



CENTER FOR CAREER AND PROFESSIONAL DEVELOPMENT
ANNUAL REPORT



ANNUAL REPORT 2015-16

FIRST DESTINATION SURVEY (NOTE: This data provides highlights from 2014–15. Results from students graduating 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”

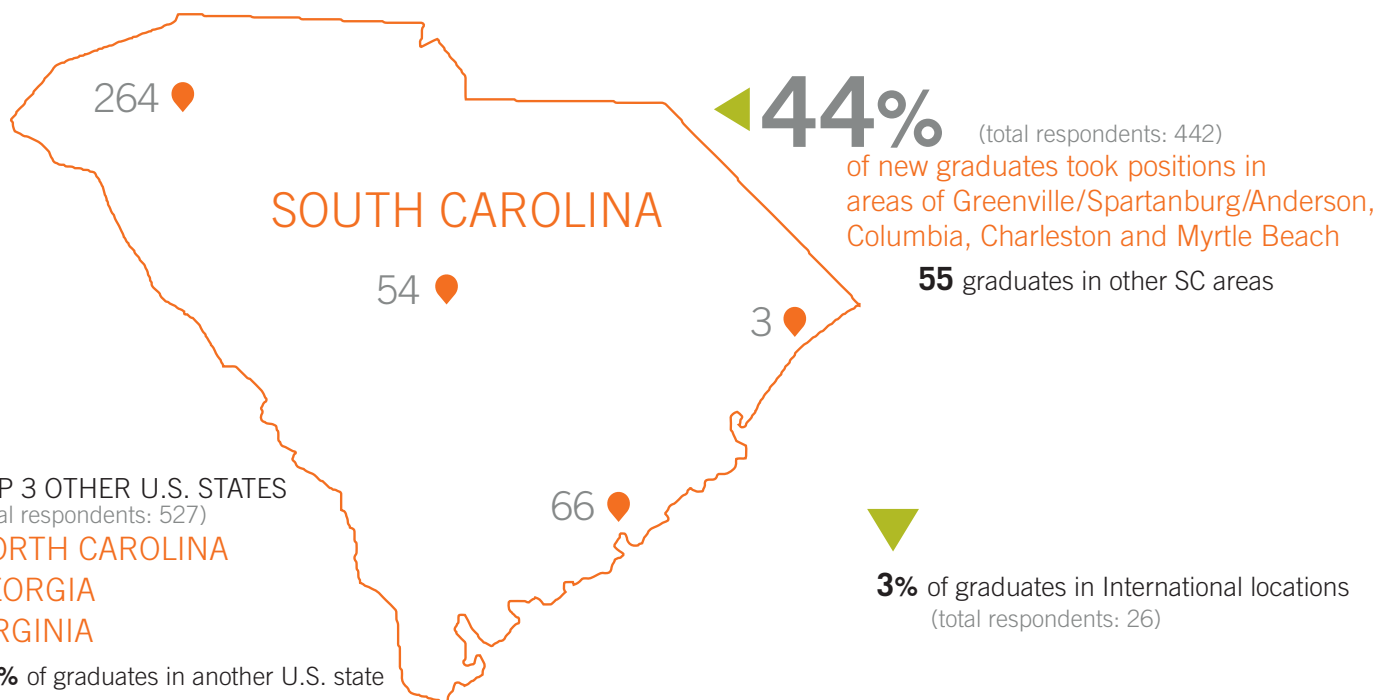
13% “Looking for a job”

6% “Other”

↑ increased 45% from 2013–2014 respondents

↓ decreased 20% from 2013–2014 respondents

DESTINATION OF RECENT GRADUATES (total respondents: 994)



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.

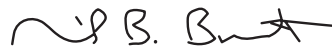
Annual assessments are the key to strategic planning, but two recent occurrences will make future year-to-year comparisons difficult. In July 2016, Clemson reorganized from five to seven colleges, which will establish completely new parameters for college-level data. And in January 2014, the National 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

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.

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





LEARN, ACT, FLEX, **SUCCEED**

CLEMSON SUPPORTS THE INNOVATION OF YOU

ENGAGEMENT	COMMUNICATION
	COLLABORATION
	LEADERSHIP
INNOVATION	ADAPTABILITY
	ANALYTICAL SKILLS
	TECHNOLOGY
PROFESSIONALISM	SELF-AWARENESS
	INTEGRITY AND ETHICS
	BRAND

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.

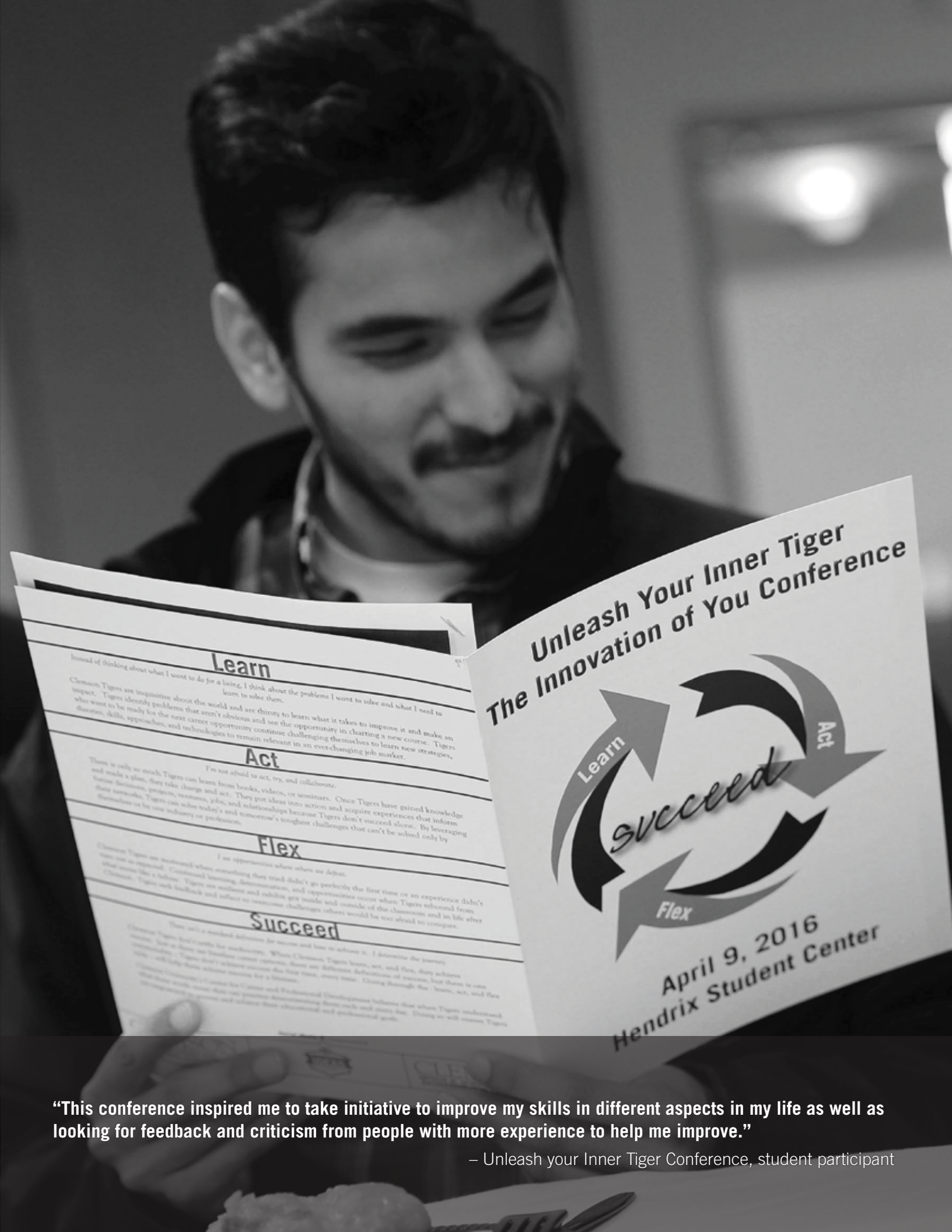
Flex

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.





Unleash Your Inner Tiger The Innovation of You Conference



April 9, 2016
Hendrix Student Center

Learn

Instead of thinking about what I want to do for a living, I think about the problems I want to solve and what I need to learn to solve them.

Clemson Tigers are inquisitive about the world and are thirsty to learn what it takes to improve it and make an impact. Tigers identify problems that aren't obvious and see the opportunity in charting a new course. Tigers who want to be ready for the next career opportunity continue challenging themselves to learn new strategies, theories, skills, approaches, and technologies to remain relevant in an ever-changing job market.

Act

I'm not afraid to act, try, and collaborate.

There is only so much Tigers can learn from books, videos, or seminars. Once Tigers have gained knowledge and made a plan, they take charge and act. They put ideas into action and acquire experiences that inform future decisions, projects, careers, jobs, and relationships because Tigers don't succeed alone. By leveraging these networks, Tigers can solve today's and tomorrow's toughest challenges that can't be solved only by themselves or by one industry or profession.

Flex

I see opportunities where others see defeat.

Clemson Tigers are motivated when something they read didn't go perfectly the first time or an experience didn't turn out as expected. Continued learning, determination, and opportunities occur when Tigers rebound from what seems like a failure. Tigers are resilient and exhibit grit inside and outside of the classroom and in life after Clemson. Tigers seek feedback and reflect to overcome challenges others would be too afraid to conquer.

Succeed

There isn't a standard definition for success and how to achieve it. I determine the journey.

Clemson Tigers don't settle for mediocrity. When Clemson Tigers learn, act, and flex, they achieve greatness. Just as there are countless career options, there are different definitions of success, but there is one consistency: Tigers don't achieve success the first time, every time. Going through the learn, act, and flex cycle will help them achieve success for a lifetime.

Clemson University's Center for Career and Professional Development believes that when Tigers understand what they really want, they can generate momentum from each and every day. Doing so will ensure Tigers are empowered to generate and achieve their educational and professional goals.

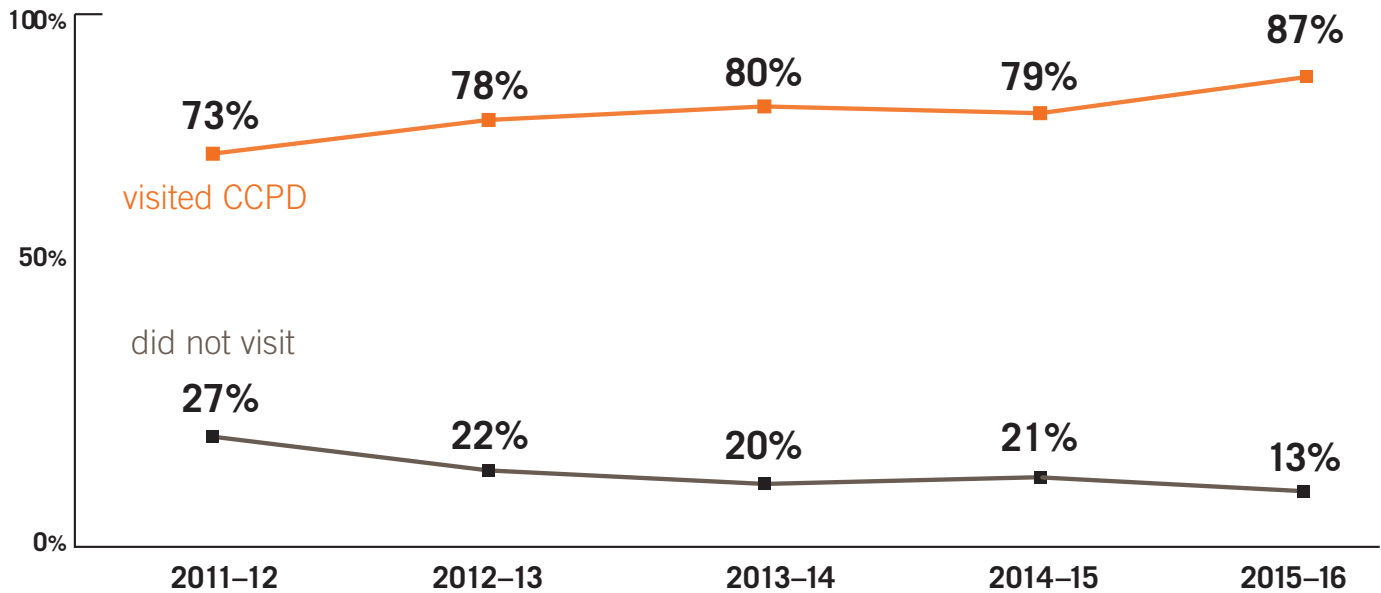
"This conference inspired me to take initiative to improve my skills in different aspects in my life as well as looking for feedback and criticism from people with more experience to help me improve."

– Unleash your Inner Tiger Conference, student participant

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



STUDY ON PERSISTENCE AND CAREER SERVICES PARTICIPATION

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

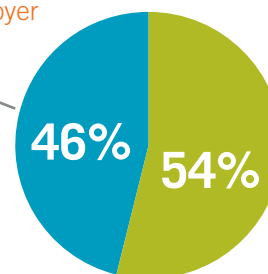
65%

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

29,826

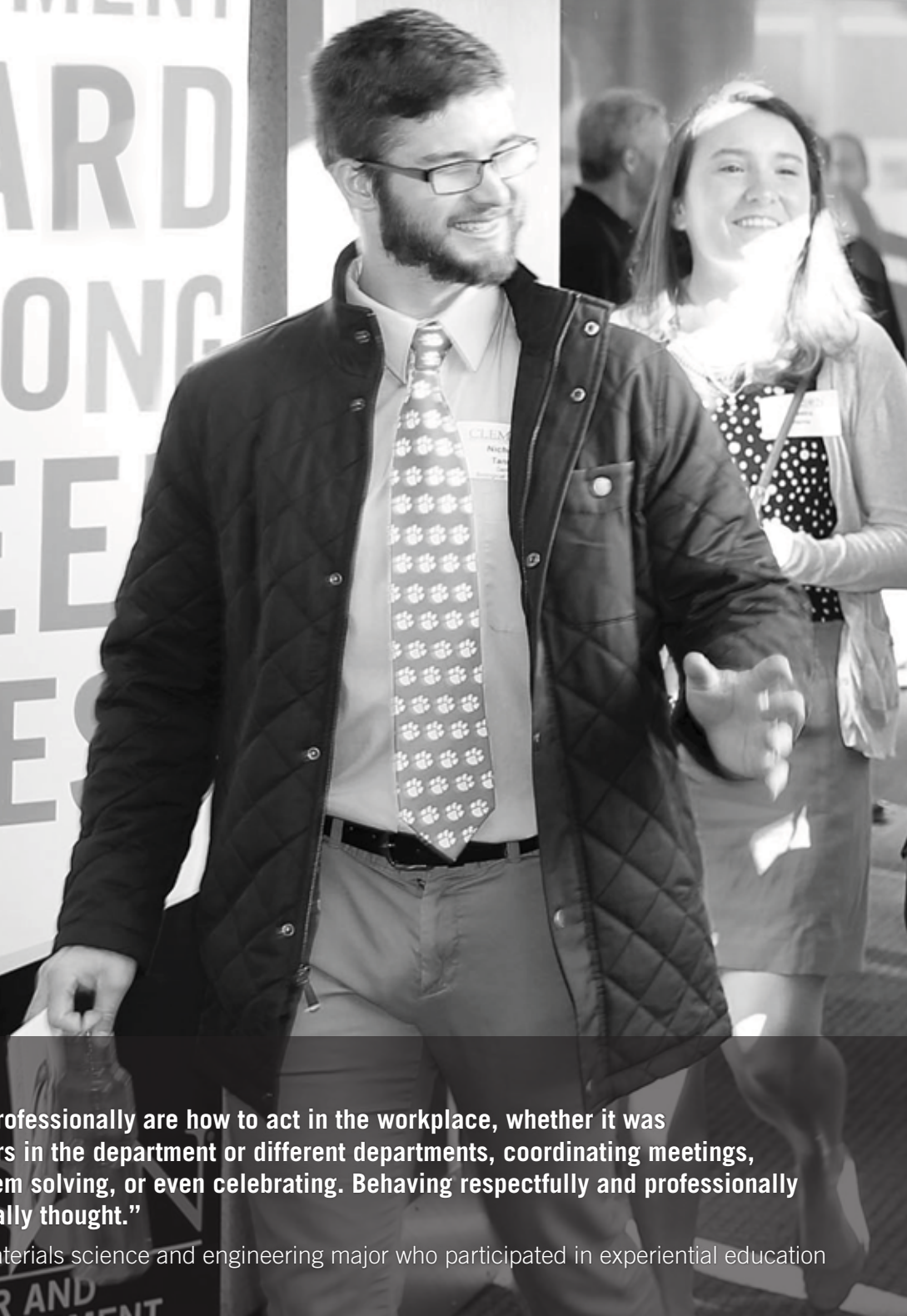
total new contacts within CCPD in 2015-16

One-on-One Counseling,
Site Visits and Employer
Interview Contacts



Workshop, Event
and Fair Contacts

EMPOWERING
STUDENT
DEVELOPMENT
TOWARD
LIFE-LONG
CAREER
SUCCESS



“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.”

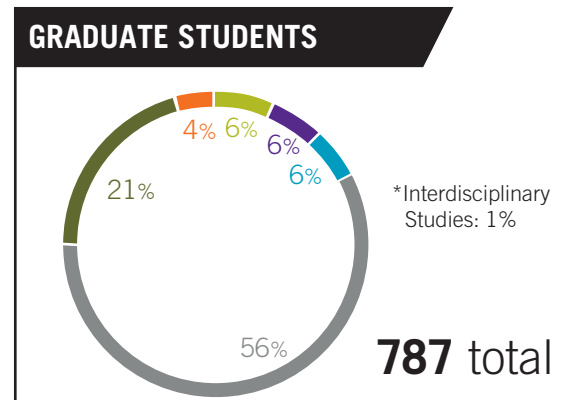
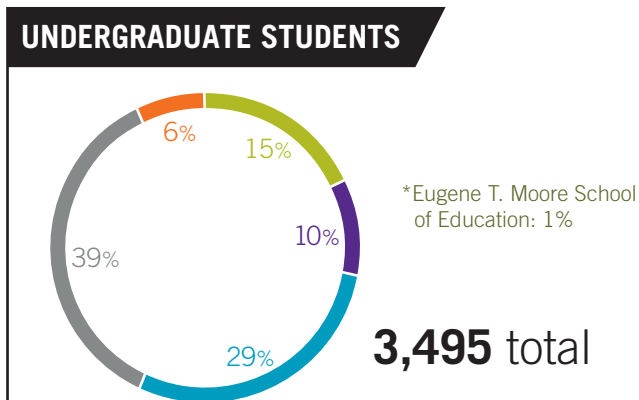
– Materials science and engineering major who participated in experiential education

CLEMSON
CAREER AND
DEVELOPMENT

CAREER COUNSELING

STUDENT PARTICIPATION BY COLLEGE

CAFLS	Agriculture, Forestry and Life Sciences
CAAH	Arts, Architecture and Humanities
CBBS	Business and Behavioral Sciences
CES	Engineering and Science
CHEHD	Health, Education and Human Development
EDUC	Eugene T. Moore School of Education



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

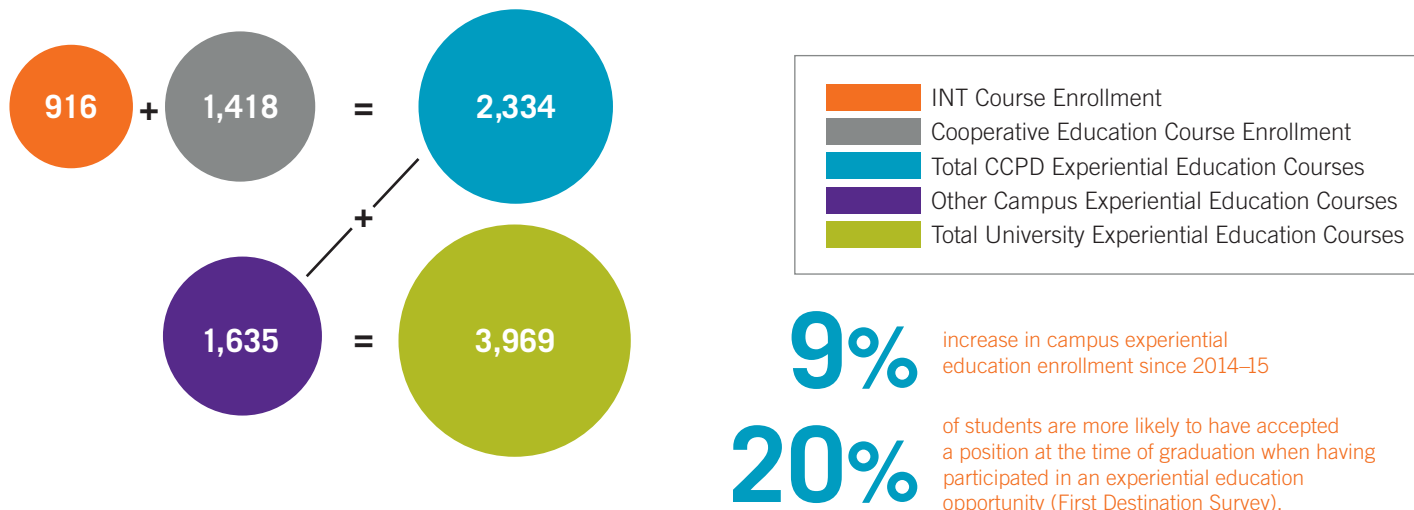


“My counselor was very knowledgeable, helpful and patient and provided me with a lot of great information and steps I need to take to further my career search.”

– Graduate student, post-counseling survey

EXPERIENTIAL EDUCATION

STUDENT ENROLLMENT IN EXPERIENTIAL EDUCATION



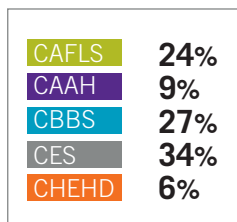
STUDENT PARTICIPATION IN THE UPIC PROGRAM — FIVE-YEAR TREND

TOTAL UPIC EXPERIENCES	2011–12	2012–13	2013–14	2014–15	2015–16
			Fall 74	Fall 87	Fall 303
	Spring 20	Spring 78	Spring 206	Spring 349	Spring 342
	Summer 33	Summer 71	Summer 196	Summer 197	Summer 224
	Total 53	Total 223	Total 489	Total 849	Total 856

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

OTHER UPIC NUMBERS

College Breakdown



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.”

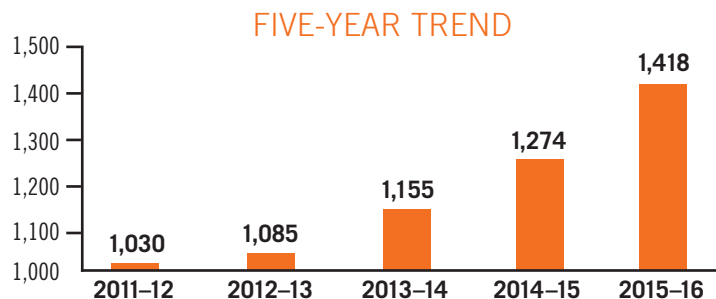
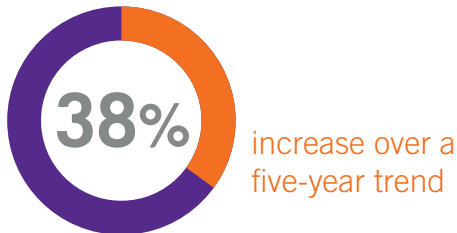
– Marketing major who participated in experiential education

EXPERIENTIAL EDUCATION

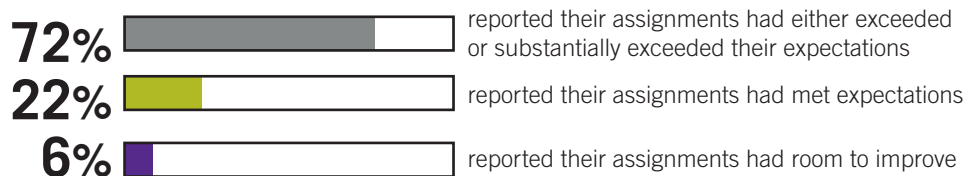
RECORD COOPERATIVE EDUCATION (CO-OP) PROGRAM PARTICIPATION

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

1,418 Co-Op assignments for 2015–2016



STUDENT SATISFACTION



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



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.



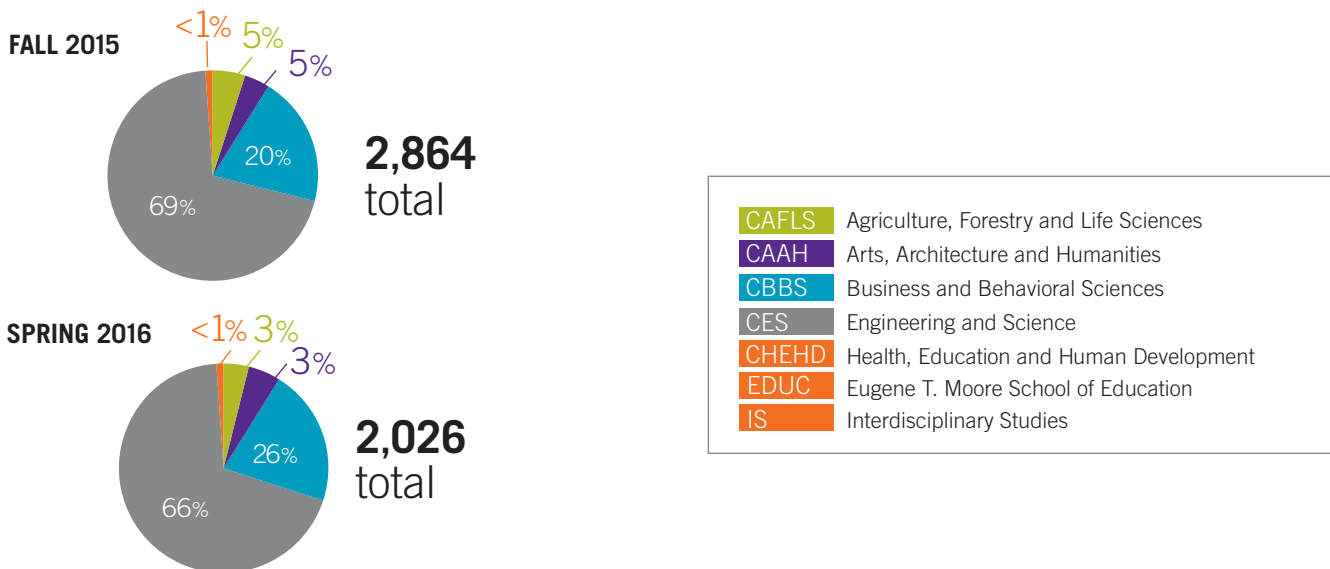
“He exceeded my expectations, and I will gladly serve as a reference when he seeks full-time employment. Should I or one of my clients have a position open at that time I would strongly consider him. Thank you for the opportunity to participate in Clemson’s intern program.”

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

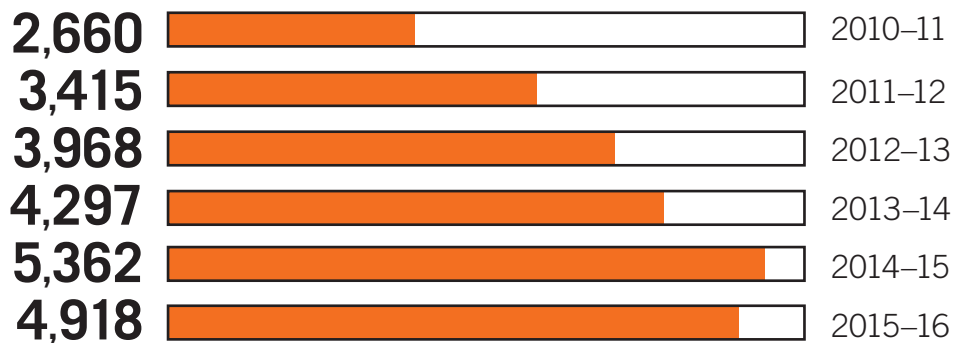
CAREER EVENTS

CAREER FAIR ATTENDANCE BY COLLEGE

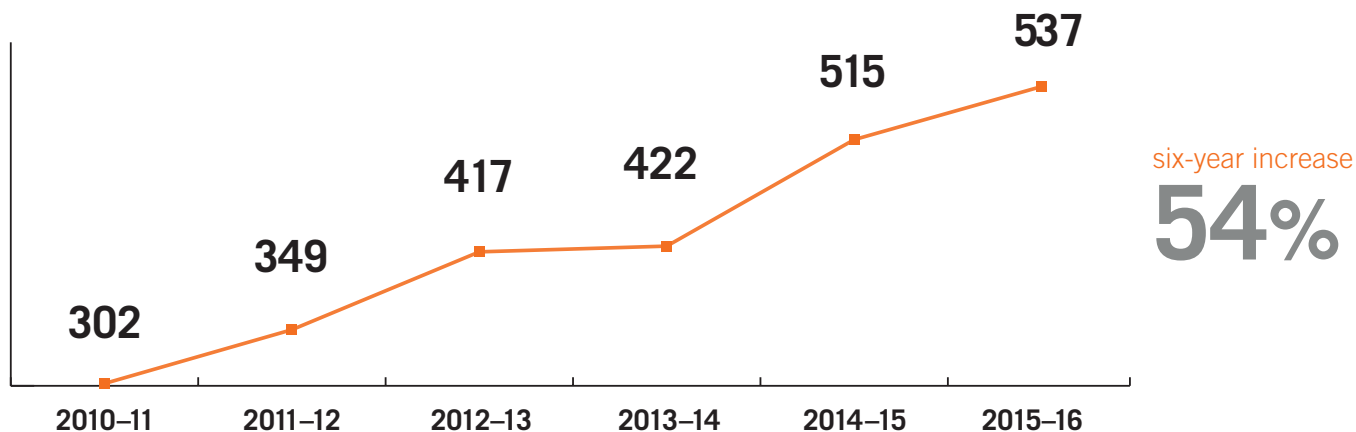
The following charts show total student attendance of Clemson’s Fall and Spring Career Fairs:



TOTAL STUDENT ATTENDANCE — SIX-YEAR TREND



CAREER FAIR EMPLOYER PARTICIPATION — SIX-YEAR TREND





“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

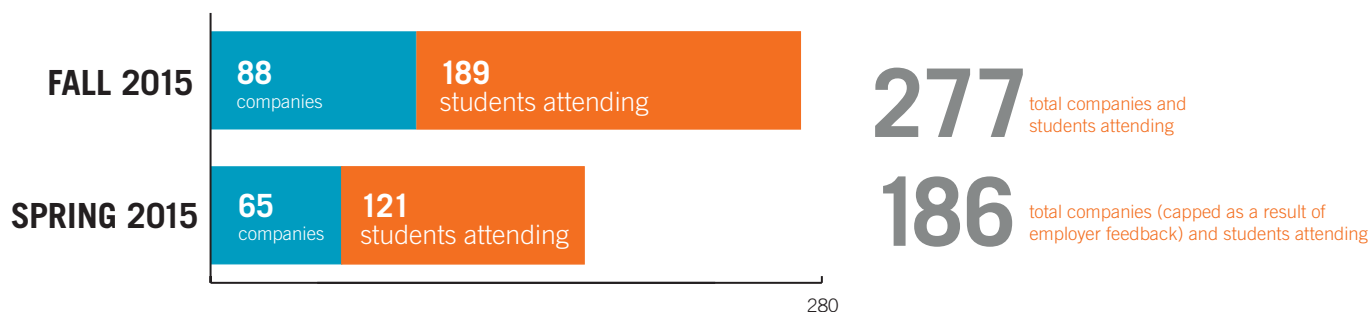
106 students attending fair

83 undergraduate students interviewing

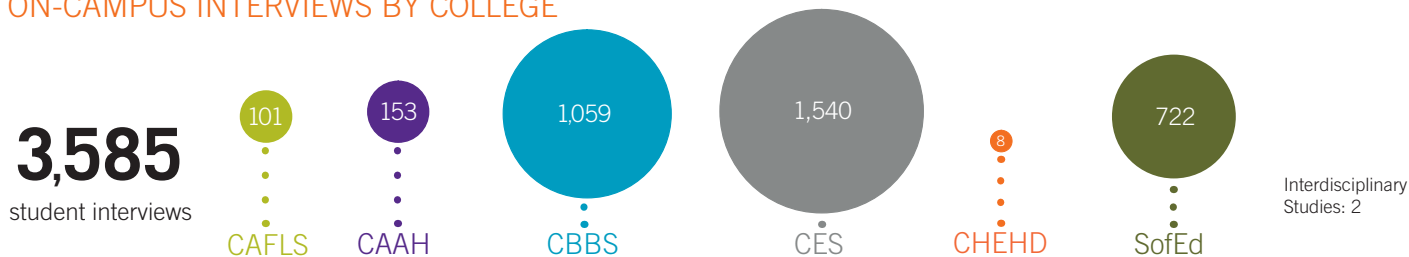
54 school districts interviewing day one

42 school districts interviewing day two

CONSTRUCTION INDUSTRY FAIR



ON-CAMPUS INTERVIEWS BY COLLEGE



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

2010-11	4,483
2011-12	4,995
2012-13	5,465
2013-14	7,389
2014-15	8,295
2015-16	6,995

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

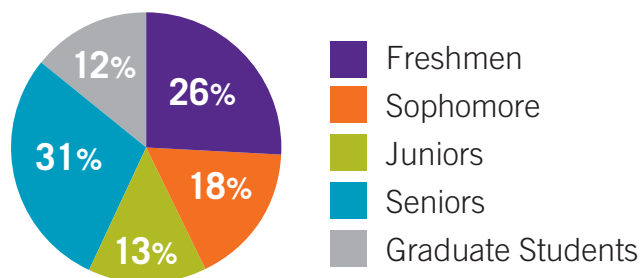
309 total workshops { **78%** facilitated in various classrooms or at organization meetings by request
22% facilitated in the CCPD conference room

WORKSHOP ATTENDANCE

7,844 students in attendance

2.6% increase from 2014–15

ATTENDANCE BY CLASS YEAR



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



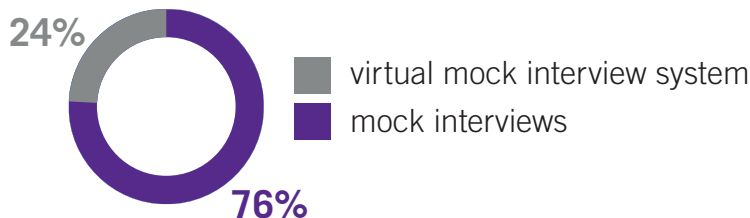
42,584 new accounts created in ClemsonJobLink over the last five years

1,131 Careershift users
Web Crawler resource

502 students who took the Strong Interest Inventory

INTERVIEW SERVICES

216 total 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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