2017

Center for Career and Professional Development Annual Report, 2016-2017

Clemson University

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CENTER FOR CAREER AND PROFESSIONAL DEVELOPMENT
ANNUAL REPORT

#1 BEST CAREER SERVICES

#10 BEST SCHOOLS FOR INTERNSHIPS
Princeton Review 2018 Rankings
CLEMSON SUPPORTS THE INNOVATION OF YOU

<table>
<thead>
<tr>
<th>ENGAGEMENT</th>
<th>COMMUNICATION</th>
<th>COLLABORATION</th>
<th>LEADERSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>INNOVATION</td>
<td>ADAPTABILITY</td>
<td>ANALYTICAL SKILLS</td>
<td>TECHNOLOGY</td>
</tr>
<tr>
<td>PROFESSIONALISM</td>
<td>SELF-AWARENESS</td>
<td>INTEGRITY AND ETHICS</td>
<td>BRAND</td>
</tr>
</tbody>
</table>

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 the year to increase your proficiency in multiple competencies.

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.
LETTER FROM OUR EXECUTIVE DIRECTOR

Providing exceptional career services is the primary goal of the Center for Career and Professional Development (CCPD), and this remains true regardless of how many students request assistance. As data in the following pages suggest, CCPD services are more in demand now than ever before. Meeting increased demand requires dedication and thoughtful efficiencies on the part of CCPD staff — this report is a testament to their commitment to Clemson students. It’s not just about seeing more students; it’s about maintaining the quality of the interactions to best prepare them for life after Clemson.

Two years ago, in the summer of 2015, CCPD staff began to identify skill sets that would prepare students for post-Clemson success. The nine Competencies that emerged from that process were introduced to campus this past year, and the reception has been nothing short of remarkable.

Over 60 departments/offices have hosted CCPD staff to learn more about these Competencies, and many of them have adapted their curricula/practices to include explanation, development and practical application of these Competencies. We’re excited to partner with additional campus groups to ensure students encounter these Competencies at multiple points during their time at Clemson so they can articulate them seamlessly during interviews with employers and graduate/professional schools.

Annual assessment is integral to strategic planning, but more periodic assessment informs operational practices. As student visits to the CCPD have skyrocketed in recent years, staff have used data to tweak counseling schedules, programming and other services to ensure students are receiving the best possible care despite staff and resource limitations. Despite these challenges, CCPD constituents will continue to receive professional, enthusiastic assistance from us. We’re excited to see how students interact with the Competencies they’ll be encountering across campus, and we’re looking forward to another terrific year working with all our partners.

Thank you for your support of our efforts, and Go Tigers!

Neil Burton, Ph.D.
Executive Director
Center for Career and Professional Development

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.

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.

99.7% of students who self-identify as being from underrepresented populations felt the CCPD provided a welcoming environment.
FIRST DESTINATION SURVEY (NOTE: This data provides highlights from 2015–16. Results from students graduating in 2016–2017 will be available online in December.)

92% of recent graduates are confident their résumés show marketable skills and talents. Consistent with results from the 2014–15 survey results.

89% of recent graduates feel prepared to interview for jobs. Increase from 87% in the 2014–15 survey results.

84% of recent graduates have/had a strategy for landing a job upon graduation. Increase from 76% in the 2014–15 survey results.

REPORTED PARTICIPATION IN EXPERIENTIAL EDUCATION

Graduates completing a Bachelor’s Degree (total respondents: 1,606)
- Completed one experience: 72.6%
- Completed two or more experiences: 60%

Graduates completing a Master’s, Specialist or Doctoral Degree (total respondents: 507)
- Completed one experience: 60.1%
- Completed two or more experiences: 55.7%

PROFESSIONAL STATUS OF RECENT GRADUATES (total respondents: 2,351)

88% of graduates are employed, continuing or planning to continue their education, or not currently seeking employment (within six months after graduation).

- Employed full-time: 56%
- Enrolled in graduate school/continuing education: 21%
- Employed part time: 4%
- Planning to continue education but not yet enrolled: 4%
- Participating in volunteer or service program (e.g., Peace Corps): 1%
- Serving in U.S. Uniformed Services or U.S. Armed Forces: 1%
- Not seeking employment or continuing education at this time: 12%

DESTINATION OF RECENT GRADUATES (total respondents: 1,427)

- South Carolina: 45%
- Other U.S. States: 54%
- International: 1%

- Top four other U.S. States: NC 11.2%, GA 10%, FL 2.3%, VA 2.3%
“This panel and networking event was the first of its kind I have attended, and it taught me a lot about speaking to professionals. The event also helped me become more serious and excited about working after graduation. Thank you to the CCPD for organizing and hosting it.”

– Mathematical sciences major, Tigers Go to Washington attendee
COMPETENCIES OUTCOMES

COMPETENCIES AND EXPERIENTIAL EDUCATION

Site Supervisors and Mentors Evaluate Students Based on a Five Point Proficiency Scale (total respondents: 668)

<table>
<thead>
<tr>
<th>Competency</th>
<th>Desired Level</th>
<th>Demonstrated Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>4.00</td>
<td>3.80</td>
</tr>
<tr>
<td>Collaboration</td>
<td>4.12</td>
<td>3.64</td>
</tr>
<tr>
<td>Leadership</td>
<td>3.95</td>
<td>3.31</td>
</tr>
<tr>
<td>Adaptableity</td>
<td>4.10</td>
<td>3.71</td>
</tr>
<tr>
<td>Analytical Skills</td>
<td>4.00</td>
<td>3.54</td>
</tr>
<tr>
<td>Technology</td>
<td>4.05</td>
<td>3.16</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>4.08</td>
<td>3.72</td>
</tr>
<tr>
<td>Integrity &amp; Ethics</td>
<td>4.26</td>
<td>3.49</td>
</tr>
<tr>
<td>Brand</td>
<td>4.35</td>
<td>3.65</td>
</tr>
</tbody>
</table>

COMPETENCIES AND ON-CAMPUS RECRUITING

Employers Identify the Minimum Proficiency Level Desired for Entry-Level Positions and Demonstrated Proficiency Level of Clemson Students Interviewing for those Opportunities (total respondents: 267)

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Desired Level</th>
<th>Demonstrated Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>3.80</td>
<td>3.86</td>
</tr>
<tr>
<td>Collaboration</td>
<td>3.64</td>
<td>3.70</td>
</tr>
<tr>
<td>Leadership</td>
<td>3.31</td>
<td>3.50</td>
</tr>
<tr>
<td>Adaptableity</td>
<td>3.71</td>
<td>3.62</td>
</tr>
<tr>
<td>Analytical Skills</td>
<td>3.54</td>
<td>3.70</td>
</tr>
<tr>
<td>Technology</td>
<td>3.16</td>
<td>3.72</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>3.49</td>
<td>3.55</td>
</tr>
<tr>
<td>Integrity &amp; Ethics</td>
<td>4.17</td>
<td>4.05</td>
</tr>
<tr>
<td>Brand</td>
<td>3.31</td>
<td>3.65</td>
</tr>
</tbody>
</table>

COMPETENCIES AND CAREER COUNSELING

94% of students stated that their counselor incorporated competencies into their counseling session (POST-COUNSELING SURVEY total respondents: 1,923)

Students completed a pre (160 respondents) and post (138 respondents) mock interview survey to indicated their confidence level with answering behavioral interview questions related to the competencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Pre-Mock Interview</th>
<th>Post-Mock Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>3.76 (lowest pre)</td>
<td>4.37 (highest post)</td>
</tr>
<tr>
<td>Collaboration</td>
<td>4.15 (highest pre)</td>
<td>4.50 (lowest post)</td>
</tr>
<tr>
<td>Leadership</td>
<td>3.95</td>
<td>4.35</td>
</tr>
<tr>
<td>Adaptableity</td>
<td>4.00</td>
<td>4.40</td>
</tr>
<tr>
<td>Analytical Skills</td>
<td>3.96</td>
<td>4.38</td>
</tr>
<tr>
<td>Technology</td>
<td>3.89</td>
<td>4.20</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>3.94</td>
<td>4.20</td>
</tr>
<tr>
<td>Integrity &amp; Ethics</td>
<td>4.20</td>
<td>4.43</td>
</tr>
<tr>
<td>Brand</td>
<td>4.09</td>
<td>4.44</td>
</tr>
<tr>
<td>Technology</td>
<td>4.05</td>
<td>4.40</td>
</tr>
</tbody>
</table>
“I wanted to affirm to you that you and your staff are absolutely correct about the nine competencies Clemson has developed. These are the talents and competencies we see are needed throughout all leadership within our organization. The fact you are connecting with students about competencies now is a game changer.”

– Michelin Career Center, Corporate Partner
PERSISTENCE AND RETENTION

PARTICIPATION IN CAREER COUNSELING AND WORKSHOPS

The following percentages reflect the portion of graduating seniors each year that have utilized the CCPD services at least one time by the time they graduate. The CCPD continues to increase the number of students it reaches through one-on-one counseling and workshops.

![Graph showing participation in career counseling and workshops from 2012-13 to 2016-17.]

PERSISTENCE AND CAREER SERVICES PARTICIPATION

In a five-year review of students who did not persist to graduation:

- **68%** of those students DID NOT participate in career counseling or attend CCPD workshops while enrolled.

Total contacts within CCPD in 2016-17:

- **31,695**
  - Increase of 5.6% from 2015-16
  - **One-on-One Counseling, Site Visits and Employer Interview Contacts (14,162)**
  - **Workshop, Meet-ups, Event and Fair Contacts (17,533)**

**Percentages Reflect:**

- Visited CCPD: 78%, 80%, 79%, 87%, 83%
- Did not visit: 22%, 20%, 21%, 13%, 17%
“The CCPD’s help with reviewing my résumé and tips on how to be more comfortable in an interview gave me the confidence to effectively communicate the type of position I was looking for and to recognize the different qualifications I had for that opportunity.”

– Senior, industrial engineering major
EXPERIENTIAL EDUCATION

UNDERGRADUATE STUDENT ENROLLMENT IN EXPERIENTIAL EDUCATION

\[
\begin{align*}
998 + 1,302 &= 2,300 \\
1,694 &= 3,994
\end{align*}
\]

GRADUATE STUDENT ENROLLMENT IN EXPERIENTIAL EDUCATION

\[
\begin{align*}
20 + 160 &= 180 \\
566 &= 746
\end{align*}
\]

CCPD OFF-CAMPUS INTERNSHIP PROGRAM OUTCOMES

SUPERVISOR EVALUATIONS (total respondents: 102)

93.1% of supervisors would hire a candidate similar to their Clemson intern.
Consistent with 2014–15 survey results

2/3 of supervisors stated their Clemson intern was better than interns from other institutions.

STUDENT EVALUATIONS (total respondents: 150)

93.5% of students rated the practical value of the internship as ‘excellent’ or ‘good.’
92.8% of students rated the relationship between themselves and their supervisors as ‘excellent’ or ‘good.’
91.3% of students rated the supportive learning environment established by supervisors as ‘excellent’ or ‘good.’
“After earning my doctorate, I hope to pursue a career that intersects health and technical science, so I can use my scientific background to help address societal health issues. This internship helped me develop crucial communication, which provided me with a broader understanding of how I might play a role in helping people integrate wellness into their lives as a physician.”

— Bioengineering major who participated in experiential education
EXPERIENTIAL EDUCATION

STUDENT PARTICIPATION IN THE UNIVERSITY PROFESSIONAL INTERNSHIP/CO-OP PROGRAM (UPIC)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>74</td>
<td>87</td>
<td>303</td>
<td>290</td>
<td>346</td>
</tr>
<tr>
<td>Spring</td>
<td>78</td>
<td>206</td>
<td>349</td>
<td>342</td>
<td>373</td>
</tr>
<tr>
<td>Summer</td>
<td>71</td>
<td>196</td>
<td>197</td>
<td>224</td>
<td>192</td>
</tr>
<tr>
<td>Total</td>
<td>223</td>
<td>489</td>
<td>849</td>
<td>856</td>
<td>911</td>
</tr>
</tbody>
</table>

6.4% Increase in student enrollment from 2015–16 to 2016–17

COLLEGE BREAKDOWN OF UPIC EXPERIENCES

- **College of Agriculture, Forestry and Life Sciences**: 10.5%
- **College of Architecture, Arts and Humanities**: 8.1%
- **College of Behavioral, Social and Health Sciences**: 16.1%
- **College of Business**: 30.9%
- **College of Education**: 0.8% *
- **College of Engineering, Computing and Applied Sciences**: 27.3%
- **College of Science**: 6.3%

*Due to student teaching program requirements students engage in off-campus experiences.

UPIC PROGRAM OUTCOMES

- Percentage of UPIC interns who rated the overall quality of their internship as ‘excellent’ or ‘good’ with being able to connect and apply their classroom knowledge with real-world experience: **92%**

- Percentage of UPIC interns who were able to explain the significance of their internship experience in relation to future career goals (by identifying a list of specific companies or professions they were interested in pursuing): **100%**

180,650.43 total number of hours worked by UPIC interns
855 total number of site visits conducted by UPIC staff
“He has a willingness and eagerness to learn and a positive, enthusiastic attitude, even during difficult situations. He is adaptable, responsible, interested in learning about environmental management practices, is able to work with different people, and was productive when he understood how his work performance impacted others around him.”

— Supervisor of an environmental engineering major who participated in experiential education
EXPERIENTIAL EDUCATION

COOPERATIVE EDUCATION (Co-op) PROGRAM PARTICIPATION

Cooperative Education Program has once again set historic highs in participation.

1,462 co-op assignments for 2016–2017

Five-year increase

STUDENT SATISFACTION

69% Reported their assignments had either exceeded or substantially exceeded their expectations

24% Reported their assignments had met expectations

93% satisfaction rating among students with their co-op assignments

INTERVIEWS/OFFERS 2016–17

3,436 interviews took place during interviewing events (one-third of interviews are on campus each semester to fill their open co-op slots)

Active teaching partners participating in the Co-op Program

Students seeking co-op assignments

Teaching partners seeking to fill open assignments

92% of students that went through co-op interviews received offers

SITE VISITS

73 adviser site visits of co-op students while on assignment

These visits also allow co-op staff to meet with company managers to reinforce the teaching-partner relationship between the company and the University.

ONE-ON-ONE ADVISING SESSIONS

4,181 one-on-one 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 internship played a significant role in my personal development. I became more confident with accounts and transactions. Although I learned content through my classes, this internship helped me understand why certain methods and practices are used.”

– Accounting major who participated in experiential education
CAREER EVENTS

ONLINE POSTINGS

\[ \begin{align*}
67.3\% & \quad + \quad 8.6\% & \quad + \quad 24.1\% &= 9,126 \text{ total} \\
6,138 \text{ full-time jobs} & \quad + \quad 788 \text{ part-time jobs} & \quad + \quad 2,200 \text{ off-campus internships}
\end{align*} \]

ONLINE POSTINGS

\[
\begin{array}{c|c|c|c}
Positings & 5,465 & 7,389 & 8,295 & 6,995 & 9,126 \\
\end{array}
\]

67% Increase in postings over five years

CAREER FAIR ATTENDANCE BY COLLEGE

Combined attendance from fall and spring Career Fairs

\[
\begin{align*}
\text{CAFLS} & \quad 63\% \\
\text{CAAH} & \quad 4.1\% \\
\text{CBBS} & \quad 4.1\% \\
\text{BUS} & \quad 3.9\% \\
\text{ED} & \quad >2.9\% \\
\text{ECAS} & \quad 0.3\% \\
\text{SC} & \quad \text{Interdisciplinary Studies}
\end{align*}
\]

CAREER FAIR EMPLOYER PARTICIPATION

\[
\begin{align*}
2012-13 & \quad 417 \\
2013-14 & \quad 422 \\
2014-15 & \quad 515 \\
2015-16 & \quad 537 \\
2016-17 & \quad 634
\end{align*}
\]

52% Five-year increase

CAREER FAIR OUTCOMES (total respondents: 711)

\[
\begin{align*}
\text{Students attending left with at least three to four internship or job leads} & \quad 64\% \\
\text{Students attending had at least three to four interviews} & \quad 60\% \\
\text{Students received at least three to four offers} & \quad 42\%
\end{align*}
\]
“He has a willingness and eagerness to learn and a positive, enthusiastic attitude, even during difficult situations. He is adaptable, responsible, interested in learning about environmental management practices, is able to work with different people, and was productive when he understood how his work performance impacted others around him.”

— Supervisor of an environmental engineering major who participated in experiential education
CAREER EVENTS AND EMPLOYER RELATIONS

PART-TIME JOB FAIR

386 total student attendees
32 total on-campus and off-campus employers

FOLLOW-UP OUTCOMES SURVEY (total respondents: 92)

- 83% Students attending left with at least one to two job leads
- 63% Students attending had at least one to two interviews
- 57% Students attending received at least one to two part-time job offers

EDUCATION FAIR STUDENT ATTENDANCE

106 total student attendees
83 total students interviewing
54 number of school districts in attendance for Education Fair Day One
42 number of school districts interviewing for Education Fair Day Two

CONSTRUCTION INDUSTRY FAIR

| FALL 2016 | 73 Companies | 214 Students attending |
| SPRING 2017 | 66 Companies | 116 Students attending |

ON-CAMPUS/VIRTUAL INTERVIEWS

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012–13</td>
<td>2,920</td>
</tr>
<tr>
<td>2013–14</td>
<td>2,827</td>
</tr>
<tr>
<td>2014–15</td>
<td>3,218</td>
</tr>
<tr>
<td>2015–16</td>
<td>3,585</td>
</tr>
<tr>
<td>2016–17</td>
<td>3,168</td>
</tr>
</tbody>
</table>

Five-year increase 8.5%
“The Clemson Career Fair is great, and very well put together. It’s an effective way to learn about new companies since companies attending know they want, and are recruiting Clemson students. This is far easier than cold call or cold applying to companies.”

– Career Fair attendee, College of Business
CAREER COUNSELING
STUDENT PARTICIPATION BY COLLEGE

4,036 total one-on-one career counseling interactions

<table>
<thead>
<tr>
<th>College</th>
<th>Undergraduate Students</th>
<th>Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAFLS</td>
<td>33.1%</td>
<td>55.4%</td>
</tr>
<tr>
<td>CAAH</td>
<td>12.3%</td>
<td>4.0%</td>
</tr>
<tr>
<td>CBBS</td>
<td>8.7%</td>
<td>8.0%</td>
</tr>
<tr>
<td>BUS</td>
<td>15.2%</td>
<td>14.6%</td>
</tr>
<tr>
<td>ED</td>
<td>1.6%</td>
<td>3.5%</td>
</tr>
<tr>
<td>ECAS</td>
<td>8.5%</td>
<td>8.0%</td>
</tr>
<tr>
<td>SC</td>
<td>0.3%</td>
<td></td>
</tr>
<tr>
<td>IS</td>
<td>1.6%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,466</strong></td>
<td><strong>570</strong></td>
</tr>
</tbody>
</table>

OUTCOMES (total respondents: 1,923)

99.6% of students were satisfied with their CCPD counseling session
99.3% of students knew what their next steps were after concluding their counseling session
99.2% of students left the CCPD with at least one professional resource

DROP-IN WAIT TIME (total respondents: 1,190)

89.4% of students waited less than 10 minutes to meet with a counselor

CAREER ASSESSMENT SURVEY RESULTS (total respondents: 292)

99% Students could articulate how skills, interests and values influence their career or major choices
“The career fair exposed me to a wide variety of job opportunities in several fields. I learned a vast amount about the companies and culture by researching and talking to their representatives. I got the opportunity to interview and visit company sites as a result of my time at the career fair.”

– Career Fair attendee, College of Engineering, Computing, and Applied Sciences
CAREER RESOURCES

WORKSHOPS

78.1% facilitated in various classrooms or at organization meetings by request
19.4% facilitated in the CCPD conference room
2.5% facilitated in small group settings

320 Total workshops

8,794 Total workshop contacts
12.1% Increase from 2015–16

BREAKDOWN BY CLASS YEAR

Freshmen: 10.4%
Sophomore: 30.3%
Juniors: 27.2%
Seniors: 13.6%
Graduate Students: 18.4%
First-Year Alumni: 0.4%

GRADUATE STUDENT WORKSHOP FEEDBACK (total respondents: 159)

97% of attendees found information presented at workshop to be useful
94% of attendees would recommend the center’s services to a fellow student

BEFORE ATTENDING THE WORKSHOP

64% Attendees felt knowledgeable about the topic

AFTER ATTENDING THE WORKSHOP

97% Attendees felt knowledgeable about the topic

STUDENT ACCOUNTS AND ONLINE RESOURCES

ClemsonJobLink

9,017 Total new accounts
42,350 Total accounts created over last five years

25.5% Graduate accounts
74.5% Undergraduate accounts

CAREERSHIFT (web crawler resource)

1,372 users
44,256 internship and job searches

STRONG INTEREST INVENTORY

349 inventories taken and interpreted by counselors

INTERVIEW SERVICES

316 Total mock interviews

48.4% Virtual mock interview system
51.6% Mock interviews
“A friend asked me to critique his résumé, so I did using skills I acquired from being a Career Ambassador. He interviewed with one of his top companies and received a full-time offer. He thanked me and I asked him why, since he’s the one who got the job offer by himself. He told me that the interviewer said his résumé was among the best they’d ever seen and ‘to thank whoever helped him out with it.’ Therefore, on his behalf, I would like to thank everyone at the CCPD.”

– Career Ambassador with the Michelin Career Center
CORPORATE PARTNERS

DIAMOND

SHERWIN WILLIAMS

PLATINUM

SYNNEX CORPORATION
MICHELIN
ITRON
BOSCH
NORFOLK SOUTHERN

GOLD

enterprise
THE HOME DEPOT
Tindall
GreenSky
SCHAEFFLER
FAG

SILVER

AMERICA'S NAVY
EASTMAN
COVERIS
First Quality Print & Packaging
JACOBS

BRONZE

WAFFLE HOUSE
ZF
SCANA