



# Sociology, Criminology Concentrations, and Criminal Justice: Differences in Reasons for Majoring, Skills, Activities, and Early Outcomes?

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## INCREASED INTEREST IN CRIMINAL JUSTICE

Anecdotal stories and survey data from sociology department chairs and other faculty members suggest concern about the role of the criminal justice major both as part of a joint department with sociology and as a separate department within a college or university. Worries center on the loss of the sociology major and a decrease in positions and other resources for sociology departments. These concerns appear to be increasing as departments fear losing potential majors to more vocationally-oriented programs, and the number of criminology and criminal justice majors increase compared to those who major in sociology without this concentration. Data from the most recent department survey of chairs shows that 85% of departments developed new courses in the previous three years, with the largest number (21%) in the area of criminology and criminal justice. Some sociology departments have developed criminal justice majors, and some department chairs in last year's survey note a decrease in

sociology majors as criminal justice majors increase (Spalter-Roth, Van Vooren, and Kisielewski, 2013).

This brief, based on data from two waves of the 2012 Bachelor's and Beyond Survey, provides some evidence that these concerns may be given too much weight, and that combined sociology and criminal justice majors within sociology departments can potentially improve the effectiveness of each.

To respond to department chairs' concerns about the relative growth of criminology and criminal justice majors compared to sociology majors and the contested relations between them, the American Sociological Association's (ASA) elected council established The Task Force on Sociology and Criminology Programs in 2006 and charged it with "considering the various structural arrangements between sociology and criminology in academia, examining the potential benefits and challenges that these various arrangements pose. In addition, they should develop a set of recommendations to

enhance the effectiveness and efficiency of these arrangements.” The task force in its 2010 report noted the diverse ways in which sociology and criminal justice programs were linked in universities and the strengths and weaknesses of various structural arrangements (see report at [http://www.asanet.org/documents/teaching/pdfs/ASA\\_TF\\_Report\\_FINAL.pdf](http://www.asanet.org/documents/teaching/pdfs/ASA_TF_Report_FINAL.pdf)). As part of its research the Task Force surveyed a sample of 47 sociology department chairs at post-secondary institutions with programs in sociology and criminology. Although the chairs reported the number of students in these 47 programs, they did not include an analysis of the perceptions and experiences of students in these programs.

This research brief compares the ways in which students’ perceptions and experiences differ among three types of majors. These are a general or “no-concentration” or “straight” sociology major, those with a joint sociology and criminal justice major, and those with a sociology major with an emphasis or concentration in criminal justice. The data are from the responses to the first and second waves of a longitudinal survey of sociology majors, “Social Capital, Organizational Capital, and the Job Market for New Sociology Graduates” funded by the National Science Foundation. The first wave of the data was collected when respondents were seniors in spring of 2012, and the second wave was collected the winter of 2012/2013 after students had completed their undergraduate degrees.

## DESIGN

### The First Wave

In the fall of 2011, the ASA Research Department developed a questionnaire for the first wave of the survey, with the help of the project’s advisory committee.<sup>1</sup> A total of 233 departments agreed to participate in the first wave of the study by sending us a list of sociology majors. Ultimately, 160 departments sent their lists after obtaining institutional review board (IRB) and/or any institutional approval

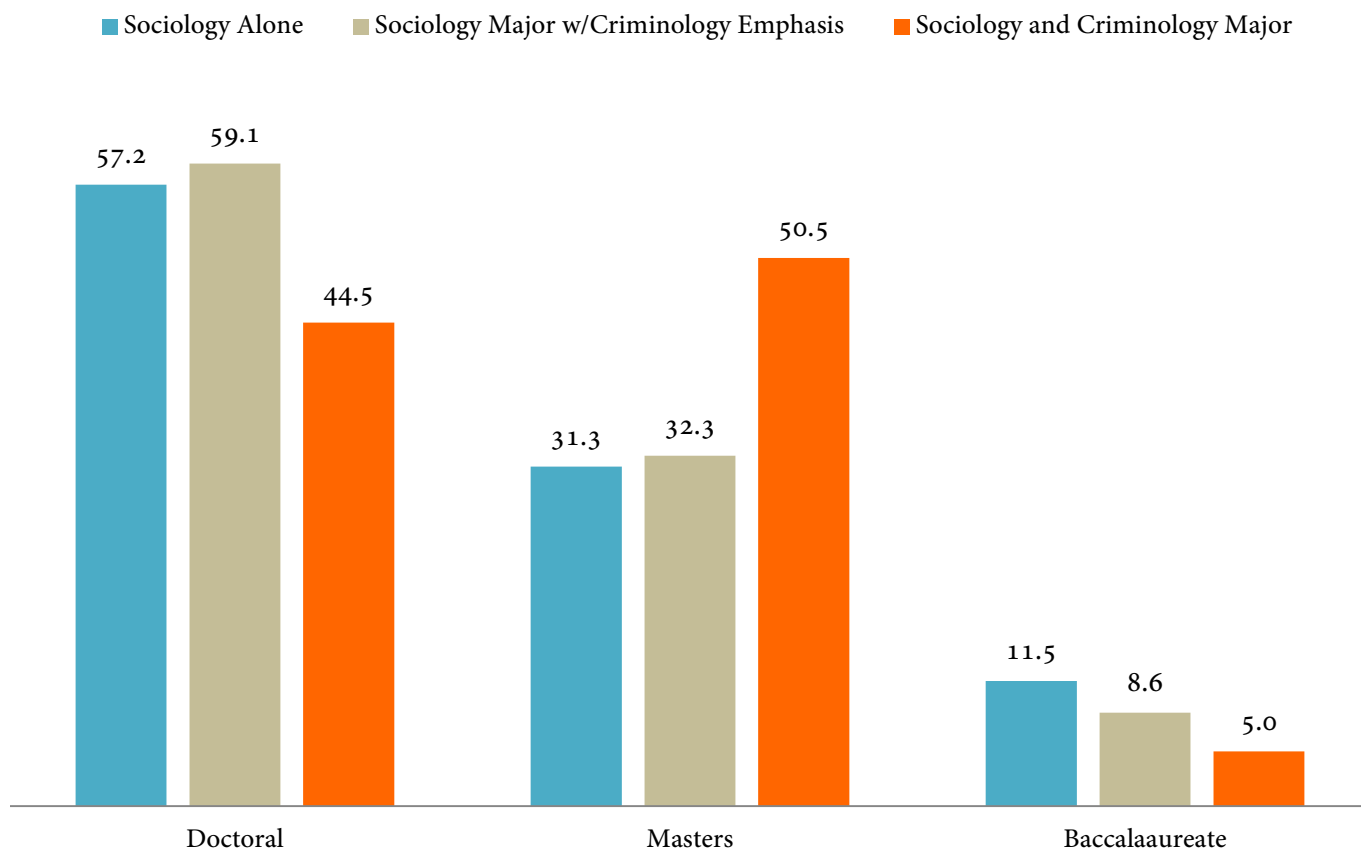
necessary to disclose this information beyond the IRB approval granted to ASA by the Western Institutional Review Board. Questions focused on students’ experiences as sociology majors, including why they majored; skills and concepts they learned; activities in which they participated; their job and graduate school aspirations; and the contacts used in finding appropriate jobs and graduate schools. The final version of the survey was launched with an invitational email to students in March 2012, which was followed up with four reminder emails before the survey closed in early May. By the time it closed, 2,695 students responded to for an average departmental response rate of 36.8%. These data (and those throughout this report) were weighted by gender to approximate better the male/female distribution among the national population of sociology majors.

### The Second Wave

In the fall of 2012, the Research Department with the aid of the project’s advisory committee developed the questionnaire for the second wave of the B&B survey conducted about seven months after graduation. The second wave survey replicated many questions from the previous study of the post-graduation experiences of the 2005 cohort of senior sociology majors. The survey was approved by the Western Institutional Review Board (WIRB), and was developed as an online survey by the Indiana University Center for Survey Research. A letter of invitation was sent to all of the 2,695 respondents who participated in the first wave of the study asking them to respond to the second wave that asked questions about their employment and/or graduate school status, the characteristics of jobs, and their job satisfaction. These questions were skipped by those respondents who attended graduate school but were not employed. The survey was closed in February of 2013. The total response rate was just over 41% (1,108 completed surveys). An additional 62 respondents returned partially completed surveys, with 127 “not deliverable” and 15 refusals for a refined response rate of just over

<sup>1</sup> The Advisory Committee consists of the project co-PI Mary Senter of Central Michigan University, Margaret (Peggy) Nelson of Middlebury College, John Kennedy of Indiana University, Pamela Stone and Michael Wood of Hunter College, City College of New York.

**FIGURE 1: TYPE OF INSTITUTION ATTENDED AMONG SOCIOLOGY MAJORS BY PROGRAM TYPE (PERCENT ATTENDING EACH TYPE OF SCHOOL)**



SOURCE: American Sociological Association. *Social Capital, Organizational Capital, and the Job Market for New Sociology Graduates, 2012, Waves I and II.*

44%—a higher response rate than for the first survey. For more detailed descriptions of the research design, see [http://www.asanet.org/documents/research/pdfs/BachBeyond\\_Sociology\\_Majors\\_Brief\\_2013.pdf](http://www.asanet.org/documents/research/pdfs/BachBeyond_Sociology_Majors_Brief_2013.pdf) for the first wave of the study and [http://www.asanet.org/documents/research/pdfs/Bach\\_Beyond5\\_Social\\_Capital.pdf](http://www.asanet.org/documents/research/pdfs/Bach_Beyond5_Social_Capital.pdf) for the second wave of the survey.

For this brief, we use responses from those who answered both the first and second wave survey to create three categories of majors, those who majored in sociology without reporting a joint major or an emphasis or orientation in a sub-field; those who described themselves as joint sociology and criminal justice ma-

jors; and those who describe themselves as sociology majors with an emphasis or orientation in criminology. In deriving these categories, we are dependent on respondents’ understanding of the questions and their perceptions of the nature of their major. In addition, if we had the full universe of majors, the relative size of each of the categories might be different.

### FINDINGS

A straight sociology major (without a joint degree or a concentration in criminal justice) appears to be dominant in sociology departments. About half of the respondents (49%) describe their major in the first wave

**TABLE 1: IMPORTANT REASONS FOR CHOOSING THE MAJOR: SIGNIFICANT DIFFERENCES IN PERCENTAGES FOR THREE TYPES OF SOCIOLOGY PROGRAMS**

	Sociology	Sociology w/ Criminology Emphasis	Sociology and Criminal Justice
Concepts interested me**	97.8	98.9	94.2
Enjoyed the first course**	90.1	88.5	81.0
Prepare me to understand different socio-economic situations*	89.7	97.7	88.7
Prepare me for the job I want**	60.7	67.4	80.6
Heard good things about the department*	49.3	63.2	52.8

\* sig. ≤ .05

\*\* sig ≤ .01

SOURCE: American Sociological Association. *Social Capital, Organizational Capital, and the Job Market for New Sociology Graduates, 2012, Waves I and II.*

as “sociology alone.” The largest group of respondents (12%) with joint majors list “sociology and criminal justice.” Among those sociology majors who report an emphasis or orientation, criminology is the second most likely to be listed (7%), with social work as the most common emphasis (13%). Students with the combined major are more likely to enroll at Master’s institutions (51%), while straight sociology majors are more likely to come from Baccalaureate (11%) or Doctoral (57%) schools. Those respondents with a criminology emphasis are similar to those with a sociology “alone” majors, with 59% at Doctoral schools and 9% at Baccalaureate-only institutions. The percentage of respondents listing these three types of majors can be seen in Figure 1.

### Differences and Similarities in Motivation for the Major

The first wave survey of senior sociology majors shows several significant differences among the three groups in their reasons for choosing the type of major (Table 1). Joint sociology and criminal justice majors are more likely than straight sociology majors to report that the major would prepare them for the job they wanted—a difference of 20 percentage points—and are also slightly less likely to major because they enjoy the first course

in sociology. Although there is a statistically significant difference among the three types of majors, more than 90% of all respondents major because they are interested in sociological concepts. Sociology majors with a criminology emphasis are more likely than straight sociology majors to see their program as helping to prepare them for jobs, to understand how individuals function in different socio-economic situations, and to have chosen the major because they had heard good things about their specific department. There are no statistically significant differences in other reasons for majoring including helping respondents learn to change society, to understand their lives, or to prepare them to do different types of research (data not shown).

### Differences and Similarities in Participation in Activities

Table 2 presents the types of activities in which majors participated. With one exception, that of “study abroad,” there are no statistically significant differences among the types of majors. One other non-classroom activity is close to significant (.058): slightly more than one half of sociology and criminal justice majors report participating in a student internship, while less than one of half of sociology majors, including those

**TABLE 2: ACTIVITY PARTICIPATION: SIGNIFICANT DIFFERENCES IN PERCENTAGES FOR THREE TYPES OF SOCIOLOGY PROGRAMS**

	Sociology	Sociology w/ Criminology Emphasis	Sociology and Criminal Justice
Group or team projects	92.8	89.8	89.8
Study groups for a class	81.8	81.6	76.6
Received mentoring advice	67.2	70.1	64.9
Community or volunteer activity	61.2	54.0	59.5
Saw a career advisor	57.0	52.3	53.4
Job fairs/networking	50.0	51.7	54.7
Work with a group advocating for some cause	48.6	44.8	45.7
Service learning project	46.4	44.8	42.6
Internship (p=.058)	45.1	40.0	51.9
Worked on independent study	32.3	32.2	26.3
Leadership development	27.1	30.7	30.8
Alpha Kappa Delta/Sociology Club	23.7	17.0	21.6
Study abroad**	20.7	8.0	11.0
Honors Program	16.9	10.2	17.4
Attended state or regional sociology meeting	15.6	16.1	13.4

\* *sig.* < .05

\*\* *sig.* < .01

SOURCE: American Sociological Association. *Social Capital, Organizational Capital, and the Job Market for New Sociology Graduates, 2012, Waves I and II.*

with a criminology emphasis, have had this experience. For the rest of the activities, the commonality of experience is more marked than differences. At least three quarters of each type of major attend study groups or work on group projects. About two-thirds saw mentors. More than half of each type of major participates in community and volunteer activities and attends a job fair or other networking activities.

### Differences and Similarities in Learning

### Methodological Skills and Concepts

What is noteworthy in this analysis are the similarities in students' reports of what they learn in the three types of majors. There are no differences between sociology majors and sociology and criminal justice majors across five of six areas of conceptual learning<sup>2</sup> and 13 of 15 skill areas (see Appendix Table 1 for skill areas). As Appendix Table 1 shows there are no significant differences in the reported mastery of skills among the three

<sup>2</sup> In order to have high enough cell N's, the categories "not much" and "not at all" were combined for the tests of statistical significance.

**TABLE 3: LEARNING OF SOCIOLOGICAL CONCEPTS: SIGNIFICANT DIFFERENCES IN PERCENTAGES FOR THREE TYPES OF SOCIOLOGY PROGRAMS**

		Sociology	Sociology w/ Criminology Emphasis	Sociology and Criminal Justice
CONCEPT	"Yes, definitely:" Explain differences in life experiences <sup>3</sup>	86.7	81.8	83.5
CONCEPT	"Yes, definitely:" Explain basic concepts <sup>4</sup>	86.3	81.6	81.5
CONCEPT	"Yes, definitely:" Present sociological explanations about social issues (p=.055)	78.6	80.7	75.7
CONCEPT	"Yes, definitely:" Discuss sociological theories	77.6	77.3	76.6
CONCEPT	"Yes, definitely:" Discuss social institutions	76.2	78.4	74.8
SKILL	"A great deal:" Create a hypothesis with independent and dependent variables*	57.4	68.5	62.4
SKILL	"Very little:" résumé writing* <sup>5</sup>	36.3	28.4	25.1
CONCEPT	"Not much" or "not at all:" Can identify the impact and consequences of social policy* <sup>6</sup>	7.5	0.0	5.0

\* sig. ≤ .05

\*\* sig ≤ .01

SOURCE: American Sociological Association. *Social Capital, Organizational Capital, and the Job Market for New Sociology Graduates, 2012, Waves I and II.*

types of majors. All three groups of respondents are most likely to report that they have "a great deal" of familiarity with gathering information to make evidence-based arguments, identifying ethical issues, and working with diverse groups. Respondents are least likely to report that they are familiar with writing research or grant proposals and using different types of software. In terms of sociological concepts, more than three-

quarters of each group of respondents agree that they can definitely explain basic sociological concepts; explain differences in life experiences as they vary by race, gender, and class; present sociological explanations about social issues; and discuss sociological theories and social institutions (Table 3). However, the Table shows that there are three significant differences among the groups. Sociology majors with a criminol-

<sup>3</sup> Expected frequencies for more than 20% of cells are less than five.

<sup>4</sup> Expected frequencies for more than 20% of cells are less than five.

<sup>5</sup> The percentages for "a great deal" are 33.6% for sociology alone, 37.3% for criminology emphasis, and 37.4% for sociology and criminal justice.

<sup>6</sup> The percentages for "yes, definitely" are 62.8% for sociology alone, 59.8% for criminology emphasis, and 64.9% for sociology and criminal justice.

**TABLE 4: SIGNIFICANT DIFFERENCES IN PERCENTAGES FOR THREE TYPES OF SOCIOLOGY PROGRAMS**

	Sociology	Sociology w/ Criminology Emphasis	Sociology and Criminal Justice
Overall satisfaction <sup>7</sup>	76.0	67.8	72.9
Ease of contacting faculty outside of class*	70.9	67.8	70.1
Opportunity to interact with peers*	67.8	67.8	71.4
Quality of teaching	67.0	72.7	64.4
Ease of getting courses needed	62.7	63.6	65.3
Out of class activities**	42.2	42.9	47.6
Quality of undergraduate advising	54.2	58.0	58.3
Graduate school advising*	27.4	29.4	37.8
Quality of career advising	26.9	29.3	32.8

\* sig. ≤ .05

\*\* sig ≤ .01

SOURCE: American Sociological Association. *Social Capital, Organizational Capital, and the Job Market for New Sociology Graduates, 2012, Waves I and II.*

ogy emphasis report at least some attention to identifying the impact and consequences of social policy compared to straight sociology majors who are less likely to do so. Another difference of note is that more than one third of sociology majors report very little attention to résumé writing in their program, while the other two groups report greater likelihood of learning this skill that is important for job search. Further, straight sociology majors are least likely to report high skill levels when it comes to hypothesis creation.

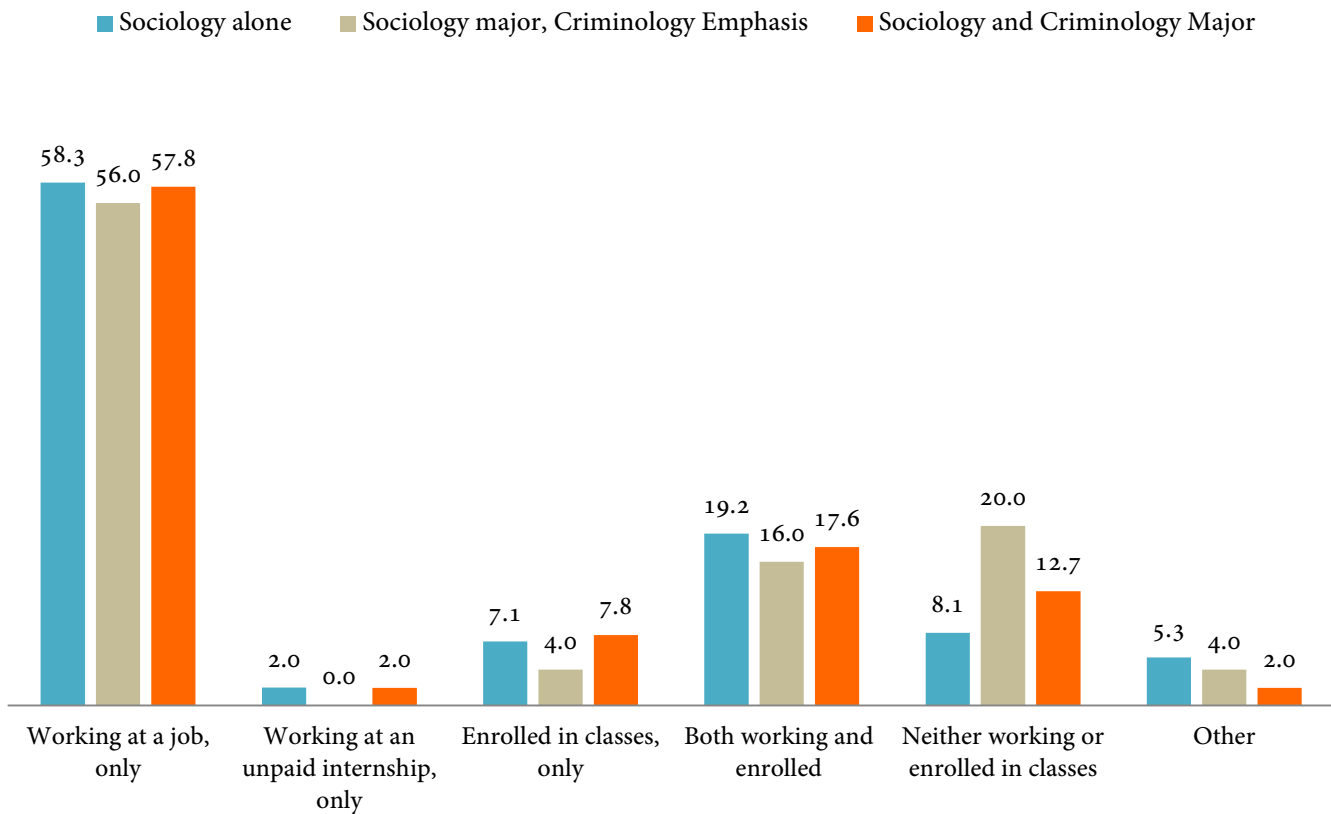
### Differences and Similarities in Satisfaction

As noted, there is one major difference as to why straight sociology and joint criminal justice and sociology majors choose their field of study; joint majors are 20 percentage points more likely to expect to be prepared for a career than are their peers with a straight sociology major, even though their experiences and levels of learning are similar. Do these differences in motivation, coupled with the commonality of experience, lead to differing levels of satisfaction among the three types of majors, while they are still undergraduates? Table 4 shows that there are no large differences in overall satisfaction rates with these three types of majors. However, sociology majors with an emphasis on criminology are the least satisfied (68%) while straight sociology majors

<sup>7</sup> Sociology majors are especially dissatisfied with their out of class activities with 13.3% expressing the lowest level of satisfaction (compared to only 4.4% of social and criminal justice majors). The higher level of satisfaction for graduate school advising for sociology and criminal justice majors may reflect, in part, the lower N for this question. Students not interested in attending graduate school had the option not to answer the question.

<sup>8</sup> Significance level based on two categories (very satisfied and other) to ensure high enough expected frequencies for the chi-square statistic.

**FIGURE 2: POST GRADUATE JOBS AND SCHOOL AMONG SOCIOLOGY MAJORS BY PROGRAM TYPE (PERCENT PARTICIPATING IN EACH ACTIVITY)**



SOURCE: American Sociological Association. *Social Capital, Organizational Capital, and the Job Market for New Sociology Graduates, 2012, Waves I and II.*

are the most satisfied (76%). There are no statistically significant differences in the satisfaction with career advising, with only about 30% reporting high satisfaction, or the satisfaction with quality of teaching, with about two-thirds or more reporting being “very satisfied” with this aspect of the major. Four aspects of the major do show statistically significant differences, although the differences are not very large. Sociology and criminal justice majors are slightly more likely than sociology alone majors to indicate that they are “very satisfied” with their out-of-class activities, their opportunity for interaction with peers, and their graduate school advising (while statistically significant, the satisfaction of all groups with graduate school advising is relatively low).<sup>8</sup> All three groups are highly satisfied with the ease of seeing faculty outside of class, although the

difference among groups is statistically significant.

### Differences in Subsequent Employment

Data from the second wave of the Bachelor’s and Beyond project allow us to explore whether the post-baccalaureate employment of these three groups of majors differs, and whether the desire to be prepared for a job in one’s field is fulfilled. We find a mixed picture. This discussion focuses most on the sociology “alone” and the sociology with criminal justice majors, because the response rate of sociology majors with a criminology emphasis for the second wave is low. The three groups of majors are equally likely to be employed or to be in graduate school: with 58% of straight sociology majors, 56% of sociology majors



**TABLE 5: EMPLOYMENT STATUS: SIGNIFICANT DIFFERENCES IN PERCENTAGES OR MEANS FOR SOCIOLOGY AND JOINT SOCIOLOGY AND CRIMINAL JUSTICE MAJORS**

	Sociology	Sociology and Criminal Justice
Employed in a “career-type” job	59.0	50.0
Job requires bachelor’s degree or higher*	45.8	30.5
Current job leads to career	56.9	60.6
Employed in educational institution (p=.072)	24.0	12.1
Employed by government*	21.3	35.9
Mean number of research tasks (of eight) used on the job*	Mean=1.50	Mean=0.98
<b>Employment Category**</b>		
Social services, counselors	22.0	14.3
Sales/marketing	17.6	11.1
Clerical/administrative support	13.8	17.5
Teachers	12.1	7.9
Service occupations (including waitresses, police, cooks)	9.9	27.0
Other professional (including IT, PR, and program assistant)	6.6	7.9
Social science researcher	5.5	1.6
Management-related	4.4	1.6
Other	8.3	11.1

\* sig. ≤ .05

\*\* sig. ≤ .01

SOURCE: American Sociological Association. *Social Capital, Organizational Capital, and the Job Market for New Sociology Graduates, 2012, Waves I and II.*

with criminology emphasis, and 58% of sociology and criminal justice majors working at a paid job only (see Figure 2). Thus, the majority of all three types of majors are in the workforce. A small percent of majors are attending graduate school but are not employed: 7% of sociology alone majors, 4% of sociology majors with criminology emphasis and 8% of social and criminal justice majors are enrolled for classes at a college or university only. Finally, 19% of sociology alone majors, 16% of sociology majors with criminology emphasis, and 18% of sociology and criminal justice majors combine paid employment with continuing education.

There are, however, some career differences in employ-

ment position among the two types of majors. There are statistically significant differences in the distribution of alumni in different types of jobs: social services and counseling are the largest job category for straight sociology majors, while service occupations are the largest category for joint majors. Straight sociology majors are twice as likely to work at educational institutions, while joint sociology and criminology majors are significantly more likely to work for the government, including the military. Straight sociology majors are more likely than joint majors to report that they hold jobs that do require a bachelor’s degree. Sociology majors are more likely than joint sociology and

**TABLE 6: SOCIOLOGICAL SKILLS AND CONCEPTS USED ON THE JOB: PERCENTAGES AND MEANS FOR SOCIOLOGY AND JOINT SOCIOLOGY AND CRIMINAL JUSTICE MAJORS<sup>9</sup>**

	Sociology	Sociology and Criminal Justice
No sociology-related skills used	18.3	21.5
1-3 sociology-related skills used	57.3	50.8
4-7 sociology-related skills used	24.4	27.7
Mean number of sociology-related skills used, for those who list employment category	Mean=2.37	Mean=2.25
Degree in sociology has helped in duties on the job	74.7	69.5

SOURCE: American Sociological Association. *Social Capital, Organizational Capital, and the Job Market for New Sociology Graduates, 2012, Waves I and II.*

criminology majors to view their job as a “career-type job”—59% versus 50%, respectively (although this difference is not statistically significant). Sociology majors are more likely to report that they do a variety of “research tasks” (such as survey research construction, research project management, interviewing, focus groups, quantitative data analysis, qualitative data analysis, and web searches) as a routine part of their positions. While means are low (as might be expected with recent graduates with bachelor’s degrees), there is a significant difference in the mean number of research tasks that they do. Seventeen percent of sociology majors and only 8% of sociology and criminal justice majors report using routinely four or more of the eight research tasks analyzed here. There is no significant difference in the percentage of these alumni groups reporting that their current job is likely “to lead you to where you’d like to be career-wise in the next five years,” with 57% of sociology alone majors and 61% of sociology and criminal justice majors reporting that this is “very likely” or “somewhat likely” to be the case.

While sociology majors appear significantly more likely to have jobs that require more than a high school degree and that routinely involve research

tasks, joint criminology and sociology majors are no less satisfied than sociology majors with their current jobs and are as likely to report that their work is related to their sociology degree. Slightly more than one third of each group is “very satisfied” with their job, with an additional 43% of sociology majors and 39% of combined majors being “somewhat satisfied”. Twenty-one percent of each group of majors report that their job is “closely related” to their sociology degree with another 48% reporting that their work on the job is “somewhat related.”

Similarly, employed sociology and criminal justice majors are as likely as sociology majors to report that they use a variety of sociology-related skills and concepts on the job. These include skills such as “data collection” and “report writing” as well as concepts such as “current sociological explanations about a variety of social issues” and “basic concepts in sociology.” Only 18% of sociology majors report using none of these sociological skills and concepts on the job along with 21% of joint sociology and criminal justice majors. About one quarter of each major report using between four and seven of the skills/concepts measured here (Table 6). Perhaps most important for their

<sup>9</sup>Sociological skills include data collection, interpretation of data, report writing, identifying ethical issues in research, identifying basic sociological concepts, developing sociological explanations of social problems, understanding diverse life experiences.

future, fully three quarters of sociology majors and almost as many joint majors affirm that their degree in sociology has helped them in their duties on the job.

## DISCUSSION

There are relatively few statistically significant differences between sociology majors and joint sociology and criminal justice majors as seniors and as recently-graduated alumni. One statistically significant difference is their reason for majoring. Joint sociology and criminal justice majors are more likely to report that they major because they want to be prepared for a job, and their programs appear more likely to include some job preparation activities such as internships. Yet, these joint more vocationally-oriented majors are less likely than straight sociology majors to obtain jobs that require a bachelor's degree and more likely to be employed in service jobs. In addition, joint sociology and criminal justice majors are less likely to obtain jobs that routinely involve research tasks. Although straight sociology majors appear to obtain jobs that are more career-oriented, each group is similarly satisfied with the overall aspects of their programs and the positions they obtain after graduation. Regardless of the kind of job, both groups report low levels of satisfaction with the career and graduate school advising that could help them find career-level positions after graduation.

These findings suggest that there is substantial overlap between the types of majors. It is likely, therefore, that from the perspective of majors, departments can create academic programs that join sociology and criminal justice without creating a "second rate" experience for students—either in terms of learning concepts and skills, levels of student satisfaction with their academic programs, or their subsequent employment. However, departments that have developed or are considering developing a joint sociology and criminology major need to encourage the continued teaching of basic sociological theories, concepts, and methods across all courses in all three types of majors as well as show how these skills and concepts can be used in practice. Straight sociology programs should recognize the need for post-graduation employment and do an even better job of helping students to gain career jobs that require higher education by devel-

oping internship programs and teaching how write a résumé (see Spalter-Roth, Senter, and Van Vooren (2010) on launching majors into the workforce at [http://www.asanet.org/documents/research/pdfs/ASA\\_Launching\\_Majors\\_Faculty\\_Manual\\_2010.pdf](http://www.asanet.org/documents/research/pdfs/ASA_Launching_Majors_Faculty_Manual_2010.pdf)). Joint sociology and criminal justice majors who have a commitment to working for the government or who have a passion for understanding the social and criminal justice system should be encouraged in those directions. However, these data suggest that we should not encourage the view among undergraduates that joint sociology and criminal justice majors will be more likely than their straight sociology peers to find employment that is satisfying. Similarly, these data should provide some assurance to students and their faculty advisors that the sociology alone major is appropriate for those wanting or needing to enter the work force directly after receiving their undergraduate degrees and is not only for those students who plan on directly attending graduate school.

Regardless of the type of major, sociology departments should consider ways of enlarging the range of jobs that students consider after graduation and helping students develop sociologically meaningful skills that enhance careers and job searches as well as developing activities, networks, and other forms of social capital (see Spalter-Roth, Van Vooren, Kisielewski, and Senter (2013) at [http://www.asanet.org/documents/research/pdfs/Bach\\_Beyond5\\_Social\\_Capital.pdf](http://www.asanet.org/documents/research/pdfs/Bach_Beyond5_Social_Capital.pdf)). This may be especially important for joint sociology and criminal justice students given that the jobs they initially secure are less likely to require a bachelor's degree. Explicitly directing students to campus career services units, creating career-related assignments in capstone courses, and sponsoring extracurricular activities to expand students' career horizons can be steps in this direction. Likewise, understanding that neither are purely vocational majors and continuing to ensure that students learn the sociological theories, concepts, methods, and skills that will make them desirable candidates for professional careers and for graduate school.

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**APPENDIX TABLE 1: LEARNING OF SKILLS: SIGNIFICANT DIFFERENCES IN PERCENTAGES FOR THREE TYPES OF SOCIOLOGY PROGRAMS**

		Sociology	Sociology w/ Criminology Emphasis	Sociology and Criminal Justice
SKILL	“A great deal:” Use computers to find information for bibliography	62.1	59.8	60.5
SKILL	A great deal:” Use standard software such as SPSS	41.2	42.5	40.7
SKILL	“A great deal:” Evaluate different research methods	62.0	58.0	58.8
SKILL	“A great deal:” Gather information to make an argument based on evidence	69.7	68.6	67.9
SKILL	“A great deal:” Describe percentages and statistics in two variable tables	37.8	42.0	42.3
SKILL	“A great deal:” Interpret the results of different types of data gathering	57.7	54.5	57.0
SKILL	“A great deal:” Identify ethical issues in research	69.0	61.8	69.8
SKILL	“A great deal:” Write a report for non-sociologists	64.0	60.7	58.1
SKILL	“A great deal:” Graphically display data	32.9	39.5	37.5
SKILL	“A great deal:” Work with people who differ	66.5	69.3	64.7
SKILL	“A great deal:” Use qualitative data analysis packages	26.7	22.7	30.2
SKILL	“A great deal:” Write grant/research proposals	32.0	32.9	29.8
SKILL	“A great deal:” Make presentations using software	52.2	46.8	50.5

## FURTHER READING

Research briefs by the ASA Department of Research are available for free online at [http://asanet.org/research/briefs\\_and\\_articles.cfm](http://asanet.org/research/briefs_and_articles.cfm).

Below is a list of research briefs on the sociology major. Click a title to view.

<i>Title</i>	<i>Format</i>	<i>Year</i>
Strong Ties, Weak Ties, or No Ties: What Helped Sociology Majors Find Career-Level Jobs?	PDF	2013
Using the Bachelor's and Beyond Project to Help Launch Students in Careers	PPT	2013
Social Capital for Sociology Majors: Applied Activities and Peer Networks	PDF	2013
Sociology Majors: Before Graduation in 2012	PDF	2013
What Leads to Student Satisfaction with Sociology Programs?	PDF	2012
Recruiting Sociology Majors: What Are the Effects of the Great Recession?: Concepts, Change, and Careers	PDF	2012
Findings From ASA Surveys of Bachelor's, Master's and PhD Recipients: Implications for Departments in a Jobless Recovery	PPT	2011
Idealists v. Careerists: Graduate School Choices of Sociology Majors	PDF	2009
Decreasing the Leak from the Sociology Pipeline: Social and Cultural Capital to Enhance the Post-Baccalaureate Sociology Career	PDF	2009
Pathways to Job Satisfaction: What happened to the Class of 2005?	PDF	2008
What are they Doing With a Bachelor's Degree in Sociology?	PDF	2006
"What Can I Do with a Bachelor's Degree in Sociology?" A National Survey of Seniors Majoring in Sociology—First Glances: What Do They Know and Where Are They Going?	PDF	2006
Mixed Success: Four Years of Experiences of 2005 Sociology Graduates	PDF	2005