Career Services

GOAL 1

Divisional Goal
- Increase Student Retention and Graduation

Department Goal
- Heighten students, faculty, and staff awareness of resources offered by Career Services the Center for Counseling, Learning, and Testing.

Strategies
- Form a committee comprised of CCLT and Career Service staff to coordinate March Career Madness Week (formerly Career Blitz)
- Develop marketing strategies for March Career Madness Week
- Market March Career Madness Week to students
- Secure rooms, technology and speakers for the week

Student Learning Objectives
- Students will be able to identify services and programs offered by Career Services and the Center for Counseling, Learning, and Testing.
- Increase involvement in programs and services including Career Encounters, Group Counseling, Lunch and Learn, and career advising appointments.
- Build stronger relationships with faculty and staff.
- Build a more collaborative working relationship with CCLT and Career Services.

Evidence of Achievement
- Two information tables in the University Center Atrium that were hosted by CCLT and Career Services were well attended during the “March Career Madness” week. CCLT hosted an information table on Tuesday of March Career Madness week and Career Services hosted an information table on Thursday.
- A Lunch and Learn program was hosted by Career Services on the Lambuth campus on during March Career Madness week. The program in Jackson concentrated on interview skills.
- A Career Development workshop was jointly hosted on the Wednesday of March Career Madness week by Career Services and CCLT. Planned activities revolved around the six Holland codes and were interactive in nature. Due to low attendance, we learned that we need to reconsider the time of the program and perhaps offer it to sections of the COUN 1661 course.
- Two instructors of ACAD gave extra credit to students who attended “March Career Madness” events.

Utilization of Assessment Data
- Career Services and CCLT plan to host a week-long event again next year. The event will be held in November 2012 as part of National Career Week.
GOAL 2

Divisional Goal
- Increase student Retention and Graduation

Department Goal
- Develop a collaborative plan to enhance the awareness of on-campus student employment opportunities.

Strategies
- Gather student employment and work-study data from Financial Aid/Student Employment.
- Collaborate with Financial Aid/Student Employment to develop strategies to partner with campus departments.
- Discuss potential new programs/services and marketing strategies that will assist students with identifying on-campus employment opportunities.

Objectives
- Strengthen partnerships with university departments (on-campus employers)
- Educate departments about the need and benefits of providing students with on-campus employment opportunities

Outcome
- Career Services obtained the following student employment data from Financial Aid/Student Employment: 398 work-study and 1761 regular student workers for a total of 2,159 students hired in such positions to work on-campus during the 2011-2012 academic year.
- Additionally, Jan Brownlee stated that approximately 1500 graduate students receive graduate assistantships which would bring the total of students employed on campus to approximately 3,659.
- Career Services staff met with Mrs. Debra Ann Brown to discuss the possibility of collaborating with Financial Aid/Student Employment to speak with departments about hiring more students as well as developing ways to help students be more aware of and prepare for on-campus positions.
- Mrs. Brown stated that departmental funds as well as federal funds are very limited for student employment. Departments are currently hiring all of the students that they are able to hire and all available federal dollars are being used for student employment. She did not see a viable solution to increasing on-campus student employment with the current funds.

Utilization of Data and Information
- Career Services may revisit a similar goal in the future. Based on the information received from Financial Aid/Student Employment, it is evident that additional funds will be needed to increase on-campus student employment.

GOAL 3

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

Department Goal
• Continue to enhance student preparation and engagement in internships

**Strategies**

• Enhance web based internship module and create internship marketing materials for students and faculty.
• Partner with faculty to present internship material in classes.
• Continue to work closely with the Office of Academic Internships to develop and maintain partnerships with employers to provide internship opportunities for students.
• Continue to seek funding for students to participate in internships on and off campus.

**Student Learning Objectives**

• Students will have a better understanding of the importance of participating in an internship and the process for obtaining an internship.

**Other Objectives**

• Faculty members will continue to support the University’s effort to enhance students’ preparation and participation in internships.

**Evidence of Achievement**

• 5610 students participated in internships. (This number represents only students who received academic credit during the fall and spring semesters.)
• The Internship Orientation Online Module was enhanced and streamlined to provide students with a better understanding of internships prior to their internship advising appointments.
• Career Services developed targeted email messages to send out to students, student organizations, faculty, staff, and academic departments to raise the awareness of internship opportunities available to current students. The Academic Internship Office developed internship marketing material for students, faculty and employers.
• Career Services also developed power point presentations to use in classrooms to market internships. Handouts were created for students who participated in internship workshops and internship presentations in the classroom.

• **Students who participated in internship advising appointments as well as classroom and student organization presentations were surveyed. Survey results are as follows:**
  - Prior to internship advising appointments, 61% of students reported that their knowledge of internships were average, above average, or extensive. After advising appointments, 95% of the same students reported that their knowledge level of internships was average, above average, or extensive.
  - Prior to internship workshops, 75% of students reported that their knowledge of internships were average, above average, or extensive. After the internship workshops, 97% of the same students reported that their knowledge of internships were average, above average or extensive.

• **Sample comments from students who participated in advising appointments and workshops regarding internships:**
  - “I did not know that I can receive academic credit for my internship.”
  - “I am happy about the opportunity to get experience with an Accounting firm next summer.”
- “I was nervous about the internship process, but now I am more confident in finding an internship. Now I have to perfect my resume. Thank you Mrs. Cook!”
- “I hope my internship turns into a permanent job after I graduate!”
- “I have visited Career Services on 3 different occasions—to review my resume, internship advising, and mock interview. Now I am ready to conquer the world! Now I will find an internship. You guys rock!”
- “I did not know that you had to begin the process so early. I feel like I am behind the ball. Time for me to catch up!”
- “The presentation helped me to realize that I need to make sure to take ownership of the internship experience. Don’t be afraid to challenge myself.”
- “At first I was not really interested in an internship. I just wanted to get my degree and get a job. Now I see how important an internship will be for my career.”
- “I hope that I can apply what I learned today and find a really great internship in New York during the summer.”

- 37 internship presentations were conducted for classes, departments, and organizations such as ACAD and Career Counseling as well as for Student Support Services, Green Internship Program, Student Affairs Access/Diversity Support Awards for Interns, PAUSE, Black Scholars, and the 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 56 students to participate in green and summer internships through grants and other funds.
- Staff works closely with the Office of Academic Internships and the Internship Team to foster relationships with community and campus partners to develop and maintain internship and employment opportunities for students.
- Courtney Cook presented at the Summer Internship Workshop Forum on Social Media and Professional Attire.
- Courtney along with the Office of Academic Internships hosted an internship roundtable to discuss internships and the Access and Diversity Summer Internship Program.
- Courtney Cook worked with the Internship Team and the Office of Academic Internships to sponsor the Fall 2011 Internship Week. Courtney conducted workshops for Residence Life, student organizations, academic classrooms, and hosted two workshops in the University Center and one workshop in the Fogelman College of Business. Courtney also hosted a Career Services table at the SHRM/University of Memphis/Office of Academic Internship Office Networking event during the fall semester.

Utilization of Assessment Data
- Career Services will continue to educate students about internships, work closely with faculty, provide workshops to students, encourage students to participate in an internship before graduation, and reach out to campus and community partners to provide internship opportunities for students.
- 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.

Goal 4

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

Departmental Goal
• Teach students how to present themselves effectively to employers by enhancing their interviewing skills

Strategies
• Partner with Student Support Services, Adult and Commuter Services, Student Disability Services, the Internship Team, and other multicultural student organizations and departments to continue to increase participation in the employer led mock interview program.

• Develop relationships with employers in the STEM and Healthcare sectors to diversify employer participants in the mock interviews.

Student Learning Objectives
• Students will demonstrate effective interviewing skills after participating in employer led mock interviews.

Other Objectives
• Increase employer presence on campus and strengthen relationships with the Memphis community.

Evidence of Achievement
• Student and employer participation in the employer led mock interview program increased.

• 20 employers and 66 students participated in the employer led mock interview program.

• Out of the 66 student participants, 14 were international students, 5 were adult students, and 12 were students with disabilities.

• Student program evaluation results are as follows:
  o 80% of participants had an overall excellent experience.
  o 98% stated that the mock interviews increased their confidence in interview skills.
  o 61% had an increased knowledge of professional dress.
  o 97% of the participants stated that they will utilize Career Services in the future.

• Students received feedback from employers on ways to improve their interviewing skills. 92% stated that the employer feedback was useful. Students listed the following as skills that were learned during the process:
I learned to be myself and express everything that I know and I have learned in past experiences that may be beneficial to company.

- STAR response; Resume (make it clear); Maintain eye contact - consider industry specific mock for education.
- To detail information on my resume to match the job I am applying for at the company.
- Don’t be scared of the interview. Personal skills, dress, conversation.

- Employer evaluation program results are as follows:
  - 81% of the students had quality resumes.
  - 100% of the students communicated well with employers.
  - 93% of the students dressed professionally for the interview.
  - 93% of students made a good first impression.

- Employers’ comments about what they most enjoyed about the mock interview program are as follows:
  - Enjoyed both students, they were very engaged and attentive.
  - Great opportunity that the students will/should benefit from. Critical to know how to interview.
  - Students were prepared, very eager to know how they could improve. Open to feedback.
  - Meeting with candidates that were interested in my industry.
  - Ability to provide students instant feedback on how they performed.
  - I loved helping students identify what they needed to work on. I felt that each of them enjoyed meeting.
  - I enjoyed meeting the students and hearing about their goals. I was really impressed with how well they presented themselves!

- Employers such as Smith & Nephew and Medtronic from the STEM profession participated in the employer led mock interview program.

Utilization of Assessment Data
- Career Services will continue to offer the employer led mock interview program for students and community partners. We will discuss how to incorporate campus partners in the program next year and continue to work with academic and central departments to increase the number of students participating in the program.

Goal 5

Divisional Goal
- Increase Student Retention and Graduation

Departmental Goal
- Enhance students’ ability to make informed career decisions through the ACAD Career Exploration Unit (ongoing goal).
**Strategies**
- Transition the ACAD Career Exploration Unit Learning Assessment to Survey Monkey in order to facilitate the collection and analysis of data (Completed, Fall 2011).
- Develop FAQs (Frequently Asked Questions) and a rubric for the reflection paper component of the ACAD Career Development Unit; adjust the grading scale to eliminate a set number of points for the assignment based on faculty feedback (Completed, Fall 2011).
- Develop a “cheat sheet” and “Quick Reference Guide” for students (Completed Fall 2011).
- Participate in large group advising session to promote the Career Unit in partnership with ACC (Completed, Fall 2011).
- Continue to refine the ACAD Career Exploration Unit utilizing assessment data from the 2011-2012 academic year (Completed, Spring 2012).
- Present finding to the Director of ACAD on an ongoing basis (Completed, Spring 2012).
- Implement changes based on assessment data (Ongoing, Summer 2012).

**Student Learning Objectives**
- Students enrolled in ACAD 1100 will recognize strategies for making appropriate career decisions.
- Students will demonstrate improved ability to make career decisions.
- After consultation with the Director of Student Affairs Learning and Assessment, the ACAD Career Unit Learning Assessment was moved from the Student Affairs server to Survey Monkey Professional for the 2011-2012 academic year to facilitate the analysis of data. The utilization of Survey Monkey was very effective.

**Evidence of Achievement**
- **Retention**
  - Of the 944 who completed the ACAD Career Unit Learning Assessment in Fall 2011, **900 (95%) re-enrolled for Spring 2012**.
- **Connecting Majors to a Career**
  - Seventy-five percent of survey respondents in fall 2011 indicated that they could identify a career path that relates to their major. Twenty-one percent reported that they are undecided on a major and four percent could not identify a career with their major. This is consistent with data from the three previous semesters during which an average of 77 percent of students could identify a career with their major as a result of the Career Module.
  - The Career Module also has a positive effect on helping students explore a range of potential majors that could lead to a career of their choice: 88 percent of students in fall 2011 had at least average confidence that they could identify another major that fits their skills and career plans. Results are consistent with previous administrations of the survey in which at least 87 percent of students responded with at least average confidence.
- **Factors Influencing Employment**
  - There has been a marked increase in students’ understanding that more than high grades are necessary in order to secure a job after college.
First asked in fall 2010, at least 74 percent of participants in past survey administrations recognized that to secure a job in your desired field you should have your degree, a 3.0 or higher, involvement in co-curricular activities and an internship. That percentage climbed in fall 2011 to 77 percent.

**Student Confidence**
- The survey assesses students’ confidence to identify specific attributes of their potential career: the skill set necessary for such employment, what qualifications and training are needed, and the duties and responsibilities of such a career.
- Ninety-eight percent of respondents in fall 2011 had at least average confidence that they could identify the skills needed for their potential career. Across all four semesters, at least 95 percent of students report at least average confidence in identifying the skill set needed for a job/career in which they are interested. At least 67 percent have above or extensive confidence.
- In regard to feeling confident about knowing the qualifications and training needed for their potential career, 95 percent of students reported at least average confidence in fall 2011. Results are consistent with past semesters during which at least 96 percent of students reported this degree of confidence.
- Students in fall 2011 ACAD reported a very high level of confidence in recognizing duties and responsibilities of their potential career: 98 percent indicated at least an average confidence in this area. This is a rather large increase compared to past semesters when only about 94 percent could do so.

**Identifying Resources**
- The University of Memphis provides numerous resources for students who are examining diverse career paths. Students were asked if they could identify these resources. For the three semesters prior to fall 2011, the survey question asked “Which of the following are resources on campus that can assist you with your career planning process? (check all that apply)”
- The question was changed for fall 2011 in order to articulate a more widespread use of these resources by more than just the student herself or himself. The use of “you” in the previous question inferred that the student would personally find the resources helpful. The intent was really to examine the students’ knowledge that these resources were provided for all students. Therefore, the question was modified to read: “Which of the following campus resources are helpful in the career planning process? (Please mark all that apply)” The same options were provided for students.
- The drop in percentage of student identifying resources, and sometimes a very large drop, is concerning. While two areas saw an increase (academic advisors, as well as, staff and administrators), other areas had declines. The decline is even more perplexing given that almost all of the resources had been trending upwards over the previous three semesters. Further examination of the extent to which the revision of the question may have influenced this change is needed.
Utilization of Assessment Data

- Assessment data was presented to the Director of ACAD and the ACAD Task Force during the spring of 2012.
- 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 conducted and were generally well received. However, such sessions will not be included in the new course design.
- Interests, personality, and values were emphasized to students in a more brief and engaging matter through the use of video clips, handouts, and the introduction of a new online system, FOCUS II.
- Assessment items were reordered and the skip logic feature of Survey Monkey was implemented to better refine the data.
- The ACAD Career Development Unit was revised through the use of assessment data as well as feedback from the ACAD program director, Task Force and faculty members. The project component has been changed from a reflection paper to a poster session.
- Due to the revision of ACAD 1100 for the 2012-2013 academic year, large group sessions will no longer be a part of the course. Therefore, we have modified our approach to improving information to students. A narrated PowerPoint will be provided to faculty members who wish to use it as a resource or utilize it in class. An un-narrated version will also be provided for faculty who wish to
present the information themselves. Two icebreakers for introducing the Career Exploration Unit have been provided for faculty use as well.

II. Programs and Services

1. New Student Orientation
   - **Intended Outcome:**
     - Introduce students to Career Services at New Student Orientation and facilitate opportunities for students to interact and build connections with peers.
   - **Evidence of Achievement:**
     - Career Services staff conducted 29 New Student Orientation Sessions for students and 24 sessions for parents. Three of these sessions were conducted at the University of Memphis Lambuth campus.

2. Career Peer Educators
   - **Intended Outcome:**
     - Promote retention and career development for underrepresented populations.
   - **Evidence of Achievement:**
     - 8 Career Peer Educators are currently working in Career Services during summer 2012 semester and engaging in ongoing career training with Career Services staff.
   - **Use of Assessment Data**
     - The program is ongoing and the final evaluation has not yet occurred.

3. Career Tracks
   - **Intended Outcome:**
     - Collaborate with Student Disability Services to offer a career development program for students with disabilities.
   - **Evidence of Achievement:**
     - A Graduate Assistant (Heather Wagner) employed by SDS was housed in Career Services and met with a caseload of students during the 2011-2012 academic 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.
   - **Use of Assessment Data**
     - Specific statistics and additional information on this program will be available from Student Disability Services.
     - The program will continue during the 2012-2013 academic year.
4. **Career Advising**
   - **Intended Outcome:**
     - Meet with students individually to foster discussion on how academic and career goals relate, as well as, to develop skills in resume writing and interviewing.
     - Educate and engage students in internships.
   - **Evidence of Achievement:**
     - Total number of Resume Appointments: 229
     - Total number of Mock Interviews: 102
     - Total number of Career Advising Appointments: 304
     - Total number of Internship Appointments: 274
     - Total number of Advising Appointments: 909

5. **Lunch and Learn**
   - **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: 293
       - spring 2011: 168
       - Total Lunch and Learn Student Attendants: 461
     - Total number of Employer Participants: 10

**Use of Assessment Data**
- Lunch and Learn program evaluations from 2011-2012 are currently being used to select speakers and topics for the 2012-2013 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.
     - Educate and engage students in internships.
   - **Evidence of Achievement:**
     - Total number of Career-Related Presentations: 162
- The Resume Rumble activity for New Student Orientation during which hundreds of students attend stresses the importance of co-curricular activities.

7. Online Resources
  o 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:
      ▪ 2278 new accounts were created during the 2011-2012 academic year.
      ▪ Of these newly created accounts, 1644 of the 2342 were freshmen.
  o Optimal Resume Suite:
    ▪ Intended Outcomes:
      ▪ Increase career resources such as 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.
      ▪ Conduct the document critique process online.
    ▪ Evidence of Achievement:
      ▪ 747 resumes, cover letters, and online mock interviews were critiqued by Career Services staff members during the 2011-2012 academic year. This is an increase of 128 documents over the last academic year.
  o 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: 1565
    • Number of internships posted: 314
    • Number of active students (2008-2012): 19,705
    • Number of active employers (2003-2012): 5521
    **Use of Assessment Data:**
    • Career Services will continue to educate students, alumni, and employers about utilizing eRecruiting.
8. On-Campus Interviews (Fall 2011/Spring 2012)

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:
- 97 on-campus interview schedules
- 51 unique employers
- 776 students participated in on-campus interviews during the 2011-2012 academic year.
- Sample list of companies that participated in On Campus Interviews:
  - Shelby County Schools, Sherwin Williams, State Farm Insurance, Target, Tennessee Department of Audit, Tipton County Schools, University Directories, Watkins Uiberall, PLLC

Use of Assessment Data:
- Career Services will continue to host on-campus interviews for students and employers.

9. Fall 2011 and Spring 2012 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: 845
- Fall Career and Internship Expo Employer Participants: 156
- Fall Career and Internship Expo Unique Employers: 60
- Spring Career and Internship Expo Student Participants: 726
- Spring Career and Internship Expo Employer Participants: 118
• 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: 265
• Education Career Fair Employer Participants: 72
• Education Career Fair Unique Employers: 33

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: 52

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 Meetings, Teleconferences and Visits: 446
• Partnered with Nucor Steel to develop employment opportunities for our students, Engineering department, student organizations, and partnership with Mitchell High School.
- Attended student SHRM chapter meetings, Greater Memphis Area SHRM Chapter events, and met with the Jackson Chamber of Commerce to build relationships.

**Information Solicited by U.S. News and World Report**
- Student Employee: 1
- Graduate Assistants: 2
- Career Peer Educators (summer only): 8
- Social Media: During the fall 2011 and spring 2012 semester, the Graduate Assistant for Career Services, Tyler Livingston, used blogging, twitter, and Facebook to promote the 10 Lunch and Learn sessions.

**Awards/Notable Accomplishments by the department, individual staff, or students**
- Career Services and SDS won the Robert Greenburg Award.
- Career Services and SDS have collaborated to bring students programming and services that have been designed to ready future professionals in the areas of resume building, interview preparation, and career guidance.
- *Career Tracks*, a program for sophomores and juniors registered with Student Disability Services, seeks to assist students in career planning, goal and decision making, and career development.
- Academic monitoring, career assessments and counseling are available to students registered with SDS in order to help them graduate and consider disability-related issues that may impact their career and career choices. Participation in *Career Tracks* includes weekly individualized meetings with a trained SDS and Career Services graduate assistant. Participants in *Career Tracks* received a $1500.00 stipend as a result of successful completion of the program.
- *85% of Career Tracks participants from spring 2011 were retained through the spring 2012 semester.*

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<th>Number of Students</th>
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<th>Spring GPA (average)</th>
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<td><strong>Career Tracks 2012</strong>*</td>
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• Clay Woemmel serves as Financial Manager for the 2012 SoACE Conference Committee.
• 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 28 students participated in the program during the spring 2012 semester. The Internship Team was also awarded funds to provide 28 students with an opportunity to participate in the Student Affairs Access/Diversity Support Awards for Internships summer 2012. The Internship Team received a total of $75,000.00 which enabled 44 students to complete internships.
• Collectively, the Internship Team applied for 2 grants and additional funds to support internship opportunities for students. They received a total of $95,200.00 and 56 students were able to complete an internship and receive academic credit.