Career Services
2010-2011 Annual Report

GOAL 1

Divisional Goal
• Increase Student Retention and Graduation

Department Goal
• Enhance students’ ability to make informed career decisions

Strategies
• Analyze data collected in fall 2009.
• Continue to refine ACAD Career Unit utilizing data from ACAD students.
• Present findings to Director of ACAD.
• Implement changes based on assessment data.

Intended Outcomes
• Students enrolled in ACAD 1100 will recognize strategies for making appropriate career decisions.
• Students will demonstrate improved ability to make career decisions.

Unintended/Other Outcomes
• Fall 2009 data was presented at the 2010 MIMSAC conference and the 2010 ACAD faculty meeting.

Evidence of Achievement

Students enrolled in ACAD 1100 will recognize strategies for making appropriate career decisions.

• 43.6% (336) of students could identify three important factors to consider when choosing a career path; 10.8% (83) could identify two important factors; 18.9% (146) could identify one important factor; 26.7% (206) were unable to identify any factors correctly.

• Students were able to identify various offices and persons on campus that could assist them with career concerns. (See chart below)
Students will demonstrate improved ability to make career decisions.

- 84% (648) of students had decided on an initial major by the conclusion of the ACAD Career Unit while 16% (123) remained undecided.
• 82.7% (638) of students were able to identify a job or career path associated with their specific major, 1.2% (9) were not able to do so, and 16.1% (124) reported that they were undecided on a major.
• 40.2% (310) of students reported extensive confidence that they chose the best major based on personality, interests and values; 35% (270) reported above average confidence; 20% (154) reported average confidence; 3% (23) reported below average confidence; and 1.8% (14) reported no confidence.
• 46% (355) of students reported extensive confidence that their chosen major would lead to a specific job or career path based on personality, interests, and values; 34% (262) reported above average confidence; 16.3% (126) reported average confidence; 2.1% (16) reported below average confidence; and 1.6% (12) reported no confidence.
• 33.6% (259) of students reported extensive confidence that they could select another major that would fit their personality, interests, and values if their current major did not work out; 34.2% (264) reported above average confidence; 25.4% (196) reported average confidence; 4.8% (37) reported below average confidence; and 1.9% (15) reported no confidence.

Utilization of Assessment Data
• Assessment data was presented to the Director of ACAD and the Director of Academic Advising as well as to ACAD faculty and Academic Advisors.
• Large group sessions designed to enhance the consistency of information received by students regarding the ACAD Career Development Unit, presented in conjunction with the Academic Counseling Center, were implemented for fall 2010 and were well received. Career Services staff served 67 ACAD sections through 12 large group sessions.
• The Learning Assessment question regarding “degree plus” (i.e. internship participation, GPA, activities, etc.) was revised and reformatted for clarity. Emphasis was added to this aspect of the large group session presentations.
• Interests, personality, and values were emphasized to students in a more engaging matter through the use of video clips, handouts, and the introduction of a new online system, FOCUS II.
• A demographic panel and a drop down menu with course section and instructor name were added to the assessment at the request of the ACAD program.
• After consultation with the Director of Student Affairs Learning and Assessment, the ACAD Career Unit Learning Assessment will be moved from the Student Affairs server to Survey Monkey Professional for the 2011-2012 academic year to facilitate the analysis of data.
• The ACAD Career Development Unit was revised through the use of assessment data as well as feedback from the ACAD program director and faculty members.

Strategic Plan/Vision Support
• Understanding and Managing Self

GOAL 2

Divisional Goal
• Increase student Retention and Graduation.

Department Goal
• Assist students with developing effective career (and academic) plans.

Strategies
• Work with the Director of Academic Advising to create an outline version of the Career and Academic Plan to be placed on the Academic Advising and Career Services website.
• Co-present information on the Career and Academic Plan to AAN and PACA.
• Begin using the Academic and Career Plan along with the Individual Career Plan during academic and career advising and in COUN 1661.

Intended Outcomes
• Students will develop career and academic goals and strategies for accomplishing those goals with the assistance of career and academic advisors.
• Students will receive consistent career and academic resources (information and plan) from career and academic advisors.

Unintended/Other Outcomes
• Several unanticipated options for the career and academic plan became available during discussions with the Director of Academic Advising:
  o Incorporate the career and academic plan into the UM Degree program being developed by the Director of Academic Advising.
  o Build a specific website with interactive student tools.
  o Link the career and academic plan to the FOCUS II software.

Evidence of Achievement
• Career Services staff assisted students with completing individual career plans during the 2010-2011 academic year.
• Career Services staff met with the Director of Academic Advising to discuss the career and academic plan and the feasibility of incorporating it into the UM Degree program that will be implemented during fall 2011.
• Information on a combined academic and career plan was presented at the 2010 University of Memphis Academic Advising Conference that included members of PACA and AAN and other stakeholders.
• A PDF version of the Finish in Four Academic and Career Plan is available on both the Career Services and Academic Advising websites.
• The existing Finish in Four Academic and Career Plan was linked to the Career Services website and the FOCUS II system.

Utilization of Assessment Data
• A follow-up meeting with the Director of Academic Advising was held. The UM degree program was reviewed and various methods for inserting career-related information into the system were discussed. Career Services will continue to work with the Director of Academic Advising to provide career and academic planning information in a single location to students through this new program.

Strategic Plan/Vision Support
• Understanding and Managing Self.
• Succeeding as a Professional.

GOAL 3

Division Goal
• Create a Service-Oriented Culture in All Units.
Department Goal

- Re-administer the Career Services Evaluation of Services during the 2010-2011 academic year to assess the current level of student satisfaction with services.

Strategies

- Analyze data and utilize to adjust departments’ services.

Intended Outcomes

- Analyze data and utilize to adjust departments strategic plan as needed.

Evidence of Achievement

- During the months of March 2011 and April 2011, students who attended appointments with Career Services staff were encouraged to complete the Career Services Evaluation of Services.

- **Survey Highlights:**
  - 84.5% thought that the front desk staff was friendly, helpful and knowledgeable.
  - 92.7% rated staff as “outstanding” for being open-minded and respectful.
  - 94.5% rated staff as “outstanding” for being sensitive to their concerns.
  - 90.9% rated staff as “outstanding” for being knowledgeable.
  - 94.5% would recommend their career advisor to others.
  - 94.5% would return to their career advisor in the future.

- **Most Frequent Student Learning Outcomes (i.e. “What did you learn during your visit?”):**
  - Resume writing/revision techniques
  - Interview skills
  - Internship Information
  - How to research prospective employers
  - Appropriate resume length
  - The STAR method (a technique for behavioral interview questions)

Utilization of Assessment Data

- The majority of respondents (62%) indicated that the online resources (FOCUS-2, Optimal Resume Suite, eRecruiting) were helpful while the utilization of paper resources seemed to decline. Therefore, we may wish to continue to invest in online resources while decreasing the amount of paper resources available.
  - Career Services will move to an electronic resume critiquing process through the Optimal Resume Online Review Center (replacing paper, email, and fax resumes) beginning in fall 2011. We will continue to offer individual resume appointments as well.
Strategic Plan/Vision Support
• Create a Service-Oriented Culture in All Units

Goal 4

Divisional Goal
• Increase the number of students participating in key co-curricular activities and programs.

Departmental Goal
• Continue to enhance student preparation and engagement in internships.

Strategies
• Incorporate web based internship orientation module for students before advising appointments.
• Continue to conduct internship workshops for academic departments and student organizations.
• Continue to work with employers and academic departments to develop relevant internships for students.

Intended Outcomes
• Students will understand the importance of completing an internship.
• Students will understand the internship process and timeline after attending at least one workshop or advising session.

Evidence of Achievement
• 5,604 students participated in internships. (This number represents students who received academic credit.)
• Students who participated in internship advising appointments as well as classroom and student organization presentations were surveyed. Survey results are as follows:
  o Prior to internship advising appointments, 65% of students reported that their knowledge of internships were average, above average, or extensive. After advising appointments, 97% of the same students reported that their knowledge level of internships was average, above average, or extensive.
  o Prior to internship workshops, 59% of students reported that their knowledge of internships were average, above average, or extensive. After the internship workshops, 91% of the same students reported that their knowledge of internships were average, above average or extensive.
• Comments from students who participated in advising appointments/workshops regarding internships:
  o “I learned that I should have utilized Career Services before my senior year to look for an internship.”
  o “I can receive academic credit for my internship experience.”
  o “Internships can be paid or unpaid.”
  o “If I participate in an internship, I will have a better chance of receiving a full time position after graduation. I can include the internship experience on my resume and if I perform well during my internship, I may land a full time job afterwards! Now that would be great!!”
"I learned that an internship will allow me an opportunity to receive hands on experience in a field related to my major."
"I will be ahead of the competition if I participate in an internship."
"I will reach out to those who are in my network to search for an internship. Career Services is a great resource as well to search for internship opportunities through eRecruiting. I have used eRecruiting to find a part time job and I will use eRecruiting to search for an internship during the summer in Accounting."

The Internship Team met with the following departments regarding the internship program, Career Services resources, how to streamline the internship process, and how to educate faculty and students about the internship program: English, Public and Nonprofit Administration, Chemistry, Math, Communication, Biology, University College, Kemmons Wilson Hospitality and Resort Management, Anthropology, City and Regional Planning, Physics, Health Sport Sciences, Dietetic Master/Internships, and History.

47 internship presentations were conducted for classes, departments, and organizations such as ACAD and Career Counseling classes as well as for Student Support Services, Green Internship Program, Student Affairs Access/Diversity Support Awards for Internships, Girl Power, City of Memphis Summer Program, Memphis City School Mentor Program, Career Competency Presentations, Black Scholars, and Math and Science Academy.

Career Services in collaboration with Academic Affairs (the Office of Academic Internships, the College of Engineering, and Fogelman College of Business and Economics) provided internship opportunities for 44 students to participate in green and summer internships through grant and other funds.

Utilization of Assessment Data

• Career Services will continue to educate students about internships and encourage them to participate in internships before graduation.
• Career Services will continue to offer workshops, presentations and other outreach methods to ensure that students are equipped with the knowledge and ability to navigate through the internship process.
• Career Services will continue to work with the Office of Academic Internships and the Internship Team to develop and maintain partnerships with employers to provide internship and employment opportunities for students.

Strategic Plan/Vision Support

• Enrich educational experience through regional, national, and international engagement.
• Emphasize/support learning and leadership experiences that enhance Career Competencies.
• Emphasize learning experiences that develop students and leaders in their professions and communities.
• Succeeding as a professional.
Goal 5

**Divisional Goal**
- Increase the number of students participating in key co-curricular activities and programs.

**Departmental Goal**
- Diversify the population of students who participate in career sponsored programs.

**Strategies**
- Host career sponsored events/programs such as employer led mock interviews, presentations and/or roundtables and career-related workshops for a targeted population of students.
- Collaborate with Multicultural Affairs and other groups such as greek organizations, non-traditional students, and students with disabilities to market and obtain student participation in career events/programs.

**Intended Outcomes**
- Students will demonstrate effective interviewing skills after participating in employer led mock interviews.
- After participating in at least one workshop or roundtable, students will be able to identify at least two competencies that employers look for.

**Evidence of Achievement**
- 45 students and 12 employers participated in the fall 2010 employer led mock interview program.
- Based on student and employer feedback, the program was beneficial to the students and employers. Students welcomed the advice received from employers on ways to enhance their interviewing skills. Employers were elated to provide feedback to students on how to improve their interviewing skills.
- Students from greek organizations, international students, non-traditional students and students with disabilities participated in the employer led mock interview program, WRP (Workforce Recruitment Program), the Career Peer Educators Program, the Green Internship Program, and the Student Affairs Access/Diversity Support Awards for Internships Program.
- Career Services partnered with Student Disabilities Services to implement two programs for students with disabilities:
  - Career Tracks helped to prepare 21 students for their future careers. Students completed Focus2 exercises and mock interviews as well as developed resumes and participated in career fairs.
  - Sophomore Success Program provided 14 students with weekly academic coaching and development activities through the Focus2 program.
- Courtney Cook participated in the Multicultural Affairs Mixer to provide students with information about Career Services programs, services and internships.
• Career Services partnered with Empowered Men of Color (EMOC) to assist with the fall and spring Career and Internship Expos and the Education Career Fair.

Utilization of Assessment Data
• Career Services will continue to offer employer-led mock interviews for students. The staff will work with Academic and Student Affairs departments and student organizations to continue to increase the number of students participating in the program.
• Career Services will continue to research grant opportunities to provide internship and other career-related program opportunities for a diverse group of students.

Strategic Plan/Vision Support
• Emphasize learning experiences that develop students and alumni into leaders in their professions and communities.
• Succeeding as a professional
• Engaging others in a diverse world

II. Programs and Services

1. New Student Orientation
   o Intended Outcome:
     ▪ Introduce students to Career Services at New Student Orientation and facilitate opportunities for students to interact and build connections with peers.
   o Evidence of Achievement:
     ▪ 26 Orientation Sessions were conducted by Career Services staff during summer 2011.

2. Career Peer Educators
   o Intended Outcome:
     ▪ Promote retention and career development for underrepresented populations.
   o Evidence of Achievement:
     ▪ 13 Career Peer Educators are currently working in Career Services during the summer 2011 semester and engaging in ongoing career training with Career Services staff.
   o Use of Assessment Data
     ▪ The program is ongoing and final evaluation has not yet occurred.
3. Career Tracks
   o **Intended Outcome:**
     ▪ Collaborate with Student Disability Services to offer a pilot career development program for sophomore students with disabilities.
   o **Evidence of Achievement:**
     ▪ A Graduate Assistant (Heather Wagner) employed by SDS was housed in Career Services and met with a caseload of approximately 21 students during the 2010-2011 year to provide intensive academic and career advice utilizing the FOCUS II system.
     ▪ Program participants also completed mock interviews and individual appointments with Career Services staff and participated in the Federal Workforce Recruitment Program.
   o **Use of Assessment Data**
     ▪ The SDS office is using assessment data to revise and expand the program. Specific statistics and additional information on this program will be available from Student Disability Services.
     ▪ The program will continue during the 2011-2012 academic year and may expand to serve more than just sophomore students.

4. Career Advising
   o **Intended Outcome:**
     ▪ Assist students with developing academic and career goals as well as resumes and interviewing skills.
     ▪ Educate and engage students in internships.
   o **Evidence of Achievement:**
     ▪ Total number of Resume Appointments: 228
     ▪ Total number of Mock Interviews: 132
     ▪ Total number of Advising Appointments: 265
     ▪ Total number of Internship Appointments: 169
     ▪ Total number of Advising Appointments: 794

5. Lunch and Learn
   o **Intended Outcomes:**
- Provide students with information on professional development and careers.
- Promote Career Services programs and services to students.
- Provide students with opportunities to network with employers.

**Evidence of Achievement:**
- 2010-2011 Lunch and Learn Attendance:
  - fall 2010: 150
  - spring 2011: 350
  - **Total Lunch and Learn Student Attendants:** 500
- **Total number of Employer Participants:** 13

**Use of Assessment Data**
- Lunch and Learn program evaluations from 2010-2011 are currently being used to select speakers and topics for the 2011-2012 series.

6. Career-Related Presentations

**Intended Outcome:**
- Integrate career-related information and principles of co-curricular involvement in presentations to academic courses, during New Student Orientation, and to various groups such as Emerging Leaders, Black Scholars, PAUSE, and Resident Advisors.

**Evidence of Achievement:**
- **Total number of Career-Related Presentations:** 104
- The Resume Rumble activity for New Student Orientation during which hundreds of students attend stresses the importance of co-curricular activities.

7. Online Resources (24/7/365 service availability)

**Focus II**

**Intended Outcome:**
- Increase availability of online career resources.
- Provide students with online career assessments and suggested majors and career fields.

**Evidence of Achievement:**
- 2342 new accounts were created during the 2010-2011 academic year.
- 1595 of the 2342 new accounts were freshmen.

**Optimal Resume Suite:**
Intended Outcomes:
- Increase availability of resume and cover letter development and critiques by making them available online.
- Provide the opportunity for students to practice their interviewing skills online and receive feedback.
- Move toward a document critique process that is handled online.

Evidence of Achievement:
- 619 resumes, cover letters, and online mock interviews were critiqued by Career Services staff members during the 2010-2011 academic years.

eRecruiting
Intended Outcomes:
- Provide students with the opportunity to apply for full-time, part-time, and internship opportunities through an online database 24/7.
- Employers may recruit University of Memphis students and alumni by posting internships and jobs, reviewing resumes, scheduling on-campus interviews, and registering for career fairs.

Evidence of Achievement:
- Number of jobs posted: 1637
- Number of internships posted: 312
- Number of active students (2007-2011): 18,852
- Number of active employers (2003-2011): 6530

Use of Assessment Data:
- Career Services will continue to educate students, alumni, and employers about utilizing eRecruiting.

8. On-Campus Interviews (Fall 2010/Spring 2011)
Intended Outcomes:
- Provide students with opportunities to interview with employers for internships and full-time jobs.
- Assist employers with meeting their workforce needs.
- Give employers the opportunity to interview numerous students in a central location.

Evidence of Achievement:
- 86 on-campus interview schedules
- 37 unique employers
- 625 students participated in on-campus interviews during the 2010-2011 academic year.

Use of Assessment Data:
9. Fall 2010 and Spring 2011 Career and Internship Expos

**Intended Outcome:**
- Provide students with opportunities to learn about available careers in various industries as well as speak with prospective employers about internships and employment opportunities.
- Assist employers with meeting their workforce needs by providing them with opportunities to recruit University of Memphis students and alumni.

**Evidence of whether or not outcomes were achieved:**
- Fall Career and Internship Expo Student Participants: 792
- Fall Career and Internship Expo Employer Participants: 122
- Fall Career and Internship Expo Unique Employers: 56
- Spring Career and Internship Expo Student Participants: 712
- Spring Career and Internship Expo Employer Participants: 106
- Spring Career and Internship Expo Unique Employers: 51

**Use of Assessment Data:**
- Career Services will continue to coordinate and host career and internship expos for students and employers.

10. 2011 Education Career Fair

**Intended Outcome:**
- Provide students and alumni to speak with local, state, regional, and national school districts to gain employment opportunities.

**Evidence of Achievement:**
- Education Career Fair Student Participants: 378
- Education Career Fair Employer Participants: 68
- Education Career Fair Unique Employers: 26

**Use of Assessment Data:**
- Career Services will continue to provide opportunities for school districts to recruit talented students and alumni from the University of Memphis.

11. Employer Information Sessions and Information Tables

**Intended Outcome:**
• Provide students with information about companies and internship and employment opportunities.
• Provide students with the opportunity to speak with potential employers

Evidence of Achievement:
• Number of information sessions and information tables: 69

Use of Assessment:
• Career Services will continue to encourage employers to participate in information sessions and information tables to provide information to students about employment and internship opportunities.

12. Employer Outreach

Intended Outcome:
• Develop and maintain partnerships with employers in the community to provide internship and employment opportunities for students as well assist companies with their workforce needs.

Evidence of Achievement:
• Employer Visits and Correspondences: 215

III. 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.

• All programs and services listed in items one and two of this report, which provide details on the partnerships, programs, and individual advising appointments and other services that Career Services provides to students, help University of Memphis students graduate with the knowledge, skills, abilities, and experience necessary to pursue a career for which they are well prepared.

IV. Information Solicited by U.S. News and World Report

• Student Employees: 2
• Graduate Assistants: 2
• Social Media: During the spring 2011 semester, the Graduate Assistant for Career Services, Denise Parnell, used blogging, twitter, and facebook to promote the 5 spring Lunch and Learn sessions.
  o Additional publicity using social media resulted in an increase in total student attendance for the spring semester series. Total student attendance increased from approximately 150 in the fall to 350 in the spring.
V. Awards/Notable Accomplishments by the department, individual staff, or students

- Shea Houze served as a Faculty Member for Pi Kapp College (Pi Kappa Phi Fraternity Emerging Leaders Program; College of Charleston; Charleston, South Carolina).
- Clay Woemmel serves as Financial Manager for the 2011 SoACE Conference Committee.
- Shea Houze and Clay Woemmel were both accepted and have begun the Ed.D. program in Higher and Adult Education at the University of Memphis.
- Courtney Cook served as publicity chair for Discover Your Major Day, chair of the registration committee for Memphis In May Student Affairs Conference (MIMSAC), Volunteer Coordinator for the Southern Association of Colleges and Employers (SoACE), and Coordinator of the Career Discovery Fresh Connections Learning Community.
- Alisha Rose Henderson served as Director of Regional Liaisons for the Tennessee Association of Colleges and Employers.
- The Internship Team, Dr. Dixie Crase, Courtney Cook, Sheila Moses, Kathy Tuberville, and Whitney Brown, was awarded a grant to provide internship opportunities for students through the Green Internship Program. A total of 12 students participated in the program during the Spring 2011 semester. They were also awarded a support award to provide 32 students with an opportunity to participate in the Student Affairs Access/Diversity Support Awards for Internships during the summer of 2011. The Internship Team received a total of $75,000.00 which enabled 44 students to complete internships.
- Marcus Lomax, Kevin Clynes, Michael Smith, Will Latham, Daniel Laughlin, Mehrnaz Laknahour, David Ngo, Davide Middleton, and Forrest Williams were hired by FedEx Services as summer interns.
- Adam Odom received a job offer to be a Financial Institution Specialist Trainee with FDIC. He was one of 30 out of a thousand applicants to be chosen for an interview.
- Andrew Hoblett, Cynthia Chapman, Ryan Manning, and Kishore Devisetti were hired by Smith and Nephew as full-time employees.
- Gabrielle Johnson obtained an internship with WREG-News Channel 3.
- Sheleah Harris was hired as a marketing intern at Keystone Laboratories.