

THE CLDC IMPACT REPORT

THE FIRST FIVE YEARS

As employer needs evolve to encompass expertise in specific areas, as well as a broad range of transferable skills, the demands on new professionals and their educators increase. Ohio University's Career and Leadership Development Center takes a multidimensional approach to meeting needs by integrating skill development across its services, producing events and programming that enhance applied-learning experiences, leading the professional development field in the evolution of career and leadership coaching models, and by facilitating innovative collaborations between academic and student affairs.

4 NATIONAL PRIORITIES FOR CAREER DEVELOPMENT

1

CAREER READINESS

Across a broad range of industries and professional disciplines, employers are reporting a need for recent graduates to demonstrate transferable skills. In 2014, the concept of the “T-Shaped” professional emerged among employers—a visualization of a well-rounded candidate that possesses both expertise in a specific area, as well as a range of soft skills. In 2017, eight competencies were identified as priorities by the National Association for Colleges and Employers (NACE)—including problem solving, communication, and teamwork. These competencies serve as guidelines to higher education and career development professionals when preparing students for the needs of employers.

2

EXPERIENTIAL LEARNING

Employers prioritize experiential and applied learning when hiring recent graduates. Northeastern University and FTI Consulting examined employer perceptions of recent graduate preparedness for work. The survey found that 96 percent of employers ranked integration of education with practical experience as important. The 2015 results from Hart Research and Associates, indicated that across industries 94 percent of employers are more likely to consider hiring graduates with internship or apprenticeship experience, 84 percent for senior thesis projects, and 81 percent for multiple courses involving significant writing.

3

INNOVATIVE SERVICES

The current generation of college students—both the youngest millennials and the earliest of generation Z—spent the majority of their lives in a digitally sophisticated world. From smart phones and social media to video games and Amazon, today’s college students have access to communication, entertainment, and an array of resources (and information) at the touch of a button. Gaming alone has built feedback loops that exist in entirely virtual realms, as well as augmented reality games. These shifts in lifestyle have impacted expectations and needs from a career development perspective. Feedback processes as well as consideration for information overload—a persistent issue in the current digital and media age—have become vital additions to the career development process. Further, it is imperative for practitioners to utilize advancements in neuroscience to create development theories that optimize the current understanding of cognition and decision-making.

4

INTEGRATED CAMPUS COLLABORATION

When seeking to hire recent college graduates, employers are faced with the task of maneuvering through university systems. Likewise, students find themselves navigating various university resources in an effort to connect with employers and transition to careers. Both employers and students benefit from streamlined processes that maximize their time and energy. Across the country, professionals from both student affairs and academic affairs report on the success and value of collaboration between their divisions in serving student development and preparing them for the world of work.



**U CONNECTIONS
TO NATIONAL
PRIORITIES**

CAREER READINESS

Integration of career and leadership.

Ohio University was the first higher education institution to combine a leadership development office with a career services office. In 2012, the Division of Student Affairs at OHIO, created the Career and Leadership Development Center. The infusion of leadership development into career services has become a cutting edge national theme and numerous institutions have taken OHIO's lead on strategically combining these functional areas.

The CLDC leadership skills.

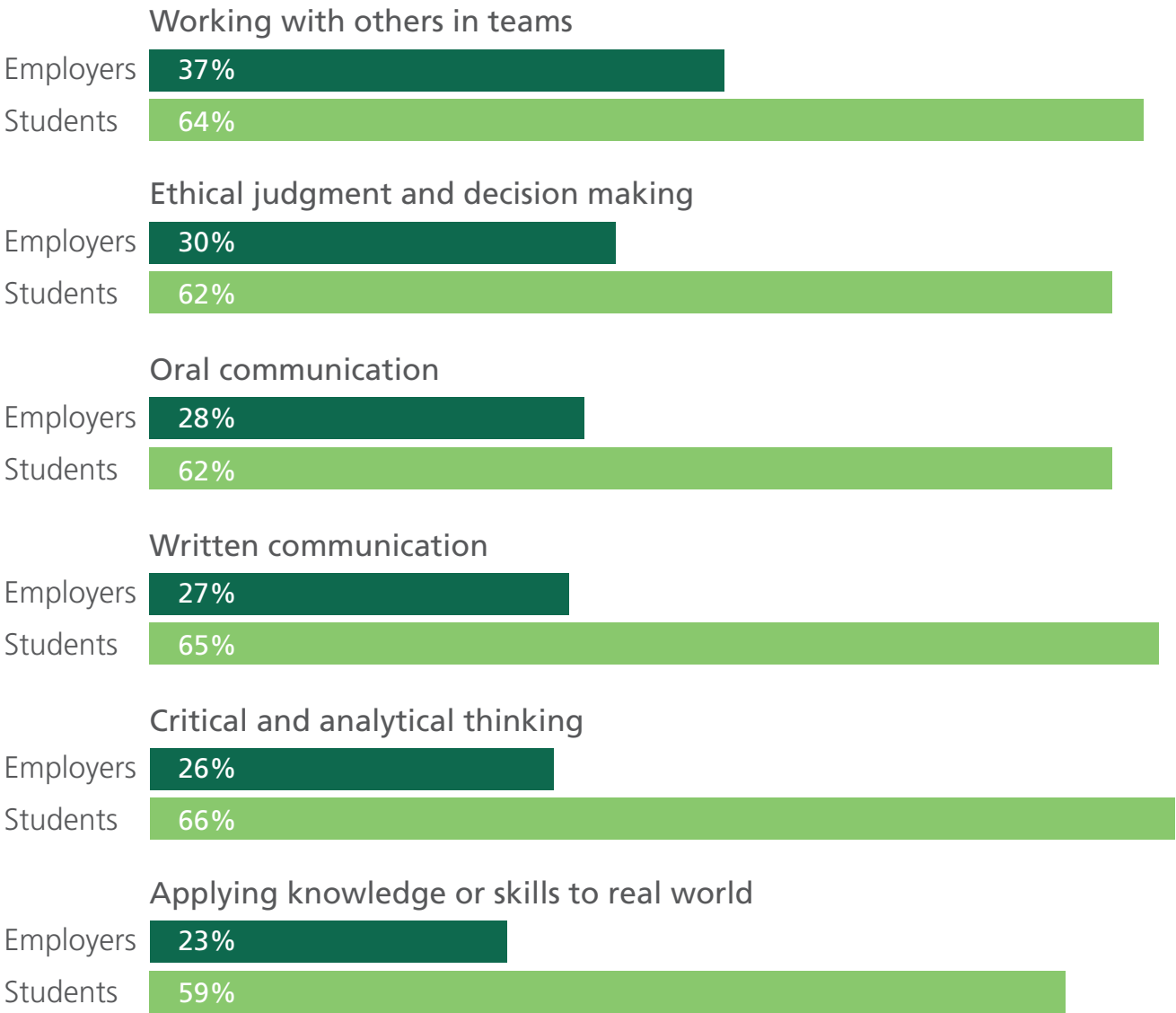
Based on a thorough analysis of over 40 studies, the CLDC identified the six skills most commonly sought by employers across a broad spectrum of industries. Staff studied and researched the skills, and designed definitions that aligned with national standards. The skills were then integrated into CLDC services—including leadership coaching, the leadership certificates series, and course curriculum.

*The first
higher
education
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WHY IT MATTERS?

Employers give college graduates low scores for preparedness across learning outcomes; students think they are better prepared.

Proportions saying they/recent college graduates are well prepared in each area.



Source. Hart Research Associates. (2015). Falling short? College learning and career success.

EXPERIENTIAL LEARNING

Leadership certificates.

The CLDC integrated the six leadership skills into two certificates series, each designed to promote development of transferable skills. Students attend workshops and take part in one-on-one coaching services through the CLDC to earn their certificates. As of 2017, 23 courses built the certificates into their curriculum. Within the College of Health Sciences and Professions departments have required students to earn a CLDC certificate. The College of Arts and Sciences included the certificates in the Career and Academic Checklists for all students. Students with scholarships through the Office for Multicultural Student Access and Retention (OMSAR) take part in certificates through OMSAR curriculum.

Case studies.

In an effort to bridge the gap between employers and students, the CLDC incorporated an innovative approach to recruitment: employer led case studies as the capstone project for career courses. Designed to promote experiential learning, students learn about the company, career opportunities, and their potential fit within the organization while solving a real challenge the company is facing. Infused into the case studies, are the CLDC six leadership skills, which students must utilize and then show evidence of their use throughout the entire project.

First-year leadership programs.

Through two leadership programs, first-year students gain the opportunity to develop as leaders. Foundations guides participants through reflective exercises, group activities, and experiential learning opportunities to better understand unique leadership styles and outline plans for leadership development at OHIO. Pepsi Scholars earn their position through a rigorous application process, during which CLDC staff identify 12 scholars to join a cohort of first-year leaders in a year long process of leadership development, preparing them to serve as passionate, engaged student leaders on campus.

WHY IT MATTERS?

Employers say they are more likely to consider hiring recent college graduates who have completed an applied-learning or project-based experience.

How much more likely is your company to consider hiring a recent college graduate if they have had these experiences?

Much more likely to consider Somewhat more likely to consider

Internship or apprenticeship with company or organization



Senior/Thesis project



Multiple courses involving significant writing



Research project done collaboratively with peers



Service-learning project with community organization



Field project in diverse community with people from different background or culture



Study abroad program



Source. Hart Research Associates. (2015). Falling short? College learning and career success.

INNOVATIVE SERVICES

Developed brain-based career coaching.

The CLDC developed Brain Based Career Development (BBCD)—a theoretical model of career development based on neuropsychological best practices. From 2012 to 2017 the CLDC staff have coached over 12000 students and alumni, presented BBCD at seven national and regional conferences, and trained five university career offices on the implementation of BBCD. CLDC staff are coaches—not advisors or counselors. The coaching philosophy and approach is action-orientated. The ownership is given to the student to lead the coaching process. Students seek services because there is a discrepancy between where they currently are in their career development, or leadership development process, and where they want to be. The CLDC helps students bridge that gap.

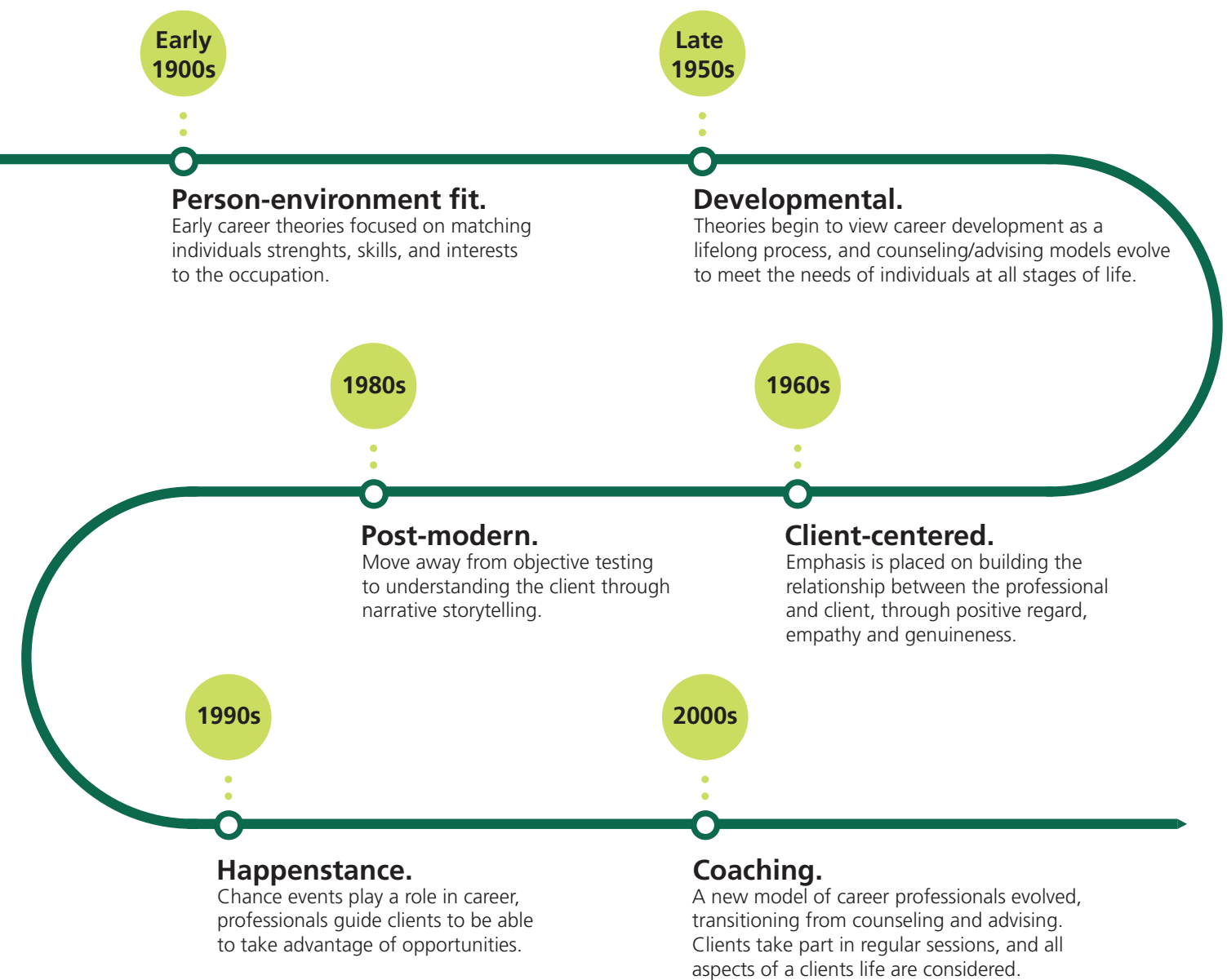
Developed leadership coaching.

Leadership coaching is a collaborative process that re-imagines a student's assumptions about leadership skill development and goal setting, while infusing current neuroscience research to make the process successful for the coach and student. Through observing patterns, self-reflective assessments, and holistically focusing on an individual's personal development, Leadership Coaching encourages the growth of knowledge, skills, and competencies in a global environment wrestling with complex problems.

Staff development.

CLDC staff complete extensive training throughout the year, in bi-weekly professional development on topics related to career and leadership development, supporting diverse student populations, and employer relations. Training is integrated into the culture of the organization and coaching team, and all staff (regardless of experience level) are involved in training—thereby creating a culture of learners. Within CLDC, all professional coaches shadow each coach bi-annually to provide feedback on ability to follow the coaching process, implement BBCD, build rapport with students, and meet students' needs in the appointment.

EVOLUTION OF CAREER THEORY



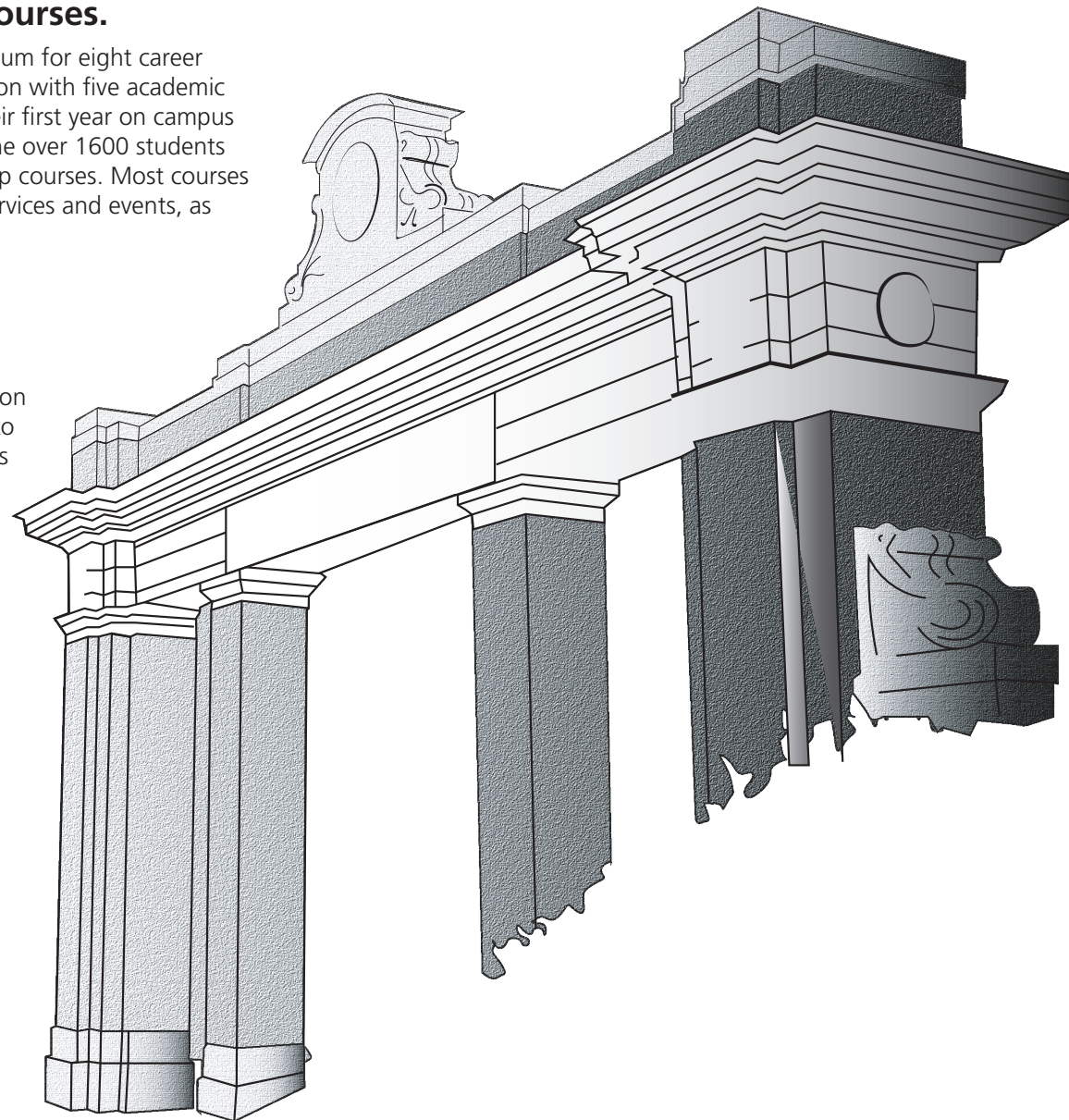
INTEGRATED CAMPUS COLLABORATION

Career and leadership courses.

CLDC designed and updated curriculum for eight career and leadership courses in collaboration with five academic colleges, targeting students from their first year on campus to graduating seniors. Since 2013, the over 1600 students have enrolled in career and leadership courses. Most courses integrate engagement with CLDC services and events, as well as employer involvement.

Assessment.

The CLDC has an assessment expert on staff and all staff have been trained to incorporate assessment best practices into core initiatives. Qualitative and quantitative data collection has improved CLDC services, and better enabled staff to demonstrate the positive impact CLDC services and resources have on college student success.



Academic splits.

In an effort to streamline services to students and employers, the CLDC created professional roles—known as, academic splits—that represent specific student populations and facilitate collaboration between the CLDC and academic units. As of 2017, three professionals serving the College of Health Sciences and Professions, the College of Arts and Sciences, and three departments within the Patton College of Education—Hospitality, Merchandising and Recreation, have begun their work within the university. Their efforts have seen significant gains for the university, students, and employers.

College of Health Sciences and Professions (CHSP) ***Position established 2013***

- From 2013 to 2017 CHSP saw 195 percent increase in student engagement with CLDC services—career coaching, leadership coaching, mock interviews, and drop-ins
- Five CHSP academic programs implemented the CLDC Leadership Certificate workshops into their curriculum
- Created Professional Success Week, an event developed to prepare students for the professional world after graduation, including a networking night with employers from across the state

College of Arts and Sciences (CAS) ***Position established 2014***

- From 2014 to 2017, CAS saw an increase of 113 percent in student engagement with CLDC Services – career coaching, leadership coaching, mock interviews, drop-ins, and career and internship fairs
- Arts and Sciences students made up large percentages of attendees at the newest CLDC events: Grad School Fair (47 percent), Government Jobs Day (68 percent)
- Five sections of the PSY 4930: Career Strategies for Psychology Majors course were offered since it was developed in spring semester 2015 as part of the split position; a total of 53 students completed the course
- Planned and implemented the first ever College of Arts and Sciences Career and Networking Week; over 300 students and alumni participated

The Patton College of Education (PCOE) ***Position established 2014***

- From 2013 to 2017, PCOE saw a 760 percent increase of student participation with CLDC services and events
- Each year over fifty students take part in Professional Career Search Strategies, a class that infuses CLDC resources into career and internship preparation for retail merchandising students
- In the fall of 2016, CLDC and PCOE began coordinating experiential learning trips to employer facilities in the areas of hospitality, merchandising, and recreation; more than 60 students participated in two full-day experiential learning events partnering with faculty and employers

WHY IT MATTERS

THROUGH COACHING STUDENTS DEVELOP

- Increased ability to make career decisions
 - Improved attitude toward goal setting
 - Increased goal setting self-efficacy
 - Increased intention to set goals
 - Increased ability to set goals
 - Increased ability to articulate skills
 - Increased confidence and self-esteem
 - Leadership skills
-

Tell me and I
forget.
Teach me and
I remember.
Involve me
and I learn.

—Benjamin Franklin



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