FIRST DESTINATION SURVEY  
(2015–2016) will be available online in December — response rate 45%.

**92% of recent graduates are confident their résumés show marketable skills and talents.**  
*consistent with results from the 2013–14 survey

**87% of recent graduates feel prepared to interview for jobs.**  
*consistent with results from the 2013–14 survey

**76% of recent graduates have, or had, a strategy for landing jobs after graduation.**  
*consistent with results from the 2013–14 survey

PROFESSIONAL STATUS OF RECENT GRADUATES  
(total respondents: 1,899)

- **53%** “Accepted a full-time job offer or already working full-time”
- **1%** “Serving in U.S. Uniformed Services or Armed Forces”
- **3%** “Working part time”
- **2%** “Considering a job offer”
- **21%** “Applying to or enrolled in graduate or professional school”
- **1%** “Taking time off”
- **13%** “Looking for a job”
- **6%** “Other”

DESTINATION OF RECENT GRADUATES  
(total respondents: 994)

- **44%** of new graduates took positions in areas of Greenville/Spartanburg/Anderson, Columbia, Charleston and Myrtle Beach
- **55** graduates in other SC areas
- **3%** of graduates in International locations

TOP 3 OTHER U.S. STATES  
(total respondents: 527)

- NORTH CAROLINA
- GEORGIA
- VIRGINIA

**53%** of graduates in another U.S. state
LETTER FROM OUR EXECUTIVE DIRECTOR

The Center for Career and Professional Development provides exceptional service to thousands of Clemson students annually, a commitment evident in the metrics described in this report and from the new Data Analytics tool on our website. While we’re proud of what Clemson students accomplish and our small role in abetting their success, we believe more can be done. With that in mind, we sat down in June 2015 to identify how to better prepare students for life after Clemson.

The result of this year-long effort was the identification of nine competencies employers and graduate/professional schools seek in Clemson graduates. A brief overview of these competencies can be found in this report and on our website. We look forward to this initiative being campuswide.

Annual assessments are the key to strategic planning, but two recent occurrences will make future year-to-year comparisons difficult. In July 2016, Clemson reorganized from five to seven colleges, which will establish completely new parameters for college-level data. And in January 2014, the National Association of Colleges and Employers proposed standards colleges should use to collect data from recent graduates. This standard required Clemson to adjust collection dates resulting in the 2015–16 year including data only from December 2015 and May 2016 graduates (August 2016 graduates will be included in the 2016–17 cohort). This will add an asterisk to 2015–16 data (much like baseball statistics in strike-shortened years), but the future benefit is worth the short-term inconvenience.

Regardless of what other changes are in store, our constituents will continue to receive professional, enthusiastic assistance from us. We’re excited to see how students interact with the competencies we’re introducing, and are looking forward to another terrific year working with all our partners.

Thank you for your support of our efforts.

Go Tigers!

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

99.6% of students from underrepresented populations felt the CCPD provided a welcoming environment.
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>

**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.

**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.
“This conference inspired me to take initiative to improve my skills in different aspects in my life as well as looking for feedback and criticism from people with more experience to help me improve.”

– Unleash your Inner Tiger Conference, student participant
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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Visited CCPD</th>
<th>Did Not Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011–12</td>
<td>73%</td>
<td>27%</td>
</tr>
<tr>
<td>2012–13</td>
<td>78%</td>
<td>22%</td>
</tr>
<tr>
<td>2013–14</td>
<td>80%</td>
<td>20%</td>
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<tr>
<td>2014–15</td>
<td>79%</td>
<td>21%</td>
</tr>
<tr>
<td>2015–16</td>
<td>87%</td>
<td>13%</td>
</tr>
</tbody>
</table>

STUDY ON PERSISTENCE AND CAREER SERVICES PARTICIPATION

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

- 65% of those students did not participate in career counseling or attend CCPD workshops while enrolled in Clemson.

29,826 total new contacts within CCPD in 2015–16
“The biggest things I’ve learned professionally are how to act in the workplace, whether it was communicating with other members in the department or different departments, coordinating meetings, interpersonal relationships, problem solving, or even celebrating. Behaving respectfully and professionally are very different than what I initially thought.”

– Materials science and engineering major who participated in experiential education
CAREER COUNSELING
STUDENT PARTICIPATION BY COLLEGE

POST-COUNSELING SURVEY RESULTS

99.4% of students were satisfied with their CCPD counseling session and knew their next steps
*post-counseling survey with 1,346 student responses

98.8% of students left CCPD with at least one professional resource
*post-counseling survey with 1,336 student responses

91.3% of students waited less than 15 minutes for a drop-in session with a counselor
*post-counseling survey with 857 student responses

CAREER ASSESSMENT SURVEY RESULTS

100% of 255 students felt confident articulating how skills, interests and values influence their career or major choices after taking the Strong Interest Inventory and completing a follow-up appointment with CCPD staff.
“My counselor was very knowledgeable, helpful and patient and provided me with a lot of great information and steps I need to take to further my career search.”

– Graduate student, post-counseling survey
EXPERIENTIAL EDUCATION

STUDENT ENROLLMENT IN EXPERIENTIAL EDUCATION

916 + 1,418 = 2,334
1,635 = 3,969

9% increase in campus experiential education enrollment since 2014-15
20% of students are more likely to have accepted a position at the time of graduation when having participated in an experiential education opportunity (First Destination Survey).

STUDENT PARTICIPATION IN THE UPIC PROGRAM — FIVE-YEAR TREND

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>74</td>
<td>20</td>
<td>33</td>
<td>53</td>
</tr>
<tr>
<td>2012-13</td>
<td>87</td>
<td>78</td>
<td>71</td>
<td>223</td>
</tr>
<tr>
<td>2013-14</td>
<td>303</td>
<td>206</td>
<td>196</td>
<td>489</td>
</tr>
<tr>
<td>2014-15</td>
<td>290</td>
<td>349</td>
<td>197</td>
<td>849</td>
</tr>
<tr>
<td>2015-16</td>
<td>342</td>
<td>342</td>
<td>224</td>
<td>856</td>
</tr>
</tbody>
</table>

8% increase in student enrollment from 2014-15 to 2015-16

OTHER UPIC NUMBERS

College Breakdown

CAFLS 24%
CAAH 9%
CBBS 27%
CES 34%
CHEED 6%

100% of UPIC interns could explain the significance of their internship experience in relation to career goals (by identifying a list of specific companies or professions they were interested in pursuing.)

751 site visits were conducted by UPIC staff.

96% of UPIC interns rated the overall quality of their internship as “Good” or “Excellent,” in relation to connecting and applying their classroom knowledge with real-world experience.

UPIC AND OFF-CAMPUS STUDENT INTERN ATTRIBUTES

On a five-point scale, organizations rated the degree to which Clemson internships exhibited:

- Creative Thinking Skills — 4.50/5.00
- Critical Thinking Skills — 4.47/5.00
- Communication Skills — 4.45/5.00
“I gained a lot of experience working with the company’s marketing departments from around the world. This taught me about best business practices and business communications. My job search shifted from domestic to international companies because I saw the limitless opportunities available.”

— Marketing major who participated in experiential education
EXPERIENTIAL EDUCATION

RECORD COOPERATIVE EDUCATION (CO-OP) PROGRAM PARTICIPATION

The Co-Op Program has set historic highs in participation **FIVE YEARS IN A ROW.**

1,418 Co-Op assignments for 2015–2016

- **38%** increase over a five-year trend

STUDENT SATISFACTION

- **72%** reported their assignments had either exceeded or substantially exceeded their expectations
- **22%** reported their assignments had met expectations
- **6%** reported their assignments had room to improve

94% satisfaction rating among students with their co-op assignments

ONE-ON-ONE ADVISING SESSIONS

3,874 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.

INTERVIEWS/OFFERS 2015–16

- **3,044** active teaching partners participating in the co-op program (one-third of interviews are on campus each semester to fill their open co-op slots)
- **404** students seeking co-op assignment
- **445** teaching partners seeking to fill their open assignments
- **209** interviews took place during interviewing events

91% of students that went through co-op interviews received offers

SITE VISITS

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

These visits also allow the co-op staff to meet with company managers to reinforce the teaching-partner relationship between the company and the University.
“He exceeded my expectations, and I will gladly serve as a reference when he seeks full-time employment. Should I or one of my clients have a position open at that time I would strongly consider him. Thank you for the opportunity to participate in Clemson’s intern program.”

– Supervisor of wildlife and fisheries biology major who participated in experiential education
CAREER EVENTS

CAREER FAIR ATTENDANCE BY COLLEGE
The following charts show total student attendance of Clemson’s Fall and Spring Career Fairs:

FALL 2015

2,864 total

SPRING 2016

2,026 total

TOTAL STUDENT ATTENDANCE — SIX-YEAR TREND


2,660 3,415 3,968 4,297 5,362 4,918

CAREER FAIR EMPLOYER PARTICIPATION — SIX-YEAR TREND

six-year increase 54%
“Separating days for Engineering/Computing and Business was a great move for students and companies. It really allows both parties to get a better feel for what to expect in terms of expertise and atmosphere.”

– Undergraduate student, College of Business and Behavioral Science
CAREER EVENTS AND EMPLOYER RELATIONS

EDUCATION FAIR STUDENT ATTENDANCE

367 total number of interviews

106 students attending fair

83 undergraduate students interviewing

54 school districts interviewing day one

42 school districts interviewing day two

CONSTRUCTION INDUSTRY FAIR

FALL 2015

88 companies

189 students attending

277 total companies and students attending

SPRING 2015

65 companies

121 students attending

186 total companies (capped as a result of employer feedback) and students attending

ON-CAMPUS INTERVIEWS BY COLLEGE

3,585 student interviews

101 • CAFLS

153 • CAAH

1,059 • CBBS

1,540 • CES

722 • CHÉHD

Interdisciplinary Studies: 2

ONLINE POSTINGS

6,995 total job postings for Clemson students

5,029 full-time jobs (72% total)

541 part-time jobs (8% total)

1,427 internships (20% of total)

SIX-YEAR TREND

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Job Postings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010–11</td>
<td>4,483</td>
</tr>
<tr>
<td>2011–12</td>
<td>4,995</td>
</tr>
<tr>
<td>2012–13</td>
<td>5,465</td>
</tr>
<tr>
<td>2013–14</td>
<td>7,389</td>
</tr>
<tr>
<td>2014–15</td>
<td>8,295</td>
</tr>
<tr>
<td>2015–16</td>
<td>6,995</td>
</tr>
</tbody>
</table>

40% increase in postings over five years
“The fair was well organized and a good platform to connect with potential employers. Special thanks to the CCPD team for such a great event and for the workshops before the fair. I certainly benefited a lot from it.”

– Graduate student, College of Engineering and Science
CAREER RESOURCES

WORKSHOPS

309 total workshops

78% facilitated in various classrooms or at organization meetings by request
22% facilitated in the CCPD conference room

WORKSHOP ATTENDANCE

7,844 students in attendance
2.6% increase from 2014–15

ATTENDANCE BY CLASS YEAR

Freshmen 12%
Sophomore 26%
Juniors 31%
Seniors 18%
Graduate Students 13%

GRADUATE STUDENT WORKSHOP FEEDBACK

100% of graduate students found information presented at workshop to be useful
100% of graduate students felt the presenter did a good job holding their attention
100% graduate students felt knowledgeable about the topic after attending a workshop

STUDENT USAGE OF CCPD ONLINE RESOURCES – GRAND TOTAL ACCOUNTS CREATED

6,854 total new student accounts created

1,939 graduate accounts
4,915 undergraduate accounts

42,584 new accounts created in ClemsonJobLink over the last five years

1,131 Careershift users
502 students who took the Strong Interest Inventory

INTERVIEW SERVICES

216 total mock interviews

24% virtual mock interview system
76% mock interviews
“Success is typically defined in going to class and getting a good GPA but that’s not exactly success. It’s about prioritizing yourself, staying focused and being flexible while reaching your goals.”

– Unleash your Inner Tiger Conference, student participant
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ITRON
NORFOLK SOUTHERN
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Milliken
SCHAEFFLER GROUP
EASTMAN
COVERIS
blackbaud
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