#2 BEST CAREER SERVICES
The Princeton Review 2021 Rankings

#3 BEST SCHOOLS FOR INTERNSHIPS
The Princeton Review 2021 Rankings

#17 GREAT SCHOOLS FOR CO-OPS/INTERNSHIPS
U.S. News & World Report 2021 Rankings
The Center for Career and Professional Development is leading the way in career services and experiential education, consistently ranking in The Princeton Review top ten.
The 2020-21 year was one of transition. Delivering counseling services to students virtually, ensuring students and employers could connect productively online, and devising ways for students to participate in meaningful experiential learning opportunities all required careful thought and detailed planning. Despite the challenges inherent in such transitions, the staff of the Center for Career and Professional Development (CCPD) managed to excel in all of these endeavors. Face-to-face counseling contacts were up year-over-year; the number of career fairs offered was higher than in any previous year (even though they were all virtual); and Co-op, UPIC and internship assignments are presently at or near pre-pandemic levels. There are many hopeful signs upon which to build, even though uncertainty remains.

The CCPD also appointed an Equity Committee in the Summer of 2020 to conduct an intensive 10-month review of the center’s internal culture and external efforts to empower students to affirm the dignity and worth of all individuals. The committee’s recommendations will be enacted over the coming months and will enhance the center’s diversity, equity and inclusion efforts to the benefit of all internal and external stakeholders.

For the eighth consecutive year, The Princeton Review included Clemson University among the top five schools in the country for Career Services, ranking the Tigers No. 2 for 2021. While such national recognition is gratifying, the primary takeaway is Clemson students are being served well because the rankings are based on their feedback. As the data in this report show, students who visit the CCPD for assistance are leaving well prepared and highly satisfied with the experience, which is a testament to the staff who ensure each visitor receives exceptional attention and service.

The CCPD has always endeavored to help students translate their educational experience at Clemson into desirable post-college opportunities. To augment this process, the CCPD began integrating nine core competencies (communication, collaboration, leadership, adaptability, analytical skills, technology, self-awareness, integrity and ethics, and brand) into every interaction with students. Six years later, Clemson continues to be a national leader in the competency conversation and in incorporating competency development in the classroom, experiential education assignments and co-curricular activities. The effort has required extensive time and continual effort on the part of CCPD staff, but the outcome for students has been tremendous.

The list of offices and departments who have partnered with the CCPD to deliver tailored programming to specific student populations is too long to include here, but it is a point of pride the CCPD has been able to work with so many faculty and staff who also want to see students well-prepared for life after Clemson. We are especially grateful for those colleagues who assisted with programming to help students better understand the competencies they are obtaining, those who worked to create a campus-wide mentoring platform, and those who imagined a multi-year career development program for students on the autism spectrum. We are grateful for the gifts, passion and dedication of these fellow stakeholders, but we are most appreciative of the hardworking students without whom all of our efforts would be meaningless. This report is dedicated to them.

NEIL BURTON, PH.D.
Executive Director
Center for Career and Professional Development

VISION AND MISSION

OUR VISION STATEMENT
Connecting educational experiences with professional aspirations

OUR MISSION STATEMENT
Engaging students in career development and experiential learning activities that will empower them to successfully pursue their educational and professional goals

99.7% of students who self-identify as being from underrepresented populations felt the CCPD provided a welcoming environment

OUR DIVERSITY STATEMENT
The Clemson Center for Career and Professional Development is committed to advancing the career goals and core competencies required by a dynamic, global workforce. We are committed to affirming the dignity and worth of all students to cultivate their unique talents and skills in an inclusive environment. We, the directors and staff of the CCPD, stand with our students and community in striving to acknowledge and eradicate racism. To this end, we are committed to broadening our understanding, lending our voices, and promoting a welcoming and empowering environment for all of our students in the transition from student to professional.
LEARN, ACT, FLEX, SUCCEED

CLEMSON SUPPORTS THE INNOVATION OF YOU

Who — You play the pivotal role, but Clemson will provide opportunities to develop skills essential to your success.

What — For these key competencies, Clemson has defined five proficiency levels: awareness, basic, intermediate, advanced and expert.

Where — While at Clemson, you will have opportunities to develop these competencies through classes, clubs, organizations, internships, co-ops, part-time jobs, assistantships, Creative Inquiry, research, study abroad, volunteering, special projects and more.

When — Take steps throughout your years at Clemson to increase your proficiency in multiples competencies. Lifelong development is encouraged.

How — You can go through the Learn, Act, Flex, Succeed cycle to gain proficiency in these or any other competencies.

Learn
I think about the problems I want to solve and what I need to learn to solve them.

Act
I’m willing to act, try and collaborate.

Flex
I see opportunities where others see defeat.

Succeed
There isn’t a standard definition for success and how to achieve it. I determine the journey.
CAREER DEVELOPMENT SERVICES
Career counselors help students make satisfying career decisions — choosing a college major, making educational plans, and developing or changing a career focus.

Career Counseling — Our career counselors are available for both counseling appointments and drop-in hours.
Career Assessments — Students may take the Strong Interest Inventory online. We also offer the Myers-Briggs Type Indicator for a small fee.

INTERNSHIP PROGRAMS
The Center for Career and Professional Development offers many unique services for both on-campus and off-campus employers as well as students regarding providing, developing or finding an internship opportunity. Internships can be off-campus, international experiences or on-campus through the University Professional Internship Co-op (UPIC) program.

COOPERATIVE EDUCATION
The Cooperative Education Program (Co-op Program) offers a structured academic engaged-learning experience to undergraduate students. For over 100 years, Cooperative Education has been a premier engaged-learning program. Engaged-learning is about engaging academic material from a different perspective. It offers students an opportunity to apply some of the theory learned in classes. It adds a contextual dimension to the material, resulting in a deeper understanding.

FULL-TIME JOB SERVICES
On-campus Interviews (OCI), Job Postings (Non-OCI) and Employer Information Sessions

PART-TIME JOB SERVICES
The Part-time Jobs Program helps Clemson students obtain off-campus and on-campus part-time, temporary, seasonal and summer employment while at Clemson. All employers post their positions in ClemsonJobLink.

CAREER FAIRS AND EVENTS
The center offers a series of special events throughout the academic year like the Part-Time Job Fair, University biannual career fairs, Construction Industry Fair and the Education Career Fair.

WORKSHOPS
Workshops are held throughout the year both at the center and around campus. Workshop topics include resume writing, interviewing skills, networking and a wide variety of job search topics. Dates and times for workshops will be posted on our website.

GRADUATE STUDENT SERVICES
The center provides an array of services for Clemson’s graduate students. In addition to assisting with career planning and decision-making, the center also provides guidance for internship and job searching, professional development seminars and a library of resource materials.

ALUMNI SERVICES
Alumni, up to one year after graduation, are eligible to use all of the services of the center.
of recent graduates are confident their resumes show marketable skills and experiences

of recent graduates feel prepared to interview for jobs and further educational opportunities

of recent graduates have/had a strategy for landing a job upon graduation or gaining admission to graduate/professional schools

This data provides highlights from students graduating from August 2019 through May 2020 and is consistent with the 2018-19 survey results.
PROFESSIONAL STATUS OF RECENT GRADUATES
2,873 TOTAL RESPONDENTS

- 89% of graduates are employed, continuing or planning to continue their education, or not currently seeking employment
- Within an average of six months after graduation
- 61.78% Employed full time
- 19% Enrolled in graduate/professional school or continuing education
- 3.31% Planning to continue education but not yet enrolled
- 2.85% Employed part time
- 1.11% Serving in U.S. Uniformed Services or U.S. Armed Forces
- 0.24% Participating in volunteer or service program (e.g., Peace Corps)
- 0.42% Not seeking employment or continuing education at this time

DESTINATIONS OF RECENT GRADUATES (JOB/SCHOOL)
2,323 TOTAL RESPONDENTS

- 46% South Carolina
- 53% Other U.S. States
- 1% International
- Additional Top States
  - 10.25% North Carolina
  - 7.36% Georgia
  - 3.23% Virginia
  - 3.01% Florida
  - 2.63% Tennessee
  - 2.41% New York
  - 2.33% Texas

REPORTED PARTICIPATION IN EXPERIENTIAL EDUCATION

- Class of 2019-20
  - Bachelor’s Degree: 1,897 respondents
    - 72% completed at least one experience
    - 59% of those that completed at least one experience completed two or more experiences
  - Graduate Degree: 643 respondents
    - 52% completed at least one experience
    - 60% of those that completed at least one experience completed two or more experiences

“[My intern] has made an excellent impression in the business in a very short time. He has presented his work to all levels of the department with confidence and pride. He is a shining example for Clemson University, a great ambassador for you to be proud of.”

— Off-Campus Internship Supervisor
CORE COMPETENCY INITIATIVE

COMPETENCIES AND EXPERIENTIAL EDUCATION
740 TOTAL RESPONDENTS

Internship supervisors and mentors evaluate students based on a five-point proficiency scale.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Desired Level</th>
<th>Demonstrated Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>3.95</td>
<td>3.55</td>
</tr>
<tr>
<td>Collaboration</td>
<td>4.15</td>
<td>3.59</td>
</tr>
<tr>
<td>Leadership</td>
<td>3.81</td>
<td>3.64</td>
</tr>
<tr>
<td>Adaptability</td>
<td>4.13</td>
<td>3.62</td>
</tr>
<tr>
<td>Analytical Skills</td>
<td>4.05</td>
<td>3.46</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>4.03</td>
<td>3.72</td>
</tr>
<tr>
<td>Integrity and Ethics</td>
<td>4.33</td>
<td>3.52</td>
</tr>
<tr>
<td>Technology</td>
<td>4.10</td>
<td>3.40</td>
</tr>
<tr>
<td>Brand</td>
<td>4.26</td>
<td>3.12</td>
</tr>
</tbody>
</table>

COMPETENCIES AND ON-CAMPUS RECRUITING
1,055 RESPONDENTS OVER A FIVE-YEAR STUDY

Employers identify the minimum proficiency level desired for entry-level positions and demonstrated proficiency level of Clemson students interviewing for those opportunities.

“[My intern] knows herself very well. Her self-awareness allows her to step away from any situation, see the big picture and create changes or take action.”

— CCPD Internship Supervisor
Students completed a pre- and post-mock interview survey to indicate their confidence level with answering behavioral interview questions related to the competencies. Of students stated their counselor incorporated competencies into their counseling session.

<table>
<thead>
<tr>
<th>Total Respondents</th>
<th>Communication</th>
<th>Collaboration</th>
<th>Leadership</th>
<th>Adaptability</th>
<th>Analytical Skills</th>
<th>Technology</th>
<th>Self-Awareness</th>
<th>Integrity and Ethics</th>
<th>Brand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Mock Interview</td>
<td>3.54</td>
<td>4.12</td>
<td>3.88</td>
<td>3.99</td>
<td>3.77</td>
<td>3.64</td>
<td>3.90</td>
<td>4.04</td>
<td>4.00</td>
</tr>
<tr>
<td>Post-Mock Interview</td>
<td>4.42</td>
<td>4.49</td>
<td>4.41</td>
<td>4.53</td>
<td>4.36</td>
<td>4.16</td>
<td>4.52</td>
<td>4.51</td>
<td>4.44</td>
</tr>
</tbody>
</table>
PERSISTENCE AND RETENTION

PARTICIPATION IN CAREER COUNSELING AND WORKSHOPS

The following percentages reflect the portion of graduating seniors each year who have utilized the CCPD services at least one time by the time they graduate.

| Year   | Percentage
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>2011-12</td>
<td>26.8%</td>
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<tr>
<td>2012-13</td>
<td>22.2%</td>
</tr>
<tr>
<td>2013-14</td>
<td>20.4%</td>
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<tr>
<td>2014-15</td>
<td>20.6%</td>
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<tr>
<td>2015-16</td>
<td>13.0%</td>
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<tr>
<td>2016-17</td>
<td>17.0%</td>
</tr>
<tr>
<td>2017-18</td>
<td>17.0%</td>
</tr>
<tr>
<td>2018-19</td>
<td>22.0%</td>
</tr>
<tr>
<td>2019-20</td>
<td>18.0%</td>
</tr>
<tr>
<td>2020-21</td>
<td>23.0%</td>
</tr>
</tbody>
</table>

72% of students who did not persist to graduation did NOT participate in high impact interactions (career counseling, workshops or site visits) with the CCPD while enrolled, based on a five-year study.

“I felt very confused on what my next steps were... but [after visiting the CCPD] I know what my next steps need to be, and I feel way more prepared to take that on!”

— CCPD Student
TOTAL CCPD CONTACTS

- **Workshop, Meet-Up, Career Closet, Event and Fair Contacts**: 13,998 (51%)
- **One-on-One Counseling, Site Visit and Employer Interview Contacts**: 14,436 (49%)
- **Total contacts within CCPD in 2020-21**: 28,434
“I was able to learn valuable skills that I will be able to use every day...I learned how to be a better communicator with my teammates, work hard to reach deadlines, and how to balance a work and school schedule.”

— CCPD Intern
STUDENT ENROLLMENT IN EXPERIENTIAL EDUCATION

UNDERGRADUATE

1,005 + 1,333 = 2,542
4,404 + = 6,742*

GRADUATE

167 + 37 = 204
756 + = 960*

<table>
<thead>
<tr>
<th>INT Course Enrollment</th>
<th>Cooperative Education Course Enrollment</th>
<th>Other Campus Experiential Education Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total CCPD Experiential Education Enrollment</td>
<td>Total University Experiential Education Enrollment*</td>
<td></td>
</tr>
</tbody>
</table>

*The total University Experiential Education Enrollment now includes Creative Inquiry and other newly classified courses

CCPD OFF-CAMPUS INTERNSHIP PROGRAM OUTCOMES

STUDENT EVALUATIONS — 169 TOTAL RESPONDENTS

89% of students rated the overall value of the internship as “Excellent” or “Good”

95% of students rated the relationship between themselves and their supervisors as “Excellent” or “Good”

95% of students rated their internship as being “Very relevant” or “Moderately relevant” to their academic and career goals

SUPERVISOR EVALUATIONS — 195 TOTAL RESPONDENTS

96% of supervisors would hire a candidate similar to their Clemson intern

82% of supervisors stated their Clemson intern was the same or better than interns from other institutions
The UPIC Program offers undergraduate students paid, mentored, on-campus professional learning experiences. Students have the opportunity to work with Clemson faculty and staff on real-world projects within intentional internships to prepare them for their future careers.

**TOTAL UPIC INTERNSHIP EXPERIENCES**

**FIVE-YEAR SNAPSHOT**

<table>
<thead>
<tr>
<th></th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>346</td>
<td>391</td>
<td>339</td>
<td>379</td>
<td>360</td>
</tr>
<tr>
<td>Spring</td>
<td>373</td>
<td>388</td>
<td>354</td>
<td>392</td>
<td>372</td>
</tr>
<tr>
<td>Summer</td>
<td>192</td>
<td>113</td>
<td>208</td>
<td>177</td>
<td>210</td>
</tr>
<tr>
<td>Total</td>
<td>911</td>
<td>892</td>
<td>901</td>
<td>948</td>
<td>942</td>
</tr>
</tbody>
</table>
COLLEGE BREAKDOWN OF UPIC EXPERIENCES

- College of Agriculture, Forestry and Life Sciences: 26.5%
- College of Architecture, Arts and Humanities: 14.3%
- College of Behavioral, Social and Health Sciences: 13.7%
- College of Business: 8.7%
- College of Education: 6.2%
- College of Engineering, Computing and Applied Sciences: 29.4%
- College of Science: 1.2%

UPIC PROGRAM OUTCOMES

- Total number of hours worked by UPIC interns: 186,998
  - Fall 2020: 65,912
  - Spring 2021: 67,806
  - Summer 2021: 53,280
- Total number of site visits conducted by UPIC staff: 894
- 98% of UPIC interns indicated their internship was “Moderately” or “Very Relevant” to helping them pursue their academic and career goals
- 97% of UPIC interns rated the overall quality of their internship as “Good” or “Excellent” with being able to connect and apply their classroom knowledge with real-world experience

“This internship has strengthened my communication, organization, problem-solving, and time-management skills. These are all valuable skills that I will be able to apply to any occupation.”

— UPIC Intern
The Cooperative Education Program (Co-op Program) is an academic engaged-learning program and is one of three units that comprise the Center for Career and Professional Development.

The Cooperative Education program provides students with an opportunity to work and learn under a mentor in their field of study over multiple rotations. The co-op student’s experience is closely monitored and evaluated by his or her co-op adviser throughout their participation in the program. Co-op assignments add a contextual dimension to the curriculum and challenge students to think critically and creatively as they engage in projects and responsibilities within the work setting. Through this program, companies serve as teaching partners of the University and the co-op experience becomes an integral part of the student’s education and professional development.

Students who complete the program graduate with significant full-time experience in their field. Many students receive offers for full-time employment from their co-op company upon graduation. The opportunity to build a pipeline to well-developed talent is one of the main reasons companies partner with the Cooperative Education Program.

**COOPERATIVE EDUCATION PROGRAM STATS**

For the past 10 years, the Co-op Program has experienced record-setting growth

<table>
<thead>
<tr>
<th>Year</th>
<th>Co-op Program Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>866</td>
</tr>
<tr>
<td>2020-21</td>
<td>1,358</td>
</tr>
</tbody>
</table>

*This figure is below that of recent years and reflects the impact of the COVID-19 pandemic.*

95% of students were satisfied with their co-op assignments

72% reported their co-op assignment had either “Exceeded” or “Substantially Exceeded” their expectations

23% reported their assignments had “Met Expectations”

5% reported their assignments had “Room to Improve”

3,467 advising sessions took place between students and their co-op advisers. Most of these involved assisting new students as they considered the co-op assignments available to them and selected companies for interviews. This figure also includes the number of students in attendance of group meetings with their co-op adviser.

“My mentor is a great teacher, and she’s helping me to develop as an engineer through the project she’s assigned.”

— Mechanical Engineering Co-op Student
virtual and in-person site visits were conducted by co-op advisers as a way to monitor and evaluate the co-op students while on assignment. Almost all visits took place virtually due to the COVID-19 pandemic. These visits allowed the co-op staff to meet with company managers in order to maintain the teaching partner relationship between the company and the University. We look forward to resuming in-person site visits when it is appropriate to do so.

81% of co-op graduation candidates had already accepted a full-time position at a company or had been accepted into graduate school. Within a month after graduation, that figure grew to 85%. 
EMPLOYER RELATIONS: RECRUITING

ONLINE POSTINGS SUMMARY

- 6,050 full-time jobs (50.3%)
- 5,503 off-campus internships and fellowships (45.7%)
- 483 part-time jobs (4.0%)

Total online postings: 12,036
INTERVIEWS THROUGH CCPD PLATFORMS

2020-21

574 student interviews conducted

77 employers participating in interviews

“Clemson is my favorite college to recruit at because the hospitality, and atmosphere. We have recruited some really professional students.”

— CCPD Employer
EMPLOYER RELATIONS: CAREER EVENTS

CAREER FAIR ATTENDANCE BY COLLEGE

- College of Agriculture, Forestry and Life Sciences (8% of student body)
- College of Architecture, Arts and Humanities (8% of student body)
- College of Behavioral, Social and Health Sciences (16% of student body)
- College of Business (21% of student body)
- College of Education (8% of student body)
- College of Engineering, Computing and Applied Sciences (27% of student body)
- College of Science (12% of student body)

5,468
Total students attended
Based on registrations for all fair events including the Fall, Spring, Education and Construction Industry Career Fairs

“The Career Fair was absolutely invaluable in my job search effort...made the seemingly impossible task of finding a job right out of college during a global pandemic so much more feasible.”
— Clemson Student Career Fair Attendee

CAREER FAIR EMPLOYER REGISTRATIONS

<table>
<thead>
<tr>
<th>Year</th>
<th>Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>837</td>
</tr>
<tr>
<td>2017-18</td>
<td>805</td>
</tr>
<tr>
<td>2018-19</td>
<td>903</td>
</tr>
<tr>
<td>2019-20</td>
<td>891</td>
</tr>
<tr>
<td>2020-21</td>
<td>598</td>
</tr>
</tbody>
</table>

Five-year trend
Based on combined registrations from universitywide Fall and Spring Education and Construction Industry Career Fairs
CAREER FAIR OUTCOMES SURVEY AND PART-TIME JOB FAIR
593 TOTAL SURVEY RESPONDENTS

74% of students attending the Career Fair left with at least one to two internship or job leads

66% of students attending the Career Fair had at least one to two interviews
CAREER COUNSELING

STUDENT CAREER COUNSELING PARTICIPATION BY COLLEGE

- **College of Agriculture, Forestry and Life Sciences** (8% of student body)
- **College of Architecture, Arts and Humanities** (8% of student body)
- **College of Behavioral, Social and Health Sciences** (16% of student body)
- **College of Business** (21% of student body)
- **College of Engineering, Computing and Applied Sciences** (27% of student body)
- **College of Science** (12% of student body)

2,943
Total one-on-one career counseling interactions

82%
Undergraduate students

13%
Graduate students

5%
First-year Alumni
POST-COUNSELING SESSION SURVEY RESULTS
APPOINTMENT AND DROP-IN SURVEY OUTCOMES — 994 TOTAL RESPONDENTS

100% of students were “Satisfied” or “Very Satisfied” with their CCPD counseling session

100% of students knew what their next steps were after concluding their counseling session

98% of students left the CCPD with at least one new, professional resource

99% of students waited ten minutes or less to meet with a counselor (n=829)

CAREER ASSESSMENT

191 Total number of Strong Interest Inventories taken by students interpreted by counselors

97% of students who took the Career Assessment Survey could articulate how skills, interests and values influence their career and major choices (n=109)

“After today’s counseling interaction I feel prepared to provide a resume that will better represent my strengths and make me a more competitive candidate.”

— Student Career Counseling Survey Response

CAREER AMBASSADOR PROGRAM (CAP)
TRAINED PEERS TO REVIEW RESUMES, COVER LETTERS, AND PROVIDE BASIC INTERNSHIP AND JOB SEARCH TIPS

<table>
<thead>
<tr>
<th>Academic Years</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
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<tbody>
<tr>
<td>CAPs</td>
<td>9</td>
<td>11</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Strong Interest Inventories Interpreted by Counselors</td>
<td>28%</td>
<td>39%</td>
<td>48%</td>
<td>49%</td>
<td>37%</td>
</tr>
</tbody>
</table>
CAREER RESOURCES

WORKSHOPS AND MEET-UPS
IN 2020-21, WORKSHOP CATEGORIES WERE REDEFINED FOR BETTER EVALUATION OF SERVICES

245
Total workshops

7,324
Total workshop contacts

- Workshops facilitated by CCPD for undergraduate students requested by faculty, student organizations or other departments: 67%
- Workshops facilitated by CCPD for undergraduate students: 20%
- Workshops facilitated by CCPD for graduate students: 8%
- Workshops facilitated by CCPD for graduate students requested by faculty, student organizations or other departments: 4%

GRADUATE STUDENT WORKSHOP FEEDBACK
78 TOTAL RESPONDENTS

- Number of attendees who felt knowledgeable about the topic:
  - Before attending the workshop: 65%
  - After attending the workshop: 100%

- 100% of attendees found information presented at workshop to be useful
- 100% of attendees would recommend CCPD’s services to a fellow student

INTERVIEW SERVICES

- 218 mock interviews conducted
- 62% face-to-face interviews
- 38% virtual interview system
ACCOUNTS AND ONLINE RESOURCES
CLEMSONJOBLINK

Graduate Students 22%
Undergraduate Students 78%

Total number of new student accounts: 11,420
Total number of new employer accounts: 1,470

CAREERSHIFT (WEB CRAWLER RESOURCE)

Total number of student users: 921
Total number of internship and job searches: 44,247

CAREER CLOSET
FREE PROFESSIONAL CLOTHING FOR STUDENTS; PARTNERSHIP WITH CLEMSON UNIVERSITY STUDENT GOVERNMENT

Total number of student visits since grand opening: 725
Percentage of total undergraduate student contacts: 73%
Percentage of total graduate student contacts: 19%
Percentage of first-year alumni contacts: 9%

Source: clemson.educareer