2012

Center for Career and Professional Development
Annual Report, 2011-2012

Clemson University

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ENHANCING THE JOURNEY OF OUR TIGERS:
UNIVERSITY PROFESSIONAL INTERNSHIP/CO-OP PROGRAM

Student engagement is one of Clemson’s four areas of investment for its 2020 Road Map.

The goal is to provide 500 experiential learning opportunities per year.

To meet this goal, the university is expanding its on-campus internship and co-op program to offer more students the opportunity to work closely with members of Clemson’s faculty, staff, and administration.

Mentors will provide significant, academic related work to students that will help prepare them for their careers.

Undergraduate students can work part-time or full-time. All positions are paid, and students working full-time will have the option of earning credit for their efforts.

Positions are posted in March/April for the fall and summer, and September/October for the spring. Students are encouraged to apply early.

Assistance with resume and cover letter writing and interview skills is available. The Center for Career & Professional Development is located on the 3rd Floor of the Hendrix Student Center.

To learn more or contact staff about the UPIC program, click here.

Mentor Perspective
“The program has been extremely beneficial. Other universities hire regional recruiters, and we don’t have those resources. We thought hiring co-op students would help, but we had no idea how much. Very quickly the students had nearly the same responsibilities as our counselors.”

Student Perspective
“It was an incredible experience. I worked closely with the Admissions staff, and they gave me real projects — not just their leftover work.

I gained an appreciation for the people making the final decisions. I saw how they work and how they care so much about the students.”

Check out what people are saying about UPIC:
The Chronicle of Higher Education June 17, 2012

Student Interns
Cassie Walker

Campus Banner + Design

Mentor: Randy Martin
Intern: Logan Howard

Available positions in
clemsonjoblink

Clemson University’s
Center for Career & Professional Development

Annual Report 2011-2012

MAKING TRACKS WITH:
Retention pages 2-3
Efficacy pages 4-5
Engagement pages 6-7
Connections pages 8-9
Resources pages 10-11
About Us page 12

Clemson Career Center
Ranked #5

The Center has once again been ranked in the top five of career services offices in the Princeton Review’s College Rankings. We thank all of our students and graduates for their input and votes of confidence.

Clemson University
Ranked #6

Clemson was ranked #6 in the SmartMoney College Rankings. Come by the CCPD today and get your investment off to a great start.
Retaining students through effective interactions and engagement:

**Earning Our Stripes**

- **20.6%**
  - Student-Counselor Interactions
  - 4,026 Students in '10-'11
  - 4,854 Students in '11-'12

- **24.4%**
  - Student-Counselor Interactions with Seniors
  - 1,325 Students in '10-'11
  - 1,648 Students in '11-'12

- **49.1%**
  - Student-Counselor Interactions with CAFLS Students
  - 824 Students in '10-'11
  - 1,229 Students in '11-'12

**Making Tracks with: Retention**

**From Orientation...**

- **1,500+**
  - Parents of engineering students heard presentations given by cooperative education advisors

- **400+**
  - Freshmen students heard presentations given by MCC staff

**To Graduation...**

- **3,000+**
  - Total interactions with incoming students and their families

- **73.2%**
  - Of the class of 2012 who persisted to graduation, did participate in one-on-one counseling sessions or attend career center workshop/class presentations

- **69.2%**
  - Of the juniors who did not return as seniors in 2011-2012, did not participate in one-on-one counseling sessions or attend career center workshop/class presentations

- **72.8%**
  - In a 5-year study of students who did not persist to graduation, 72.8% did not participate in one-on-one counseling sessions or attend career center workshop/class presentations

**NOTE:** These statistics do not include students who attended career fairs, orientation sessions, or on-campus interviews.
As a result of participating in the CU101 & BUS 101 Major/Career Interest Presentations

97.5% of 1,034 students in CU101 and BUS101 could list at least two work values

90.5% of 1,034 students in CU101 & BUS101 could identify a career interest or major

As a result of taking the DISCOVER career inventory and meeting with a career counselor

79% of 130 respondents to a follow-up survey said they could select a major or were choosing between a couple of majors
Earning Our Stripes

Graduation Survey Results
Percentage of students who answered “agree” or “strongly agree” to the below statements based on their MCC experiences

89.4%
I am confident in my ability to create a resume that showcases my skills and talents.

83.4%
I am prepared to interview for jobs.

70.7%
I have/had a strategy for landing a job upon graduation.

69%
I feel/felt confident about securing a position upon graduation.

85%
of freshmen surveyed indicated they were “satisfied” or “very satisfied” with their counseling experiences

370 out of 438 respondents

107 out of 131 respondents

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### UNDERGRADUATE STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Drop-Ins '10-'11</th>
<th>Drop-Ins '11-'12</th>
<th>Appointments '10-'11</th>
<th>Appointments '11-'12</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Agriculture, Forestry and Life Sciences</td>
<td>439</td>
<td>579</td>
<td>350</td>
<td>589</td>
</tr>
<tr>
<td>College of Architecture, Arts and Humanities</td>
<td>315</td>
<td>304</td>
<td>197</td>
<td>141</td>
</tr>
<tr>
<td>College of Business and Behavioral Science</td>
<td>694</td>
<td>860</td>
<td>251</td>
<td>267</td>
</tr>
<tr>
<td>College of Engineering and Science</td>
<td>736</td>
<td>901</td>
<td>194</td>
<td>267</td>
</tr>
<tr>
<td>College of Health, Education and Human Development</td>
<td>206</td>
<td>186</td>
<td>78</td>
<td>86</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,390</strong></td>
<td><strong>2,830</strong></td>
<td><strong>1,070</strong></td>
<td><strong>1,350</strong></td>
</tr>
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</table>

### GRADUATE STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Drop-Ins '10-'11</th>
<th>Drop-Ins '11-'12</th>
<th>Appointments '10-'11</th>
<th>Appointments '11-'12</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Agriculture, Forestry and Life Sciences</td>
<td>28</td>
<td>42</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>College of Architecture, Arts and Humanities</td>
<td>20</td>
<td>16</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>College of Business and Behavioral Science</td>
<td>35</td>
<td>46</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>College of Engineering and Science</td>
<td>198</td>
<td>245</td>
<td>99</td>
<td>86</td>
</tr>
<tr>
<td>College of Health, Education and Human Development</td>
<td>42</td>
<td>32</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>323</strong></td>
<td><strong>381</strong></td>
<td><strong>160</strong></td>
<td><strong>157</strong></td>
</tr>
</tbody>
</table>

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85% of freshmen indicated they were “satisfied” or “very satisfied” with their follow-up appointment to discuss their career assessment results

72% of respondents could articulate what’s important to them when making a career choice, as a result of taking a career inventory and meeting with a counselor

62 freshmen respondents
What are our Tigers saying?

“I have had the opportunity to apply many of the skills that I have learned in class to real life situations out in the field. I have learned more than I could possibly imagine. While returning to chemical engineering courses will not be easy in the spring, I will have an advantage in what we are learning. Instead of just absorbing text and theories, I can relate classwork to field situations.”

Co-op Student

“I simultaneously worked in both an applied and a research-based setting. I am grateful to have been able to contribute my time and skills while also gaining insight into the field.”

Full-time Internship Student

“Thanks to my mentor, I gained extremely valuable hands-on experience and was able to use the knowledge gained in the classroom in real-world situations. What a fantastic semester!”

Co-op Student

“Thanks for putting the career fair on! I have gotten one internship, one interview, and I hope a full-time job when I graduate because of networking that began at the career fair. This is INVALUABLE to any student who has an interest in being active and assertive in the beginning of their career. THANK YOU!”

Career Fair Attendee, Graduate Student

Graduation Survey Results

Where is your job located? 441 Respondents

<table>
<thead>
<tr>
<th>State</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenville/ Spartanburg/Anderson area</td>
<td>32.8%</td>
</tr>
<tr>
<td>Columbia area</td>
<td>3.8%</td>
</tr>
<tr>
<td>Myrtle Beach area</td>
<td>0.2%</td>
</tr>
<tr>
<td>Charleston area</td>
<td>5.4%</td>
</tr>
<tr>
<td>Other areas in SC</td>
<td>3.2%</td>
</tr>
<tr>
<td>Out of State</td>
<td>53.2%</td>
</tr>
<tr>
<td>International</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

Which best describes your situation after graduation? 1,258 Respondents

<table>
<thead>
<tr>
<th>Situation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking for a job</td>
<td>25%</td>
</tr>
<tr>
<td>Accepted a full-time job offer/working full-time</td>
<td>35%</td>
</tr>
<tr>
<td>Applying to or enrolled in graduate or professional school</td>
<td>20%</td>
</tr>
<tr>
<td>Taking time off</td>
<td>2%</td>
</tr>
<tr>
<td>Working part time</td>
<td>3%</td>
</tr>
<tr>
<td>Considering a job offer</td>
<td>4%</td>
</tr>
<tr>
<td>Serving in one of the United States Uniformed Services/US Armed Forces</td>
<td>1%</td>
</tr>
</tbody>
</table>

Specify which state:

Top 3 Responses:
1. North Carolina - 23.6%
2. Georgia - 15.7%
3. Texas - 8.7%

229 Respondents

Source: 2012 Student Survey NACE Data for bachelor degree graduates
Earning Our Stripes

Making Tracks with:

Engagement

Experiential Learning provide students with opportunities to be active and intentional learners. The goal is for students to apply their knowledge in professional environments and engage in career-related experiences in a variety of settings. Now, more than ever, employers look to hire college graduates with career-related experiences in their field.

<table>
<thead>
<tr>
<th>STUDENTS ENROLLED IN EXPERIENTIAL EDUCATION</th>
<th>'09-'10</th>
<th>'10-'11</th>
<th>'11-'12</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCINT Internships and Co-Ops</td>
<td>893</td>
<td>950</td>
<td>1,120</td>
</tr>
<tr>
<td>Other Internship and Practicum Courses</td>
<td>1,109</td>
<td>1,022</td>
<td>1,505</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,002</td>
<td>1,972</td>
<td>2,625</td>
</tr>
</tbody>
</table>

33.1% increase in the number of undergraduate students enrolled in experiential learning courses

What is CCINT?

CCINT 101 is a part-time internship course and requires a minimum of 160 site hours, while CCINT 201 is a full-time internship course and requires 320 site hours. Instructors correspond with students via the web, which enables students to intern on national and international levels as well as on-campus.

Thinking Critically & Creatively

The majority of organizations hosting interns through CCINT courses rated students highly on their:

- ability to think critically: 4.35/5.00 average
- ability to think creatively: 4.41/5.00 average

UPIC: University Professional Internship/Co-Op Program

The UPIC team has received over 160 submissions for 2012 summer and fall positions. Campus response to the UPIC program has been so enthusiastic that 20+% of the applications received to date have expressed a willingness to fully fund interns’ pay in order to participate in the program.

So Far:

<table>
<thead>
<tr>
<th></th>
<th>17 students on UPIC assignments</th>
<th>21 students on UPIC assignments</th>
<th>43 funded by UPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>(14 funded by UPIC)</td>
<td>(14 funded by UPIC)</td>
<td>60+ students on UPIC</td>
</tr>
<tr>
<td>Summer 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Projected:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>130 student experiences</td>
<td>190 student experiences</td>
<td>270 student experiences</td>
<td>433 student experiences</td>
<td></td>
</tr>
</tbody>
</table>

Student Perspective

“I learned more about my skills, what I bring to the table in the advertising world, and how to be a leader and resolve conflicts within the work place. I learned proper office etiquette and improved my communication skills.”

Senior, Marketing

“Itron’s co-op in the Test Engineering Department significantly builds upon what you learned in class already, as well as introduces new concepts and material that will get you ahead of the game. I can’t wait to apply the new skills I have acquired in class this coming semester!”

Junior, Computer Engineering

33.1% increase in the number of undergraduate students enrolled in experiential learning courses

Enrollment in CCINT

Project:

- Spring 2012: 17 students on UPIC assignments
- Summer 2012: 21 students on UPIC assignments
- Fall 2012: 43 funded by UPIC

Projected:

- 2012-2013: 130 student experiences
- 2013-2014: 190 student experiences
- 2014-2015: 270 student experiences
- 2015-2016: 433 student experiences
Cooperative Education Program

The Cooperative Education Program provides an opportunity for students to alternate semesters of academic study with semesters of paid, career-related, engaged-learning experiences. The emphasis of this academic program is student learning and the student’s experience is monitored by the University. Through this program, employers serve as Teaching Partners of the University and the co-op experience becomes an integral part of the student’s education. The program serves to bridge the gap between academic study and its application in professional practice. Cooperative Education, represents a partnership among the University, the student, and the participating employer.

CO-OP STUDENT & PROGRAM RECOGNIZED

During this academic year, Clemson’s Co-op Program had its first recipient of the National Co-op Student of the Year award, which is presented by the Cooperative and Experiential Education Division of the American Society for Engineering Education.

Melissa McPartland, a senior Mechanical Engineering student, received the award. She has completed four rotations with BMW, including one in Munich, Germany.

Co-op Engagement by Numbers - 2011-2012

1,600 Advising sessions between Co-op advisors & students
1,300 Interactions with students through meetings & workshops
1,030 Students participating in the Co-op program
200+ Schedules developed for Co-op Interview Days
200+ Employers who actively participate as teaching partners
70+ Site visits conducted by Co-op advisors
30 New employers participating in the Co-op program

Social Media as a Research Tool

Approximately 41% of 2012 graduates used social media to help land jobs. In addition to networking, the survey found students often use social media as a means for researching employers—and this use is gaining in popularity.

“Nearly 25% of 2012 graduates using social media identified it as a research tool, up from 17% just a year ago, and up from 15% among 2010 graduates,” says Marilyn Mackes, NACE executive
# Making Tracks with Connections

**Total Postings in ClemsonJobLink**

- **2010-2011**: 3,800 Positions
- **2011-2012**: 4,719 Positions

**Off-Campus Internship Postings in ClemsonJobLink**

- **2010-2011**: 871 Positions
- **2011-2012**: 1,055 Positions

**Number of Employers Attending the Business and Tech Career Fairs**

- **2010-2011**: 302 Employers
- **2011-2012**: 349 Employers

## Student Attendance

### Business and Tech Career Fairs

<table>
<thead>
<tr>
<th>College of Agriculture, Forestry and Life Sciences</th>
<th>Fall ’10</th>
<th>Spring ’11</th>
<th>Fall ’11</th>
<th>Spring ’12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Jobs</td>
<td>46</td>
<td>55</td>
<td>61</td>
<td>87</td>
</tr>
<tr>
<td>Internships</td>
<td>90</td>
<td>112</td>
<td>170</td>
<td>166</td>
</tr>
<tr>
<td>College of Architecture, Arts and Humanities</td>
<td>455</td>
<td>437</td>
<td>423</td>
<td>505</td>
</tr>
<tr>
<td>College of Business and Behavioral Science</td>
<td>619</td>
<td>824</td>
<td>752</td>
<td>1,217</td>
</tr>
<tr>
<td>College of Engineering and Science</td>
<td>9</td>
<td>13</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>College of Health, Education and Human Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1,219</td>
<td>1,441</td>
<td>1,413</td>
<td>2,002</td>
</tr>
</tbody>
</table>

### Total Student Attendance for Career Fairs

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall ’10</td>
<td>1,219</td>
</tr>
<tr>
<td>Spring ’11</td>
<td>1,441</td>
</tr>
<tr>
<td>Fall ’11</td>
<td>1,413</td>
</tr>
<tr>
<td>Spring ’12</td>
<td>2,002</td>
</tr>
</tbody>
</table>

### POSTINGS IN CLEMSONJOBLINK

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time Jobs</th>
<th>Internships</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>2,106</td>
<td>818</td>
<td>2,924</td>
</tr>
<tr>
<td>2010-2011</td>
<td>2,843</td>
<td>1,165</td>
<td>4,008</td>
</tr>
<tr>
<td>2011-2012</td>
<td>3,582</td>
<td>1,062</td>
<td>4,644</td>
</tr>
</tbody>
</table>

### Class Distribution in 2011-2012 Career Fairs

- Freshmen: 21%
- Sophomores: 8%
- Juniors: 18%
- Seniors: 51%

### Students Interviewed Through the On-Campus Recruiting Process

<table>
<thead>
<tr>
<th>College of Agriculture, Forestry and Life Sciences</th>
<th>Fall ’10</th>
<th>Spring ’11</th>
<th>Fall ’11</th>
<th>Spring ’12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>48</td>
<td>48</td>
<td>46</td>
<td>122</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>62</td>
<td>104</td>
<td>62</td>
<td>162</td>
</tr>
<tr>
<td>College of Architecture, Arts and Humanities</td>
<td>611</td>
<td>462</td>
<td>581</td>
<td>653</td>
</tr>
<tr>
<td>College of Business and Behavioral Science</td>
<td>616</td>
<td>445</td>
<td>547</td>
<td>629</td>
</tr>
<tr>
<td>College of Engineering and Science</td>
<td>1</td>
<td>22</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>College of Health, Education and Human Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1,338</td>
<td>1,081</td>
<td>1,238</td>
<td>1,606</td>
</tr>
</tbody>
</table>

### Students Interviewed Through the Teachers Career Fair

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring ’10</td>
<td>161</td>
<td>39</td>
<td>200</td>
</tr>
<tr>
<td>Spring ’11</td>
<td>137</td>
<td>39</td>
<td>176</td>
</tr>
<tr>
<td>Spring ’12</td>
<td>134</td>
<td>39</td>
<td>173</td>
</tr>
</tbody>
</table>
EYE ON THE FUTURE

Engaging with the Future Work Force

Employers received 20 opportunities throughout the year to engage with students by conducting resume critiques and class or workshop presentations.

Employer Perspective

“The students we hire who have internship experience are light years ahead of those who haven't had the opportunity. In addition, we increase their compensation based on the number of internships completed.”

Fluor Corporation

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SUPPORT FOR A RESOURCE CENTER AND AN ENDOWMENT

As part of a South Carolina State Senate Resolution, it was announced that Clemson University had established the Flora M. Riley Career Resource Center and the Flora M. Riley Endowment for Excellence.

The Flora M. Riley Career Resource Center was funding by Milliken, SIMOS, The Southwestern Corporation, and SYNNEX. The Resource Center sees around 4,000 student visits each year.

The Flora M. Riley Endowment will be used to continue and enhance career services offered to Clemson students through the career center and was started by Michelin North America.

To learn more about the resources in the Flora M. Riley Career Resource Center, click here.

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CORPORATE PARTNERS

The Michelin Career Center expresses its appreciation to the following organizations for their support, without which many of our programs would not be possible. Click on our corporate partners’ names to learn more about their organizations.

Click here to learn more about our Corporate Partners Program. To inquire how your organization might get involved, please email or call Dr. Neil Burton at (864) 656-4337.

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DIAMOND TIGER LEVEL PARTNER: $100,000

Sherwin-Williams SIMOS

Ferguson, a Wolseley Company

PLATINUM TIGER LEVEL PARTNER: $50,000

Itron SYNNEX Corporation

GOLD TIGER LEVEL PARTNER: $25,000

Enterprise Rent-A-Car Fluor Corporation

Milliken & Company

SILVER TIGER LEVEL PARTNER: $15,000

Blackbaud Eastman

GE Mustang Engineering

Northrop Grumman Vanguard

Southwestern Company

BRONZE TIGER LEVEL PARTNER: $10,000

SCANA Waffle House
Making Tracks with:

Resources

DISCOVER

Based on John Holland’s Six Career Personality Types, DISCOVER features a comprehensive approach to career assessment that integrates work-relevant interests, abilities and job values. Career information is easily retrieved through the system’s up-to-date database that helps students explore careers, research occupations, and majors. Before taking DISCOVER, students must first obtain a user token from the Career Center. In addition, students must make an appointment with a counselor to review the results of their assessment.

Click here to access the career assessment tools offered.

New DISCOVER Accounts

New for 2012-2013
Career Liftoff

The Center will use a new inventory since DISCOVER will no longer be available this fall. This tool also uses John Holland’s Six Career Personality Types as its foundation. The Center is committed to offering the best assessment tools to Clemson students.

INTERVIEW STREAM

The Interview Stream system offers students the chance to digitally record an unlimited number of practice interviews from the Interview Stream kiosk at the career center or from a student’s home computer (equipped with a web-cam and appropriate software). Students can schedule appointments online, select interview questions to practice answering, access resume and interviews online, and email practice interview videos to career counselors, professors, employers or parents. This free service is available to all students, faculty, alumni, and employers.

Click here to access Interview Stream.

NEW STUDENT USAGE OF ONLINE RESOURCES

<table>
<thead>
<tr>
<th></th>
<th>'10-'11</th>
<th>'11-'12</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISCOVER</td>
<td>691</td>
<td>862</td>
</tr>
<tr>
<td>CareerShift</td>
<td>948</td>
<td>942</td>
</tr>
</tbody>
</table>

LOG-IN USAGE IN CLEMSONJOBLINK

<table>
<thead>
<tr>
<th></th>
<th>'10-'11</th>
<th>'11-'12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>3,240</td>
<td>6,823</td>
</tr>
<tr>
<td>Graduate</td>
<td>893</td>
<td>1,323</td>
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Offering New Resources to Students

Washington Career Day

33 students attended the event to network and learn more about resources for finding federal government job opportunities.

Interfolio

122 graduate students are using Interfolio. It offers one central place to store their most important documents, while also providing the means to distribute these materials to any institution. Its services offer a revolutionary way for people to present and market themselves professionally.

New Workshops

Three new workshops were created for graduate students in response to feedback on evaluations.

- Marketing Yourself
- Brand Communication for International Jobs & Internships
- Writing Mechanics for Cover Letters & Emails

CLEMSONJOBLINK

ClemsonJobLink connects students to employers and job opportunities. Students can apply for jobs and sign up for on-campus interviews. The Michelin Career Center works with nearly 2,000 employers who recruit new college graduates from all industries. Clemson is also part of a consortium of colleges throughout the country who share job listings. Because of these efforts, there are a wide variety of part-time, internship and full-time job opportunities in ClemsonJobLink.

Click here to access ClemsonJobLink.

CAREERSHIFT

CareerShift is a comprehensive online resource for students seeking internships and full-time positions. With an easy-to-use website, CareerShift’s set of tools and applications allow job seekers to conduct searches and organize documents and contacts. While other web services provide components of the internship and job hunt process, CareerShift provides an integrated approach. After students explore ClemsonJobLink, the Michelin Career Center encourages students in all fields and majors, to utilize this search engine.

Click here to access CareerShift.

GOING GLOBAL

Going Global is the ultimate international job seeker’s guide! Updated continually, this massive research tool contains more than 10,000 resources for finding employment at home and abroad. Students seeking internships and employment abroad will value the country guides found within Going Global. International students seeking employment within the United States will value both the USA Country Guide and the extensive H1B database of employers who frequently hire H1B candidates.

Click here to access Going Global.
Internship Program - Provide an internship program that affords learning experiences related to students’ major and/or career interests

Employer Relations - Cultivate partnerships with organizations that result in career opportunities for Clemson students

Career Development - Provide quality career education programs & services that empower students to make effective career choices

Cooperative Education Program - Provide engaged-learning experiences over multiple semesters whereby students learn and work under a mentor in their field of study

Graduate Student Services - Provide quality career education programs and services to graduate students

The Michelin® Career Center will be recognized nationally and internationally for excellence in developing students for career success.

The mission of Clemson University’s Michelin® Career Center, through partnerships with employers, faculty and staff, is to empower students to make effective career choices based on realistic self appraisals and comprehension of the world-of-work, resulting in self-sufficient graduates who market their education, skills and experiences to achieve life-long career success.

The Center for Career & Professional Development Acronyms

MCC Michelin® Career Center
CCINT Career Center Internship Course
Co-op Cooperative Education Program
UPIC University Professional Internship-Co-op Program

Vision Statement...

The Michelin® Career Center strives to educate ourselves and others about the issues of a pluralistic society. We are committed to reaching beyond views of individuals to value a community that appreciates and learn from each others’ similarities, and differences. Our services and programs will seek to create a safe environment that affirms the dignity and worth of individuals regardless of their differences. The Michelin® Career Center will set an example of commitment to embracing differences, including those differences that are not visually apparent. We will welcome and serve people regardless of gender, ethnicity, race, sexual orientation, age, citizenship, religion, socioeconomic status, and physical and mental abilities. In addition, we encourage employers to maintain a similar standard of commitment to diversity.

Contact Information...

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Cooperative Education Program.......(864)656-3150
UPIC.............................................(864)656-0282
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