professional working in an applied setting or by observing the interactions between clients and staff in social service organizations where they might be doing an internship or service learning. Beginning students can write short papers based on their field work experiences. However, such activities can involve the full range of skills needed by field workers, including the development of field notes and the analysis of such notes using various qualitative software packages.

Promoting Service Learning

McKinney in a recent *Teaching Sociology* article argues that "in-class assignments and out-of-class learning opportunities that involve application and relevance" help students learn (2007: 118). The subject area "Internship/Service Learning" in TRAILS—the American Sociological Association's new digital library of teaching and learning materials—provides resources to assist in the development of such activities (<http://trails.asanet.org/Pages/default.aspx>).

By integrating such experiences into existing courses, faculty can, at least, receive credit “in load” for taking on the responsibilities of organizing and implementing such activities. Recent articles in *Teaching Sociology* (Marullo et al., 2009, Mobley, 2007, Rajaram, 2007) stress the advantages to students of service learning activities (as well as to community organizations).³ The career-exploring and career-building implications of these activities for students have not been stressed in these accounts, although they are obvious and should be highlighted by faculty.

Conducting Program Evaluation and Community-Based Research

Students are introduced to experiments in research methods courses, and the research design is introduced in introductory textbooks. Students can gain practical experience with quasi-experimental designs (since they seldom can do random assignment) by conducting various forms of program evaluation, including an evaluation of the success of various “programs” within departments (e.g., concentrations, minors, course sequences) in producing positive outcomes such as high grades or student satisfaction. For example, students could do pre-test/post-test studies of students who enroll in research methods sections that involve hands-on learning of the type suggested here compared to those enrolled in sections that focus on traditional textbook exercises. Community-based research can be designed to teach research skills and to contribute to a community’s well-being by conducting needs assessments or by synthesizing available materials such as newspaper articles, census data, and any existing studies into background reports for community organizations.

³ Service learning is not, however, without its critics. Randy Stoecker and Elizabeth Tryon (2009), for example, suggest that student learning may not, in fact, help community groups.

Such assignments are analogous to the types of on-the-job activities found increasingly in human and social service organizations, which are required by their funders to demonstrate outcomes. Further, such assignments can be useful to students because they require that they engage with community members outside of their campus (thereby creating networks) and may place students in settings that they would like to explore for eventual careers.

Showcasing The Multiple Implications of Assignments

It is difficult to imagine a sociology curriculum that would lack assignments organized either explicitly or implicitly to:

- Enhance communication skills
- Work in groups or teams
- Develop cultural competency (and the ability to work with diverse others)
- Improve data analysis and computer skills.

All of these are skills that students report using on the job (Spalter-Roth and VanVooren 2010).

Faculty need to be thoughtful about the ways in which such assignments can be structured that allow for an explicit link to the world of work and the opportunity to be highlighted on students’ résumés. Can faculty encourage students to save examples of their best written work so that they can become part of a portfolio that can be shown to potential employers or included in graduate applications? Can departments sponsor undergraduate conferences allowing students to present their research findings in a setting that parallels professional ones? Can service learning and community-research activities be formalized with names understandable to potential employers so that they can be discussed in interviews (and listed on résumés) as projects completed by students? Can sociology courses on race or Sociology Clubs be encouraged

to sponsor activities on campus designed to encourage positive intergroup relations, thereby contributing to a positive campus climate for diversity and increasing students' cultural competency?

Expanding the Reach of Methods Courses

Sociology graduates who list sociological “methods” skills on their résumés and discuss them on job interviews are more likely to use those skills on the job than those who do not, and they are the graduates who express the higher levels of job satisfaction (Spalter-Roth and VanVooren 2008). Nonetheless graduates express some reservations about the extent to which they have learned skills commonly taught in research methods courses. While these data suggest the need for enhanced training in statistics/methods so that relevant skills are, in fact, mastered, simply adding more courses may not be the answer, given students' and faculty members' lack of time. An alternative approach is to enhance the success of existing courses in statistics and research methodology.

Using The B&B Dataset to Enhance the Teaching Of Methods

The public use Bachelor's and Beyond data set, described above, is readily available for use in statistics and methods courses. Suggestions have been made for its classroom use. The hope is that students will see an affinity between their own situation and that of the B&B respondents, thereby increasing their interest in completing assignments and learning content and skills.

Peer Tutoring

An additional approach to enhancing existing statistics/methods course(s) is supplemental instruction or peer tutoring. The use of peers reduces costs to departments, while giving

undergraduates additional job-related “teaching” skills. Further, some departments provide peer tutors with academic credit for their activities rather than paying them a wage for their tutoring activities. Conceptualizing statistics/methods courses as laboratory courses (similar to skills-based courses in the natural sciences) and/or to adding labs to other courses might enhance students' perceptions that they are learning “skills” in these courses with career applications.

Data Analysis Throughout The Curriculum

The American Sociological Association encourages departments to integrate data analysis throughout the curriculum (McKinney et al., 2007). Such integration should lead to enhanced learning and the perception on students' part that statistics/methods skills learned have applicability across content areas (i.e., statistics is useful for courses other than ... statistics).

We have argued here that incorporating a variety of data analysis assignments in a range of courses, in addition to statistics and methods, will also make it easier for faculty to highlight the ways in which such skills have career implications. The Bachelor's and Beyond data set can be used for this purpose. Other recent initiatives have provided resources for faculty interested in such integration [see the Social Science Data Analysis Network (SSDAN) at <http://www.ssdan.net/>, Howery and Rodriguez, 2006, and the Inter-university Consortium for Political and Social Research discussed in Hoelter et al., 2008] Assignments that use Census data or require secondary data analysis may prove to be particularly useful for listing on résumés and as a precursor to the types of activities graduates may encounter on the job, given that many organizations do not engage in their own primary data collection.

Role of Extra-Classroom Activities

About one-third of majors do not report taking part in any “on-the-job training and networking” activities such as internships, community activities, and service learning. However, students with those experiences are more likely than others to secure jobs that are close to their sociology major by a factor of three to one (Spalter-Roth, VanVooren, and Senter, 2009).

Internships

Although internships are one of the on-the-job training and networking activities that significantly increase the likelihood that majors will find jobs that are close to what they have learned as a sociology major, the prospect of beginning an internship program can seem daunting to departments. Departments with such an interest should inquire whether assistance can be provided by the career services unit on their campus. The American Sociological Association has published the second edition of *The Internship Handbook* edited by Richard Salem to assist departments with the range of activities required for successful internship programs—from establishing sites to evaluating students to garnering support on campus (<http://www.e-noah.net/asa/asashoponlineservice/ProductDetails.aspx?productID=ASAOE117D06>).

Student Clubs And Peer Networks

Student clubs can server multiple functions for departments and their students, although fewer than one-third of majors report participating in this activity. Departments can delegate some tasks to students to relieve the burden on faculty. Further, clubs can provide students with a range of skills that enhance their learning and increase their employability. Steve Hoffman has created *The Sociology Student Club Tool Kit* to “help departments strengthen

the professional socialization of their students, starting with student handbooks, clubs, and special activities (<http://www.e-noah.net/asa/asashoponlineservice/ProductDetails.aspx?productID=ASAOE128S99>).

Numerous sociology clubs maintain web sites that can be accessed easily through Google. The club at Southern Connecticut State University is explicit in highlighting the community based and résumé building advantages of club membership (<http://www.southernct.edu/sociology/sociologyclub/>):

“The Club meets to provide community-based activities, as well as to further understanding of sociology and build professional connections. The Sociology Club provides a forum for discussions, workshops, and other activities related to sociology. In this competitive era, employers and graduate school programs are looking for well-rounded and pro-active individuals who show an interest in their majors outside of the classroom. Becoming active in the Sociology Club can give your résumé a decisive edge.”

Alpha Kappa Delta, the international sociology honorary society, maintains an extensive web site to assist departments in establishing and maintaining an AKD chapter on their campus (<http://sites.google.com/site/alphakappadeltainternational/>).

Only about half of sociology majors report being satisfied with the interactions they have with their fellow students, in departments at research and doctoral granting institutions (Spalter-Roth and Erskine 2006). Departments should consider whether they are able to provide space where students can meet informally to hold club meetings and informally learn from one another. Peer support networks, developed informally or with formal departmental intervention, can be useful in enhancing learning (of research methods or other content areas) as we have suggested.

Faculty Research Projects and Conferences

Departmental faculty are accustomed to using graduate students as research assistants. Undergraduate students can also contribute to faculty projects while enhancing their own learning and employability. If faculty lack funds to support such research assistants financially, they might consider establishing variable credit courses (similar to independent studies) which provide students with academic credit for completing meaningful research tasks. The 28 percent of students who work on faculty research projects are significantly more likely to go on to graduate school.

Inviting students to participate in professional conferences, perhaps at the state or regional level, or hosting mini-conferences on campus can provide students with meaningful research experiences as well as “products” to include on their résumés. Departments can garner considerable good will by inviting parents to such conferences, which showcase their students’ learning and highlight the advantages of attending your institution.

Additional Courses and Curricular Change

While we have shied away from proposing changes for departments that require sizeable commitments of new resources and faculty time, it might be efficient for some departments that have the resources to assist students in securing satisfying careers by developing some new courses, minors, or concentrations.

Proseminars And Applied Sociology Courses

The Bachelor’s and Beyond project makes clear that many students major in sociology for “idealist” reasons; they want to “change society” and “understand the relation between social forces and individuals.” Others are careerists at

the outset, with a focus on majoring in sociology as preparation for “the job I want” or “for graduate or professional school” (Spalter-Roth and Van Vooren, 2008a).

Thanks in part to Michael Burawoy (2005), increased attention has been given to courses in the curriculum with titles such as “Applied Sociology” or “Public Sociology.” Such courses are explicit in showing students the myriad ways that sociology can be used in the workplace and in society to reduce social problems and enhance social well-being. These courses and related print materials [such as the recently published *Doing Sociology: Case Studies in Sociological Practice* (Price et al., 2009)] may be of particular interest to students who major in sociology for idealistic reasons, as well as to those who have more of a careerist orientation at the outset. Departments that highlight “applied sociology/program evaluation” may be especially well positioned to assist students in making a transition from their academic work to careers using their sociological expertise and other departments may want to incorporate aspects of applied and public sociology into their curriculum. The *2009 Guide to Graduate Departments* provides a listing of departments with this orientation (<http://www.e-noah.net/asa/asashoponlineservice/ProductDetails.aspx?productID=ASAOE702G09>). In addition, the ASA has published the fourth edition of the *Directory of Programs in Applied Sociology and Practice*, edited by Jeffrey R. Breese and Jay Weinstein (<http://www.e-noah.net/asa/asashoponlineservice/ProductDetails.aspx?productID=ASAOE117D06>).

A proseminar for sophomores may also be a mechanism for resolving how departments can do “more” to promote student involvement in activities outside of the classroom and to

help students clarify their future goals.⁴ As a credit-bearing course (even if a one-credit-hour course), faculty and students assume the revenue and expenses associated with the activity. Such a course could include units on the following:

1. the availability of “on the job” and “scholarly socialization” activities through the department such as service learning, internships, sociology clubs, Alpha Kappa Delta chapters, or Honors Programs for students;
2. career exploration;
3. résumé building and interviewing skills, with attention to the link between studies in sociology and career success;
4. introduction to departmental faculty’s research interests and on-going projects that include student assistants (a discussion that might prove especially useful for students interested in pursuing research positions);
5. discussion of appropriate minors or cognate courses for sociology majors interested in pursuing applied careers in social service and counseling, management, education, law, etc. (given that these are the major types of jobs secured by sociology majors);
6. introduction to appropriate campus resources, such as libraries and computer labs (given that many students lack confidence that they have mastered statistical/computer skills, in particular [Spalter-Roth and Erskine, 2006];
7. professional socialization through ASA and regional conference involvement (given low current attendance).

⁴ While a web search finds the proseminars are more common for graduate students than undergraduates, the University of Notre Dame and the University of Toledo have proseminars for undergraduates.

Minors and Concentrations

Departments might consider new or additional concentrations of existing courses that are especially relevant for the students who want to pursue careers in social service work, in education, or in law, given the large numbers of sociology graduates who work in these fields. Students interested in social service would surely benefit from required courses in inequality, in formal organizations, in political sociology, and in the sociology of the family. Students interested in careers in education would find especially relevant courses in sociology of education, sociology of the family, and sociology of childhood. Students’ capstone projects could be organized around topics relevant to their desired career field.

In fact, numerous departments have already gone with route. A recent ASA brief shows that 283 departments out of a total of 816 have concentrations, with 62 percent of these in “crime, law, and society,” 29 percent in “social work or social services,” 16 percent in gerontology, and 15 percent in “family and youth” (Spalter-Roth and Erskine, 2003). This model of combining a core in sociological theory and methods, with content courses in specialized areas with career implications might be appropriate for additional departments as well.

Similarly, departments might “package” courses to create new minors for undergraduates, with strong foundations in sociology, even if the titles of the minors do not include the word “sociology”. Examples of minors that have been developed relatively recently and that might combine the “idealist” and “careerist” appeal of sociology are the interdisciplinary minor in non-profit studies at North Carolina State University at Raleigh (providing the administrative/management skills appropriate for students who

want to work for organizations in capacities other than direct service to clients) and the Youth Studies minor at Central Michigan University (designed for students who want to work with young people outside of the classroom setting). Social welfare minors already exist in a number of universities (although they are frequently housed in social work units); law and society minors might be especially appealing to students contemplating law school.

[SECTION]

4

Program Assessment using the *Bachelor's and Beyond*

This section provides a guideline for doing department assessment using the first wave questionnaire from the Bachelor's and Beyond Survey as a basis for an assessment of student learning. As part of the assessment faculty can compare student outcomes to the baseline data provided by the survey.

Using Bachelor's and Beyond for Assessment

The Bachelor's and Beyond survey provides for a low cost and easily administered assessment procedure. The following discussion considers some of the issues involved with using the survey for assessment, illustrating with the experience of Hunter College (CUNY), one of the departments that participated in development of the study (Spalter-Roth and Erskine 2006).

Assessment Obstacles and Solutions

Among the chief complaints about assessment are the amount of work and effort required, especially in view of steadily escalating demands on chairs and faculty. Concerns are also expressed about the top-down nature of demands for assessment, and the fear that such information may not be used constructively from a departmental or student point of view. Finally, some departments may encounter difficulty in establishing consensus about what knowledge and competencies students should be expected to acquire in the major. The use of the ASA-developed survey of sociology majors as a data-gathering assessment tool addresses several of these concerns.

First of all, the survey is available immediately from the ASA website, and hence does not require any major time investment on the part of faculty charged with the task of assessment. The survey was designed as a web survey, and can be readily administered to students on campus or off. The survey is self-administered, and once a student is set up with access information no

further intervention is needed. Using the web-administered survey also facilitates its use on an continuing basis, which is preferable over episodic data gathering for assessment purposes.

Secondly, the "Bachelors and Beyond" survey was developed by the sociological community (i.e. the ASA Research Department staff and a committee of sociologists) and designed expressly for undergraduate majors at the point of graduation. It provides for a comprehensive understanding of student experiences with the sociology major as a whole, and is not likely to lend itself to a narrow administrative viewpoint. Topics relevant to assessment include: (1) knowledge and understanding of sociological theory and concepts, (2) research skills, including information search and gathering, study design, and quantitative skills, (3) perceptions and opinions about the major and the department, (4) plans after graduation, and (5) various kinds of demographic information.

Those topics are likely to be relevant no matter what the overall mission of a department or its particular assessment goals. The survey can be particularly useful if a department does *not* have consensus on goals and learning outcomes. Rather than waiting until such agreement can be forged, the assessment can move forward and look to establishing broad assessment goals using inductive insights from the information gathered.

Practical Considerations

The first practical issue to be considered is when or on what occasion students will take the survey. At Hunter sociology graduating sociology majors are required by the registrar to obtain approval of their transcript by a faculty advisor. Such a “graduation audit” occasion provides an ideal situation for administration of the survey. Upon completion of the audit by the advisor, students are asked to take a short survey (about 10-12 minutes) in order to help the department better understand student students needs and concerns, and to facilitate planning. A student takes the survey at a networked PC and without direct monitoring or further intervention by the faculty advisor. To date, no students have refused to take the survey and only a few (about 1 percent) have not answered all questions.

Web administration of the survey helps to create space between the student as respondent, and the advisor, thereby contributing to more candid student responses. If a department opts to have students take the survey via pencil and paper, students should submit the completed questionnaire to an office staff member or through the mail in order to preserve anonymity. As noted, the actual text of the survey can be obtained at the ASA website, which also shows the wording and organization of follow-up surveys. There are several skip-pattern items that must be programmed if the survey is web-administered. At Hunter, surveymonkey.com was used to host the survey. The department added several open-ended questions to the ASA battery, asking students more about their plans after graduation, especially graduate school plans.

After adding or revising questions, an IRB protocol can be prepared and submitted. The initial page of the ASA questionnaire explains to students that the survey is voluntary and that

participation can be discontinued at any time. From an IRB perspective, survey research for assessment purposes that does not involve a vulnerable population and in which individual respondents cannot be identified directly or indirectly, will likely be considered low risk and should obtain straightforward approval.

Additional Considerations

Subjective versus Objective Measures. The ASA survey gauges student learning by asking students to indicate whether or not they have learned a concept or acquired a proficiency or skill as part of the major, using a Likert scale for response categories. For example, conceptual and theoretical knowledge is measured with several items having the preamble: “Did you gain the ability to describe and explain the following concepts as part of your sociology major? Please indicate the extent to which you agree that you learned to describe or explain each concept.” Students are asked to report on what they have learned in the same way that anyone taking a survey may be asked to report past behavior or experiences. An important issue is whether a student’s subjective perception about what s/he has learned corresponds to an objective, direct measure of performance.

Some assessment stakeholders may ask for supporting evidence to bolster the student’s perception. One response is to refer them to research showing a correlation between self-report and objective learning outcome (e.g. Chesebro and McCroskey 2000). A second alternative is to correlate student responses with sociology grade point average (GPA). A third alternative is to add more objective items to the questionnaire as a form of validation that ask students to demonstrate a competency, e.g., by answering factual questions. The responses to these more objective questions can be used as filters and in cross tabulations to help establish

the validity of the subjective self-reports. At Hunter several factual questions were added about sociological theory, as well as a specimen three-variable table which students were asked to read and interpret. Depending on the survey vendor and software, tables can be inserted into the questionnaire as image files.

Benchmarking. The question of benchmarking local results against national norms arises given that the ASA survey was developed to have broad application and was administered to a national sample. On the one hand, some assessment experts have advised that comparing results of assessment outcomes for individual departments to national results should be done with caution, if at all. The Task Force on Faculty Productivity and Teaching Effectiveness (Meiksins et al. 2003, section on Outcomes Assessment) cautioned in its final report that assessment of student learning should be decentralized, controlled, and owned by departments, and that “departments should resist efforts to make comparisons with aggregated, national data.” On the other hand, national benchmarks provide a useful basis for comparison, especially for departments that have no track record of assessment and would otherwise be interpreting their results in a vacuum. Departments may want to think through the issue of benchmarking, and to formulate a policy about where and how national findings will be shared and with whom.

If a department does decide against benchmarking its results against national norms, the ASA Research Department provides “Custom Peer Analysis” reports, if time permits, that compare the participating department with

peer groups that can be defined according to the department’s preferred criteria (e.g., type of institution, whether BA or PhD granting). However, there is a charge for such reports and departments on limited budgets may look for the no-cost alternative of the national results available from ASA. The ASA Research Department has provided a student version of the data set on the CD attached to this manual. However, this student data set is not weighted as is the full research data base and contains only a selection of variables. In 2011, ASA will provide a full public data set that allows faculty to select their own peer groups based on key characteristics.

Assessment as a Process

Assessment is best implemented as an ongoing process where results are incorporated into continuing efforts to develop and improve a department’s various instructional and advising activities. Hunter is now in the fourth semester of administering its modified version of Wave I of the Bachelor’s and Beyond questionnaire. Student enthusiasm and cooperation with the survey remains high, and continued administration of the survey is settling into a routine. As the number of observations increases, ongoing analysis is yielding a clearer picture of what students are learning, their plans for the future, and what they perceive to be the major and the department’s strengths and weaknesses. The ASA-sponsored, empirical origin and development of the survey give faculty confidence in it and the findings it yields, making it an effective starting point for internal department discussion as well as bolstering its credibility with external stakeholders.

The background is a solid teal color. Overlaid on this are several dark teal silhouettes. In the center, a hand is shown holding a graduation cap (mortarboard) by its tassel. Other hands are visible around the perimeter, some reaching towards the center, and other graduation caps are scattered in the lower right area.

Appendices

Appendix I: Research Design

Appendix II: Bibliography

Appendix III: Codebook for Student Version of the Bachelor's and Beyond Survey

Appendix IV: Alumni Survey

Research Design

Sample Selection of Schools for Wave I

A total of 96 schools participated in the first wave of the study. They were selected by one of two methods. First, 20 PhD-granting departments, 20 master's degree-granting departments, and 40 bachelor's degree-granting departments were selected randomly to reflect the share of graduating seniors from each type of institution of higher education. Second, if a randomly selected department declined to participate another school of the same type was substituted from a list of volunteer departments.

The Questionnaire

The first wave of the survey began 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 while a major, what learning activities they participated in, and about their plans after graduation. The questionnaire items were developed by and in concert with an advisory committee of sociology department chairpersons who pretested the items in their classes. Based on the pretest, the questions were reviewed and refined. The advisory committee as well as department chairs helped in the design of Wave II of the survey conducted in 2007. The Research Department, along with a long-time consultant, and former member of the Advisory committee, helped design the Wave III of the survey. All the questionnaires can be found on the ASA website at http://www.asanet.org/research/bacc_survey.cfm for the questionnaires for all three waves.

Field Procedures

Wave I department chairs sent lists of their senior majors (who graduated in December 2004, May 2005, or August 2005) and the seniors' email addresses, once the department received human subjects' approval and permission to divulge email addresses to a third party for research purposes. The on-line survey was conducted by the Indiana University Center for Survey Research (CSR). CSR sent an email to students for whom we had email address inviting them to participate in the survey, followed up by three additional follow ups 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 on-line survey. These responses were weighted to correct for the over representation of students graduating from doctoral institutions and the under representation of students graduating from baccalaureate only institutions.¹

Wave II. Early in 2007 we re-surveyed the class of 2005 to learn what they had been doing since graduation. Once again, CSR conducted the on-line survey sent to those students for whom we had working email addresses. Former majors

¹ The results presented in this report were weighted to correct for modest under-representation of sociology graduates at institutions offering baccalaureate and masters degrees as their highest degrees. According to the 2003 NCES/IPEDS Completions survey, which includes data for 1,001 institutions granting a sociology baccalaureate degree, doctoral institutions granted about 51 percent of sociology baccalaureates, master's comprehensive schools granted 36 percent, and baccalaureate-only schools granted only 13 percent of all baccalaureate degrees.

were followed up through letters and emails to their last known address. Email addresses were then updated and the survey was sent. Of the 1,777 Wave I respondents, 778 responded to the second wave of the survey. The response rate for the second wave of the survey was 44 percent. These responses were weighted by race/ethnicity and gender to match the weighted 2005 responses.

Wave III. CSR provided the Center for Applied Research and Rural Studies (CARRS) at Central Michigan University with contact information for 777 respondents who had completed or who had partially completed the Wave II surveys. In early 2009, several attempts through email and through a postcard mailing were made to update respondent email addresses. Invitations to complete the Wave III surveys were sent through

email to 633 respondents. Complete on-line questionnaires were submitted by 321 Wave II respondents, while an additional 33 respondents completed a portion of the survey. The results were weighted by race and type of institution to match Wave I.

In addition, the CARRS conducted a series of 42 qualitative interviews from the Wave II respondents. They started with 159 Wave III respondents who gave phone numbers and permission for the follow-up interview. Four categories of respondents were created. These were those who were employed as sociologists, those employed in applied field, those who were graduate students in sociology, and those who were graduate students in applied fields. Potential respondents with overlaps were removed.

Bibliography

- Bower, Tim and Janine Bower. 2007. "From Classroom to Community: Career Profiling and Identifying Sociology in Practice." Presented at the annual meetings of the Association for Applied and Clinical Sociology, October 6, Ypsilanti Michigan.
- Brint, Steven. 2002. "The Rise of the Practical Arts." Pp. 231-259 in *The Future of the City of Intellect*, edited by Stevin Brint. Stanford, CA: Stanford University Press.
- Burawoy, Michael. 2005. "For Public Sociology." *American Sociological Review* 70(1): 4-28.
- Calhoun, C., Troy Duster, and Jonathan VanAntwerpen. 2010. "The Visions and Divisions of American Sociology." Pp. 114-25 in *The ISA Handbook of Diverse Sociological Traditions*, edited by Sujata Patel. Thousand Oaks: Sage Publications.
- Chesebro, Joseph L. and James C. McCroskey. 2000. "The Relationship between Students' Reports of Learning and their Actual Recall of Lecture Material: A Validity Test." *Communication Education* 49(3):297-301.
- Finkelstein, Marv. 2009. "Toward Teaching a Liberating Sociological Practicality: Challenges for Teaching, Learning and Practice." *Teaching Sociology* 37(1):89-102.
- Giuffre, Patti, Cynthia Anderson, and Sharon Bird. 2008. "Teaching the Sociology of Gender and Work." *Teaching Sociology* 36 (1):66-78.
- Hoelter, Lynette F., Felicia B. LeClere, Rachael E. Barlow, Amy M. Pienta, and James W. McNally. 2008. "Using ICPSR Resources to Teach Sociology." *Teaching Sociology* 36(1):17-25.
- Howery, Carla A. and Havidan Rodriguez. 2006. "Integrating Data Analysis (IDA): "Working with Sociology Departments to Address the Quantitative Literacy Gap." *Teaching Sociology* 34(1):23-38.
- Marullo, Sam, Roxanna Moayed, and Deanna Cooke. 2009. "C. Wright Mills's Friendly Critique of Service Learning and an Innovative Response: Cross Institutional Collaborations for Community Based Research." *Teaching Sociology* 37(1):61-75.
- McKinney, Kathleen. 2007. "The Student Voice: Sociology Majors Tell Us about Learning Sociology." *Teaching Sociology* 35 (2):112-24.
- _____, Carla B. Howery, Kerry J. Strand, Edward L. Kain, and Catherine White Berheide. 2004. *Liberal Learning and the Sociology Major Updated: Meeting the Challenges of Teaching Sociology in the Twenty-First Century*. Washington, DC: American Sociological Association.
- Meiksins, Peter, David M. Gordon, Clarence Lo, Mary Senter, Ted Wagenaar, and Roberta Spalter-Roth. 2003. "Final Report: Task Force on the Implications of the Evaluation of Faculty Productivity and Teaching Effectiveness." Washington, DC: American Sociological

Association. Retrieved October 29, 2009 (<http://www.asanet.org/images/asa/docs/pdf/TF%20Implication%20of%20Evaluation%20of%20Faculty%20Productivity.pdf>)

Mobley, Catherine. 2007. "Breaking Ground: Engaging Undergraduates in Social Change through Service Learning." *Teaching Sociology* 35(2):125-37.

Newfield, Christopher. 2003. *Ivy and Industry*. Durham, NC: Duke University Press.

Price, Jammie, Roger A. Straus, and Jeffrey R. Breese. 2009. *Doing Sociology: Case Studies in Sociological Practice*. Lanham, MD: Lexington Books.

Rajaram, Shireen S. 2007. "An Action-Research Project: Community Lead Poisoning Prevention." *Teaching Sociology* 35(2):138-50.

Slaughter, Sheila and Larry Leslie. 1997. *Academic Capitalism*. Baltimore, MD: Johns Hopkins.

Spalter-Roth, Roberta and William Erskine. 2003. *How Does Your Department Compare? A Peer Analysis from the 2000-2001 Survey of Baccalaureate and Graduate Programs in Sociology*. Washington, DC: The American Sociological Association. Retrieved July 14, 2010 (<http://cfd153.cfdynamics.com/images/research/docs/pdf/DepartmentSurveyReportComplete.pdf>)

_____ and William Erskine. 2006. *What Can I Do with A Bachelor's Degree in Sociology: A National Survey of Sociology Majors*. Washington, DC: American Sociological Association. Retrieved July 14, 2010

(<http://cfd153.cfdynamics.com/images/research/docs/pdf/What%20Can%20You%20Do%20with%20BA%20in%20Soc.pdf>)

_____ and Janene Scelza. 2008. *Sociology Faculty Salaries, AY 2007-08: Still not above inflation and not above the other social sciences*. Washington, DC: American Sociological Association (April). Retrieved July 14, 2010 (<http://www.asanet.org/images/research/docs/pdf/Sociology%20Faculty%20Salaries.pdf>)

_____ and Janene Scelza. 2009a. *What's Happening in Your Department: Who's Teaching and How Much?* Washington, DC: American Sociological Association (June). Retrieved July 14, 2010

(<http://cfd153.cfdynamics.com/images/research/docs/pdf/ASAdeptsybrf2.pdf>)

_____ and Janene Scelza. 2009b. *What's Happening in Your Department with Assessment?* Washington, DC: American Sociological Association (June). Retrieved July 14, 2010 (<http://cfd153.cfdynamics.com/images/research/docs/pdf/ASAdeptsybrief3.pdf>)

_____ and Nicole Van Vooren. 2008a. *Pathways to Job Satisfaction. What Happened to the Class of 2005?* Washington, DC: American Sociological Association, Department of Research and Development. Retrieved July 14, 2010 (<http://www.asanet.org/images/research/docs/pdf/Pathways%20to%20Job%20Satisfaction.pdf>)

_____ and Nicole Van Vooren. 2008b. *What Are they Doing with a Bachelor's Degree in Sociology? Data Brief on Current Jobs*. Washington, DC: American Sociological Association, Department of Research and Development. Retrieved July 14, 2010 (<http://www.asanet.org/images/research/>)

[docs/pdf/What%20Are%20They%20Doing%20with%20BA%20in%20Soc.pdf](http://www.asanet.org/images/research/docs/pdf/What%20Are%20They%20Doing%20with%20BA%20in%20Soc.pdf))

_____ and Nicole Van Vooren. 2009. *Idealists vs. Careerists: Graduate School Choices of Sociology Majors*. Washington, DC: American Sociological Association, Department of Research and Development. Retrieved July 14, 2010 (<http://www.asanet.org/images/research/docs/pdf/Idealist%20vs%20Careerist.pdf>)

_____, Nicole Van Vooren, and Mary S. Senter. 2009. *Decreasing the Leak from the Sociology Pipeline: Social and Cultural Capital To Enhance The Post-Baccalaureate Sociology Career*. Washington, DC: American Sociological Association, Research and Development Department. Retrieved July 14, 2010 (<http://www.asanet.org/images/research/docs/pdf/Decreasing%20the%20Leak%20from%20Soc%20Pipeline.pdf>)

_____ and Nicole Van Vooren. 2010. *Mixed Success: Four Years of Experiences of 2005 Sociology Graduates*. Washington, DC: American Sociological Association, Research and Development Department. Retrieved on July 14, 2010. (<http://www.asanet.org/research/BBMixedSuccessBrief.pdf>)

Stoecker, Randy and Elizabeth Tryon, eds. 2009. *Unheard Voices: Community Organizations and Service Learning*. Philadelphia, PA: Temple University Press.

Tuchman, Gaye. 2009. *Wannabe U: Inside the Corporate University*. Chicago: University of Chicago Press.

Codebook for Student Version of the Bachelor's and Beyond Survey

File Information

Weight Variable	<none>	
Number of Cases	Unweighted	1714

gender_BB1

		VALUE
Standard Attributes	Label	What is your sex?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Female
	2	Male

race_BB1

		VALUE
Standard Attributes	Label	What is your race/ethnicity?
	Type	Numeric
	Measurement	Nominal
Valid Values	1.00	White
	2.00	Black
	3.00	Hispanic/Latino/a
	4.00	All Others

race_BB1

		VALUE
Standard Attributes	Label	What is your year of birth?
	Type	Numeric
	Measurement	Ordinal
Valid Values	0	1975 or before
	1	1976
	2	1977
	3	1978
	4	1979
	5	1980
	6	1981
	7	1982
	8	1983
	9	1984
	10	1985
11	1986 or later	

fathered_BB1

		VALUE
Standard Attributes	Label	Which of the following best describes the highest level of education completed by your father (or primary male guardian)?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Not a high school graduate
	2	High school graduate (or GED)
	3	Vocational or technical school
	4	Some college (including associate degree)
	5	College graduate (4-year college or university)
	6	Some graduate or professional school
	7	Graduate/Professional school graduate
	8	Not applicable/Don't know

mothered_BB1

		VALUE
Standard Attributes	Label	Which of the following best describes the highest level of education completed by your mother (or primary female guardian)?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Not a high school graduate
	2	High school graduate (or GED)
	3	Vocational or technical school
	4	Some college (including associate degree)
	5	College graduate (4-year college or university)
	6	Some graduate or professional school
	7	Graduate/Professional school graduate
	8	Not applicable/Don't know

major_BB1

		VALUE
Standard Attributes	Label	Type of major
	Type	Numeric
	Measurement	Nominal
Valid Values	-9.00	Not Applicable, No major specified (Recode)
	1.00	Sociology alone
	4.00	Sociology and criminology or criminal justice
	5.00	Sociology and psychology or social work
	6.00	Sociology and another discipline (please specify)
	7.00	Other (please specify)

fullpart_BB1

		VALUE
Standard Attributes	Label	While working for your degree, did you attend school mostly full-time, mostly part-time, or a combination?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Mostly full-time
	2	Mostly part-time
	3	Combination

gpasocio_BB1

		VALUE
Standard Attributes	Label	What is your sociology GPA?
	Type	Numeric
	Measurement	Scale

gpaover_BB1

		VALUE
Standard Attributes	Label	What is your overall GPA?
	Type	Numeric
	Measurement	Scale

schooltype_BB1

		VALUE
Standard Attributes	Label	Type of school: 2000 carnegie classification
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Doctorals
	2	Masters
	3	Baccalaurate and others

reasejy_BB1

		VALUE
Standard Attributes	Label	Reasons for majoring in sociology: I enjoyed the first course I had in sociology
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Very important
	2	Somewhat important
	3	Not important

reasjob_BB1

		VALUE
Standard Attributes	Label	Reasons for majoring in sociology: I thought it would prepare me for the job I want
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Very important
	2	Somewhat important
	3	Not important

reasgrad_BB1

		VALUE
Standard Attributes	Label	Reasons for majoring in sociology: I thought it would prepare me for graduate or professional school
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Very important
	2	Somewhat important
	3	Not important

reascred_BB1

		VALUE
Standard Attributes	Label	Reasons for majoring in sociology: I found that the major required fewer credit hours than others I could have chosen
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Very important
	2	Somewhat important
	3	Not important

reasconc_BB1

		VALUE
Standard Attributes	Label	Reasons for majoring in sociology: I found that the concepts interested me
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Very important
	2	Somewhat important
	3	Not important

reassoci_BB1

		VALUE
Standard Attributes	Label	Reasons for majoring in sociology: I thought it would prepare me to help to change society
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Very important
	2	Somewhat important
	3	Not important

reasforc_BB1

		VALUE
Standard Attributes	Label	Reasons for majoring in sociology: I thought it would help me understand the relation between social forces and individuals
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Very important
	2	Somewhat important
	3	Not important

reaslife_BB1

		VALUE
Standard Attributes	Label	Reasons for majoring in sociology: I thought it would help me to understand my life
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Very important
	2	Somewhat important
	3	Not important

reasnget_BB1

		VALUE
Standard Attributes	Label	Reasons for majoring in sociology: I could not get into the major that I wanted
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Very important
	2	Somewhat important
	3	Not important

gainhypo_BB1

		VALUE
Standard Attributes	Label	As part of my sociology major, I learned to: Create a hypothesis with independent and dependent variables
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Strongly agree
	2	Somewhat agree
	3	Somewhat disagree
	4	Strongly disagree
	5	Not sure

gaininfo_BB1

		VALUE
Standard Attributes	Label	As part of my sociology major, I learned to: Use computers to find information to develop a bibliography or a list of references
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Strongly agree
	2	Somewhat agree
	3	Somewhat disagree
	4	Strongly disagree
	5	Not sure

gainstat_BB1

		VALUE
Standard Attributes	Label	As part of my sociology major, I learned to: Use standard statistical software packages, such as SPSS, SAS, or STATA, to analyze data
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Strongly agree
	2	Somewhat agree
	3	Somewhat disagree
	4	Strongly disagree
	5	Not sure

gainmeth_BB1

		VALUE
Standard Attributes	Label	As part of my sociology major, I learned to: Evaluate the strengths and weaknesses of different research methods for answering specific research questions
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Strongly agree
	2	Somewhat agree
	3	Somewhat disagree
	4	Strongly disagree
	5	Not sure

gainargu_BB1

		VALUE
Standard Attributes	Label	As part of my sociology major, I learned to: Gather information to make an argument based on evidence
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Strongly agree
	2	Somewhat agree
	3	Somewhat disagree
	4	Strongly disagree
	5	Not sure

gainresu_BB1

		VALUE
Standard Attributes	Label	As part of my sociology major, I learned to: Interpret the results of different types of data gathering
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Strongly agree
	2	Somewhat agree
	3	Somewhat disagree
	4	Strongly disagree
	5	Not sure

gainethi_BB1

		VALUE
Standard Attributes	Label	As part of my sociology major, I learned to: Identify ethical issues in sociological research
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Strongly agree
	2	Somewhat agree
	3	Somewhat disagree
	4	Strongly disagree
	5	Not sure

gainwrit_BB1

		VALUE
Standard Attributes	Label	As part of my sociology major, I learned to: Write a report from sociological information that can be understood by non-sociologists
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Strongly agree
	2	Somewhat agree
	3	Somewhat disagree
	4	Strongly disagree
	5	Not sure

learissu_BB1

		VALUE
Standard Attributes	Label	As part of your sociology major, did you learn: Current sociological explanations about a variety of social issues such as crime, racism, poverty, family formation, or religion?
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Strongly agree
	2	Somewhat agree
	3	Somewhat disagree
	4	Strongly disagree
	5	Not sure

learinst_BB1

		VALUE
Standard Attributes	Label	As part of your sociology major, did you learn: What is meant by a social institution and to give examples of their impact on individuals?
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Strongly agree
	2	Somewhat agree
	3	Somewhat disagree
	4	Strongly disagree
	5	Not sure

learthy_BB1

		VALUE
Standard Attributes	Label	As part of your sociology major, did you learn: Basic theoretical perspectives or paradigms in sociology?
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Strongly agree
	2	Somewhat agree
	3	Somewhat disagree
	4	Strongly disagree
	5	Not sure

learconc_BB1

		VALUE
Standard Attributes	Label	As part of your sociology major, did you learn: Basic concepts in sociology?
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Strongly agree
	2	Somewhat agree
	3	Somewhat disagree
	4	Strongly disagree
	5	Not sure

learlife_BB1

		VALUE
Standard Attributes	Label	As part of your sociology major, did you learn: Important differences in the life experiences of people as they vary by race, class, gender, age, disability and other ascribed statuses?
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Strongly agree
	2	Somewhat agree
	3	Somewhat disagree
	4	Strongly disagree
	5	Not sure

learsoci_BB1

		VALUE
Standard Attributes	Label	As part of your sociology major, did you learn: To view society from an alternative or critical perspective?
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Strongly agree
	2	Somewhat agree
	3	Somewhat disagree
	4	Strongly disagree
	5	Not sure

listhypo_BB1

		VALUE
Standard Attributes	Label	On my résumé, I list (would list) that I can: Create a hypothesis with independent and dependent variables
	Type	Numeric
	Measurement	Nominal
Valid Values	1	No, will not list on my résumé
	2	Yes, will list on my résumé

liststat_BB1

		VALUE
Standard Attributes	Label	On my résumé, I list (would list) that I can: Use standard statistical software packages, such as SPSS, SAS, or STATA, to analyze data
	Type	Numeric
	Measurement	Nominal
Valid Values	1	No, will not list on my résumé
	2	Yes, will list on my résumé

listargu_BB1

		VALUE
Standard Attributes	Label	On my résumé, I list (would list) that I can: Gather information to make an argument based on evidence
	Type	Numeric
	Measurement	Nominal
Valid Values	1	No, will not list on my résumé
	2	Yes, will list on my résumé

listresu_BB1

		VALUE
Standard Attributes	Label	On my résumé, I list (would list) that I can: Interpret the results of different types of data gathering
	Type	Numeric
	Measurement	Nominal
Valid Values	1	No, will not list on my résumé
	2	Yes, will list on my résumé

listwrit_BB1

		VALUE
Standard Attributes	Label	On my résumé, I list (would list) that I can: Write a report from sociological information that can be understood by non-sociologists
	Type	Numeric
	Measurement	Nominal
Valid Values	1	No, will not list on my résumé
	2	Yes, will list on my résumé

actvjob_BB1

		VALUE
Standard Attributes	Label	Number of job activities participated in during undergraduate sociology program
	Type	Numeric
	Measurement	Scale

actvscholar_BB1

		VALUE
Standard Attributes	Label	Number of scholarly socialization activities participated in during undergraduate sociology program
	Type	Numeric
	Measurement	Scale

actvmentor_BB1

		VALUE
Standard Attributes	Label	Number of mentoring activities participated in during undergraduate sociology program
	Type	Numeric
	Measurement	Scale

satteach_BB1

		VALUE
Standard Attributes	Label	In your department, how satisfied are you with: The quality of teaching?
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Very satisfied
	2	Somewhat satisfied
	3	Not at all satisfied
	4	Not applicable

satgradv_BB1

		VALUE
Standard Attributes	Label	In your department, how satisfied are you with: The quality of graduate school advising?
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Very satisfied
	2	Somewhat satisfied
	3	Not at all satisfied
	4	Not applicable

satcaadv_BB1

		VALUE
Standard Attributes	Label	In your department, how satisfied are you with: The quality of graduate school advising?
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Very satisfied
	2	Somewhat satisfied
	3	Not at all satisfied
	4	Not applicable

satcours_BB1

		VALUE
Standard Attributes	Label	In your department, how satisfied are you with: The ease in getting the courses you needed to graduate?
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Very satisfied
	2	Somewhat satisfied
	3	Not at all satisfied
	4	Not applicable

satfello_BB1

		VALUE
Standard Attributes	Label	In your department, how satisfied are you with: The interaction with fellow sociology majors?
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Very satisfied
	2	Somewhat satisfied
	3	Not at all satisfied
	4	Not applicable

satovera_BB1

		VALUE
Standard Attributes	Label	Overall, how satisfied are you with your sociology experiences?
	Type	Numeric
	Measurement	Ordinal
Valid Values	1	Very satisfied
	2	Somewhat satisfied
	3	Not at all satisfied
	4	Not applicable

postgradplan_BB1

		VALUE
Standard Attributes	Label	Are you planning to go to graduate school or get a new job after graduation?
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Getting a new job only
	2	Going to grad school only
	3	Going to grad school and getting a new job
	4	Neither a new job nor going to grad school

postgradstatus_BB2

		VALUE
Standard Attributes	Label	Post graduation employment and graduate school status (second wave data)
	Type	Numeric
	Measurement	Nominal
Valid Values	0	Neither Employed Nor Enrolled
	1	Employed Only
	2	Enrolled in Grad School Only
	3	Both Employed & Enrolled in Grad School

jobcat_BB2

		VALUE
Standard Attributes	Label	Post graduation occupation (second wave data)
	Type	Numeric
	Measurement	Nominal
Valid Values	1	Social Services, Counselors, Psychologists
	2	Clerical/administrative support
	3	Management
	4	Teachers, Librarians
	5	Services
	6	Sales, marketing
	7	Social Science Researchers
	9	Others
	10	Other Professionals (including PR and IT)

University of Wisconsin— Parkside Alumni Survey

http://www.uwp.edu/departments/sociology/files/alumni_survey_letter.pdf

Note to Faculty Members: This is an extremely long questionnaire. You might want to cut it before using it.

University of Wisconsin—Parkside Sociology Department Alumni Survey The Sociology/Anthropology department of the University of Wisconsin—Parkside is conducting a survey to determine the impact of the Sociology/Anthropology program on its alumni's personal/professional life since graduation. Of particular interest are the competencies that the department has developed as goals for its students. Your completion of this survey will enable the Sociology/Anthropology department to assess the degree to which it has met its stated goals and will help the department to better serve its students. All surveys will be kept confidential and will not be used for undisclosed purposes.

Section I: Background Information

1. What year did you graduate from the University of Wisconsin—Parkside? _____
2. A. What was your major(s)? _____
B. Within your major(s), please list any concentration(s) _____
C. Please list any minors: _____
D. Please list any certificates earned at UW-P: _____
E. Were you a transfer student? ____ Yes ____ No
3. When did you first decide to focus on Sociology/Anthropology as a major?
Please circle year: Freshman Sophomore Junior Senior
4. A. Have you, or are you continuing your education? ____ Yes ____ No
B. If yes, what degree are you pursuing and in what field? _____
5. A. Are you currently working? ____ Yes ____ No (Go to 6).
B. If yes, what is your current position? _____
C. If yes, did you find this job before or after graduating from UW-P?
Please circle one: Before After
6. How long did it take you to find your current position? (If not currently working, how long did it take you to find your last position?) _____

7. How long have you been in your current position? (If not currently working, how long were you in your last position?) _____

8. How did you find your current position? (If not currently working, how did you find your last position?) *Please circle one:* Friend or Family Placement Agency Applied Independently Other
(Please Specify): _____

9. How satisfied are you with your current position?
Please circle one: Very Satisfied Satisfied Somewhat Satisfied
Dissatisfied Very Dissatisfied

10. How many jobs have you had since graduating from UWP? _____

11. What is your current annual income level?

Please circle one:

14,999 or less	56,000-65,999
15,000-25,999	66,000-75,999
26,000-35,999	76,000 or more
36,000-45,999	
46,000-55,999	

12. Please indicate your race below:

_____ White
_____ Black or African American
_____ Latino
_____ Asian
_____ American Indian or Alaskan Native
_____ Native Hawaiian or other Pacific Islander
_____ Two or More Races
_____ Prefer not to answer

13. Please indicate your gender below:

_____ Male _____ Female _____ Prefer not to answer

Section II: Competencies

1. A. During your time at UW-P were you aware of the Sociology/Anthropology department competencies? _____ Yes _____ No _____ Cannot recall
- B. If so, when were you first aware of them? *Please circle year:* Freshman Sophomore Junior Senior
- C. How were you made aware of the competencies? *Please circle all that apply:*
Course Syllabus/Class
Professor/Advisor
Department Website Other: _____

In the next segment of section II, which begins on the next page, you will be asked to make statements about the fourteen competencies established by the Sociology/Anthropology department at the University of Wisconsin—Parkside.

2. Please check next to all that apply for each competency. If none apply, leave blank.

Conceptual Competencies:

A. Understand and apply sociological/anthropological concepts, theories, and perspectives on culture and society.

- Competency has helped me find a job
- Competency has helped me in my current position
- Competency has helped me in my personal life
- Competency is difficult to understand

B. Demonstrate an understanding of cultures and societies in their own terms.

- Competency has helped me find a job
- Competency has helped me in my current position
- Competency has helped me in my personal life
- Competency is difficult to understand

C. Understand the impact of the social and physical environment on individual experience.

- Competency has helped me find a job
- Competency has helped me in my current position
- Competency has helped me in my personal life
- Competency is difficult to understand

D. Assess and critique different sociological/anthropological theoretical orientations.

- Competency has helped me find a job
- Competency has helped me in my current position
- Competency has helped me in my personal life
- Competency is difficult to understand

E. Understand the process of the theory construction.

- Competency has helped me find a job
- Competency has helped me in my current position
- Competency has helped me in my personal life
- Competency is difficult to understand

Methodological Competencies:

F. Demonstrate the connection between theory, methods, and realities.

- Competency has helped me find a job
- Competency has helped me in my current position
- Competency has helped me in my personal life
- Competency is difficult to understand

G. Frame and execute a research project.

- Competency has helped me find a job
- Competency has helped me in my current position
- Competency has helped me in my personal life
- Competency is difficult to understand

H. Record, interpret, and communicate quantitative and qualitative evidence.

- Competency has helped me find a job
- Competency has helped me in my current position
- Competency has helped me in my personal life
- Competency is difficult to understand

I. Find, organize, and critically evaluate data/information (interpreting data outcomes and evaluating literature).

- Competency has helped me find a job
- Competency has helped me in my current position
- Competency has helped me in my personal life
- Competency is difficult to understand

J. Understand and use technology for achieving goals and tasks.

- Competency has helped me find a job
- Competency has helped me in my current position
- Competency has helped me in my personal life
- Competency is difficult to understand

Civic Competencies:

K. Promote the active exchange of ideas in a civil manner.

- Competency has helped me find a job
- Competency has helped me in my current position
- Competency has helped me in my personal life
- Competency is difficult to understand

L. Use sociological and anthropological knowledge to address important issues locally and globally.

- Competency has helped me find a job
- Competency has helped me in my current position
- Competency has helped me in my personal life
- Competency is difficult to understand

M. Gain competence in effective collaboration and teamwork.

- Competency has helped me find a job
- Competency has helped me in my current position
- Competency has helped me in my personal life
- Competency is difficult to understand

N. Identify and confront ethnocentrism.

- Competency has helped me find a job
- Competency has helped me in my current position
- Competency has helped me in my personal life
- Competency is difficult to understand

3. Now that you have seen the competencies when should they be introduced to students? *Please circle year:* Freshman Sophomore Junior Senior

4. Do you think the Sociology/Anthropology classes should focus more on the competencies?
 Yes No

5. Which further competencies other than the ones mentioned above do you think students need to develop before graduation? _____

6. Do you have any additional comments or suggestions regarding the Sociology department's competencies? _____

Section III: Sociology Related Job Skills

1. A. Did you take SOCA 495: Senior Seminar? ____ Yes ____ No
B. If yes, did you create a portfolio in Senior Seminar or in another class at UW-P?
____ Yes ____ No *Please specify class:* _____
C. Did you create a résumé in Senior Seminar or in another class at UW-P?
____ Yes ____ No *Please specify class:* _____

2. Do you feel the majority of your current skills were developed: (*Please circle one*)
At the University of Wisconsin—Parkside in the Work Force
Other: _____

3. Are there any specific skills you feel the Sociology/Anthropology department has equipped you with, and if so, please list them? [Skills such as teamwork, leadership, initiative, technical skills, software programs (such as Excel, SPSS, etc.)] ____ Yes ____ No

4. Which of your Sociology/Anthropology courses taken at UW-P most developed the skills used in your current position? _____

5. Do you have any other comments or suggestions for the Sociology/Anthropology department?

Thank you for your participation.

Note to Faculty: This is another extremely long questionnaire that you might consider cutting down before using it. Survey was conducted by telephone.

2005 Alumni Survey (Central Michigan University)

Q:WRITING

Now, I am going to ask you how much your studies in sociology contributed to your knowledge and skills in a variety of areas. Please answer in terms of a 5-point scale where 5 is “a great deal” and 1 is “not at all.”

How much did your studies in sociology contribute to your ability to write clearly?

- 1 NOT AT ALL
- 2
- 3
- 4
- 5 A GREAT DEAL
- 6 don't know/no opinion
- 7 refusal

Q:METHODS

How much did your studies in sociology contribute to your ability to understand research methods in sociology?

- 1 NOT AT ALL
- 2
- 3
- 4
- 5 A GREAT DEAL
- 6 don't know/no opinion
- 7 refusal

Q:COMPSKIL

(How much did your studies in sociology contribute to)your development of basic computer skills to find, communicate, and apply sociological information?

- 1 NOT AT ALL
- 2
- 3
- 4
- 5 A GREAT DEAL
- 6 don't know/no opinion
- 7 refusal

Q:CRITTHNK

(How much did your studies in sociology contribute to) your ability to distinguish between arguments based on empirical evidence and arguments based simply on opinion?

- 1 NOT AT ALL
- 2
- 3
- 4
- 5 A GREAT DEAL
- 6 don't know/no opinion
- 7 refusal

Q:CONCEPT

(How much did your studies in sociology contribute to) your knowledge about basic concepts in sociology and the sociological perspective?

- 1 NOT AT ALL
- 2
- 3
- 4
- 5 A GREAT DEAL
- 6 don't know/no opinion
- 7 refusal

Q:DIVERSE

(How much did your studies in sociology contribute to) your recognition of diversity and inequality in American society?

- 1 NOT AT ALL
- 2
- 3
- 4
- 5 A GREAT DEAL
- 6 don't know/no opinion
- 7 refusal

Q:INSTIT

(How much did your studies in sociology contribute to) your appreciation for how institutions operate?

- 1 NOT AT ALL
- 2
- 3
- 4
- 5 A GREAT DEAL
- 6 don't know/no opinion
- 7 refusal

Q:INDIVSOC

(How much did your studies in sociology contribute to) your understanding of the relationship between the self and the social context?

- 1 NOT AT ALL
- 2
- 3
- 4
- 5 A GREAT DEAL
- 6 don't know/no opinion
- 7 refusal

Q:THEORY

(How much did your studies in sociology contribute to) your ability to use theory to make sense of social life?

- 1 NOT AT ALL
- 2
- 3
- 4
- 5 A GREAT DEAL
- 6 don't know/no opinion
- 7 refusal

Q:JUST

(How much did your studies in sociology contribute to) your awareness of the ways in which individual action can either promote or reduce social justice?

- 1 NOT AT ALL
- 2
- 3
- 4
- 5 A GREAT DEAL
- 6 don't know/no opinion
- 7 refusal

Q:LRN

What one thing do you wish you would have learned in CMU's sociology program that you did not learn?

Q:GENSAT

How would you describe your overall experience in the sociology program at CMU--very positive, positive, neutral, negative, or very negative?

- 1 VERY POSITIVE
- 2 POSITIVE
- 3 NEUTRAL
- 4 NEGATIVE
- 5 VERY NEGATIVE
- 6 don't know
- 7 refusal

Q:KIDSOC

Would you encourage your children or other young relatives to seek a degree in sociology--definitely yes, probably yes, probably not, or definitely not?

- 1 DEFINITELY YES
- 2 PROBABLY YES
- 3 PROBABLY NOT
- 4 DEFINITELY NOT
- 5 don't know
- 6 refusal

Q:CMUFRND

I'm going to ask you a couple of questions that require you to focus on your experiences outside of the classroom during your undergraduate years.

Think back about other CMU students you developed friendships with.

Have you remained in contact with any of these students?

- 1 YES
- 2 NO
- 3 refusal

Q:NUMFRND

About how many of these friends do you stay in touch with—one or two, three to five, or more than five?

- 1 ONE OR TWO
- 2 THREE TO FIVE
- 3 MORE THAN FIVE
- 4 refusal

Q:CMUORG

Were you involved in any student organizations during your undergraduate years?

- 1 YES
- 2 NO
- 3 refusal

Q:NUMORG

How many different student organizations were you involved in?

Q:JOB

These next questions focus on your employment since receiving your undergraduate CMU degree.

Are you currently employed full time, employed part time, or not employed?

- 1 EMPLOYED FULL TIME
- 2 EMPLOYED PART TIME
- 3 NOT EMPLOYED (including full-time homemaker)
- 4 refusal

Unemployed only

Q:SATUNEMP

How would you rate your level of satisfaction with your current situation of not having a paying job?

Would you say that you are very satisfied, somewhat satisfied, somewhat DISsatisfied, or very DISsatisfied?

- 1 VERY SATISFIED
- 2 SOMEWHAT SATISFIED
- 3 SOMEWHAT DISSATISFIED
- 4 VERY DISSATISFIED
- 5 neither satisfied nor dissatisfied (volunteered)
- 6 don't know
- 7 refusal

Q:COMUNEMP

To what extent does your not having a paying job provide you with the opportunity to make a positive difference in your community or in society--a great deal, somewhat, not too much, or not at all?

- 1 A GREAT DEAL
- 2 SOMEWHAT
- 3 NOT TOO MUCH
- 4 NOT AT ALL
- 5 don't know
- 6 refusal

Q:BEFORE

Have you been employed at any time since receiving your most recent CMU degree?

- 1 YES
- 2 NO
- 3 refusal

Employed Currently or in the Past Only

Q:TITLFRST

What was the title of the first job you had after receiving your undergraduate degree? (What did you do?)

Q:FIRSTLOC

In your first job search after graduation, did you relocate beyond the area in which you had hoped to find employment?

- 1 YES
- 2 NO
- 3 refusal

Q:MILELOC

How many miles away was your first job from your desired location—within 50 miles, between 50 and 200 miles, or more than 200 miles from desired location?

- 1 WITHIN 50 MILES OF DESIRED LOCATION
- 2 50-200 MILES OF DESIRED LOCATION
- 3 MORE THAN 200 MILES FROM DESIRED LOCATION
- 4 refusal

Q:FIRSTNOW

Have you changed jobs or had a promotion since your first job after receiving your undergraduate degree?

- 1 YES
- 2 NO
- 3 refusal

Q:TITNOW

What is the title of your current job? (What do you do?)

Q:LONGNOW

How many years have you been in your current job?

Q:SKILUS1

What skills or knowledge that you learned in the sociology program at CMU do you use most on the job?

Q:JOBSAT

How would you rate your level of satisfaction with your current employment situation—very satisfied, somewhat satisfied, somewhat DISSatisfied, or very DISSatisfied?

- 1 VERY SATISFIED
- 2 SOMEWHAT SATISFIED
- 3 SOMEWHAT DISSATISFIED
- 4 VERY DISSATISFIED
- 5 neither satisfied nor dissatisfied (volunteered)
- 6 don't know
- 7 refusal

Q:WHYSAT

What do you consider to be the MOST important factor influencing your level of satisfaction with your current employment situation?

Q:MAKEDIF

To what extent does your current job provide you with the opportunity to make a positive difference in your community or in society—a great deal, somewhat, not too much, or not at all?

- 1 A GREAT DEAL
- 2 SOMEWHAT
- 3 NOT TOO MUCH
- 4 NOT AT ALL
- 5 don't know
- 6 refusal

Q:JOBSTRS

Think of a scale that ranges from 1 to 7, where 7 is a very high amount of stress and 1 is a very low amount of stress.

Please rate the level of stress that you experience from your job.

- 1 VERY LOW AMOUNT OF STRESS
- 2
- 3
- 4
- 5
- 6
- 7 VERY HIGH AMOUNT OF STRESS
- 8 refusal

Q:POWERJOB

Now, think of a scale that ranges from 1 to 7, where 7 is a very high amount of supervision, and 1 is a very low amount of supervision.

Please rate how much your daily work is done under supervision.

- 1 VERY LOW AMOUNT OF SUPERVISION
- 2
- 3
- 4
- 5
- 6
- 7 VERY HIGH AMOUNT OF SUPERVISION
- 8 refusal

Q:CLOSEREL

How closely related is your most recent job to your undergraduate major—very closely related, somewhat related, not too related, or not at all related?

- 1 VERY CLOSELY RELATED
- 2 SOMEWHAT RELATED
- 3 NOT TOO RELATED
- 4 NOT AT ALL RELATED
- 5 refusal

Q:PLANS

How closely related is your most recent job to the type of job you hoped to do when you graduated from CMU—very closely related, somewhat related, not too related, or not at all related?

- 1 VERY CLOSELY RELATED
- 2 SOMEWHAT RELATED
- 3 NOT TOO RELATED
- 4 NOT AT ALL RELATED
- 5 refusal
- 4 other
- 5 refusal

Q:MORESCHL

Have you enrolled in a graduate program since completing your undergraduate degree at CMU?

- 1 YES
- 2 NO
- 3 refusal

Q:SCHLINT

Are you interested in enrolling in a graduate program in the future?

- 1 YES
- 2 NO
- 3 don't know
- 4 refusal

Q:NOWSCHL

Are you currently enrolled in a graduate program?

- 1 YES
- 2 NO
- 3 refusal

Q:WHCHNOW

Which degree are you currently pursuing?

- 1 MSW (Master's in Social Work)
- 2 Other MASTER'S DEGREE
- 3 PHD (doctoral degree)
- 4 LAW/MEDICAL DEGREE
- 5 OTHER
- 6 not pursuing a degree/non-degree student
- 7 don't know
- 8 refusal

Q:FLDNOW

What is your major area of study in your graduate program?

Q:ADVDEGR

Have you already received an advanced degree—that is, a degree beyond your undergraduate degree?

- 1 YES
- 2 NO
- 3 refusal

Q:WHCHDONE

Which is the highest degree you have received?

- 1 MSW (Master's in Social Work)
- 2 Other MASTER'S DEGREE
- 3 PHD (doctoral degree)
- 4 LAW/MEDICAL DEGREE
- 5 OTHER
- 6 not pursuing a degree/non-degree student
- 7 don't know
- 8 refusal

Q:FLDDONE

What was your major area of study in graduate school?

Q:RALLY

The next series of questions focuses on your activities in your community and on your attitudes about social and political issues.

In the past three or four years, have you attended any political meetings or rallies?

- 1 YES
- 2 NO
- 3 refusal

Q:MONEY

In the past three or four years, have you contributed money to a political party or candidate or to any other political cause?

- 1 YES
- 2 NO
- 3 refusal

Q:SHOWVOT

During elections, do you ever try to show people why they should vote for one of the parties or candidates?

- 1 YES
- 2 NO
- 3 refusal

Q:OFTSHOW

Do you do that often, sometimes, rarely or never?

- 1 OFTEN
- 2 SOMETIMES
- 3 RARELY
- 4 NEVER
- 5 refusal

Q:LOCELCT

What about local elections—do you always vote in those, do you sometimes miss one, do you rarely vote, or do you never vote?

- 1 ALWAYS VOTE
- 2 SOMETIMES MISS ONE
- 3 RARELY VOTE
- 4 NEVER VOTE
- 5 refusal

Q:APPVBUSH

Do you approve or disapprove of the way George W. Bush is handling his job as president?

- 1 APPROVE
- 2 DISAPPROVE
- 3 unsure
- 4 refusal

Q:MARIJ

Do you think the use of marijuana should be made legal or not?

- 1 SHOULD BE MADE LEGAL
- 2 SHOULD NOT BE MADE LEGAL
- 3 don't know
- 4 refusal

Q:GOVTHLTH

On the whole, do you think it should or should not be the government's responsibility to provide health care for the sick?

Do you think it definitely should be, probably should be, probably should not be, or definitely should not be?

- 1 DEFINITELY SHOULD BE
- 2 PROBABLY SHOULD BE
- 3 PROBABLY SHOULD NOT BE
- 4 DEFINITELY SHOULD NOT BE
- 5 don't know
- 6 refusal

Q:VOLARMY

Do you think we should return to a military draft at this time, or should we continue to rely on volunteers?

- 1 DRAFT
- 2 VOLUNTEERS
- 3 don't know
- 4 refusal

Q:WOMMIL

If we did return to a military draft, should young women be drafted as well as young men or not?

- 1 SHOULD
- 2 SHOULD NOT
- 3 don't know
- 4 no answer

Q:ECON

Now think about the economy. Would you say that over the past year the nation's economy has gotten better, stayed about the same, or gotten worse?

- 1 GOTTEN BETTER
- 2 STAYED ABOUT THE SAME
- 3 GOTTEN WORSE
- 4 don't know
- 5 refusal

Q:ECONBET

Would you say much better or somewhat better?

- 1 MUCH BETTER
- 2 SOMEWHAT BETTER
- 3 don't know
- 4 refusal

Q:ECONWORS

Would you say much worse or somewhat worse?

- 1 MUCH WORSE
- 2 SOMEWHAT WORSE
- 3 don't know
- 4 refusal

Q:NICKNAM

CMU uses the CHIPPEWAS as its nickname. Do you think that this nickname should change—definitely yes, probably yes, probably not, or definitely not?

- 1 DEFINITELY YES
- 2 PROBABLY YES
- 3 PROBABLY NOT
- 4 DEFINITELY NOT
- 5 don't know
- 6 refusal

Q:INVOL

Currently, are you involved in any volunteer activities?

- 1 YES
- 2 NO
- 3 refusal

Q:VOLHR

About how many hours per month do you devote to volunteer activities?

Q:POLVIEWS

Think of a 7-point scale on which the political views that people might hold are arranged from extremely liberal—point 1—to extremely conservative—point 7. Where would you place yourself on this scale?

- 1 EXTREMELY LIBERAL
- 2
- 3
- 4
- 5
- 6
- 7 EXTREMELY CONSERVATIVE
- 8 don't know
- 9 refusal

Q:POLCHNG

Do you believe that your political views changed during your years as an undergraduate at CMU?

- 1 YES
- 2 NO
- 3 don't know
- 4 refusal

Q:HOWCHNG

Would you say that your views became more conservative or more liberal?

- 1 MORE CONSERVATIVE
- 2 MORE LIBERAL
- 3 other (volunteered)
- 4 refusal

Q:VOTE

Did you vote in the 2004 Presidential election when Bush ran against Kerry?

- 1 YES
- 2 NO
- 3 can't remember
- 4 refusal

Q:WHOVOTE

Did you vote for Bush, Kerry, Nader, or someone else?

- 1 BUSH
- 2 KERRY
- 3 NADER
- 4 SOMEONE ELSE
- 5 can't remember
- 6 refusal

Q:MARITAL

These last questions are used for summary purposes only. All information is confidential and is used for research purposes only.

What is your marital status—never married, married, separated, divorced, or widowed?

- 1 NEVER MARRIED
- 2 MARRIED
- 3 SEPARATED
- 4 DIVORCED
- 5 WIDOWED
- 6 living with partner (volunteered)
- 7 refusal

Q:AGEMAR

How old were you when you were first married?

Q:CHILD1

How many children have you ever had? Please count all that were born alive at any time including any you had from a previous marriage.

- 0 NONE
- 1 ONE
- 2 TWO
- 3 THREE
- 4 FOUR
- 5 FIVE
- 6 SIX
- 7 SEVEN
- 8 EIGHT OR MORE
- 9 refusal

Q:CHILD2

How many children have you ever had? Please count all that were born alive at any time.

- 0 NONE
- 1 ONE
- 2 TWO
- 3 THREE
- 4 FOUR
- 5 FIVE
- 6 SIX
- 7 SEVEN
- 8 EIGHT OR MORE
- 9 refusal

Q:CHLDHOME

How many of these children are currently living at home with you?

- 0 NONE
- 1 ONE
- 2 TWO
- 3 THREE
- 4 FOUR
- 5 FIVE
- 6 SIX
- 7 SEVEN
- 8 EIGHT OR MORE
- 9 refusal

Q:RELIG

What is your religious preference? Is it Protestant, Catholic, Jewish, some other religion, or no religion?

- 1 PROTESTANT
- 2 CATHOLIC
- 3 JEWISH
- 4 SOME OTHER RELIGION
- 5 NO RELIGION
- 6 refusal

Q:FREQREL

How often do you attend religious services?

- 0 Never
- 1 Less than once a year
- 2 About once or twice a year
- 3 Several times a year
- 4 About once a month
- 5 2-3 times a month
- 6 Nearly every week
- 7 Every week
- 8 Several times a week
- 9 refusal

Q:RELIMP

Would you say that religion is very important, somewhat important, somewhat UNimportant, or very UNimportant in your daily life?

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 SOMEWHAT UNIMPORTANT
- 4 VERY UNIMPORTANT
- 5 don't know/no opinion
- 6 refusal

Q:TOWN

Would you say that you live in a rural area, a small town, a suburban area, a small city, or a large city?

- 1 RURAL AREA
- 2 SMALL TOWN
- 3 SUBURBAN AREA
- 4 SMALL CITY
- 5 LARGE CITY
- 6 refusal

Q:ETHNIC

How would you describe your ethnic or racial group—African American, Hispanic, Native American, Asian American, or white?

- 1 AFRICAN AMERICAN/black
- 2 HISPANIC
- 3 NATIVE AMERICAN/American Indian
- 4 ASIAN AMERICAN
- 5 WHITE
- 6 other
- 7 refusal

Q:DONCMU

Since your graduation from CMU, have you ever made any financial contribution to CMU?

- 1 YES
- 2 NO
- 3 refusal

Q:DONSASW

Have you ever donated to any program or scholarship associated with the Department of Sociology, Anthropology, and Social Work?

- 1 YES
- 2 NO
- 3 refusal

Q:INCOME

Finally, I am going to read you six broad categories. Please tell me the category that best describes your yearly income from your main job.

- 1 CATEGORY A: LESS THAN \$20,000
- 2 CATEGORY B: \$20,000 UP TO \$35,000
- 3 CATEGORY C: \$35,000 UP TO \$50,000
- 4 CATEGORY D: \$50,000 UP TO \$75,000
- 5 CATEGORY E: \$75,000 UP TO \$100,000
- 6 CATEGORY F: \$100,000 OR MORE
- 7 refusal

Q:COMMENT

That's all the questions I have for you. Is there anything that you would like to add?

Q:THANKS



