LOS ANGELES — Graduating seniors of 2004 may find more employment opportunities than last year’s graduates, according to a study by Michigan State University.

In the spring of 2004, the percent of students who will be hired straight out of college is predicted to increase from 3 percent to 8 percent, according to a report conducted by the Collegiate Employment Research Institute, a sector of MSU’s Career Services and Placement center.

Released last month, the report, titled “Recruiting Trends,” is based on a national survey of 650 employers who projected their probability of employing students with bachelor degrees. According to this year’s survey, 60 percent will hire more students out of college than last year.

Phil Gardner, director of the institute and principal survey investigator, found the number predicted in last year’s report was fairly close to what actually happened in the various job markets.

“(The surveys) tell a picture, they tell a story, and we try to make students prepared for what the story says,” he said.

Gardner, who has headed the research institute for 19 years and conducted the survey for the past six years, said certain sectors such as retail, banking and construction management tend to be the strongest sections of the economy. But these sectors have not been hiring very much over the past years because of the failing economy.

Usually, students with majors in technical and health fields have the most opportunities due to the direct connection with the actual labor fields, Gardner said.

According to this year’s survey, students with majors in business, biological or physical sciences will see the largest increase in opportunities.

The figures, however, do not account for all majors, Gardner said. Fields such as communications are still highly competitive and jobs in engineering and information technology are still hard to find.

Gardner listed health care costs, in addition to productivity gains, as factors that have contributed to the change. The main distinction, he noted, is the current shift in the design of the economy that requires different types of labor.

“We’re restructuring the economy from a manufacturing economy to a knowledge economy. As we make this shift, we’re seeing a lot of changes,” he said.

For the senior who was not active in college or never landed an internship, the best route to take would be to focus on what skills he or she possesses and what fields or companies might have a need for them, Gardner said.

For example, Gardner said he was aware of a student who had developed a project proposal and funding request while working in student employment. She did not have an internship when she applied for a job, but she also overlooked the skills she got while working on the project.

“It’s harder, but if they take the time, they can get a job,” he said.
Commencement highlights

For the past four to eight years, it has been books, exams and learning by doing. Now, the test is over, and the real world begins. About 950 eligible degree candidates are expected to participate in today’s Commencement ceremonies.

Some 753 students are candidates for bachelor’s degrees, 66 are candidates for master’s degrees and 10 are eligible for receiving credentials.

Counselors expect to host as many as 7,300 people for the three Saturday ceremonies.

Three leaders in science and technology – two of them Cal Poly graduates themselves – will deliver the featured addresses to degree candidates, their families and friends at Cal Poly’s three Fall Commencement ceremonies in the Rec Center.

Sanita Huckwood, executive director of the California Council on Science and Technology and an electrical engineering professor at University of California, Riverside, will speak at the 9 a.m. ceremony for the College of Science and Mathematics and University Center for Teacher Education.

Bradshaw was named Cal Poly Alumnus of the Year for the College of Science and Mathematics in 1998 and now serves on the university’s Centennial Campaign Steering Committee.

Alex Spanos, a Cal Poly aeronautical engineering alumnus, will be receiving the honorary degree of Doctorate of Humane Letter. Spanos founded A.G. Spanos Companies, one of the largest real estate developers in the United States. He is also the owner of the San Diego Chargers.

Lynn E. White, vice president for Global Automotive Services at Deere & Co. and a 1977 Cal Poly graduate in history and economics, will address degree candidates from the College of Architecture and Environmental Design and the College of Liberal Arts in a 1 p.m. event.

Richard J. Bradshaw, executive director of a national law firm and a 1970 Cal Poly graduate in mathematics, will give the address at a 1:35 p.m. ceremony for the College of Agriculture, College of Science and Mathematics and University Center for Teacher Education.

Bradshaw was named Cal Poly Alumnus of the Year for the College of Science and Mathematics in 1998 and now serves on the university’s Centennial Campaign Steering Committee.

“Gary is the consummate professional. I appreciate his proactive guidance through the maze of investment property opportunities. In my experience no one seems to know more about San Luis Obispo rental and investment properties.”

- Keith R. Thomas

Thomas Family Investments

Cal Poly graduates find jobs, plan for future

By Caitlin O’Farrell

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- Keith R. Thomas

Thomas Family Investments

News Mustang Daily
Job prospects rosier for college graduates

By David Herbert
The Stanford Daily (Stanford University)

STANFORD, Calif. — This year's graduating class faces slightly better job prospects upon graduation than the Class of 2003 did, but the outlook is still much dimmer than during the economic boom of the late 1990s.

Rev. Principal, assistant director of Employment Services at Stanford University's Career Development Center, said the number of employers coming to Stanford almost doubled this fall compared to last year.

"Last year at this time, there were 100 companies involved with Cardinal Recruiting, compared with 190 this fall," she says. "The number of job openings at these companies is also greater."

There are more calls from employers who have never been to Stanford or who have not been there in a few years, Principal adds.

Some students expressed optimism about the job market.

"As a computer science major coming out of Stanford, my prospects are not looking shabby," senior Nick Briggs said.

An overall upward trend has been seen nationally as well. According to The Chronicle of Higher Education, 60 percent of 450 employers surveyed say they expect to increase their hiring or hire at the same levels as last year, compared with 55 percent last year. But despite this seemingly good news, other indicators paint a less rosy picture. The number of recruiting advertisements in The Stanford Daily student newspaper has often been a barometer of the job market, Daily business manager Eria Callahan said.

"Looking at the long-term picture, The Daily's overall revenues and recruitment revenues follow the rise and fall of the dot.com industry pretty closely," Callahan said.

The number of ads in the paper have fallen sharply since the dot.com industry collapsed in 2000. In the 2000-01 fiscal year, 197 recruiting advertisements were purchased, compared with 99 the next year. From the 2003-04 fiscal year, 43 ads have been purchased.

More bad news comes in the form of the types of recruiters coming to campus.

Engineering, investment banking and consulting firms are the most common recruiters on campus, leaving some liberal arts majors out in the cold.

"As a political science major, my interests don't align with the three main fields," senior Jenny Blair said.

Principal acknowledges this disadvantage, but also points to an increase in recruiters for business and accounting companies.

"These aren't strongly 'fuzzy' fields, but they are in that direction," she said.

Even if the job market has improved, some seniors can't forget the employment woes of previous classes.

"I was frightened last year when at graduation a group of seniors was firing parachute men with resumes attached to the stands with a staple," Blaine said.

Cal Poly Graduates Employment 2001-02

<table>
<thead>
<tr>
<th>Category</th>
<th>Still seeking</th>
<th>Other</th>
<th>Employed full time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate school</td>
<td>3 percent</td>
<td>2 percent</td>
<td>68 percent</td>
</tr>
<tr>
<td>Part-time employment</td>
<td>3 percent</td>
<td></td>
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Statistics Courtesy of Cal Poly Career Services
Gender inequality continues in the workplace

By Christiana Nelson
RICKY MOUNTAIN COLLEGE (COLORADO STATE UNIVERSITY)

FORT COLLINS, Colo. — Jane Landwehr has been in the workforce for much of her adult life and has witnessed many positive changes in the way females are treated. Still, she said she hopes gender inequality in the workplace continues to change.

"It is important for us to keep up with the trend and take measure of what's happening so it doesn't become a situation where we lapse into old ways," said Landwehr, the exclusive agent at Allstate Insurance Company. "We can't predict what the future holds.

While women compose the majority of college graduates, full-time female employees made approximately 77 cents for every dollar full-time male employees earned in 2002, according to the U.S. Census. This is up from about 64 cents for every male dollar made in 1991, according to the U.S. Women's Bureau and the National Committee on Pay Equity.

"Studies have been done with resumes of people with the same qualifications... even though they have the same qualifications, the male got the interview," said John Marangos, an assistant economics professor at Colorado State University.

Since females earn only a portion of a male salary, women make an average of $400,000 less than men in their careers, according to the International Union, United Automobile, Aerospace and Agricultural Implement Workers of America.

Despite the statistics, Gwen Zeiler, apparel and merchandising senior, said she has high hopes for her future career earnings, but workplace inequality upsets her.

"I think it has slowly been getting better and will continue to get better," Zeiler said. "It still makes me angry." Cody Parker, business marketing freshman, said culture has a lot to do with gender inequality in earnings and is unsure what the future will bring.

"I don't agree with it, but it's a cultural thing that still makes it more acceptable for women to work in the home," Parker said. "It's seen as a man's job to go out and work and provide for the family. It's hard to say if time will change that.

The future of the income gap is unknown and the trends are inconsistent, as the inequality varies by age. The non-wage gap in income is between young professionals, but the gap increases as people become older.

Alycandra Bernasek, economics professor, said while some people believe the income inequality between genders is improving because of the decreased inequality between young males and females in the workplace, there are opponents to the idea that America is closer to gender earnings equality.

"Other people say, 'no, not necessarily,' because what tends to happen over the life cycle is that those family decisions come into play and they affect women in a way they don't affect men," Bernasek said, offering child care as an example.

Marangos said since the United States does not subsidize child care like many other countries, it creates a barrier that will continue to make it more difficult for women to succeed in the workplace and makes their career breaks more permanent.

"Since child care is so expensive and women are not earning as much as men, they have to ask, 'is it worth it?'" Marangos said. "What they are making in the workplace has to be substantially more than they are paying for child care for working to be a good decision."

Marangos said earnings inequality will only decrease when America makes an effort to change.

"The only way this can change is if employers change their perception," Marangos said. "Even above that, cultural ideals have to change to favor women in the workplace before we can have less inequality."

Bernasek agrees that American ideals play a significant role in income inequality.

"What we really need is a transformation in the labor market," Bernasek said. "Where we look at employees as people who have families and family responsibilities and accommodate the workplace so that it works for all men and women."

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Students choose grad school instead of job

By Leigh Pogue

FORT COLLINS, Colo. — With the unemployment rate steadily rising since 2000 to the current 6 percent as of October, more students are finding alternatives to getting a job directly after graduation.

“I think it is a tightening econ­omy,” said Brian O’Brien, associate director of the Career Center and career counselor at Colorado State University. “There are jobs out there, it may take longer to find one though.”

For some students, one alternative to working for a job or getting a job in the career they are less interested in is to apply to graduate school and advance their education.

“In general, when jobs are tougher to find, it is a good use of people’s time to be in school,” said Patrick Pellicane, dean of the CSU graduate school. “There are jobs out there, it may take longer to find one though.”

The slowing economy encouraged Dallas Blaney, a master’s student in communication, to return to CSU to get her advanced degree after working for three years in the corporate setting.

She decided to go to graduate school because her job in corporate human resources wasn’t as rewarding as she had hoped. She was also encouraged to go back because when she graduated in May 2005, she believes the job market will be better.

Blaney said of the 12 students in her program, at least three of them came back because of the poor job economy.

Pellicane finds that like Blaney and Gates-Peters, many students go to graduate school because they see more career choices.

“A graduate degree is more focused,” Pellicane said. “Students are going to graduate school for a more specific reason — to get credentials that will open doors for them.”

Graduate school, however, requires a time commitment and money.

“For an individual, it has to fit their lifestyle,” Pellicane said. “Students who are less interested in one of their degrees might go to graduate school because they see more career choices.”

Blaney said, “Grad school is a very serious endeavor and applicants have to be motivated.”

Getting a graduate degree may also help Blaney get a job in teaching, which he was not able to do with just his bachelor’s degree in history.

Holly Gates-Peters, who is working on her master’s in speech communication, came back to get her advanced degree after working for three years in the corporate setting.

Both UC and union officials declined to comment on the details of the agreement and said they would do so only when the contract was ratified.

Union members across UC campuses are expected to vote on the contract by the end of the week.

“We are pleased to have resolved our differences at the bargaining table and reach an agreement that continues the university’s policy of giving its instructional assistants some of the best employment terms in all of higher education,” said UC spokesman Paul Schwartz.

Rajan Mehta, head steward of the University of California at Berkeley’s 2,500-member chapter of the union, said the university had been “more cooperative and productive” in the past few days.

“We are pleased we have been able to get this far,” Mehta said.

Other gains include the right to provide new employees with union membership forms when they fill out payroll and to inform all employees of their rights and benefits before beginning work.

The contact will give union members a 1.5 percent minimum wage increase and promises an additional 1.5 percent raise when Academic Senate faculty receive merit increases again, according to the e-mail.

Students and professors expressed relief that a strike had been avoided.

“I think that’s good because everyone was feeling victimized,” said anthropology professor Alan Dansby.

UC-Berkeley sophomore Robert Gregg said he was pleased that his math discussion sections would go forward.

“Our math class is really tough,” Gregg said. “It’s good to have the OSIs tell us how to solve the problems.”

Thursday’s strike would not have been the first GSIs walkout this year — but it would have been the most painful, hitting during finals.

“I have a class of 600 freshmen and sophomores,” said Robert Price, political science professor. “I wasn’t exactly looking forward to the prospect of reading 600 essay finals.”

The tentative contract resolves one of two key union demands — the right to engage in sympathy strikes when other UC unions walk-out, according to an inter­ nal union e-mail obtained by The Daily Californian.

Although the union did not gain another demand — a neutral arbitrator to mediate workload disputes — they will have their job des­criptions and responsibili­ ties detailed in writing, which could help resolve workload dis­ agreements, according to the e­ mail.

“This agreement raises the standards for union contracts for (academic student employees) throughout the country ... and makes significant improvements in the rights, wages, and bene­ fits,” according to the e-mail.

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Graduates of the College of Architecture and Environmental Design 2003 Graduates

Architectural Engineering
Bachelor of Science
Michael Logan Garcia
Jachin Michelle Ramirez
Peter James Swanson
Michael Nicolas Murphy
James Robert Spore

Architecture
Master of Science
Chitrav Chorbong
Bachelor of Architecture
Christine Nicole Beavis
Morgan Skyes Jayabush
William Earl Tacket
Joel Randall Chapin
Brendan F. Kelly
Richard Vasquez
Michal Linz Healy
Evan Hugo Mejico
Sean Michael Whiteday

City and Regional Planning
Master of City & Regional Planning
Eric John Campana
Bachelor of Science
Brian Allee
Erika Elizabeth Wells
Jason Lawrence Gavin
Judith Lynn Sackett
Joel Randall Chapin
James Robert Spore
Jaclyn Michelle Rimando

Bachelor of Science
Bachelor of Arts
Bachelor of Landscape Architecture

Michael Nicholas Murphy
Peter James Swanson

Chittna Chotihhongs
Claire M. Chapman
William Earl Tickell
Todd Alan Dearden
Eric John Campagna
Sean Michael Whiteday

Christine Nicole Beavis
Chittna Chotihhongs
Claire M. Chapman
William Earl Tacket

Jason Lawrence Gavin
Judith Lynn Sackett
Jaclyn Michelle Rimando

Bachelor of Science
Master of Science
Major: GCC
Minor: Statistics (concentration
in Sociology)
Speciality: Orange Mocha Frappuchino

Raphael Vasquez
Romello Brown

Construction Management
Bachelor of Science
Vicente Chavez Bravo
Christopher R. Joyce
Vimal Aminra Patel
Kevin Daniel Carr
David Anthony Leonard
Jeremy Mark Pray
Raymundo Castillo
Michael Troy Meldrum
Christopher Paul Renelli
Michael Daniel Dembozski
Jeffrey Williams Messana
Albert Ernest Sturcm III
Courtney Patge Fisher
Garrett R. Nahan
Christina Amber Tanner
Lauren Jayne Hill
Casey Wayne Olsen
Jonathan Eric Hurley
Raben Christopher Pandula

Landscape Architecture
Bachelor of Landscape Architecture
Kellie Haline Berger
Matthew Adam McLachan
Adrian Nobre Simoes
Stephen Alonso DeBellis
Kathryn Melinda Richey
Scott Andrew Strand
Brenna Matherness
Charles Edgar Rouse

City and Regional Planning
Master of City & Regional Planning
Eric John Campana
Bachelor of Science
Ryan Glenn Foster
Andrew Abraham Rubin

University of Teacher Education 2003 Graduates

Master of Arts
Clare M. Chapman
Kelly Kasper
Erika Elizabeth Wells
Todd Alan Dearden
Judith Lynn Sackett

Pamela B. Ziron
Laura Lee Eras
Jillian Leigh Smith
Richard Terrence Franey
Judith Ann Van Fleet


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Graduates
College of Science and Mathematics
2003 Graduates

Biochemistry
Bachelor of Science
Abdulrahman Abdu<br>Christian Patterson<br>Scott A. T. Young<br>Angela Marie Algieri<br>Christopher Michael Baptista<br>Jillian Heather Batterby<br>Jeremy William Lash<br>Greg Allen Rahm<br>Frank Joseph Welch IV **<br>Kerri Marie Mattix<br>Lotus Michelle Strover

Biological Sciences
Master of Science
Michael Leonard Carro<br>La Alessa Mueller<br>

Bachelor of Science
Marta Elena Archabald<br>Titus Brooke Beam<br>Shumin Mostofi<br>Heather Noel Baker<br>Lauren Fannie Inouye<br>Abigail Ellen Poppich, Union Program<br>Christopher James Prussing<br>Caroline Anne James<br>Erin Elizabeth Sniders<br>David Lilan Brand<br>Daten Thomas Klein<br>Liddy Melay Swanson<br>Stephanie Ann Pannart<br>Les Margarita Acena<br>Lagos Lee Kels Trainer<br>Cherith Anthony Costanza<br>Angela J. Mattson<br>Justin Lee Terry<br>Natalie Nicole Dennison<br>Erim Elizabeth Marys<br>Christina Lenn Elder<br>Nicole Marie Meier

Ecology & Systematic Biology
Bachelor of Science
Emily Rose Amoral<br>Jeffrey R. Gallo<br>Leon Scott<br>Lisa Elaine Andrews<br>Michelle Joan Horton<br>Michael Tyner<br>Stas Mann Bennes<br>Amy Lynn Kirsch *<br>Rachel Nicole Ventura<br>Travis Benjamin Cooper<br>Holly Anne Moer<br>Stacia Lynn Willman

Kinesiology
Master of Science
Aaron Keith Black

CLA
continued from page 7
Callie Jean Blackburn<br>Jennifer Patricia Cravatt<br>Theda Harvey Parker<br>Kenneth Aaron Bendtstetter<br>Catherine Eise Green<br>Brinne Nicole Porch<br>John Jennifer Bingham ***<br>Angela Kathleen Hacker<br>Veronica Mary Piper<br>Christine Guile Brown<br>Brittany Mary Halbar<br>Deseray Alma Ramirez<br>Julia Clara Buss<br>Anna Marie Johnson<br>Emile Ann Schrock<br>William Milton Calcotte<br>Julie Marie Johnston<br>Melissa Margaret Smith<br>Carolyn Anne Camino<br>Nataly Karen Kolakalski **<br>Nicole Christine Sottile<br>Jamie Leigh Stevens<br>Jennifer Lynn Teunissen<br>Melissa Lorraine Williamson<br>Tiera Stuart Primmus **<br>Jemima Danielle Wade<br>Sarah Leon Taylor<br>Tyone Darren Ward

Social Sciences
Bachelor of Science
Janet K. Ailey<br>Melissa Jane Krause<br>Courtney R. Preston<br>Clark Andrews Bard *<br>Rosa Maria Leon<br>Mark Allan Ratt<br>Angela Denise Bruno ***<br>Kelleen Elizabeth Massie *

Graduation Issue 9

Open House
Jan. 5-9

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Speech Communication
Bachelor of Arts
Caroline Anne Adair<br>Julia Michelle Cronin<br>Melissa Anna Lauppe<br>Kacey Renee Ampie<br>Vivian Jean Creemner<br>Megan Dauer Mildworth<br>Robin Marie Anderson-Wood *<br>Nicholas David Ryan<br>Laura Kristin Sanders<br>Melisa Louisa Bever<br>Courtney Heather Fesmeyer<br>Emma Jane Shum
Danniele Julene Boulger<br>Renee Anne Gillis<br>Jenny Lynn Stewart<br>Moabah Caire<br>Summer Ellen Hall<br>From Valley<br>Kathleen Noel Cressy<br>Collin A. Keller

Theatre Arts
Bachelor of Arts
Caroline Christine Amato<br>Joshua Keung Lopatka<br>Alanna Carole Smiter ***

Mathematics
Bachelor of Science
Sarah Ann Bowlin<br>Xomaria Eliza Elas-Argote<br>John Barton Rose III

Physics
Bachelor of Science
John Philip Holter<br>Robert Eugene Taylor *<br>Lucas Reed Wickham<br>Matthew Timothy Howell<br>Gabrielle M. Pellegrino<br>Catalina Gladeira Maya<br>Scott Alan Siders, Jr.

Microbiology
Bachelor of Science
Sarah Anne Bowlin<br>Xomaria Eliza Elas-Argote<br>John Barton Rose III

- Keely Bloom Kardiff<br>- Robyn Alan Champion<br>- Shannon Louise Mowhinney<br>- Roxanne Lynn Rose<br>- Kelli Marie Cipka<br>- Kelli Ann Michels<br>- Lindsey Kathleen Sinclair<br>- Renee Louise Francoeur<br>- Ryan William Moore<br>- Emily Diane Sorenson<br>- Patrick James Hane<br>- Ruben Ordo<br>- Breece Elaine Wright<br>- William Howard James<br>- Rose Jameson Perez

Speech Communication
Bachelor of Arts
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Students content with college experience

By Julia Maushart
The Daily Aztec (San Diego State University)

SAN DIEGO — The majority of college students nationwide have reported overall satisfaction with their college experience.

Information collected by the National Survey of Student Engagement for 2001 measured college students' participation in school-related activities. The study polled 148,000 freshmen and senior students randomly selected from 437 participating four-year colleges and universities.

The review covered a variety of questions, including integration of knowledge and experience, community service and volunteerism, the amount of time students spend outside of class on school-related issues and overall student satisfaction.

Schools used in the survey were closely related in demographics to the national profile of other four-year colleges and universities, according to the National Survey of Student Engagement’s Web Site.

The first area of study — integration of knowledge and experience — incorporated six different questions, including the amount of student-faculty interaction and student application during class sessions.

Fifty-eight percent of students involved in the survey said they interact with their teachers outside of class. Business majors reported the most time spent with professors. Finance junior Cari Duke said the amount of time students spend with professors varies by person.

"I think a student would need to go to their writing teacher to get help on an essay just as much as I would go to my economics teacher to get help with the function I was currently working on," she said.

Duke said she has found most of the professors in the business department to be available.

"If I need help, I know I can — and do — go to my teachers," she said. "I have found very few who aren’t supportive.

English senior Sarah Rogers spends more time with her literature teachers than any other professors.

"I have a better relationship with my major teachers because I am more interested in (the topic)," she said. "If I have a question on an assignment in a non-major class, like my media class for example, then I will go to that teacher, but otherwise, probably not."

Rogers said she thinks a major that involves heavy writing requires more student-teacher involvement than others simply because of the level of proofreading and editing involved.

Sixty-one percent of freshmen and 73 percent of seniors reported often asking or answering questions during class discussions.

Rhetoric and writing studies professor Michael Kerkortin said he would like to see more methods of contract and informal discussion during classes for the purpose of learning.

"Some students, even in smaller classes, just won’t ask questions," he said. "Formality can often prevent students from feeling comfortable participating. That is why I try to structure some of my sessions in an informal manner to allow for more interaction."

The study also looked at the overall satisfaction in college experiences. Eighty-seven percent of students rated their time in college as either good or excellent.

Quick facts
• Fifty-eight percent of students surveyed said that interact with their teachers outside of the classroom.
• Sixty-one percent of freshmen and 73 percent of senior reported asking or answering questions in class.
• About 13 percent of full-time students spend more than 25 hours a week preparing for class.
• Eighty-seven percent of students rated their time in college as either good or excellent.

Schools used in the survey were closely related in demographics to the national profile of other four-year colleges and universities, according to the National Survey of Student Engagement’s Web Site.
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