Social Sciences Career Expo

A SENIOR PROJECT

By
Camille Crenshaw
Rebecca Costanza
Hannah Fischer

Advised by
Professor Benjamin Timms

SOCS 461 and 462
Senior Project
Social Sciences Department
College of Liberal Arts
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
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Introduction

The Social Sciences Department at Cal Poly State University strives to prepare students to be successful in their careers post-graduation. To help achieve this goal, the Social Sciences Career Expo is held each year. This event not only exposes students to job opportunities in their field that they might not have been previously aware of, but also helps students to network with professionals in the field. The goal of this event is to aid students in determining a career path that is appealing to them, plan for furthering their education at graduate schools, find internship opportunities, etc. The Career Expo is beneficial to younger students who may not be aware of the types of careers available to them and also to older students who are able to network with possible employers.

The process of planning an event of this magnitude involves the communication, organization, and productive efficiency of a group. With the goal of improving upon an already successful event, we divided tasks throughout allotted preparation months and constantly sought new event ideas, advertising tactics, and personal connections.

In this project we will outline the specifics of the planning, organization and promotion that took place in order to make the Social Sciences Career Expo a successful event. We will summarize the three events that were held: the career workshop, booth fair, and graduate panel. Finally an analysis of our final survey to the student attendees and conclusion will help to ensure that the Career Expo is able to thrive in the years to come. It is our hope that this information will provide future senior project students with ideas so that they are able to continue the progress of this successful event for the Cal Poly State University Social Sciences Department.
Logistics

Planning

At the beginning of Fall Quarter 2011, Dr. Timms recruited three students to plan the Social Sciences Career Expo. We began meeting weekly. In the beginning of the quarter the majority of these meetings were used to determine what we thought worked or did not work from previous years and we began to brainstorm new ideas or improvements to make this year. Throughout Fall Quarter, we divided tasks at the weekly meetings and set goals to be accomplished for the following week. In order to gain a better understanding of what students were looking for from the Career Expo, we distributed surveys to different classes within the major. The survey asked the participating students’ major, year, whether or not they knew what career they wanted to pursue post-graduation, and finally whether or not they would be interested in attending a resume workshop, grad panel, and/or booth fair. We used the results to determine that we would not plan a resume workshop for this year, as it had been done in the past. The career workshop was chosen to replace the resume workshop due to our findings that many students did not know what they wanted to do as a career.

Organization

We began organizing the Social Sciences Career Expo by compiling a list of vendors who were contacted in the previous years’ Career Expo. Other vendors who had not previously attended but may be interested were then added to the master list.

After meeting with the Social Sciences Department we chose to hold the event on February 16 from 11am-1pm with the grad panel immediately following from 1-2. The career workshop was held earlier in the week on Tuesday February 14th from 11am-12pm in the Career
Center. These dates were decided upon because it is about midway through Winter Quarter and the booth fair fell on a Thursday. Holding events on Thursdays on campus allow more people to attend the event because there are almost no classes held between 11am-12pm on Thursdays due to UU hour.

The Career Expo has been in different venues on campus in the past. We debated between a room in the Performing Arts Center (PAC) or Chumash Auditorium. The final decision was the entrance/lobby of the PAC. We reserved the venue about halfway through fall quarter to ensure that it would be available for February 16th. This venue was found to be very successful because it was the perfect size for the amount of vendors at the event, had an aesthetically pleasing atmosphere, and was a convenient location for both vendors and students.

Next we determined what food would be provided to the vendors that attended. Campus Catering was both mandatory and convenient. We chose to cater our event through Einstein’s Bagels on campus. The majority of our budget was allotted to catering. We spent roughly $200 on sandwiches, cookies, and coffee for the vendors. Providing full lunches for each of the vendors was necessary since the event required them to be on campus in the middle of the day. It also was a good opportunity to show our appreciation of their attendance.

**Publicity**

Our publicity efforts began with changing the name of the booth fair. As a group we decided that the previous year’s title “Social Sciences Career Exploration Day” seemed to de-legitimize the event. This year, we aimed to make the event more official, giving it the name “Social Sciences Career Expo”. Although it was a smaller change, in describing the event in our other media forms we frequently interchanged the nouns ‘fair’ and ‘expo’. By calling it a fair and
expo, we were able to compare the event to the campus-wide quarterly career fairs, and thus making 2012’s fair more professional.

Once we had decided on a name and the content of our events, the next step was to make publicity materials. As a group, we decided full page poster and quarter sheet handouts would be the most beneficial to spreading the word. Camille designed two different posters, and we chose one design that would be used for both the poster and handouts. Once the poster had been created we looked to The College of Liberal Arts and The Social Sciences Department for approval of the poster, including their logos, which are a requirement. After the final poster was approved Camille went to pony prints to have 75 of the full sheet posters printed, printed the quarter sheet handouts at the department office, and distributed the publicity materials. As a team we posted the fliers in classrooms and buildings where Social Sciences classes are held and passed out the small sheets when we made our classroom announcements.

Classroom announcements were another integral part of our publicity work. Camille divided up the classroom announcements based on the schedules of the team. She attempted to pair each individual with classes that were in the same building. Classroom announcements provide a great opportunity for the expo’s student organizers to spread the word of our event from a student perspective, rather than professors’ perspectives. Based on the results from the workshop with Charlotte Rinaldi, most students in attendance heard about the event from classroom announcements, illustrating the effectiveness of this form of publicity.

Another form of student outreach we utilized was through email form. As a team we sent out emails to other departments that may be interested, asking them to invite their students and attaching our poster. We also emailed Social Sciences professors specifically, asking them to announce the event in their classes and consider offering extra credit to students who attended
the event. This tactic seemed to work well to bring students in. On the day of the event we created sign in sheets for each class that was offering extra credit and had students sign in once they were leaving the event. This allowed students to engage themselves in the career fair before receiving their class credit.

Another popular and proven social media site that we utilized was Facebook. Although we did not create a page/event specifically for the event, we posted it on pages that we believe many Social Sciences and College of Liberal Arts students would come into contact with including the Social Sciences Club Facebook page.

As a whole, our publicity efforts were aimed at reaching as many students as possible, piquing their interest in the fair and the workshops, and publicizing the event through various forms of media so that students were constantly reminded of the events. Based on the attendance of the workshops and the fair, our publicity efforts were successful.
Social Sciences Career Expo

The annual Social Sciences Career Expo is aimed at providing students with opportunities to explore careers in their area of interest.

Tuesday, February 14th 11:00 a.m. – 12:00 p.m.
Building 124, room 224
“Where do I go from here: Social Sciences Career Directions”
Workshop with Career Counselor, Charlotte Rinaldi

Career Expo
Thursday, February 16th, PAC Lobby
11:00 a.m. – 1:00 p.m.: booth fair
1:00 – 2:00 p.m.: graduate panel

RSVP to workshops at ccrensha@calpoly.edu
Please contact ccrensha@calpoly.edu, ecostanz@calpoly.edu, hfischer@calpoly.edu for more information
Career Workshop

Workshop 1: Where do I go from here: Social Sciences Career Directions

Previous Social Sciences Career Exploration weeks included workshops as well as the booth fair, typically a resume workshop and a graduate workshop/panel. In previous years our career counselor, Charlotte Rinaldi, has facilitated the resume workshop. This year we received feedback from her regarding the successfulness of the event. In previous years she found that a majority of students in attendance where there to receive extra credit, and subsequently were not engaged in her workshop. This year we wanted to host a workshop with Charlotte that students would be interested in attending and would benefit them. Camille worked with Charlotte to brainstorm ideas and came to the conclusion that we would rework a previous presentation she had given to ethnic studies students regarding career options. We titled the event “Where do I go from here: Social Sciences Career Directions” and advertised it as a workshop that would help our students identify the skills they have obtained throughout their degree, and identity the different fields our students can enter. As shown on the flier, the workshop was held in a conference room of the career services building, which provided to be a great venue.

Overall, the workshop was a success. The conference room was completely full with our students. One caveat Charlotte noticed was the lack of participation from the students. Although the workshop was mainly a presentation, there were times where participation was needed and students did not participate. After the workshop was over it was hard to judge the success of the workshop, if students felt as though they had learned important information pertinent to their careers. After the workshop Charlotte sent out her presentation, which included many important job search and networking links that she taught us about in her presentation. Overall, I thought
the workshop was more successful than last year’s, however I would tailor next year’s workshop to engage the students more, possibly asking students what information they are looking for.
### Portable Skills

Same as other CLA:
- Critical thinking and problem solving
- Data collection and analysis
- Presentation skills
- Cooperative teamwork skills
- Creative and critical thinking
- Analytical
- Researching
- Speaking and writing skills

### Mad Portable Skills

Unique to the Social Sciences:
- We live in increasingly ethnically diverse society. **Cross-cultural understanding** and communication are necessary in modern society.
- Prepared to work with people from diverse cultural backgrounds and institutions in different communities and cultures.
- Cultural savvy, free from judgmental stereotypes.
**Awareness/Knowledge**

- Traditions and social patterns found in other multicultural groups
- Needs of multicultural students, clients, and individuals
- Understanding of the dynamic and changing political world we live in and ramifications for the lives of peoples in those political entities or social situations

- Understanding of how politics affect the groups they are interested in
- Motivating factors behind international policy
- Use of public strength to gain advantage
- Critical thinking about nature of citizenship rights and duties in the modern world

**Awareness/Knowledge, cont.**

- Gender dynamics
- Strategies and organizational skills needed to address inequalities
- Women’s struggles, achievements, and contributions in past and present societies and across cultures
- The causes and consequences of women’s subordination
- Gender-based assumptions and biases and their consequences
- Social change agents
- Sensitivity to social concerns and other viewpoints

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**What are my career options?**

**Typical list of options (what can I do with a major in this)?**

- Anthropology
- Geography

Government service
- Local and central government
- GS special
- Conservation
- Public official
- Public administration

**More options**

**Public Health**
- Health communication
- Women’s health
- Population-specific health issues/education

**Politics**
- Congress
- Political advisor
- Public policy analysis
- Government policy analyst/advisor
- Lobbies!

- Action for Children
- Advocacy!
- Change the World
- Legislative efforts
More options

Urban and regional planning
- Gallery or museum archives/curator
- Arts/culture
- Design/media
- Cultural preservation

Law

Education
- Multicultural/women's/sociology/anthro/geog/gender/queer studies

Non profit outreach

Business
- Management
- Consulting
- Environmental
- Travel/Tourism Planning
- Customer service
- Human resources

More!

Researcher
- Research Institutes
- Market Research

Student Affairs
- Career or academic advising
- Student ombuds
- Multicultural Center Coordinator

Counseling
- Social services/social work
- MFT

Labor Relations

Graduate & professional school
abridged...list is endless!

- Asian American, Chicano, Ethnic, Native American, Women’s, Queer, Gender Studies (if plan to teach at college/university, minimum Masters, preferably PhD)
- Law school
- MPP (Master of Public Policy) – careers in economic or community development and policy making
- MSW/MFT
- MPH
- Student Affairs
- Historical and cultural preservation

Advice

- Take time to evaluate your interests, values, skills [career counseling, assessment]
- Enhance skills w/minor, elective cluster
  - Journalism (writing)
  - Design (media)
  - Psychology/sociology (counseling)
  - G.I.S.
- Language development
- Internships (www.internship.org)

Advice

VolunteerMatch

- Volunteer (www.volunteer.org & www.volunteermatch.org)
- Network – conduct information interviews
- www.linkedin.com – affinity groups/alums
- Find mentors
Booth Fair

On the day of the career fair we created placement cards for each booth and went to
the PAC lobby early to make sure everything was set up correctly. Our reservation of the
PAC included set up with linens and Einstein’s was delivering our order so our main goal
was to make sure everything was in place.

Once vendors began arriving to set up with assisted them with set up and helped
them find their booth. Once students began arriving we greeted them at the front door and
gave them instructions as to when to sign off on their class list and take the survey at the
end of their time there. Greeting everyone at the front was successful because it allowed
everything to run smoothly and assured that students would complete our survey at the
end to judge the successfulness of the event. We assigned one table for the surveys and had
three computers and paper copies for students to complete. This method was effective
because when many students would leave at one time there would be paper copies for
them to complete as well. After the booth fair was over one student organizer compiled the
results, inputted the written responses into our survey monkey, and created visuals of our
results to share with the Advisory Board meeting that was later that afternoon.

Overall student attendance was high and students seemed to be genuinely
interested in the organizations there and stayed for a good amount of time. Throughout the
two-hour booth fair there were two waves of students; one exactly at 11:00 a.m. and
another exactly at 12:00 p.m. Although students came in waves the room was never empty
and the vendors always had students to mingle with. The entire booth fair ran very
smoothly and students enjoyed themselves while meeting with organizations from the
industry.
Booth layout and master list of vendor attendees:
Handouts provided at the booth fair:
WHAT THE WORLD

Are you a geographer?

DO YOU like to...
- explore new landscapes?
- gather and analyze information?
- use maps to find and show information?

ARE YOU interested in...
- where things are located?
- relationships among different places?
- fascinating new geographic technologies?
- teaching about interactions among people and places?
- international travel and trade?

DO YOU want to...
- protect our natural resources?
- plan the best possible use of our land?
- develop and apply advanced new technologies?
- solve environmental problems?

REVOLUTIONARY NEW GEOGRAPHIC TECHNOLOGIES

The invention of real-time, interactive, and mobile GPS/GIS technologies now enables "real world-real time" geography. These technologies have led to significant advances in the ways in which geographic information is collected, mapped, interagated, and used by geographers, as well as in the world at large. Such "geographic management systems" are now at the heart of a vast array of real-time interactive mobile computing, geolocational services, mapping, and wireless geographic services applications.

THE JOB MARKET is hot!

More geographers than ever before are employed in exciting jobs, using skills in cultural, regional and physical geography as well as modern technologies that have revolutionized the workplace. Geographers use satellite images, Geographic Information Systems (GIS), Global Positioning Systems (GPS), and remotely sensed data, both in the field and in their offices and laboratories.

Interactive, real-time geographic technologies and database systems will increasingly power both commerce and government in the years ahead.
WHAT CAN I DO WITH A MAJOR IN... GEOGRAPHY

OCCUPATIONAL OVERVIEW:
Study nature and use of areas of earth's surface, relating and interpreting interactions of physical and cultural phenomena. Conduct research on physical aspects of a region, including land forms, climates, soils, plants and animals. And conduct research on the spatial implications of human activities within a given area, including social characteristics, economic activities, and political organization, as well as researching interdependence between regions at scales ranging from local to global. "UNM's Department of Geography offers both theoretical and practical "hands-on" work in physical geography, including biogeography, hydrology; conservation of natural resources; human geography, including urban, social, and economic geography; geographic information technology (GIT), including spatial analysis using GIS, remote sensing, computer cartography, image processing; and an opportunity to put these above areas in context via a regional geography curriculum (UNM Department of Geography website)."

EMPLOYMENT REQUIREMENTS:
A bachelor's degree is the minimum formal education required. However, many employers also require graduate school. For example, they may require a master's degree, and some require a Ph.D., M.D., or J.D. (law degree).

EMPLOYERS & SUGGESTED STRATEGY:

Environmental: Federal and state government: Environmental Protection Agency, Departments of Agriculture, National Forest Service - Firms specializing in forestry, mining, engineering, environmental issues, waste management, architecture, or surveying - Law firms - Real estate developers - Scientific and research groups
Suggested Strategy: Learn federal government job application process. Become skilled in related computer technology. Courses in biology and chemistry are a must. Take elective courses in botany, plant science, and wildlife. For a career in law, you must earn a graduate degree in law.

Cultural & Human: Companies dealing with insurance, transportation, communications, and international trade - Federal government including: Central Intelligence Agency, Defense Mapping Agency, Bureau of Census, Department of State, National Park Service - Museums - Peace Corps - Real estate developers - State, regional, and local government
Suggested Strategy: Learn federal, state, and local government job application process. Become skilled in related computer technology. Develop excellent communication and teamwork skills in order to work with historians and archivists in recreating the geography of the past. Learn how to conduct library research, make field observations, and interpret artifacts. A good foreign language background is necessary for field observations in other countries. Develop open mind towards the language, history, customs, and culture of other countries.

Geographic Technology: Federal government agencies: Departments of Defense, Interior, Commerce, Agriculture, and State, Defense Mapping, NASA, CIA - State and local government agencies - Private industry sector including telephone, utilities, construction, engineering, energy, environmental planning, and consulting firms - Map publishers - Mapping software companies - Colleges and universities
Suggested Strategy: Take courses in surveying, measurements, photogrammetry, technical math, drafting, statistics, optics, remote sensing and graphics. Gain experience reading maps and interpreting data resources including geological surveys and satellite images. Seek related experience such as a part-time job or internship to develop technical skills.

Planning & Economic: Banks - Consulting firms - Federal, state, and local government - Manufacturing, wholesale, and retail firms - Public utilities - Real estate developers
Suggested Strategy: Obtain business or public administration knowledge though coursework or related work experience. Learn to see all sides of a problem, including economic, social, political, and environmental. Obtain master's degree in planning.

Suggested Strategy: Take courses in physics and chemistry. Develop excellent communication skills. Be willing to relocate to regions that have job availability.
STATE & NATIONAL WAGES (2006) FOR CARTOGRAPHERS AND PHOTOGRAMMETRISTS:

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STATE & NATIONAL WAGES (2006) FOR SURVEYING AND MAPPING TECHNICIANS:

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NATIONAL WAGES (2006) FOR GEOGRAPHERS:

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INFORMATIONAL WEBSITES:

- American Congress on Surveying and Mapping
- U.S. Geological Survey
- Bureau of Land Management
- Environmental Protection Agency
- Association of American Geographers
- American Meteorological Society
- Geography Jobs.com

OTHER INFORMATIONAL WEBSITES:

- O*NET: [http://online.onetcenter.org](http://online.onetcenter.org)
Opportunities for Geographers

Geography is the science that observes the phenomena of the earth and attempts to put them into meaningful perspective. "Phenomena" of interest to geography may be natural, or the result of man's activities, and include physical features, such as land forms, rivers, etc.; cultural features, such as settlements, population distribution, etc.; and such phenomena as climate, boundary changes, and use of resources.

Geographers at the USGS focus on land forms and terrain, natural resources, climate, plant and animal environments, and man's natural and institutional environments. Geographers observe, try to understand, and describe the relationship between humans and the environment to better understand the consequences of land change to support better management of their effect on people, environment, economy, and resources.

USGS geography is distinguished from related fields by (1) its primary concern with the spatial-distributional aspects of man's environment or potential environment on the earth's surface; (2) its interdisciplinary interest in the phenomena of the earth; (3) its graphic and taxonomic approach toward observing, recording and presenting geographic information; and (4) its integrative approach toward interpreting and determining the significance of the relationships existing among various phenomena.

Qualifications for Geographers GS-0150:

Basic qualifications for all geographer grades are a degree in geography, or related field physical or social science such as geology, meteorology, economics, statistics, sociology, anthropology, political science, history, cartography, computer science, urban studies, or planning that included at least 24 semester hours in geography or related fields.

A combination of education and experience:
Courses equivalent to a major in geography, or a related field that included at least 24 semester hours in geography or related fields, as stated in the previous paragraph, plus appropriate experience and/or additional education. The education or combined education and experience must be comparable in type, scope and thoroughness to that acquired through successful completion of a 4-year course of study as described in the previous paragraph.

Qualifications for other grade levels:
For nonscientific positions, at the GS-7 applicants must have 1 year of full-time graduate education or superior academic achievement* or 1 year of specialized experience equivalent to the GS-5.
Candidates who meet basic requirements will also qualify at GS-7 if they meet the criteria for Superior Academic Achievement*. Otherwise, applicants for positions at GS-7 and above must have additional professional experience or directly related graduate education. For GS-9, 2 full years of progressively higher level graduate education or master’s degree, or 1 year of specialized experience equivalent to the GS-7. For the GS-11, 3 full years of progressively higher level graduate education or Ph.D. or 1 year of specialized experience equivalent to the GS-9. At the GS-12 and above, 1 year of specialized experience equivalent to the next lower grade level.

For research positions, (positions that primarily involve scientific inquiry or investigation, or research-type exploratory development of a creative or advanced scientific nature, where the knowledge required to perform the work successfully is primarily acquired through graduate study). For GS-11, a master’s degree or 1 year of specialized experience equivalent to the GS-9. For the GS-12, Ph.D. or 1 year of specialized experience equivalent to the GS-11. At the GS-13 and above, 1 year of specialized experience equivalent to the next lower grade level.

The USGS is an equal opportunity employer and does not discriminate based on race, color, national origin, gender, religion, age, non-disqualifying handicap conditions, or any other non-merit factors.

* Superior Academic Achievement requires membership in a national scholastic honor society above the freshman level or standing in the upper third of the class or an overall GPA of 3.0 or higher; or a GPA of 3.5 or higher for all the work in the major is computed on 4 years of education or during the final 2 years of the curriculum.
Internships, Employment Opportunities, and Research Grants

As an unbiased, multi-disciplinary science organization that focuses on biology, geography, geology, geospatial information, and water, the U.S. Geological Survey (USGS) is dedicated to the timely, relevant, and impartial study of the landscape, our natural resources, and the natural hazards that threaten us. Opportunities for undergraduate and graduate students and faculty to participate in USGS science are available through the selected programs described below. Please note: U.S. citizenship is required for all positions, although some non-citizens may be eligible in rare circumstances.

Undergraduate/Graduate Opportunities

NAGT-USGS Cooperative Summer Field Training Program
The USGS partners with the National Association for Geoscience Teachers (NAGT) to provide summer internship opportunities for students who have completed a field camp course. Established in 1965, this program is one of the longest continuously running earth science internships in the country. Field camp directors nominate their top graduates for field, laboratory, and scientific office work, and the USGS hires these students for summer appointments. Over 1,600 students have participated in this program from its inception, with many participants proceeding on to have distinguished careers with the USGS, with academia, or with industry. Additional information is available at http://education.usgs.gov/docs/NAGT2008.pdf.

National Institutes for Water Resources-USGS Student Internship Program
The 54 State Water Resources Research Institutes, organized as the National Institutes for Water Resources, collaborate with the USGS in operating a student internship program. Located in each state, the District of Columbia, the U.S. Virgin Islands, Puerto Rico, and Guam, these institutes provide undergraduate and graduate students with career-enhancing field, laboratory, and research experience through participation in USGS activities as interns. Interns are employees of participating universities and colleges. Funding is derived from USGS projects or programs that desire to support student interns as part of the mix of efforts required to carry out program or project activities. For more information, go to http://water.usgs.gov/wri/internship.html.

National Cooperative Geologic Mapping Program/EDMAP Program
Established to recognize the importance of geological mapping for our Nation’s well-being, a primary objective of the EDMAP component of the National Cooperative Geologic Mapping Program (NCGMP) is to train the next generation of geologic mappers. Faculty advisors, together with graduate students or upper level undergraduate students, submit a proposal that requests support for mapping projects. Each student is expected to produce a new geologic map at a scale of 1:24,000 or larger that covers a 7.5-minute quadrangle or part of a quadrangle. Projects are funded on a year by year basis and matched 1:1 by the universities. Each year since 1996, the NCGMP has funded EDMAP projects at 30 to 40 colleges and universities in 20 to 30 states, the District of Columbia, and Puerto Rico. These projects include both bedrock and surficial geologic mapping. Fifty-eight students and 38 faculty members are currently participating in these projects. Additional information is available at http://ncgmp.usgs.gov/ncgmp/edmap.html.

Federal Career Intern Program
The USGS Federal Career Intern Program is designed to enable managers to recruit and attract exceptional individuals into a variety of occupations. It was created under Executive Order 13162. In general, individuals hired into the program will receive excepted-service appointments not to exceed two years, unless extended by the USGS, with the concurrence of OPM, for up to one additional year. They will be hired at grades GS-5 through GS-9. The intern program must include a two-year training component designed and approved by the USGS. Individuals who successfully complete the program are eligible for conversion to career or career-conditional appointments. For more information, see http://www.usgs.gov/ohr/fcip/index.html.

U.S. Department of the Interior
U.S. Geological Survey

Science Information and Education Office
June 2008
USGS Student Interns in Support of Native American Relations Program

The USGS seeks student interns to participate in USGS scientific research. The goal of this activity is to encourage students to pursue careers in geological, biological, hydrological, geographical, geospatial information management, or related sciences that may be helpful in natural resources management for Native American Tribes. Applicants are not required to be Native American; the USGS considers any research proposal that potentially benefits American Indian or Alaska Native governments. Students who are interested in participating in this internship opportunity should review the USGS projects described in the series of annual reports on the Web at http://www.usgs.gov/indian/pubspage.html. The most recent published reports will provide examples of potential opportunities. To be considered, students should contact the person listed in the report and ask whether that USGS employee would be willing to have a student intern. If the researcher responds positively, then the student and the scientist should submit a proposal during the solicitation period, usually in November and December. As many as six to eight interns are funded each year.

USGS Mendenhall Postdoctoral Research Fellowship Program

This prestigious and competitive program provides an opportunity for postdoctoral fellows to conduct concentrated research with selected members of the USGS professional staff, linking current science expertise to the science strategy of the USGS and its programs. Often, the research is a culminating element to the fellow's formal career preparation. Each year, about three dozen research opportunities spanning the wide range of USGS science are advertised during July and August (positions are filled depending on the availability of funds). The application closing date is November to January. Candidates must have successfully completed a Ph.D. in an area described in the research opportunity by the time employment starts. Mendenhall fellows are appointed to the USGS for two years. Appointments typically will begin between October and March. Additional information is available at http://geology.usgs.gov/postdoc.

USGS Water Science Center Programs

Many USGS Water Science Centers provide support for students. For example, the Oklahoma Water Science Center supports Native American student internships through Oklahoma State University with the goal of placing these students in permanent positions when their educations are completed. For more information on Water Science Centers, go to http://water.usgs.gov/district_chief.html.

Opportunities at Specific Institutions (representative)

- **Fort Valley State University, Fort Valley, GA** – This historically black college has been the home of a program that works to increase the number of women and minorities in earth science and engineering. Since 1986, the USGS has been an active partner in a consortium providing scholarship support and employment opportunities for underrepresented students studying science. In recent years, the USGS offered summer internships to 10 students from Fort Valley State University as part of the Student Temporary Employment Program. The interns were placed with USGS mentor scientists and provided field experience that would introduce them to and prepare them for careers in a variety of geoscience fields. For more information, contact Katrina Burke (Tel 703.648.5515).

- **University of Puerto Rico** – USGS has a Memorandum of Understanding with the University of Puerto Rico and is committed to providing five students each year with advanced work and training in GIS and remote sensing during the summer. Student resumes are solicited at job fairs at the University of Puerto Rico Rio Piedras campus in March and the Mayaguez campus in October. The USGS personnel then sort the resumes based on student qualities and match these students with scientific projects. The resumes are forwarded to the scientists, who make final selections. For more information, contact Yolanda Fong-Sam (Tel 701.648.7756).

- **City College of New York (CCNY), Harlem, NY** – The USGS/CCNY Internship Program seeks to recruit high-achieving students of diverse backgrounds (underrepresented minorities) in order to create a pool of highly qualified graduates for the USGS permanent workforce. Students applying for the program are matched with USGS scientists and placed in summer internships. In 2007, five students were placed in USGS offices and have been invited back to their project sites for another summer. For more information, contact Rafael “Willie” Rodriguez (Tel 518.285.5659).

- **Other Partnerships** – The USGS is committed to developing the science skills of underrepresented groups by providing opportunities to pursue careers in hydrologic technology. Through partnerships with a number of community
colleges and technical schools, the USGS provides input on curricula and training to school advisory boards. Such essential skills provide needed opportunities for both the USGS and state and local management agencies. Programs currently exist with:

- Gateway Community College, Phoenix, AZ – Contact Jim Kircher (Tel 303.236.4882, x258) or Deborah Lowe (Tel 303.236.9562);
- Vermilion Community College, Ely, MN – Contact Jeff Stoner (Tel 651.379.2744) or Vanessa Chanbless (Tel 303.236.9584); and
- Western Dakota Technical Institute, Rapid City, SD – Contact Joyce Williamson (Tel 605.394.3219) or Jennifer Farrell (Tel 303.236.9566).

Student Employment

The USGS offers diverse employment opportunities for students in biology, hydrology, computer science, cartography, geology, administration, and many other fields. The Student Educational Employment Program has two components: the Student Temporary Employment Program (STEP) and the Student Career Experience Program (SCEP). These programs are available to students at all levels who are enrolled at least half-time in an accredited educational program, are at least 16 years old, have a 2.0 or better accumulative grade point average, and are a U.S. citizen (although some non-citizens may be eligible).

- STEP – Employment opportunities under this component do not have to relate to a student’s particular field of study. Paid positions range from summer opportunities to jobs that can last as long as one is a student (in one-year increments or less).
- SCEP – This component offers paid work experience directly related to a student’s academic field of study. It provides formal periods of work and study while attending school. The program is designed to be a partnership among the student, his/her school, and the USGS. The SCEP appointment may lead to permanent employment after the student successfully completes his/her educational program and meets work requirements.

For more information on both STEP and SCEP employment, go to [http://www.usgs.gov/ooh/student/apply/index.html](http://www.usgs.gov/ooh/student/apply/index.html).

USAJOBS

USAJOBS is the one-stop, online shop for finding jobs at Federal agencies. You can create an account, store and update your resume, and search and apply for jobs in one convenient center. To see current openings at the USGS, go to the “Search Jobs” tab and type “USGS” in the Keyword Search. More information can be found at [http://usa.gov](http://usa.gov).

Research Opportunities

State Water Resources Research Institute Program

There are currently 54 Water Resources Research Institutes serving 56 states and territories in the United States. Located at designated universities and colleges, the institutes support over 200 research and information transfer projects with appropriated and matching funds. State advisory panels operate in cooperation with the USGS to set research priorities and select proposed projects. Virtually all projects provide for undergraduate and graduate student training and support. Over 500 students received training and support under this program in recent years. Additional information is provided at [http://water.usgs.gov/wwri](http://water.usgs.gov/wwri).

Water Resources Research Act National Competitive Grant Program

This matching grant program, conducted in collaboration with the State Water Resources Research Institutes, is open to investigators at any institution of higher education in the United States. Proposals may be for projects of 1 to 3 years in duration and may request up to $250,000 in Federal funds. Research priorities are in the general area of water supply and availability, including the physical dimensions of supply and demand, quality trends in raw water supplies, the role of economics and institutions in water supply and demand, institutional arrangements for tracking and reporting water supply and availability, and institutional arrangements for coping with extreme hydrologic conditions. Further information about the program can be found at [https://nwr.net](https://nwr.net).

U.S. Department of the Interior
U.S. Geological Survey
Science Information and Education Office
June 2008
CONTACT INFORMATION

For more information about hiring a Social Sciences student intern, please contact:

Cal Poly Social Sciences Department
San Luis Obispo, CA. 93407
(805) 756-2260
Karen Moro
klmoro@calpoly.edu
http://cla.calpoly.edu/socs/

“Learn By Doing”

Hire A Student Intern

Share information about your business or organization at a bi-annual Cal Poly Job Fair

“Learn By Doing”

Social Sciences Department
California Polytechnic State University
A Department of the College of Liberal Arts

Work Requirements

- Full or Part-Time
- Flexible Schedule
- Year-Round
- Academic Credit
- Easy Employer Reporting

Social Sciences Major, Training & Skills

- Anthropology
- Geography
- Sociology
- GIS
- Environmental Studies
- Cultural Resource Management
- Criminal Justice
- Social Services
- Global Knowledge & Competency
- Understand Social Issues
- Analytical & Writing Skills
- Sustainability
Vendor Attendance

A significant amount of our time and effort was spent contacting vendors requesting their attendance to the booth fair. The process included compiling organizations and contact information, initial introduction to the event, and follow up. While compiling a list of organizations to invite, we mainly focused on contacting those organizations that hire our students for internships. This list already contained employee/representative contact info and included around 50 organizations. We also contacted organizations that had attended previous fairs and were not on the internship list.

Once we divided the organizations up among the three of us we made the first point of contact through a phone call. This was to establish a connection with each employee and their corresponding organization and to judge their level of interest. At this point many of the vendors did express interest so we informed them that we would send them a detailed email with further information regarding the fair.
### Master List of Organizations

<table>
<thead>
<tr>
<th>Agency</th>
<th>Contact Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caltrans</td>
<td>Wendy Waldron</td>
<td><a href="mailto:waldron@dot.ca.gov">waldron@dot.ca.gov</a></td>
<td>549-3569</td>
</tr>
<tr>
<td>San Luis Obispo Probation</td>
<td>Officer Gallagher</td>
<td><a href="mailto:ogallagher@co.ca.us">ogallagher@co.ca.us</a></td>
<td></td>
</tr>
<tr>
<td>AmeriCorps - CP SLO</td>
<td>Jesse Torrey</td>
<td><a href="mailto:jtorrey@calpoly.edu">jtorrey@calpoly.edu</a></td>
<td>805-756-5338</td>
</tr>
<tr>
<td>University Police Department</td>
<td>Cheryl Andreus</td>
<td><a href="mailto:candrus@calpoly.edu">candrus@calpoly.edu</a></td>
<td>805-756-1116</td>
</tr>
<tr>
<td>Cuesta College Independent Living Program</td>
<td>Katie McKain</td>
<td><a href="mailto:kmcKain@csuchico.edu">kmcKain@csuchico.edu</a></td>
<td>805-688-3100</td>
</tr>
<tr>
<td>Certified Child Life Specialist</td>
<td>Pam McLaughlin</td>
<td><a href="mailto:pmclaughlin@csuchico.edu">pmclaughlin@csuchico.edu</a></td>
<td>805-540-9308</td>
</tr>
<tr>
<td>ESRI GIS</td>
<td>Mike Rolland</td>
<td><a href="mailto:mrolland@esri.com">mrolland@esri.com</a></td>
<td></td>
</tr>
<tr>
<td>SLO County Archaeological Society Collections</td>
<td>Christina MacDonald</td>
<td><a href="mailto:christina.macdonald@got.ca.gov">christina.macdonald@got.ca.gov</a></td>
<td>805-549-3233</td>
</tr>
<tr>
<td>Hospital Social Work: Private Practice</td>
<td>Liz Johnson</td>
<td><a href="mailto:slomsw@asli.com">slomsw@asli.com</a></td>
<td>805-787-0106</td>
</tr>
<tr>
<td>CASA</td>
<td>Kristi Jerden</td>
<td><a href="mailto:kjerden@casasystems.org">kjerden@casasystems.org</a></td>
<td>805-541-0542</td>
</tr>
<tr>
<td>Central Coast Hospice Partners</td>
<td>Neil Bennett</td>
<td><a href="mailto:nmbennett@wishingstar.org">nmbennett@wishingstar.org</a></td>
<td></td>
</tr>
<tr>
<td>Transitions Mental Health</td>
<td>Kristin Alexander</td>
<td></td>
<td>805-549-8536</td>
</tr>
<tr>
<td>SAPR</td>
<td>Jess Hawley</td>
<td><a href="mailto:jhawley@sarpcenter.org">jhawley@sarpcenter.org</a></td>
<td>805-545-8838</td>
</tr>
<tr>
<td>Social Sciences Club</td>
<td></td>
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<tr>
<td>International Programs</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Student Academic Services - CP</td>
<td>Susan Sparling</td>
<td><a href="mailto:ss@calpoly.edu">ss@calpoly.edu</a></td>
<td>805-756-2301</td>
</tr>
<tr>
<td>Food Bank Coalition of SLO</td>
<td>Jolin Roca</td>
<td><a href="mailto:jroca@slofoodbank.org">jroca@slofoodbank.org</a></td>
<td>805-481-1652</td>
</tr>
<tr>
<td>Federal Bureau of Prisons</td>
<td></td>
<td></td>
<td>209-956-9715</td>
</tr>
<tr>
<td>Housing Authority of the City of SLO</td>
<td>Sandra Bourbon</td>
<td><a href="mailto:sbourbon@haslo.org">sbourbon@haslo.org</a></td>
<td>805-543-4478</td>
</tr>
<tr>
<td>Women's Shelter of SLO</td>
<td>Mariana Kennedy</td>
<td></td>
<td>805-781-6401</td>
</tr>
<tr>
<td>CALPRG-Pedro Monillas</td>
<td></td>
<td></td>
<td>818-414-4516x112</td>
</tr>
<tr>
<td>California Regional Environmental Education</td>
<td>Celeste Royer</td>
<td></td>
<td>805-782-7224</td>
</tr>
<tr>
<td>Therapies to Grow On</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Community Action</td>
<td>Laura Streeter</td>
<td></td>
<td>805-544-4555</td>
</tr>
<tr>
<td>R.E.A.C.H</td>
<td>Rachelle Bowley</td>
<td><a href="mailto:recehill@reachchild.org">recehill@reachchild.org</a></td>
<td>877-932-2427</td>
</tr>
<tr>
<td>SLO County Probation Department</td>
<td>Gary Jolermon</td>
<td><a href="mailto:gjolermon@caslo.ca.us">gjolermon@caslo.ca.us</a></td>
<td>805-781-5378</td>
</tr>
<tr>
<td>UNICEF</td>
<td>Lindsay Brunsma</td>
<td><a href="mailto:elfeb2@yahoo.com">elfeb2@yahoo.com</a></td>
<td>310-292-6992</td>
</tr>
<tr>
<td>Student Conservation Association</td>
<td>Jenny Martin</td>
<td><a href="mailto:oncampus@thesca.org">oncampus@thesca.org</a>; <a href="mailto:webmaster@thesca.org">webmaster@thesca.org</a></td>
<td>510-832-1966</td>
</tr>
<tr>
<td>OPTIONS Community Disability Services</td>
<td>Jenny Cobb</td>
<td><a href="mailto:jenny@capsl.org">jenny@capsl.org</a></td>
<td>805-772-6056</td>
</tr>
<tr>
<td>Economic Opportunity Commission of SLO</td>
<td>Jenny Pong</td>
<td><a href="mailto:jpong@capslo.org">jpong@capslo.org</a></td>
<td>805-544-4355</td>
</tr>
<tr>
<td>Big Brother Big Sisters</td>
<td>Alison Kendall</td>
<td><a href="mailto:alison@bbbs.org">alison@bbbs.org</a></td>
<td></td>
</tr>
<tr>
<td>TOMS</td>
<td>Nori Powozski</td>
<td><a href="mailto:Nori.Powozski@toms.com">Nori.Powozski@toms.com</a></td>
<td></td>
</tr>
<tr>
<td>California State Parks</td>
<td>Else Wheeler</td>
<td><a href="mailto:ewheeler@hearstcastle.com">ewheeler@hearstcastle.com</a></td>
<td>805-927-2094</td>
</tr>
</tbody>
</table>

### Internships

<table>
<thead>
<tr>
<th>Organization</th>
<th>Contact Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morro Coast Audubon Society</td>
<td>Holly Sleteland</td>
<td><a href="mailto:hmslettel@calpoly.edu">hmslettel@calpoly.edu</a></td>
<td>239-3028</td>
</tr>
<tr>
<td>California Rural Legal Assistance</td>
<td>Michael Blank</td>
<td><a href="mailto:mbblank@crla.org">mbblank@crla.org</a></td>
<td>564-7997 ext. 304</td>
</tr>
<tr>
<td>ECOSLO</td>
<td>Maria Kelly</td>
<td><a href="mailto:info@ecoslo.org">info@ecoslo.org</a></td>
<td>544-1777</td>
</tr>
<tr>
<td>Morro Bay National Estuary Program</td>
<td>Ann Kajima</td>
<td><a href="mailto:staff@mbnep.org">staff@mbnep.org</a></td>
<td>772-8920 ext 14</td>
</tr>
<tr>
<td>Tetra Tech</td>
<td>Tim Tringali</td>
<td><a href="mailto:tim.tringali@tetrotech.com">tim.tringali@tetrotech.com</a></td>
<td>542-9052, 305-7244</td>
</tr>
<tr>
<td>Applied Earthworks</td>
<td>Barry Price</td>
<td><a href="mailto:ebprice@appliedearthworks.com">ebprice@appliedearthworks.com</a></td>
<td>564-1590</td>
</tr>
<tr>
<td>City of SLO GIS Division</td>
<td>David Yui</td>
<td><a href="mailto:dyui@slolc.org">dyui@slolc.org</a></td>
<td>781-7189</td>
</tr>
<tr>
<td>City of SLO Ranger Service</td>
<td>Doug Carscadden/Kris</td>
<td><a href="mailto:docarscad@slolc.org">docarscad@slolc.org</a>; <a href="mailto:kroudebur@slolc.org">kroudebur@slolc.org</a></td>
<td>781-7302, 781-7072</td>
</tr>
<tr>
<td>Guadeloupe-Nipomo Dunes Center</td>
<td>Kanani Fox</td>
<td><a href="mailto:kfox@dnncenter.org">kfox@dnncenter.org</a></td>
<td>343-2456</td>
</tr>
<tr>
<td>Far Western Anthropological Research Group</td>
<td>Debbie Jones</td>
<td><a href="mailto:debbie@farwestern.com">debbie@farwestern.com</a></td>
<td>547-0489</td>
</tr>
<tr>
<td>The Land Conservancy</td>
<td></td>
<td><a href="mailto:volunteer@lcso.org">volunteer@lcso.org</a></td>
<td>544-9036</td>
</tr>
<tr>
<td>SLO County Planning and Building</td>
<td>John Kelly or Jeff Leg</td>
<td><a href="mailto:jkelly@co.slo.ca.us">jkelly@co.slo.ca.us</a>; <a href="mailto:jlegato@co.slo.ca.us">jlegato@co.slo.ca.us</a></td>
<td>781-5975, 781-5102</td>
</tr>
<tr>
<td>SLO County Parks</td>
<td>Ernie Del Rio</td>
<td><a href="mailto:edelrio@co.slo.ca.us">edelrio@co.slo.ca.us</a></td>
<td>781-5200</td>
</tr>
<tr>
<td>SWCA Environmental Consultants</td>
<td>Bill Henry</td>
<td><a href="mailto:bhenry@swca.com">bhenry@swca.com</a></td>
<td>543-2936</td>
</tr>
<tr>
<td>Upward Bound</td>
<td>Luis Gonzalez</td>
<td><a href="mailto:lgonza104@calpoly.edu">lgonza104@calpoly.edu</a></td>
<td>756-2301</td>
</tr>
</tbody>
</table>
Initial Email:

Dear Kanani and Guadeloupe-Nipomo Dunes Center,

My name is Camille and I am a Social Sciences student at Cal Poly, San Luis Obispo. This year I am planning the Social Sciences Department’s annual Career and Internship Expo on Thursday, February 16th, and we would like to invite a representative from your organization to attend.

The purpose of this event is to inform students on what types of internships and careers their field of interest offers. The expo will be held in the lobby of the Performing Arts Center at Cal Poly from 11:00 a.m. to 1:00 p.m., with set-up at 10:30 a.m. Each organization will have an individual booth with one or more representatives providing information to the students via visuals, handouts, etc. We are asking representatives to provide information on their organization, typical projects they work on, what types of entry-level positions they hire, and the path students should take to get into that field. Students of all class standings will be attending. We encourage students to bring their resume as some companies may have openings. If you happen to have any job or internship opportunities we will have students there interested as well.

Lunch, a parking pass, and a table and chairs will be provided for your convenience. Please reply to this email if a representative from your organization will be able to attend Thursday, February 16th or to request more information.

Thank you for your time, we look forward to hearing from you!

Best regards,

Camille Crenshaw

At this point some vendors responded with a definitive yes or no, however most vendors did not contact us with a response. After 1-2 weeks passed after the email was sent we then followed up again, either by email or phone. We found that phone calls worked best because that would provide me with an answer quickly. By Friday, February 10th we hoped to have the finalized list of attendees, compiled by Rebecca. Once this list was set we drafted a final email including all of the necessary information. Attachments included a map of campus and a PAC lobby map. Since a portion of our booths would be represented by on-campus organizations, we modified the email as necessary, excluding the parking information.
Dear Kanani & Guadeloupe-Nipomo Dunes Center,

Thank you for agreeing to participate in the Social Sciences Career Expo! The Expo will be an event tailored to the needs of Cal Poly students discovering possible career and internship opportunities, and broadening their knowledge of Social Sciences. Student participation in this event is not necessarily focused on attaining a job at this point in time, but rather a forum for networking, advising, and exploration.

- Parking passes will be provided (if needed) and can be picked up at the Information Booth located at the intersection of Grand and Slack. If more than one car will be attending from your organization please let us know (see attached map)
- Please park in the parking structure off of Grand Ave. As the attached map highlights, there is a turn around location where you can drop off your supplies in front of the PAC lobby then proceed to the parking structure
- Setup begins at 10:30 a.m. on Thursday, February 16th, with breakdown at 1:00 p.m. We will provide tables and chairs to display information about your organization
- The booth fair will be held inside the Pavilion lobby of the Cohan Center, attached is a map of the venue
- We will be providing lunch for participating organizations, please specify if you have any food requirements or will have more than one professional attending

We invite you to bring any brochures, pamphlets, handouts, displays, photos, and other relevant information to represent your organization; there will be a table reserved to accommodate your needs. We suggest you bring enough media to provide for 100+ students, along with any signage you may have to advertise your organization.

Again, we would like to thank you in advance for your participation in our Career Expo. If you have questions, comments, or concerns, please feel free to contact us by email or phone at any time.

We hope you are as excited to participate in this informational event as we are to host you! See you there!

Warmly,
Camille Crenshaw, (619) 818-5998, ccrensha@calpoly.edu
Rebecca Costanza, (408) 607-7166, rcostanz@calpoly.edu
Hannah Fischer, (951) 522-2044, hfischer@calpoly.edu
A few days before the booth fair we assigned organizations to booth spaces based on the map of the PAC lobby that we received. We grouped the organizations based on discipline, with one section for anthropology/geography, one for sociology, and another for on-campus resources. All of the vendors except for one showed up to the event, and none had any issues finding campus and the PAC lobby.

**Schedule of contacting vendors:**
- January 9th – 13th: Initial phone call to vendors & email with detailed information
- January 30th – February 3rd: Follow up call/email
- February 10th – Final list of attendees set
- February 13th – Final email sent with all details
Graduate Panel

The graduate panel comprised of Dr. Timms and Dr. Neill. They discussed the process of applying to graduate school to a group of about 25 interested students. After giving a brief introduction of each of their backgrounds, they addressed how to choose which schools to apply to, types of degrees students can receive, the importance of applying early, gathering documents such as letters of recommendation and the statement of purpose, meeting requirements such as taking the GRE, and the benefits in regards to cost of time and money. Dr. Timms and Dr. Neill handed out a graduate school packet with information about how, where, and when to apply, as well as examples of statements of purpose and website resources.

After this talk, students were eager to ask questions as Dr. Timms and Dr. Neill answered with pleasure. Students seemed very interested in graduate school and were dedicated to listening and interacting by taking notes and making comments. In comparison to previous years, where the graduate panel was larger and the group of students smaller, this year definitely improved in interest as well as interaction. Most students were not offered extra credit for this portion of the Career Expo, therefore their genuine interest and participation was noticeable. The workshop was meant to be an hour long and ended up lasting the entire time, with more students approaching the panel after as well.

Overall, we are satisfied with the workshop as student participation was high, demonstrating that a smaller, more intimate group discussing graduate school allows students to approach the panel and remain interested throughout the hour. One improvement that could be made would be increasing advertisement so that students could be better prepared with questions. This would also enable the Social Sciences Department to reach out to other majors within the
College of Liberal Arts, as a graduate panel like this is rare in comparison to resume workshops and career fairs.
Analysis

Students were asked to fill out a survey on computers before leaving the booth fair. There were also printed out copies of the survey lest there be any technical issues.

While students were attending the graduate panel, we tallied the results from the booth fair survey in order to present them in the following PowerPoint at the department meeting that afternoon.
Survey:

Social Sciences Career Expo

* 1. What is your Major?

* 2. What year are you in college?
   1st
   2nd
   3rd
   4th
   5th
   Other

* 3. How informative did you find this event? (1=not at all informative, 5=very informative!)
   1
   2
   3
   4
   5

* 4. Which sessions did you attend?
   Career Workshop (with Charlotte Rinaldi)
   Booth Fair
   Graduate School Panel

5. Which booths did you find most helpful?

6. Please leave any additional comments or feedback below

Done

Powered by SurveyMonkey
Create your own free online survey now!
The attendees to the Social Sciences Career Expo were exactly half department majors (ANT/GEOG, SOC, and SOCS) and half other majors.
Most student attendees were third years and a large amount were fourth years. This is the age group that is most likely be beginning networking and looking for careers. A large amount of second and fifth years also attended the event.
Almost all students found the event information. Nearly 65% of those who took the survey found it either a 3 or 4 out of 5 on level on informative (5 being most informative), and 28% rated the event a 5 out of 5, very informative.
For this question, attendees were allowed to check more than one event that they may have attended. Although our online survey did not allow us to view the results as the overlapped, this graph gives a good idea of which students attended which events. The booth fair had the most attendees, as it was the main event of the Career Expo and the largest scale. Both the career workshop and graduate panels were well attended.
When asked which booths the students found most helpful or informative, they were prompted to type or write in their response. Our results show that ProWorld and Esri received the most responses and can therefore be claimed as the most informative booths to students. It may be important to note that the representative from ProWorld was a former social sciences student at Cal Poly, and the representative from Esri is a board member of the Social Sciences Department.
Finally, our survey had a final section in which student attendees could write/type their additional comments about the event. The last slide contains the comments that were received.

### Additional Comments

- Life to see the career fair grow larger
  - 4 responded with this answer
- Very organized event
- More outside advertisement
- More social services organizations
  - 2 responded with this answer
- More open positions
- Very informative
Conclusion

Overall, the Resume Workshop, Career Expo, and Graduate Panel worked out smoothly and efficiently, as satisfaction was ranked fairly high among students. Students in a variety of majors ranging from Biology and Earth Sciences to Sociology and Anthropology & Geography participated in these events, showing that advertising was far reached and effective. The event went as planned and was very well organized. Students asked many questions and actively interacted with each organization and professional. Organizations also seemed prepared with handouts and information to aid students in finding a career field of interest. Although most of the booths were local, they were open to discussing employment information and potential, which gave students broader knowledge of careers offered outside of San Luis Obispo.

In order to maintain interest and a big turnout, a couple of things could be improved in the process of planning the Career Expo in the future. To get more students to come, it would be helpful to start advertising earlier. Two to three weeks prior to the date of the event would be ideal for students and faculty to better prepare. Also, advertising could be done in more classrooms in different departments outside those in the Social Sciences Department. This would capture the attention of more students throughout the College of Liberal Arts who are interested in these opportunities, as some may have a minor in Anthropology and Geography, etc. Furthermore, it is important to get more vendors to attend the expo so students have a multitude of options. To increase vendor attendance, it is important to begin calling and emailing at least two months in advance so that organizations can save the date and have time to prepare, as most of the reasons for absence were due to scheduling conflict.

Despite minor setbacks in preparation, the three events turned out to be useful and beneficial to students. By surveying student preferences prior to the events as well as satisfaction
after, we were able to gauge how successful the week turned out. The location in the Performing Arts Center lobby was open and welcoming, which set the tone for a smooth afternoon. Although the expo was more laidback than typical Cal Poly Career Fairs, it allowed students to feel more comfortable in approaching booths and provided a relaxed, yet professional atmosphere. The three of us are very satisfied with the results of our event and hope to see it grow in years to come.

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