

Part-time workers (categorized as those working fewer than 35 hours per week) were more likely than full-time workers or interns to be employed in a wide array of jobs such as teachers or librarians, service workers, social service workers, social science researchers, administrative support positions, and sales and marketing positions. Almost half of those who worked part time while also attending graduate

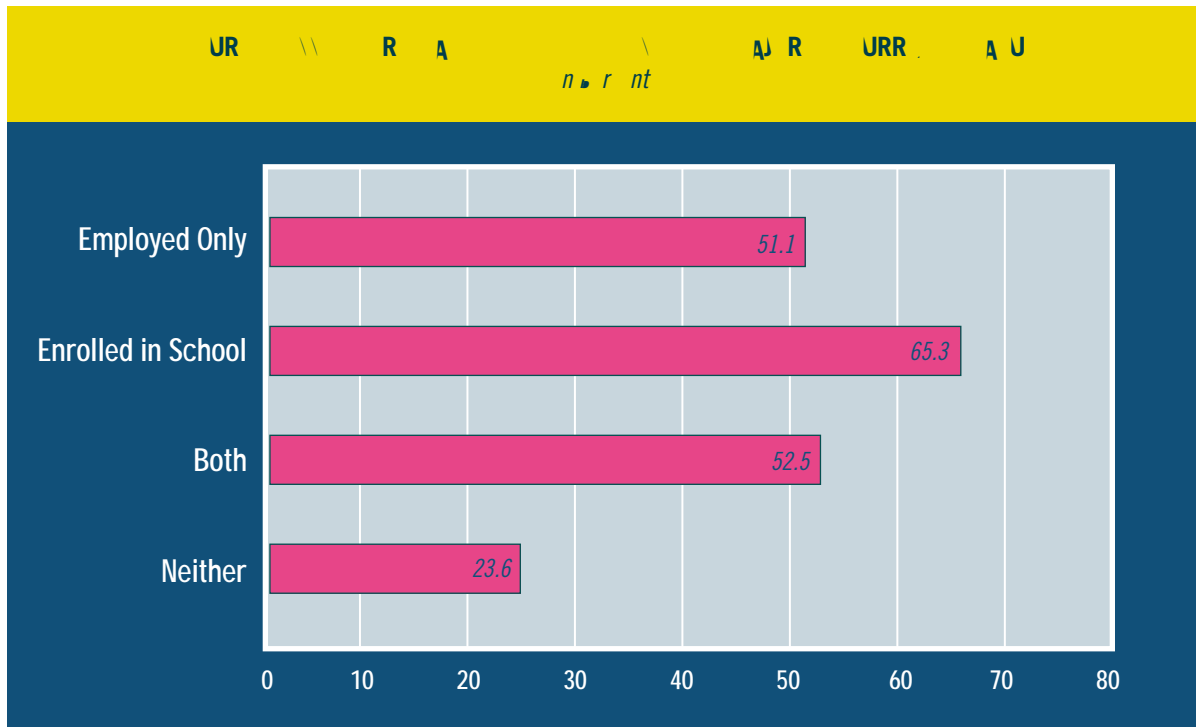
related to what they had learned as sociology majors were very satisfied with their jobs. In contrast only about 35 percent of those who reported that their jobs were not related to sociology were very satisfied with these jobs.

OVERALL SATISFACTION WITH THE SOCIOLOGY MAJOR

In 2005 more than three quarters of majors said that they were very satisfied with their choice of sociology as a major. Figure 3 shows that as of 2007 respondents who were very satisfied declined to less than 60 percent. We suggest that a major reason for the decline is the percent of respondents who had not found a reason for their choice of sociology as a major.

Figure 3: Overall Satisfaction with the Sociology Major, 2005-2007

WHAT ARE THEY DOING WITH A BACHELOR'S DEGREE IN SOCIOLOGY?



Source: ASA Research and Development Department, *What Can We Do to Prepare Sociology Graduates for the Labor Market?* (2010). Available at <http://www.asa-sociology.org/research-and-development>.

obtain (especially without methodological skills) and the skills they need to list on their resumes. To increase the likelihood that majors obtain employment that is closely related to their major, it is especially important that faculty provide students with access to local labor market data, such as the regional data

and contacts provided by the Bureau of Labor Statistics (<http://www.bls.gov/eag/home.htm> and <http://www.bls.gov/bls/regncon.htm>). This may be especially important if career counseling offices are not aware of the skills that are part of sociological training and few jobs are labeled as “sociologists.” ■







