I. Results of Strategies from 2009-2010 Planning Document

Goal 1: Improve students’ ability to effectively communicate their leadership skills to prospective employers.

Strategies:
- Encourage students to serve in leadership roles within student organizations.
- Develop presentations and handouts that focus on communicating leadership experiences to employers.
- Target student leaders through collaborations with Emerging Leaders, Black Scholars Unlimited and other organizations to participate in presentations and receive handouts.
- Develop advising strategies that focus on helping students highlight leadership experiences.

Intended (Student Learning) Outcome:
- Students will effectively present relevant leadership skills to prospective employers on their resumes and during interviews.

Other Outcomes:
- Information on student organizations and leadership roles was discussed in individual appointments with undergraduate students including resume critiques, mock interviews, career planning, and graduate school planning.
- Written comments appear on critiqued resumes, graduate admission essays, and on mock interview evaluations.
- Students are advised to highlight leadership positions and duties on their resume.
- Specific behavioral questions regarding leadership and involvement are asked in mock interviews. Students’ responses are evaluated based on The STAR (Situation, Task, Action, and Result) method which is included on the rubric used by all staff members for mock interview.
- A sample “Leadership Resume” was developed and shared with students during presentations.

Evidence of Achieved Outcomes:
- 69% of students who resubmitted a resume to Optimal Resume for a subsequent critique, articulated leadership experience after receiving feedback from the Career Services staff.
- Employers who participated in on-campus interviews rated University of Memphis students on a variety of factors including co-curricular activities/leadership. During the fall 2009 semester, 31 employers completed survey ratings. 23% of employers rated students as excellent, 35% rated them as good, 32% rated them as average, and 10% marked “not applicable” for this factor.
- 14 employers completed survey ratings during spring 2010. 42% of employers rated University of Memphis students as excellent, 21% rated them as good, 21% rated them as average, and 14% marked “not applicable” for this factor.
- The majority of Emerging Leaders who participated in the resume and interview workshops reported significant improvements in their understanding of communicating useful and relatable leadership experiences on a résumé.
Several students commented that the interview workshop really got them thinking about potential interview questions and how they could pull from their experiences to respond to those questions.

The learning assessment indicated that on a 5 point scale, students who responded moved from a pre-workshop knowledge level of 3.33 to a post-workshop level of knowledge of 4.0.

**Use of Assessment Data for Future:**
- 2010-2011 resume and interview workshops which are being planned for the Emerging Leaders will be more interactive.
- Each workshop participant will be required to attend a follow-up appointment with a Career Services staff member.
- Career Services will recommend that participants take advantage of the opportunity to practice their interview skills through optimal interview or traditional mock interviews.
- Focus 2 will replace CareerBeam during the 2010-2011 school year. One of the portions of this system is a brief online assessment of leisure interests. This tool will be used to help students identify additional interests that may lead to an area of involvement and eventual student leadership.

**Support of University Strategic Plan and/or Student Affairs Vision for Students:**
- Emphasize and support learning and leadership experiences that enhance career competencies
- Emphasize learning experiences that develop students and alumni into leaders
- Identify, develop and articulate competencies necessary to succeed in one’s chosen field.
- Demonstrate effective leadership skills
- Understand the concept of professional identity and develop appropriate professional behaviors

**Goal 2: Expand opportunities for employers to contribute to the professional growth of University of Memphis students.**

**Strategies:**
- Coordinate employer led mock interviews
- Target upperclassmen to participate in the employer led mock interviews with assistance from academic departments.
- Collaborate with Emerging Leaders, Empowered Men of Color (EMOC) and other student organizations.

**Intended (Student Learning) Outcome:**
- Students will recognize areas of interview strengths and weaknesses by participating in employer led mock interviews.

**Other Outcomes:**
- Several employers were interested in participating in the employer-led mock interviews. Only one employer was able to participate because of the lack of student participation.
- The employer participant indicated that the event offered a great opportunity to network with students and provided Career Services with information to inform students on how to improve their interview skills. The employer also stated that students’ responses should be more detailed and students should listen to questions carefully.
Evidence of Outcome Not Achieved:
- Student participation was very low for this event as well as student survey responses.
- Four students participated in the mock interviews. Out of the four participants, only one student responded to the survey.

Future Plans:
- Career Services Advisory Board members will sponsor and participate in this event in fall 2010.
- Career Services will target specific student populations such as multicultural students, Greeks, non-traditional students, and students with disabilities.
- The employer comments pertaining to student improvement will be implemented during presentations, workshops, and advising appointments.
- Program feedback from students will be collected after each mock interview.

Support of University Strategic Plan and/or Student Affairs Vision for Students:
- Emphasize learning experiences that develop students and alumni into leaders in their professions and communities.
- Understand the concept of professional identity and develop appropriate professional behaviors.
- Identify, develop and articulate competencies necessary to succeed in one’s chosen field.

Goal 3: Continue to develop and expand ACAD career planning unit; Expand usage of career services (online and traditional) to more courses beyond ACAD.

Strategies:
- Review feedback and data from pilot project with ACAD.
- Work with ACAD Coordinator to facilitate broader usage of the Career Development Unit by ACAD faculty.

Intended (Student Learning) Outcomes:
- Students enrolled in ACAD 1100 will recognize strategies for making appropriate career decisions.
- Students will demonstrate improved ability to make career decisions.
- Students will utilize career resources provided by Career Services as part of their courses.

Other Outcomes:
- The format of the ACAD Career Learning Assessment was changed upon review and recommendation of the Career Services staff and the Director of Student Affairs Learning and Assessment.
- Staff conducted outreach and meetings with faculty members which resulted in students using career resources in additional courses.

Evidence of Achieved Outcomes:
- During fall 2009, 771 students completed the ACAD Career Exploration Unit Learning Assessment, a response rate of 52.27%. (Data from spring 2010 is currently being analyzed.)
- When students were asked to name the three important factors in career decision making that were discussed in class and in written materials, 43.6% of respondents named three correctly; 10.8% named two correctly; 18.9% named one correctly, and 26.7% named zero correctly.
When students were asked if they had decided on an academic major, 84% were decided and 16% were undecided. Additionally 82% were able to identify a career path associated with their major.

When students were asked about their level of confidence in their selection of the best major, 40.2% of students indicated extensive confidence, 35% indicated above average confidence, 20% indicated average confidence, 3% indicated below average confidence, and 1.8% indicated no confidence.

Students were asked a similar question regarding whether they were confident that their academic major would lead to a specific job or career path. 46% of students reported extensive confidence, 34% reported above average confidence, 16.3% reported average confidence, 2.1% reported below average confidence, and 1.6% reported no confidence.

ACAD students were also asked how confident they were that they could select another major if their current major did not work out. 33.6% of students indicated extensive confidence, 34.2% indicated above average confidence, 25.4% indicated average confidence, 4.8% indicated below average confidence, and 1.9% indicated no confidence.

1548 new CareerBeam users; 650 new Optimal Resume Suite user accounts were created, bringing the total number of active users to 1281.

During 2009-2010, CareerBeam was used by students in ACAD, COUN 1661, and a management class. Optimal Resume, Letter, and Interview were used by Nursing Senior Seminar, Engineering Communication, COUN 1661, CHAMPS Life Skills Junior/Senior Seminar, Sports Management Senior Seminar, FCBE management course, and Psychology Internship students.

Use of Assessment Data for Future:
- The Career Unit will be presented to all ACAD students in large group settings which will allow Career Services to reach more students and emphasize the importance and benefits of career and academic planning.
- Students in ACAD will be required to complete the Career Unit as well as a learning assessment.
- Some questions on the learning assessment will be revised based on feedback from ACAD, TAG, and the Director of Student Affairs Learning and Assessment to enhance clarity. Questions pertaining to demographics and course section will be added. The assignment and presentation will be modified to emphasize more clearly the career decision making factors. Emphasis will also be added to “degree plus” factors since only 39.4% of students responded correctly to this question on the previous learning assessment.
- A campus-wide email will be sent to all faculty, staff, and students at the beginning of the fall 2010 semester to encourage usage of the Optimal Resume Suite for all resume and cover letter critiques.
- Implement Focus 2 to enhance services.
- Interface Focus 2 with messages in the Hobson communication system.

Support of University Strategic Plan and/or Student Affairs Vision for Students:
- Understand the concept of professional identity and develop appropriate professional behaviors
- Develop and apply knowledge of self including personality, values, interests, and aptitudes
- Increase student retention and persistence to graduation
Goal 4: Expand Individual Career Plan (ICP) for students to include academic planning information; Increase the number of students completing an ICP.

Strategies:
- Collaborate with Karen Thurmond to add the academic planning component to the Individual Career Plan (ICP)
- Implement the ICP process in career advising appointments
- Market services that relate to ICP’s: individual career /graduate school planning appointments

Intended (Student Learning) Outcome:
- Students will identify individual career and academic goals and strategies for accomplishing those goals with the assistance of career and academic advisors.

Other Outcomes:
- A committee was established and the “Finish in Four: Your Academic and Career Plan” was created and placed on the Career Services and Academic Advising websites.

Evidence of Achieved Outcomes:
- The ICP was implemented with 8 sections of COUN 1661.
- Career Services staff assisted students/alumni with completing the ICP (identifying academic and career goals and strategies) during advising appointments.

Use of Assessment Data for Future:
- Create an interactive Individual Academic and Career Plan that can be completed, edited, and saved electronically.
- Collaborate with Karen Thurmond to revise the Individual Academic and Career Plan.
- Integrate the Finish in Four: Academic and Career Plan into Focus 2.

Support of University Strategic Plan and/or Student Affairs Vision for Students:
- Identify, develop and articulate competencies necessary to succeed in one’s chosen field
- Increase student persistence to timely graduation: Improve first-time, full-time freshmen one-year retention rate

Goal 5: Continue to enhance student preparation and engagement in internships; assess the effectiveness of internship workshops and advising appointments.

Strategies:
- Create an online internship orientation module for students to complete before appointments.
- Work with academic departments to develop relevant internships for specific majors.
- Design an internship workshop series and market it to students, faculty and staff.
- Revise the internship workshop survey. Survey students at the beginning and the end of each workshop to assess learning outcomes. Develop a survey for internship advising appointments and survey students before and after advising appointments.
**Intended (Student Learning) Outcome:**
- After attending at least one internship workshop or advising session, students will state the importance of completing an internship and describe the internship process.

**Other Outcomes:**
- An online internship orientation module has been created and will be implemented into internship advising appointments beginning fall 2010.
- The Internship Team met with the following departments regarding internships for students: Academic Affairs Technology, Athletics, Alumni Affairs, CPER (Clinical Coordinator of Counseling), Communications, Public Relations, Marketing, Enrollment Services, Information Technology, Internal Audit, Hospitality and Resort Management, Orr Center for the Humanities, Physics, Residence Life and Dining Services, and Journalism.
- 23 internship presentations were conducted for such classes and organizations as ACAD, Career Counseling, and Psychology classes as well as for the Black Scholars Professional Workshop Series, Math and Science Academy, Academic Advisors, Development Officers, Emerging Leaders, Student Support Services, and the National Organization of Chemists and Chemical Engineers.

**Evidence of Achieved Outcomes:**
- 5036 students participated in internships. (This total represents students who received academic credit.)
- Surveys were given to students who participated in advising appointments and classroom and student organization presentations.
- Prior to internship workshops, 52% of students reported that their knowledge of internships were average, above average, or extensive. After the internship workshops, 86% of students reported that their knowledge of internships was average, above average, or extensive.
- Prior to internship advising appointments, 59% of students reported that their knowledge of internships were average, above average, or extensive. After advising appointments, 95% of students reported that their knowledge level of internships was average, above average, or extensive.
- The following are some student comments regarding the importance of an internship: “job prospect”, “experience”, “networking”, “whether or not I want to change my major”, “job opportunity after graduation”, “resume builder”, “hopefully to gain employment after graduating from the University of Memphis to be able to then give back to the university by giving money and recruiting more students to attend the university”, “training in your field”, “networking, improve job skills”, “see what the real world is like”, “puts you ahead of the competition, networking, experience, and you may find out that’s not what you want to do”, and “gain transferrable skills”.

**Use of Assessment Data for Future:**
- Several students commented during their internship advising appointment that they should have used Career Services earlier during their collegiate years. Career Services will continue to target freshmen and sophomores through workshops, presentations, and other outreach methods to prepare them for internships.
- Continue to increase student awareness of the important of participating in internships.
- Continue to develop and maintain partnerships with employers to provide internship (and employment) opportunities for students.
Support of University Strategic Plan and/or Student Affairs Vision for Students:
  o Enrich educational experience through regional, national and international engagement
  o Emphasize/support learning and leadership experiences that enhance career competencies
  o Emphasize learning experiences that develop students and alumni into leaders in their
    professions and communities
  o Apply academic and co-curricular content to real-world contexts through experiential
    learning
  o Understand the concept of professional identity and develop appropriate professional
    behaviors

II. Additional Programs/Services (not included in 2009-2010 Planning Document)

1. On-Campus Interviews
Intended Outcomes:
  o Provide students with opportunities to interview with employers for internships and full-
    time jobs.
  o Assist employers with meeting their workforce needs.
Evidence of Achieved Outcomes:
  o 63 on-campus interview schedules
  o 43 unique employers
  o 521 student participants
Use of Assessment Data for Future:
  o Career Services will continue to host on-campus interviews for students and
    employers.

2. Career and Internship Expo
Intended Outcomes:
  o Provide students with opportunities to learn about available careers in various industries
    as well as speak with prospective employers about internships and employment.
  o Assist employers with meeting workforce needs by providing them with opportunities to
    recruit University of Memphis students and alumni.
Evidence of Achieved Outcomes:
  o Career and Internship Expo Student Participants: 815
  o Career and Internship Expo Employer Participants: 142
  o Career and Internship Expo Unique Employers: 65

3. Education Career Fair
Intended Outcomes:
  o Connect students and alumni with local, state, regional, and national school districts to
    gain employment opportunities.
  o Assist school districts with meeting their workforce needs.
Evidence of Achieved Outcomes:
  o Education Career Fair Student Participants: 227
  o Education Career Fair School District Participants: 55
  o Education Career Fair Unique School Districts: 23
4. Lunch and Learn Workshop Series
Intended Outcome:
  - Educate students about career-related issues through the use of speakers from local employer community.
Evidence of Achieved Outcome:
  - Total number of workshops: 10
  - Total number of student participants: 200
Use of Assessment Data for Future:
  - Continue to provide a diverse array of speakers for targeted student groups.
  - Consider changing the workshop location to the University Center to meet the students where they are.
  - Advertise the series more extensively to faculty and students.

5. Career-related Presentations
Intended Outcome:
  - Educate and engage students in career-related topics through classroom visits and student organizations
Evidence of Achieved Outcome:
  - Total number of presentations: 122
  - Total number of attendees: 2831
Use of Assessment Data for Future:
  - Revamp presentations to include more media clips, music, and interactive portions.
  - Revise assessments, as necessary, to correspond to specific workshops.
  - Present to ACAD in large group sessions instead of individual course sections.

6. Advising Appointments
Intended Outcome:
  - Provide students/alumni with career and graduate school planning assistance on an individual basis.
Evidence of Achieved Outcome:
  - Advising (career, job, internship, graduate school, resume/cover letter) appointments: 739

7. Resumes/Cover Letters/Mock Interviews (in-person and on-line) Critiques (in addition to resume advising appointments):
Intended Outcome:
  - Assist students/alumni with developing effective resumes, cover letters, and interviewing skills.
Evidence of Achieved Outcome:
  - Number of critiqued documents and interviews: 1077
Use of Assessment Data for Future:
  - Email students a mock interview rubric showing the evaluation criteria prior to their mock interview.
  - Use the same rubric to evaluate students to determine what students learned.
8. eRecruiting

**Intended Outcomes:**
- Students will have 24/7 access and may apply for full-time, part-time and internship opportunities through an online database.
- Employers may recruit University of Memphis students by posting internships and jobs, reviewing resumes, and scheduling on-campus interviews.

**Evidence of Achieved Outcomes:**
- Number of jobs posted: 1393
- Number of internships posted: 333
- Number of active students (2006-2010): 18,425
- Number of active employers (2003-2010): 6,356

III. Additional data that demonstrates that Career Services supports the persistence and graduation of students.

- In 2010-2011, Career Services will be able to determine if there is a correlation between the students who completed the ACAD Career Planning Unit as freshman in 2009-2010 and the students who are retained to the sophomore year. A list of students who completed the learning assessment will be cross referenced with enrollment data.

IV. Career Services BHAG and Evidence that supports progress towards BHAG

**BHAG:** University of Memphis students will graduate with the knowledge, skills, abilities, and experience necessary to pursue a career for which they are well-prepared.

**Evidence of Progress:**
- Increased usage of the Optimal Suite and CareerBeam which helps students to gain the necessary professional knowledge, skills, abilities and experience.
- Transitioning to Focus 2 which will provide more sophisticated career and academic planning tools and an integrated “What Can I Do with a Major In” section for students.
- Development and student utilization of a comprehensive Academic/Career Plan.
- Successful implementation of ACAD Career Planning Unit and the associated learning assessment along with planned processes and content improvements. (Increased level of buy in by ACAD including mandatory student participation in large group settings.)
- Enhanced coordination of recruiting efforts for accounting students in cooperation with FCBE to allow University of Memphis students to obtain internships and gainful employment.
- Two years of outstanding, interactive new student orientation session for parents and students with a pronounced effort to develop a culture of career planning for all students beginning their freshman year.
- Providing students with career related workshops and presentations, employer led mock interviews, internship advising appointments, Career and Internship Expo, Education Career Fair, and On Campus Interviews.
V. Awards/Notable Accomplishments by department, individual staff, or students
   o Courtney Pierce served as the Coordinator of the Career Discovery Fresh Connections Learning Community.
   o Shea Houze was admitted to the Ed.D. Program in Higher Education Leadership and began taking courses in summer 2010.
   o Ryan Morehead, former Career Services student worker, was accepted to the Ph.D. program in Neuropsychology at University of California-Berkley.
   o As a first year Graduate Assistant, Ashlee Albart (CEPR) did much of the work of a full-time staff member during a vacancy in the Career Advisor position.
   o Courtney Pierce, Dixie Crase, Shelia Moses, Whitney Brown, and Cory Major submitted a grant for the TBR Diversity Grant and Sustainable Campus (Green) Fee Funding Proposal and received funding.
   o Alisha Rose Henderson and Clay Woemmel collaborated with Student Disability Services and Student Support Services to write and submit a grant proposal for the TBR Access and Diversity Grant Program. Although the grant request was not funded, we continue to explore creative ways to implement the career planning program concept (focusing on sophomore students with disabilities, financial need, and first generation).
   o Clay Woemmel completed a two-year term as Director of Finance for the SoACE Board of Directors and is currently serving as the Finance Manager for the SoACE 2010 Conference to be held in Dallas, TX.
   o Courtney Pierce was recently selected to serve as Volunteer Coordinator for the Southern Association of Colleges and Employers (SoACE). She also presented at the 2009 Southern Association of Colleges and Employers Conference in Nashville, TN.
   o Alisha Rose Henderson completed a two-year term as Secretary for the TACE Board of Directors and is currently serving on the board as Director of Liaisons.