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Career & Leadership Development Center

Mission Statement

The Career & Leadership Development Center is committed to holistic preparation of all Ohio University students and alumni/ae for active development and implementation of career and leadership skills necessary in our global community.

We accomplish this by:
1. Facilitating a process of self-awareness that encourages all students and alumni/ae to engage in career exploration and holistic leadership skill development
2. Helping students and alumni/ae recognize, synthesize, and communicate their experiences
3. Fostering collaborative relationships with faculty, staff, and employers to connect students with innovative resources, services, and employment opportunities
4. Empowering students to be lifelong learners by providing learning opportunities to construct the following leadership skills: self-awareness, interpersonal development, team development, problem solving, adaptability, and innovation
Career & Leadership Development Center

Vision Statement

“As the State of Ohio works to transform our economy, higher education has a responsibility to produce more quality graduates with the skills needed to meet the new and changing needs of businesses located in Ohio.”

CASE STUDY
All Ohio University students will complete a case study project before the end of their junior year. Teams of students will be interdisciplinary in nature. Students collaborate on a project from an employer or faculty. The student groups will be taught five key leadership skills: enabling students to learn about necessary workforce skills, and to practice leadership concepts over the course of a large scale project.

CAREER PROCESS
All Ohio University students will complete a “Career Process” course before their senior year. Students will learn the necessary career development skills and concepts to become successful upon graduation. Key concepts include: Self (interests, skills, values, and motivations), Applications (resumes, cover letters, social media profiles, letters of recommendation, graduate/professional school “statements”, and references), Networking, and Job Search (Interview, Etiquette, Career Fair Prep).

OHIO UNIVERSITY EPORTFOLIO
All Ohio University students start an eportfolio upon enrollment and use this marketing tool throughout their time as an OHIO student to effectively communicate their experiences inside and outside of the classroom to employers, graduate schools, or professional schools.

4 OUT-OF-CLASS EXPERIENCES
All Ohio University students will have four out-of-class experiences, one each year, during their time as an undergraduate student. Experiences do not have to be in a given area, but must span at least “100 hours” during a given semester.

“Produce more students ready to enter the workforce”
Career & Leadership Development Center

Service Highlights 2016 – 2017

- 21,359 students were served by the Career & Leadership Development Center this past year in programs, events, and individual appointments
- 13,971 students attended a CLDC program or event
- 7,388 students received individual attention in scheduled or drop-in coaching appointments, mock interviews, and Bobcat CareerLink (Career Services Manager) resume reviews
- 724 students participated in an in-person mock interview and 773 in an online mock interview (InterviewStream)
- Coordinated 5,883 new job, internship, part-time, co-op, and seasonal postings
Career & Leadership Development Center

Staff Accomplishments

- Published *Brain Based Career Development Theory* (National Association of Colleges and Employers (NACE)). This 46 page monograph highlights the BBCD theory CLDC developed.
- 11 national and regional conference presentations
- Staff member earned a Midwest ACE Executive Board Member position
- Presented three Professional Development Institutes and provided consulting to four universities on CLDC’s Brain Based Career Development theoretical model
- Student Employment Microcredentialing project awarded the Academic Innovation Accelerator grant for $389,000
- Two CLDC staff serve on the Student Employment Microcredentialing project as team lead and as a team member
Career & Leadership Development Center

Major Accomplishments

Career and Leadership Courses
17 sections of 7 different CLDC-taught courses were offered during 2016-2017 reaching 378 students:

- CAS 1130: Career Planning in the Liberal Arts
- CAS 2130: Career Strategies: Internship and Job Mapping
- COMS 2040: Principals and Techniques of Interviewing
- RFPD 3890: Professional Career Search Strategies
- SPST 4900: Specialized Studies: Interdisciplinary Thinking, Creativity and Innovation: Preparing for the Next Step
- PSY 4930: Career Strategies for Psychology Majors
- UC 2900: The Leader in You

Highlights:

- 4 full-semester offerings of CAS 1130 all incorporated a case study with an employer. Students worked in groups to present a proposal to the employer regarding recommendations for each case. Employers in the CAS 1130 courses included the Wayne National Forest, Bridge Logistics, and the Southeast Ohio Food Bank. Enterprise and Kroger also hosted case studies in career courses – COMS 2040 and RFPD 3890, respectively. The Southeast Ohio Food Bank and the Alzheimer's Association facilitated case studies in CAS 2130 and UC 2900 (The Leader in You), respectively.
- UC 2900 (The Leader in You) was offered both fall and spring semesters and added as a permanent course offering for future academic years through University College
- Continued ongoing collaboration with four academic colleges to offer CLDC courses (Arts & Sciences, Communications, University College, and Education)
- SPST 4250 was approved to replace SPST 4900 in the fall, providing the CLDC’s first full-semester career course for seniors in the Bachelor of Specialized Studies program. This course will be offered in fall and spring semesters on a permanent basis.

Career Class Case Studies
In the fall of 2016, employer led case studies were incorporated into various career courses taught by the CLDC as a capstone project. These projects were designed to create an awareness of unique career opportunities through the classroom. The case study connects students and employers in an engaging educational environmental where employers can gage the ability, creativity and skill level of potential candidates. Employers can market and brand their organization and opportunities to candidates who may not have considered their organization before. These projects also help students identify the skills necessary to land internships or full-time positions after graduation.
Major Accomplishments

Employer Relations

On-Campus Recruiting

- Coordinated 5,883 new job, internship, part-time, co-op, and seasonal postings
- 971 employers registered in Bobcat CareerLink
- Worked with 60 employers who actively participated in on-campus recruiting and offered 949 interviews to students

Career Fairs

This year the CLDC organized a two-day fair in the fall to accommodate growing interest among employers and a one-day fair in the spring.

Fall Career & Internship Fair

- 1,128 students attended
- 117 employers attended

Spring Career & Internship Fair

- 909 students attended
- 93 employers attended

Teacher Job Fair (TJF)

- 127 students attended
- 57 school districts attended
- 504 interviews took place during the TJF

New Employer Events

In an effort to reach more students and to diversify the types of employers who visit campus, the CLDC expanded events available for students and employers. Graduate schools frequently attended the Career & Internship Fair which the CLDC identified as an opportunity for a new event to be created. CLDC staff also recognized that a lot of non-profits may not have the funds to attend the larger Career & Internship Fair. Because of this, expanding the Work that Matters Fair was necessary.

Work That Matters, Nonprofit and Service Fair

- 257 students attended
- 12 employers attended

Grad School Fair

- 176 students attended
- 12 employers attended

JobFest 2017

- 191 students attended
- 26 employers attended
Assessment

Leadership Coaching:

Pilot assessment results (N=99) indicate students perceived their coach successfully made them feel comfortable (91.9%), supported (97%), focused (94.9%), and empowered (91.9%), and that their perceived attitude, self-efficacy, and intention to improve in a leadership skill increased. Further, most students (80%) reported learning very much or an extreme amount, and 87% reported full completion of at least one of typically two goals they set. Finally, a multiple regression analysis indicated level of empowerment inspired by the coach (B=0.303, p < 0.05) and reported learning (B=0.211, p < 0.05) were significant predictors of goal completion in the third session (R²=0.058, F(2,96)=2.935, p=0.058).

During fall and spring semesters of the 2016-17 academic year, a total of 386 (69.3% female) students completed all three Leadership Coaching sessions as well as a comprehensive Leadership Coaching Assessment. Results of this new, researched-based assessment parallel the pilot results in terms of coaching ratings, perceived learning, and goal completion. Further, a vast majority (97.5%) of students indicated they were confident using their strengths to develop skills in the future and 97.6% reported great improvement in their chosen skill.

Pre-post findings indicate participation in all three Leadership Coaching sessions significantly enhanced measures of students’ attitude (t(291)=6.46; p<0.0001, d=0.38), self-efficacy (t(292)=7.24; p<0.0001, d=0.41), subjective norm (t(292)=5.19; p<0.0001, d=0.30), and intention to set future goals (t(294)=5.34; p<0.0001, d=0.31). Further, significant improvements in students’ self-esteem (t(290)=4.03; p<0.0001, d=0.24), internal locus of control (t(292)=7.04; p<0.0001, d=0.41), and chance locus of control (t(290)=6.69; p<0.0001, d=0.39) were found before versus after leadership coaching participation. Finally, direct measures of learning SMART goal-setting (t(275)=12.94; p<0.0001, d=1.56) and STAR articulation (t(292)=12.44; p<0.0001, d=1.46) demonstrated statistically significant increases as a result of participation in Leadership Coaching. These findings suggest participation in Leadership Coaching has a positive, short-term impact on students’ intrinsic control, confidence, well-being, and learning.

Attitude toward goal-setting, reported confidence completing their goal, and chance locus of control were significantly related to goal completion. A multiple regression analysis indicated attitude toward goal-setting (B=0.142, p<0.05) and reported confidence completing their goal (B=0.170) remained significant predictors of goal completion in the presence of all three predictors (R²=0.058, F(3,225)=4.595, p<0.01). We look forward to disseminating these findings and incorporating both our 4-month follow-up and alumni data to determine the potential long-term impact of Leadership Coaching.
Leadership Coaching
Leadership Coaching is a service that provides the opportunity for students to develop one of the six key skills essential to their employment upon graduation, understand goal-setting strategies, and learn to articulate and communicate their experiences with leadership skill development to others. CLDC professional staff administer this service through three 30-minute appointments over the course of three weeks.

Highlights:
- 1,382 Leadership Coaching appointments occurred during the 2016-17 academic year
- All first-year OHIO student athletes participated in leadership coaching during the fall 2016 semester
- 300+ StrengthsFinder codes were purchased and utilized for student engagement in session two for Leadership Coaching participants during the academic year
- One additional professional staff member was trained to administer Leadership Coaching in spring 2017, which makes a total of 8 trained leadership coaches in the CLDC
- All students who completed the 21st Century Leadership Certificate throughout the academic year were required to complete Leadership Coaching as part of that certificate
Leadership Certificate Programs

During the 2016-17 academic school year, the CLDC continued to maintain two certificates to better infuse career and leadership development into the OHIO campus culture. A majority of the six workshops within these two certificates were facilitated by the 12 student employees on the Student Ambassador Team. Additionally, a large part of these certificate offerings included collaboration with the three CLDC split positions within the Colleges of Arts & Sciences, Education, and Health Sciences and Professions.

Highlights:

- The CLDC facilitated 478 workshops. This more than doubled the CLDC’s workshop total for 2014-2015, with 209.
- 361 workshops were requested through the online workshop request form
- Workshops were facilitated in classrooms and student organization meetings by student ambassadors and CLDC professional staff across Ohio University’s main campus during the 2016-17 academic year
- 6,189 students attended a Professional Series workshop
- 4,836 students attended 21st Century workshops
- Both certificates were implemented into multiple classes across campus, including courses in the College of Arts & Sciences, University College, the College of Health Sciences and Professions, and the Patton College of Education
CLDC Student Ambassadors
The CLDC Student Ambassador Team consists of 12 student leaders that facilitate the 21st Century and Professional Leadership workshops, Foundations for First Year Students workshops and other presentations during the academic year. In addition to workshop facilitation, Student Ambassadors conduct peer career coaching during 10-minute resume and cover letter drop-ins. Additionally, this team of student employees support events in the CLDC, including two Career and Internship Fairs, the Work That Matters Fair, the Teacher Job Fair and regional campus Professional Development Days. 

Highlights:
- Provided CLDC outreach to 59 UC 1000 classes in Fall 2016 by facilitating the 15 minute CLDC overview and providing a tour of the CLDC
- Staffed 44 tables to promote the CLDC for OHIO Discovery Days, the Majors Fair, and other CLDC events
- Participated in professional development trainings during bi-weekly staff meetings
- Staff completed Leadership Coaching with a professional staff member during the academic year
- Ambassadors were given the option to take on special projects to allow ownership of specific opportunities (e.g. procedural manual, Foundations workshops, BaFa BaFa supply organization)
- 96 students applied to interview for a student ambassador position for the 2017-18 academic year
Career & Leadership Development Center

Major Accomplishments

Partnership with the College of Health Sciences and Professions (CHSP)

The College of Health Sciences and Professions and the Career & Leadership Development Center Split Position.

Highlights:
- 433 Coaching Appointments
- Increased CHSP student engagement in services by 61%
- 3,256 CHSP student workshop attendees
- Met with all program directors and numerous faculty
- 1,075 students engaged in Drop-ins, Career Coaching, Leadership Coaching, and Mock Interviews
- 29% of students returned more than once to engage with CLDC services
- Elected to the Midwest ACE Board of Directors
- 59 students attended Professional Success Week
- The School of Nursing, Child and Family Studies, Applied Nutrition and Nutrition, Community & Public Health, health Services Administration, and Communication Sciences and Disorders all required or encouraged their students to engage with CLDC services
- 128 undecided students participated in a customized program to increase retention efforts
Partnership with the Gladys W. and David H. Patton College of Education
College of Education and the Career & Leadership Development Center Split Position

Highlights:

• Facilitated numerous experiential learning trips
• Employer development: The Buckle; Glenlaurel Inn; The Hyatt Regency Columbus; Talisman; Camp Highlander, Camp Arcadia; The Wayne National Forest; Recreation Unlimited; Camp Glen; Centerville-Washington Park District; Kohl’s; Groupon; Trunk Club; Nuhop Center; Nordstrom; Thunderdome; Cincinnati Parks; Cincinnati Recreation Commission
• Facilitated Case Study with Kroger and 50 retail students
• Association work: attended meetings of the Ohio Valley Chapter meeting of the Club Managers Association of America; attended the National Retail Federation’s Big Show in New York City; attended the Ohio Parks and Recreation Association (OPRA) conference in Sandusky; held membership in the Club Managers Association of America, Ohio Valley Chapter (CMAA), Ohio Parks and Recreation Association (OPRA), National Retail Federation (NRF), Society of American Foresters (SAF), and National Association of Colleges and Employers (NACE)
• Taught RFPD 3890: Professional Career Search Strategies
• Facilitated workshops in the following courses: RFPD 3890, RFPD 1600, RFPD 1100, RHT 1100, RHT 3620, RHT 3610, REC 4100, REC 2010, REC 3050, REC 2150, CONS 3100, EDPL 3600, EDCE 2010, EDTE 2000
• Serve on the PCOE Diversity Committee
Partnership with the College of Arts & Sciences

College of Arts & Sciences and the Career & Leadership Development Center Split Position Highlights:

- 237 A&S student appointments
- Facilitated 33 workshops to over 900 A&S students
- A&S Career and Networking Week:
  - Ten events were planned and implemented
  - Additional events were offered by college departments
  - More than 200 students, alumni, faculty, staff, and employers participated in events
- Facilitated numerous employer visits, classroom visits, and information sessions
- Taught multiple sections of career courses serving A&S students, CAS 1130 and PSY 4930
- Facilitated Case Study with Bridge Logistics in CAS 1130 course targeting first-year students
- Participated in faculty meetings and met with most A&S internship coordinators
Career & Leadership Development Center

Special Accomplishments

Career Coaching
Career Coaching was provided as a service to students and alumni in two ways: as a 10-minute drop-in and as a 30-minute appointment. Appointments are conducted by phone, Skype, and face-to-face. Graduate Assistants and Student Ambassadors facilitated career coaching drop-ins Monday through Friday from 11:00 a.m. to 5:00 p.m. and each professional staff provided 30-minute career coaching appointments at least 15 times per week.

Highlights:
- 1,846 coaching drop-ins from July 1st, 2016 to April 28th, 2017
- 1,368 career coaching 30-minute appointments during the 2016-2017 academic year
- All professional staff were encouraged to shadow their peers in a coaching setting during the year
- One on one career coaching training was facilitated for all student ambassadors in the fall and spring semesters
- August training provided extended career coaching trainings for three new graduate student staff members, along with opportunities for all graduate assistants to complete additional career coaching training as a cohort
- 13 sessions offered during August training related to career coaching for professional and/or graduate staff
- Career Tools integrated into career coaching setting with all staff being asked to include discussion about the Career Tools database of resources in each coaching meeting
- Had 8,640 clicks on Career Tools resources, including an increase from fall to spring semester of 396 clicks. Total number of clicks for the 2016-2017 academic school year (August 22, 2016 - April 18, 2017) was 9,261
Outreach
This year, CLDC outreach liaison efforts were structured to focus on special populations of students and to continue collaboration with academic departments across campus. To meet this goal, a strategic outreach liaison plan was developed to leverage pre-established staff connections with target populations that were identified during strategic planning. In addition to a number of academic units, the following special student populations were targeted for outreach during 2016-2017:

- First Generation Students, LGBT Students, Multicultural Students, Students with Disabilities, Veterans and Student Service Members, International Students, Student Athletes, Regional Campus Students and the Division of Student Affairs

Additionally, many outreach initiatives were continued and strengthened, including Leaderade, Open House, UC 1000/1900 visits, and 15 minute overviews.

Highlights:

- Developed a comprehensive marketing and outreach calendar that included dates for executing all marketing and outreach efforts including email blasts, videos, print materials, digital ads, tabling, newsletters, university calendars, social media, etc. Utilized Trello platform to manage and delegate marketing and outreach work to student interns.
- All CLDC staff participated in a marketing and outreach professional development session to learn about the vision for CLDC marketing and outreach and to learn about CLDC and Ohio University resources for marketing and outreach.
- Hosted “Leaderade” stands during move-in weekend to raise awareness of the CLDC and gave away more than 1200 cups of lemonade during the two-day program.
- Hosted a CLDC Open House during opening week of fall semester which attracted over 100 students in the first nine minutes of the event.
- Outreach to student athletes resulted in approximately 90 first-year student athletes completing the 21st Century Leadership Certificate.
- Facilitated presentations and tours of the CLDC for 59 University College classes.
- Facilitated 117 15-minute overview workshops across campus to classes and student organizations.
- Developed materials for CLDC staff to use as outreach tools including a comprehensive liaison brochure, quarter-sheet handouts for each CLDC event and program, and more than 15 customizable email communication pieces for promoting events and services.
Foundations – Emerging Leaders Program
Foundations for First-Year Students is a six week, certificate bearing, leadership development program designed to engage first year students in leadership development. During Foundations, students immerse themselves in reflective exercises, group activities, and experiential learning opportunities to better understand their unique strengths, define their leadership style, and outline a plan for their leadership development at OHIO. Four first year cohorts go through the program every year, two in the fall and two in the spring. The program is also a gateway to the other programs that the CLDC offers to maintain student engagement.

Highlights:
- 44 first year students participated during the fall and spring semesters, a 28 student increase (275%) increase from the 2015-2016 academic year
- The curriculum was modified and improved by 5 student ambassadors who took ownership of the marketing, outreach, administrative tasks and facilitation responsibilities for the program
- A Post-Assessment Survey was developed and administered to gain insight into a student’s overall experience in Foundations, as well as their attainment of various learning outcomes.

Liaison Work
Athletics
Built connections with Athletics staff who provide advising and student development opportunities for varsity student-athletes. CLDC and Athletics staff collaborated to integrate career and leadership concepts into multiple courses taught by Athletics staff.

Highlights:
- Offered leadership coaching for 90 first year student athletes through a UC course taught by Athletics staff
- Added resources provided by Athletics to Career Tools including resume samples of former OHIO student athletes
- Certificate programming added to first year student-athlete UC course and was considered for inclusion in junior course for student-athletes
University College

The University College outreach team continued to strengthen partnerships between University College staff and students and the CLDC through targeted outreach. The team met with leadership from University College including staff from the Dean’s Office, Allen Student Advising Center, Degree Programs, Bobcat Student Orientation, Student Accessibility Services, and Learning Community Programs to evaluate past partnership efforts and to implement new collaborations. Additionally, CLDC staff were involved in coordinating a prospective OHIO Honors program with a group of faculty and staff across the university through collaboration between University College and the Honors Tutorial College. Students who would enroll in this potential program would have the opportunity to get an HTC type of honors experience without being an HTC student. The "Pathways" students could engage in are currently designed to focus on the topics of leadership, research and creative activity, and community engagement. The program is still in the process of being developed and a pilot program is set to begin in 2018.

Highlights:

- CLDC staff facilitated two presentations to Allen Student Advising Center staff including an overview of CLDC services and Career Tools, and information specific to working with students in the College of Arts & Sciences
- Co-taught SPST 4900, a course featuring a career development module targeting seniors in the Specialized Studies program in fall semester
- Developed SPST 4250 for fall 2017 as a senior seminar for up to 15 Specialized Studies majors focusing on intentional career planning and preparation for transition to life after college and the world of work
- Collaborated in group discussions throughout the fall and spring semester 2016-17 with the OHIO Honors Steering Committee
- Co-assisted in the development of the leadership pathway learning outcomes with Dr. Sally Marinellie, CHSP
- Hosted 59 sections of UC 1000 in the CLDC for an overview of services and a tour of the CLDC
- Facilitated 103 various CLDC workshops for University College courses during the 2016-17 academic year
- Interacted with over 4,000 incoming students and their families through Bobcat Student Orientation Outreach
**Student Accessibility Services**
Maintained a strong partnership with SAS colleagues to provide meaningful career and leadership resources to students with disabilities. In addition to professional partnership, SAS has also utilized CLDC workshops and services as professional development opportunities for their student employees. One professional SAS staff member also completed both CLDC certificates during the academic year.

**Highlights:**
- Developed marketing text regarding CLDC services that could be used on the SAS intake sheet during every student's initial appointment to determine which campus and community resources will be most beneficial during their time at OHIO
- Wrote updated text about the CLDC to be used on the SAS website promoting resources relevant to students served by SAS
- Created a "special population" tag in Career Tools for students with disabilities. This section currently features 30 resources with information relevant to the career planning process for students with disabilities.
- Coordinating ADA training for CLDC staff in summer 2017 to address the basics of compliance with ADA to better serve students and employers. Training will include sharing new best practices guides for coaching conversations, communication and customer service, and space utilization (for events, classrooms, and office access).

**Division of Student Affairs (DOSA)**
The DOSA outreach team was formed this academic year to strengthen internal partnerships within DOSA and to focus on potential areas of collaboration. The goal of this outreach was to enhance awareness of CLDC services within DOSA and to be a go-to resource for our DOSA partners.

**Highlights:**
- Incorporated Campus Recreation team building activities into Pepsi Scholars programming
- Hosted a staff member from Counseling and Psychological Services (CPS) in a CLDC staff meeting to share information regarding CPS services and resources and to discuss appropriate ways to connect students with CPS
- Collaborated weekly with the Campus Involvement Center to promote CLDC events and services through OrgSync
- Submitted monthly entries to the DOSA Parent & Family newsletter to better connect parents and families with information regarding CLDC services and upcoming events
- Collaborated with the Office of Fraternity and Sorority Life to facilitate various CLDC workshops for fraternity and sorority leaders and to promote CLDC events and programs in the weekly fraternity and sorority newsletter
CLDC Professional Development

Professional Development for 2016-2017 was tailored to a theme of employer relations, with eight sessions planned to focus on employers. Professional development was offered biweekly with several different CLDC staff leading sessions in fall semester. Spring professional development sessions were replaced with all-staff strategic planning meetings due to shifting priorities of the department and university. Individual professional development was provided to all professional coaches through shadowing and one on one feedback meetings regarding their reflection on career coaching practices and experiences.

Highlights:

- All staff were invited to attend and participate in the fall and spring Mock Interview Day lunches. These gatherings gave staff the opportunity to understand what employers look for in applicants. Staff interacted with employers by asking questions and seeking feedback about the preparation level of students for interviews.
- Topics covered in all-staff professional development in fall semester included: customer service, goal setting, gender and leadership, internships for underclassmen, preparing students for the gig economy, and ethical case studies.
- All professional coaches had a one on one meeting to reflect on their strengths, areas for growth, and needed training in the realm of career coaching.
Career & Leadership Development Center

Special Accomplishments

Mock Interview Program
The mock interview program, which assists participants with developing their interview skills, serves both current students and alumni. The program offers mock interviews tailored to the skills needed by employers that can be conducted in person, through Skype, and by phone.

Highlights:
- 724 mock interviews facilitated by CLDC staff
- 773 students completed a mock interview using InterviewStream, an online interview preparation system

Regional Campuses
The CLDC continued to provide outreach and resources to the liaisons, staff, and students at Ohio University’s Chillicothe, Eastern, Lancaster, Southern, and Zanesville campuses. The priority this year was to provide convenient professional development opportunities for regional campus students, and to continue to provide resources to support career services staff on the regional campuses.

Highlights:
- Collaborated with the Alumni Association to host “Professional Development Day” events on the Lancaster and Southern campuses. Students who attended the event had the opportunity to earn the Professional Leadership Certificate by completing three one-hour Professional Leadership Series workshops and participating in phone or Skype career coaching and mock interview appointments following the event. Students also had the opportunity to have a headshot taken by a professional photographer at the event.
- Facilitated several CLDC workshops for regional campus classes using the Ohio University Learning Network
- Trained a staff member at Ohio University Chillicothe to implement the Foundations first-year leadership program on their campus
- Communicated regularly with regional campus liaisons to promote CLDC services and events to regional campus students
Marketing
The emphasis for marketing and communications during 2016–2017 was continued improvement of efficiency in project completion and communication among team members. The department’s overall communication benefited from a carefully conceived plan developed a year in advance and methodically executed throughout the academic year:

- Evaluate marketing and outreach requests for upcoming academic year
- Tier marketing and outreach projects based on CLDC Strategic Priorities
- Develop detailed week-by-week outreach plan indicating execution dates, and specific outreach efforts
- Determine marketing and communication materials (e.g., videos, posters, digital ads, email blasts, etc.) needed to support outreach efforts and create or oversee creation of materials
- Delegate and manage execution of materials and outreach throughout the year
- Use liaison groups to target communication/marketing to diverse populations across Ohio University campuses

In an effort to further advance marketing and communications efforts within CLDC, internal communication and project tracking was implemented. Marketing team members received training in the use of Trello, a project management system that enables digital communication and progress reports.

Highlights:
- Developed 25 promotional projects for CLDC services, events, and outreach efforts both in-house and in collaboration with the DOSA Design and Marketing Team
- Developed CLDC Five Year Impact Report, an infographic summarizing national career development trends and CLDC accomplishments in comparison
- Collaborated on three videos projects produced by the DOSA Design and Marketing Team
- Produced 66 articles for CLDC blog and grew followership to 16K+ views and 9,647 visitors
- Collaborated with Compass on 33 articles featuring CLDC services, events, and programming
- Article written on the CLDC coaching model, Brain Based Career Development was featured in the DOSA newsletter
- Launched updated CLDC website using new CommonSpot templates
- Earned 187% Student Ambassador application increase following Student Ambassador Recruitment promotions

Social Media:
The CLDC Marketing Team, consisting of the Assistant Director for Marketing and Employer Relations and the Social Media Intern collaborate to produce communication surrounding career and leadership development as well as advertising services and events put on by the CLDC. The CLDC marketing team utilizes Hootsuite to maximize organization and efficiency of all social media marketing through Twitter and Facebook.

Highlights:
Wordpress
- 208 blog posts
- 554 views per month on average
- 378 visitors per month on average
Twitter
- Total followers: 2,216
• Earned 198K impressions during the 2016–2017 academic year, with an average of 900 impressions per day
Facebook
• 648 “likes” (followers)

Website:
The CLDC website was transitioned to new CommonsSpot templates during summer 2016. This involved creating 30+ web pages. The new site was launched in August 2016. Feedback was received from staff and users, to identify themes and areas for improvement going forward.

Highlights:
• 34,955 page views (August 29, 2016– April 27, 2017)
• 26,668 unique page views (August 29, 2016– April 27, 2017)
Pepsi Community Leadership Scholarship Programming (Pepsi Scholars)
The Pepsi Scholars program is a scholarship program for first-year leaders designed to encourage a student’s leadership development to effect positive change in themselves, others, and society during their time at Ohio University and beyond. Pepsi Scholars meet on a weekly basis to discuss topics and engage in activities that focus on leadership and team building. These students are a part of a yearlong adventure that covers four phases of leadership development – establish, empower, effect, and evolve. The 2016 cohort of first-year students spent the fall of 2016 outside of campus. Student’s volunteers both in the community with organizations such as the Southeast Ohio Community Food Initiatives. Scholars also attended the 2016 Lead365 Leadership Conference in Orlando, Florida. After restricting the cohort to first-year students in 2016, the CLDC saw a 55% increase in applicants for its 2017 cohort. Twelve first-year scholars were chosen who spent the spring 2017 semester learning about themselves, each other, and developing a sense of community within their group. Highlights:

- The 2016 cohort of Scholars attended Lead365, a three day national leadership conference in Orlando, Florida
- All Pepsi Scholars completed 21st Century Leadership certificate
- Scholars participated in the Outdoor Pursuits teambuilding seminar in partnership with Campus Recreation
- The 2017 cohort of Pepsi Scholars attended a full day spring retreat at the Ohio University Lancaster, where they completed the True Colors workshop and participated in team building activities.
Bobcat Student Orientation
The CLDC furthered enhanced partnership with Bobcat Student Orientation (BSO) programs throughout the year to provide awareness of CLDC services and resources to incoming and relocating students and their families. Over 4,000 students participated in BSO. This year, the CLDC was able to make positive connections with both students and parents through an informal coffee hour and goal setting activity hosted in the career resource center, as well as facilitating several sessions for students and parents.

Highlights:
- Developed an interactive postcard campaign designed to encourage first-year and transfer students to engage with the CLDC during their first semester on campus. Students who visited the CLDC during orientation had the opportunity to fill out a postcard with one goal they had for engaging in their career and leadership development process during their first semester. Students who turned in a postcard received a prize and their card was mailed to their residence hall as a reminder of their goal during the middle of fall semester.
- Provided outreach at BSO by interacting with more than 4,000 students and their families at the CLDC’s resource table at check-in
- Designed an infographic promoting CLDC services and resources that was published in the OHIO Guide that every first-year student received at orientation
- Interacted with hundreds of parents and students who visited the CLDC for coffee throughout the course of BSO
- Facilitated a session for parent-employers titled “How to Hire a Bobcat” to encourage parents with employment opportunities to recruit OHIO students
- Facilitated two interactive CLDC overview sessions for all incoming transfer students which resulted in an increase of transfer students enrolling in CLDC courses
- Provided an overview of CLDC services and resources during fall and spring OPIE academic orientations

UC 1000/1900
The CLDC continued collaboration with University College to provide resources for UC course instructors with the goal of encouraging first year students to engage with the CLDC early and often during their time at OHIO. CLDC staff attended UC 1000 instructor training during May 2016 to provide updates and share information about the CLDC visit, and regularly communicated with Learning Community Programs staff to provide updates about CLDC services and programs.

Highlights:
- Designed a new UC 1000 visit presentation that included a customized 15 minute overview presentation and tour from a CLDC student ambassador. Student ambassadors shared their personal experiences with the CLDC and shared their advice for engaging in the career and leadership development process with first-year students.
- Hosted 59 sections of UC 1000 in the CLDC for an overview and tour
- Collaborated with Learning Communities staff to provide resources for instructors to facilitate a major exploration lesson plan using “My Next Move” in 59 sections of UC 1000
- Collaborated with learning communities staff to facilitate workshops from the 21st Century Leadership Series for 150 learning community leaders
Prepare for the Fair
The week before the Career & Internship Fair, the CLDC offers opportunities to learn about professional dress, resumes and cover letters, job searching, and a chance to practice interviewing with professional recruiters.
List of Events:
- Government Jobs Panel
  - Panelists: Peace Corp, Teach for America, City Year, Wayne National Forest and U.S Dept. of State.
  - Attendance: 37
- Dress for Success
  - Fall 2016 – Attendance 12
  - Spring 2017 – Attendance 14
- Professional Leadership Certificate workshops
  - Hunting & Gathering: Job Search and Interviewing
  - Bragging Rights: Creating the Perfect Resume and Cover Letter
  - Who Are You and Why Should I Care?: Keys to Networking Success
- Mock Interview Day
  - Fall 2016 – Participation 98
  - Spring 2017 – Participation 63

OHIO Employer Relations Team
The CLDC places collaboration with academic units as a priority and regularly meets with individuals who engage with employers across campus. The OHIO Employer Relations Team includes the internal CLDC ER team as well as representation from The Scripps College of Communication, Russ College of Engineering, and the College of Business. The goal of this group is collaboration.

The CLDC continued a unified campus approach to recruiting employers by combining efforts in one centralized system for the benefit of both students and employers. The Bobcat CareerLink (BCL) system is used by students and alumni for internship, co-op, and job opportunities. Employers who utilize the system post jobs, search resume books, schedule on-campus recruiting dates, information sessions, and register for career fairs.
Onboarding
Onboarding and offboarding are key processes to the employment lifecycle as we strive to recruit the best staff, prepare them for success and satisfaction in their roles, and help them eventually transition positively out of their position. Materials created during spring 2016 for onboarding and offboarding are now being used across DOSA for student staff.

Highlights:
- Checklists available for student and professional employees being onboarded or offboarded in the CLDC
- Staff presented at ACPA 2017 for "Secrets of Onboarding: How to Effectively and Enthusiastically Welcome Staff"
- Onboarding materials were used by the DOSA Student Employee Task Force. Student checklists for onboarding and offboarding were rolled out to the entire Division for use with all student employees this academic year. Checklists created for onboarding and offboarding are available as a download on the DOSA site for all departments
- Onboarding materials created by CLDC staff were used in the successful AIA Microcredentialing project funded for three years by the Academic Innovation Accelerator
- Created Corrective Action Policy and Form to document progressive discipline for student employees

Veterans and Student Service Members
Outreach to veterans and student service members continued to be a priority in 2016-17. CLDC staff met regularly with staff from the Veterans and Military Student Services Center and provided steady outreach through targeted emails during the year. The goal of this collaboration is to enhance CLDC services and resources to be specific to the unique needs of veterans, student service members, and military connected students.

Highlights:
- Met once per semester with Dave Edwards and Terry St. Peter to provide updates regarding CLDC events, services, and partnership opportunities
- Learning community course for veterans and dependents was held in the Amanda J. Cunningham Leadership Center
- Facilitated a “Bragging Rights” workshop and 15 minute CLDC overview for students in the Veterans and dependents learning community
- Collaborated with the Veterans and Military Student Services Center to host a special veteran recruitment event with Amazon
- Collaborated with a Regional Workforce Consultant from the Ohio Department of Veterans Services to discuss special resources for connecting employers with veterans on campus
Ohio University Career Closet
The Career Closet provides Ohio University students and alumni with professional attire for interviews, career fairs, formal events, or any on or off campus career-related function. The CLDC strives to create a career-orientated environment at Ohio University while also helping students develop their career path. We hope that by through the facilitation of the Career Closet that we can assist in creating a more holistically developed student prepared for professional success.

Highlights:
- Established a stand-alone room for facilitation of the Career Closet and increased attire for students to choose from
- Assisted in facilitating 12 checkouts from the Career Closet utilization in the 2016 – 2017 academic year
- Developed procedures to request donations from Ohio University faculty and staff to maintain upkeep
- Conducted an assessment with students who utilized the Career Closet to improve upon the experience