

**CAREER &
LEADERSHIP
DEVELOPMENT
CENTER**

ANNUAL REPORT

2014 - 2015



**HIRE A LEADER
HIRE OHIO**



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CAREER & LEADERSHIP DEVELOPMENT CENTER

ANNUAL REPORT 2014 - 2015

STUDENT ENGAGEMENT

Over **19,000** students attended a CLDC program, event, or individual services.

LEADERSHIP COACHING

Developed and implemented an innovative approach to leadership education through individualized coaching.

CAREER EDUCATION

7 CLDC staff taught **15** career courses through **4** colleges during fall and spring semester.

EMPLOYER ENGAGEMENT

Registered **450** new employers in Bobcat CareerLink, **3,774** new job and internship postings.

LEADERSHIP DEVELOPMENT

Over **4,000** students took part in **409** workshops presented by **10** student ambassadors.

ASSESSMENT

Assessed **7** CLDC services and events: Career Coaching, Leadership Coaching, Career Courses, Mock Interviews, Customer Service, and Career & Internship Fairs.

CONFERENCES & PUBLICATIONS

Presented at **8** national and regional conferences. Published **2** articles and **1** book chapter.

HIRE A LEADER HIRE OHIO



CLDC TEAM

12 full time staff
3 full time staff split 50/50 with academic colleges
25 part time student staff



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, organizational development and innovation



Career & Leadership Development Center Team, 2014 - 2015

CAREER & LEADERSHIP DEVELOPMENT PARADIGM 2015

Current Realities and the New Paradigm: Engagement

Campus Engagement

Discussion about career and leadership development should be everyone's job at an institution, from faculty to front line administrative staff. Institutions have a responsibility to work together on initiatives, not in silos. Campuses must improve internal communication and engagement in the career and leadership development process. "Turf" issues are no longer applicable or relevant and collaboration is paramount; otherwise, campuses will lose employer, alumni, and student involvement. Career centers will never have a large enough staff to do this work alone. Motivating students to engage early and often in the career and leadership development process is one of the challenges facing higher education leaders today.

Co-Curricular

Employers are demanding that students have out-of-class experiences (e.g. internships, co-ops, externships, summer jobs, etc.) and they are seeking graduates with ready-to-apply professional skills. Employers place more weight on experience, particularly internships and employment during school vs. academic credentials, including GPA and major when evaluating recent graduates for employment. Only 61% of graduating seniors had an internship or co-op (NACE 2014-2015 Career Services Benchmark Survey). Students must have career maturity and meaningful connections from building a professional network. Employers recognize capacities and elastic, adaptive skills that cut across majors as critical to a candidate's potential for career success. They view these skills as more important than a student's choice of undergraduate major. Just 23% of employers say that recent college graduates are well prepared when it comes to having the ability to apply knowledge and skills in real-world settings.

Connections with Industry

Employers are seeking to get involved earlier on in a student's collegiate career, and many employers seek to develop a talent pipeline from sophomore-senior year. Employers are also getting involved on-campus with a more academic/co-curricular perspective through experiences like case studies, panel discussions, and guest lecturing stints.

CAREER & LEADERSHIP DEVELOPMENT PARADIGM 2015

Current Realities and the New Paradigm: Engagement

Student Employment

Institutions must view student employment as an educational, internship like experience. Are students receiving adequate skills, preparation, and experiences from on-campus jobs?

Return on the Investment of a Degree

Students and their parents are demanding to know information related to career and job placement. The expectations of what a college degree means in light of the financial commitment have increased pressure across campus. Gallup's 70 years of wellbeing research indicated 5 elements of "wellbeing": career, social, financial, physical, and community. Career wellbeing was the most important predictor of "wellbeing" across the board. (Is College worth it? Brandon Busted, 2014). When thinking about the ultimate outcomes of a college degree, there is almost universal agreement about the value people seek and expect: to increase the probability of getting a good job and having a better life. (Great Jobs. Great Lives: 2014 Gallup-Purdue Index Report).

College Students Lacking Skills

Georgetown University's Center on Education and the Workforce recently released a study indicating that students felt qualified in areas like written and oral communication, critical and analytical thinking, and applying knowledge and skills to the real world. In contrast to students' self-reported abilities, employers consistently rated students lower than they rated themselves. For example, while 59 percent of students said they were well prepared to analyze and solve complex problems, just 24 percent of employers said they had found that to be true of recent college graduates. Additionally, only 23% of employers say that recent college graduates are well prepared when it comes to having the ability to apply knowledge and skills in real world settings. (Falling Short? College Learning and Career Success. Hart Associates on behalf of Association of American Colleges and Universities, 2015). Beyond students' analytical and problem solving abilities, the #1 attribute employers actually seek in a candidate is a leadership skillset (NACE, 2014).

Technology

Campuses have become increasingly reliant on adequate technology to manage information for students and prospective employers. The solutions being used are varied, both between campuses and within campuses, and are mostly run by third-party vendors.

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Current Realities and the New Paradigm: Engagement

Data

The collection of data relevant to student skill acquisition, learning, and outcomes (e.g. first-destination) is intermittent at best. There is no standard process for collecting, organizing, and reporting data. Further, the ability to track students as they engage with industry or other opportunities with statistically significant return rates is a challenge.

The Midwest Challenge

Matching jobs with education is an ongoing concern. Employment opportunities continue to decline in agriculture and manufacturing, typically mainstays of the Midwest, but output in these areas will grow, mostly from the increase in productivity. On average, manufacturing should decrease by about 4% through 2018. Many of these lost jobs are decent paying middle class jobs but they are jobs that do not require a college degree, and these jobs are not coming back. The STEM fields are where significant job growth is projected, and jobs that typically necessitate at least a bachelor's degree. In Ohio, the healthcare and education sectors are the fastest growing areas of job development. Economic shifts typically occur every 20/30 years, but since the 1980s, these shifts have been more frequent. Higher education must prepare college students to be engaged both in and out of the classroom and to have a transferable skill set to meet the demands of a constantly evolving work, political, and economic landscape.

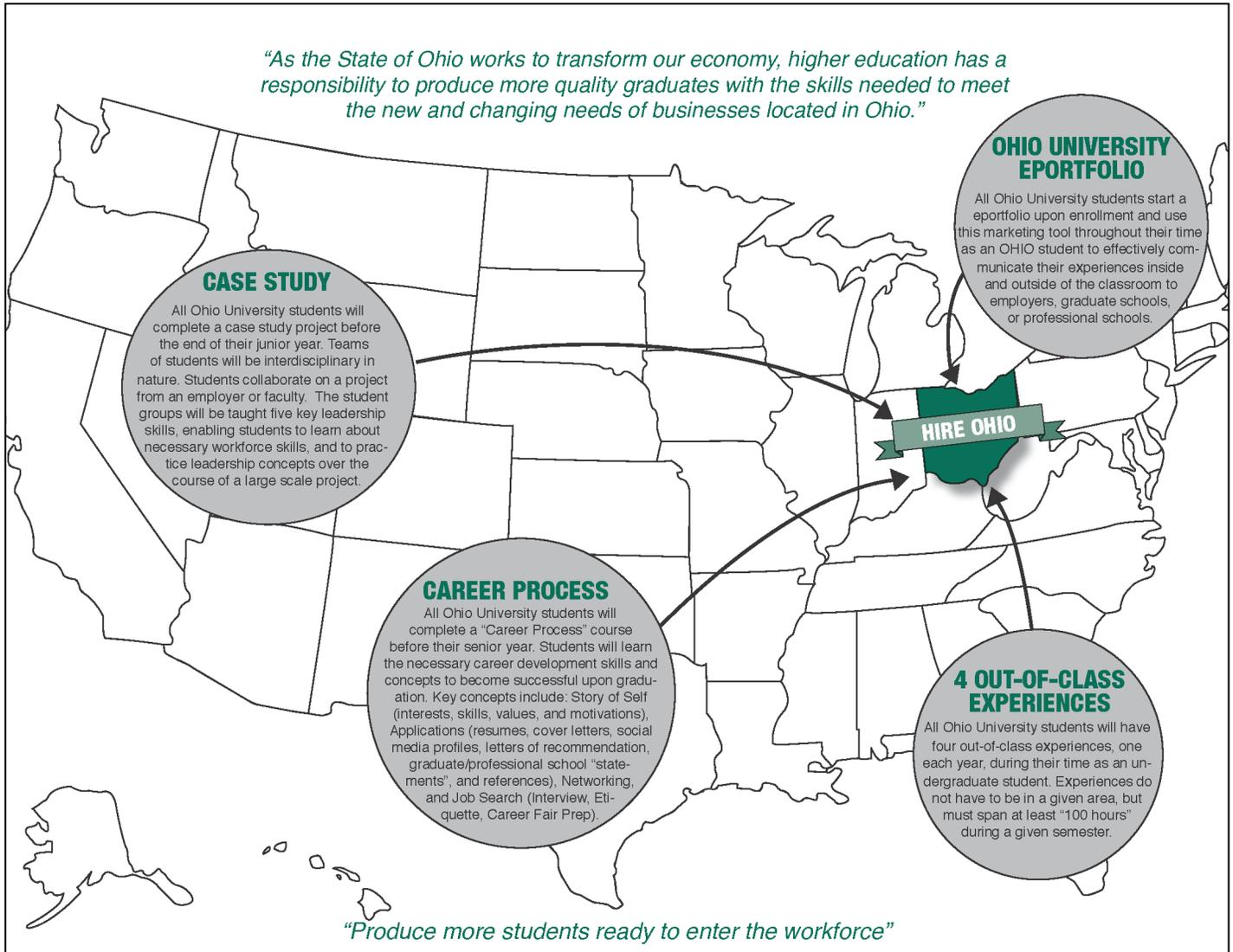


Bi-annual Career & Internship Fair

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.”



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Service Highlights 2014 – 2015

- 19,816 students were served by the Career & Leadership Development Center this past year in programs, events, and individual appointments (See Appendix A)
- 9,347 students attended a CLDC program or event
- 5,101 students received individual attention in scheduled or drop-in coaching appointments, mock interviews, and Bobcat CareerLink (Career Services Manager) resume reviews
- 1,930 resumes were reviewed in Bobcat CareerLink
- 378 students participated in an in-person mock interview and 1,195 in an online mock interview
- 2,827 new job postings were coordinated, along with 947 new internship postings, and 776 part-time, co-op, and seasonal postings
- Increased *Bobcat CareerLink* usage by 449 employers
- Oversaw over 336 employers and over 3,043 students during three large scale career fairs



Career & Leadership Development Center, Baker University Center 5th Floor

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Staff Accomplishments

- Secretary – Classified Senate
- Eight national and regional conference presentations
- Published one book chapter and two articles
- Involved in 14 national and regional association committees
- Two staff hold editorial positions for national association online publications
- A staff member was awarded the “Outstanding Learning Communities Partner” from University College and Learning Community Programs
- A staff member was awarded the “Faculty Award for National Organization “Black Girls Rock” and Ohio University’s Black Diamond Award”



CLDC staff presenting at a conference

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Major Accomplishments

Career Courses

Six different career development courses are taught by staff from the Career & Leadership Development Center including:

- CAS 1130: Career Planning in the Liberal Arts
- CAS 2130 X: Career Strategies: Internship and Job Mapping
- COMS 2040: Principals & Techniques of Interviewing
- RFPD 3890: Professional Career Search Strategies
- SPST 4900: Specialized Studies: Interdisciplinary Thinking, Creativity And Innovation: Preparing For The Next Step
- PSY4930: Career Strategies for Psychology Majors

Highlights

- A total of 15 career development courses were taught by CLDC staff this year
- New courses include: CAS2130 X, RFPD 3890, and PSY 4930
- Assessment:
CAS 1130: Independent samples t-tests were used to compare Career Thoughts Inventory (CTI) scores before and after taking the course. Results revealed significant reductions in negative career thoughts ($t(1, 172) = 3.7, p < 0.001$), decision-making confusion ($t(1, 172) = 4.34, p < 0.001$), and commitment anxiety ($t(1, 172) = 4.63, p < 0.001$). Similar to the CTI results, students reported significant improvement in all ten course, learning outcomes. The vast majority of students also agreed or strongly agreed that the instructor provided support (98.7%) and tailored course content to student needs (97.4%).

To assess the effectiveness of the career development courses, the CLDC conducted pre and post surveys using the Career Thoughts Inventory (CTI) and an in-house constructed survey based on course learning outcomes. Assessment results can be found in Appendix B

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Major Accomplishments

Employer Relations

On-Campus Recruiting

- Coordinated 2,827 new job postings, 947 new internship postings, and 776 part-time, co-op, and seasonal postings
- 449 employers registered in Bobcat CareerLink
- Worked with 37 employers who actively participated in on-campus recruiting and offered 799 interviews to students

Career Fairs

This year the CLDC organized two-day fairs in the fall and spring to accommodate growing interest among employers. Surveys were also administered to students and employers and can be seen in Appendix I.

Fall Career & Internship Fair

- 2,038 students attended
- 137 employers attended

Spring Career & Internship Fair

- 907 students attended
- 127 employers attended

Teacher Recruitment Consortium (TRC)

The 2015 TRC hosted the largest number of employer attendees (72) since the inception of CLDC.

- Collaborative effort between Muskingum College, University of Rio Grande, Marietta College, and the Patton College of Education
- 98 students attended
- 72 school districts attended
- 564 interviews took place during the TRC

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Major Accomplishments

Assessment

Highlights

- Researched and assessed: career development courses (Appendix B), Career Coaching (Appendix D), First-Destination outcomes for graduating students (Appendix F), Customer Service (Appendix H), Marketing efforts (Appendix G), and Career Fairs (Appendix I)
- Developed a CLDC three- year-assessment cycle (Appendix J)

Career Coaching: The Career Coaching Assessment was designed to assess students' perceived learning, motivation, satisfaction, and behavior after each 30-minute Career Coaching session. The survey was implemented on an iPad post-session to 469 students who met with a career coach from 9/28/14 through 2/27/15. In addition, 165 students completed a follow-up survey emailed within one-week post-session to track whether students completed the action steps they developed in their career coaching appointment.

- 83.6% of students reported learning very much or an extreme amount, while 13.7% stated they learned somewhat.
- 96% reported being very much or extremely motivated to complete their action steps, while the remaining 4% were somewhat motivated. Similarly, 94.7% reported being very much or extremely confident they will be able to successfully complete their action steps.
- Several factors are significantly correlated with students' reported action step progress one week after their career coaching appointment, including: motivation to complete action steps, confidence completing action steps, likelihood of returning for another career coaching session, how much was learned, and level of comfort, support and focus inspired from the career coach.
- Both motivation to complete action steps and reported level of learning significantly predicted students' level of action step completion over and above the other predictors. (Please see Appendix D for complete analysis)

First Destination: The CLDC is leading an effort, collaboratively with academic units across campus, to conduct a university-wide First Destination Survey during students' first six months post-graduation. The survey was designed according to The National Association of Colleges and Employers' (NACE's) guidelines, and college-level survey items were added by the College of Arts and Sciences, Scripps College of Communications, and the College of Business. The official kick-off of this data collection effort was during cap and gown pick-up from 4/27/15 through 5/2/15, when more than 2,900 students completed the survey.

- The CLDC received IRB approval for a data collection plan developed collaboratively with Institutional Research, the Registrar, and representatives from every college in accordance with NACE's guidelines.
- Over the course of the next six months, the CLDC will continue data collection via email, phone, and LinkedIn searches to fill in missing data and ensure our knowledge rate exceeds the NACE standard of 65%. (Please see Appendix F for complete analysis)

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Major Accomplishments

Leadership Coaching

Leadership Coaching is a newly created 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. This cutting-edge service is the first of its kind across the country and represents the new engagement paradigm the CLDC is leading nationally. CLDC professional staff administers the three 30-minute appointments with a student anytime during their college career.

CLDC Professional Development

The CLDC's professional development plan launched in August 2014 to feature approximately 90 minutes of training and practice on a variety of topics for professional and graduate staff every other week.

Highlights

- Theme for professional development this year was career coaching, to emphasize its role as a central service in our office.
- Collaborated with the Office of Accessibility Services and Office of Multicultural Student Access and Retention to feature team case studies related to issues multicultural students and students with accessibility needs face in the classroom, on campus, and in a job setting.

Partnership with the College of Health Sciences and Professions

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

Highlights

- 224 Career Coaching Appointments
- Facilitated 21st Century Leadership Series workshops to 1,345 CHSP student attendees
- Developed and implemented the inaugural Professional Success Week (PSW)
 - ✓ PSW was created to give students the tools for professional success while presenting an opportunity to utilize these skills through relevant interactions and opportunities with employers and alumni
 - ✓ PSW included: Linked-In & Resume day, Interview Day, Salary Negotiation & Graduate School Preparation Day, Networking Night, and Employer Interviews
 - ✓ 87 students participated in PSW
- Implementation of the new Professionalism and 21st Century Certificates into the Nursing and Child and Family Studies curriculum (Sophomore-Senior Year)
- Employer development: 58 employer meetings, 9 on-campus employer visits
- Developed a 4-year plan for CHSP students. Presented to 289 first year students in their UC 1000 classes
- Met with all program directors and numerous faculty

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Major Accomplishments

Partnership with the Gladys W. and David H. Patton College of Education

College of Education and the Career & Leadership Development Center Split Position

Highlights

- Met with all program faculty
- Employer development: 16 on-campus employer visits, 30+ virtual meetings, AT&T Case Study (over 70 students and company leadership participated), and a Recreation panel discussion
- Taught RFPD 3890
- Developed the Internship Skills Survey to assess students' improvements of skills after their internship experience
- Participated in the Patton College of Education Program Planning & Review for RFPD
- Advised and consulted with accreditation agencies related to program areas in ED
- Participated and promoted career and leadership development in RSP and HCS Advisory Board meetings/events
- Met with numerous employers (41), connected students to employers, presented career and leadership development information to student organizations, classes, and employers, facilitated mock interviews, sourced new employers to develop internship and job opportunities for students, and coordinated on-campus recruiting events

Partnership with the College of Arts & Sciences

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

A&S and CLDC partnered to create a dual funded and reporting assistant director position for the purpose of helping serve students within the college with career and leadership development. This position was filled in July 2014.

Highlights

- Taught Psych 4930: Career Strategies for Psychology Majors and CAS 1130: Career Planning in the Liberal Arts
- Met with faculty within all 19 academic departments
 - Coordinated discussions around internship best practices with all A & S internship coordinators
 - Sent regular internship and job opportunities to A & S faculty and staff to further distribute options for students
- 192 Career Coaching Appointments
- Presented numerous workshops/seminars to hundreds of A & S students
 - Created and facilitated department specific career development workshops to Biological Sciences, Geography, Political Science, and Modern Languages

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Special Accomplishments

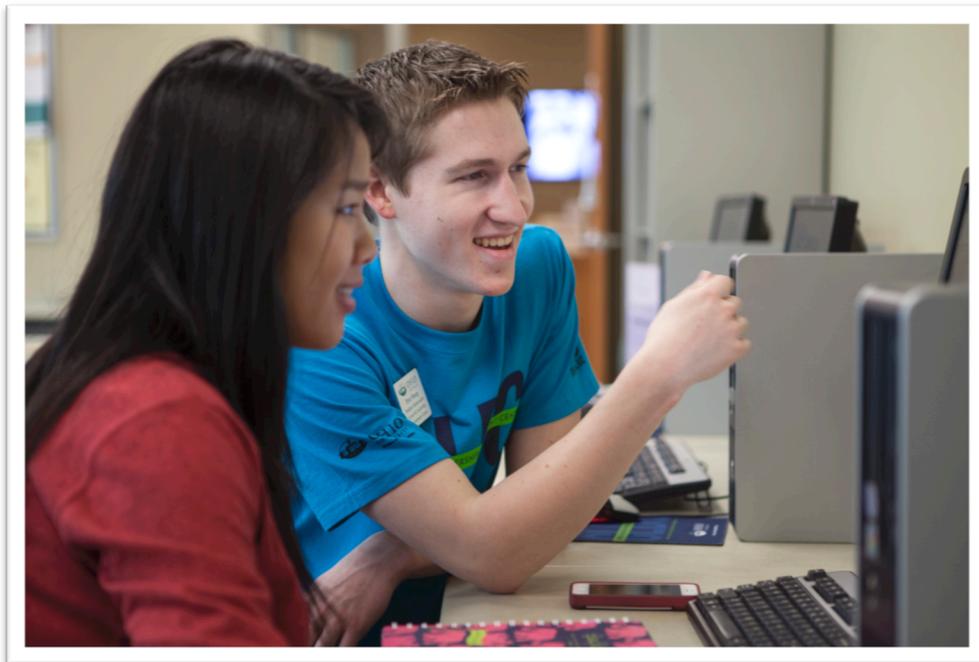
Career Coaching

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. Graduate Assistants and Student Ambassadors staffed career coaching drop-in services Monday through Friday from 11a.m. to 5p.m. and each professional staff provided 30-minute career coaching appointments up to 15 times per week.

Highlights

- 2,067 career coaching drop-ins
- 1467 career coaching 30-minute appointments
- Professional Development sessions in 2014-2015 focused on the theme of career coaching with topics including: Career Exploration, Brain Processes and Career Coaching, Job Searching, Networking, and Resume Critique Consistency

(See Appendix C)



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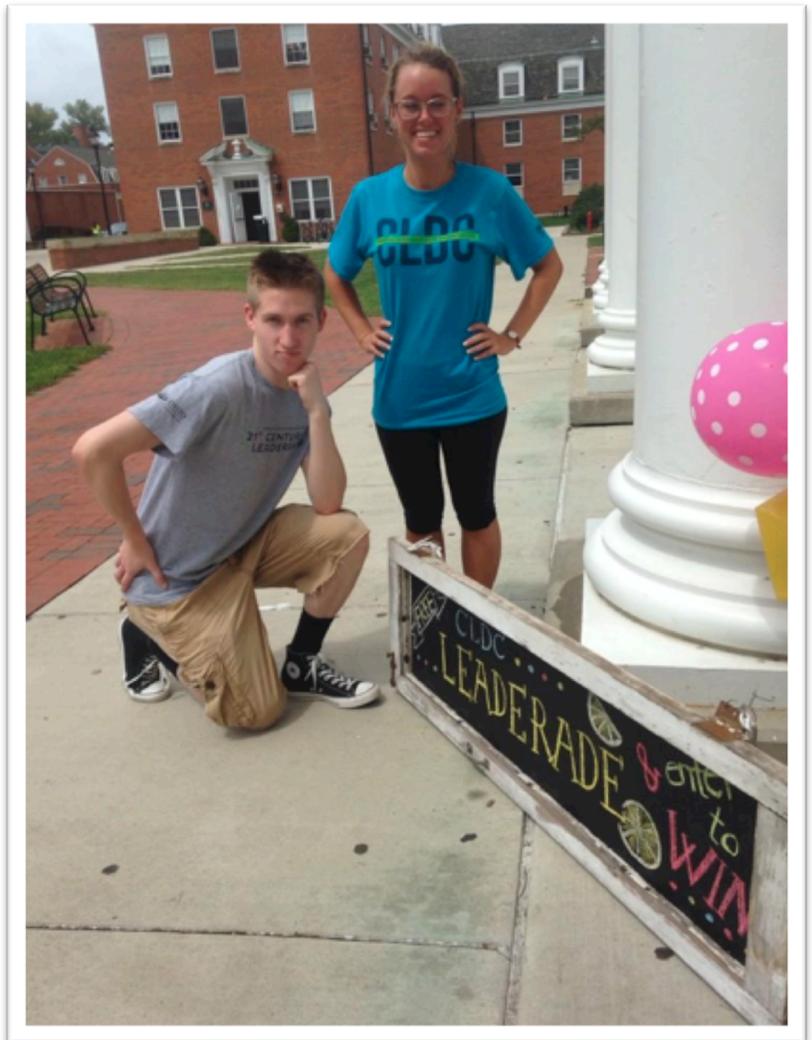
Special Accomplishments

Outreach

This year, a continued priority for the CLDC was reaching out to faculty, departments, colleges, and student organizations. All CLDC staff played a role in providing unique outreach to the Ohio University community.

Highlights

- 9,347 students attended a CLDC program or event
- 194 etiquette dinner attendees
- Visits to four of five regional campuses and ongoing communication with staff at all five regional campuses
- Presentations and tours of the CLDC for 54 University College classes (790 students)
- Student ambassadors facilitated 15 minute CLDC overview workshops for 42 sections of UC 1900
- A CLDC outreach calendar was developed to ensure that outreach was occurring during every day of the academic calendar
- Hosted “Leaderade” stands during move-in weekend to raise awareness of the CLDC twitter account- 1,388 cups of lemonade were given away and 74 students both followed our page and tweeted at us using #GoGreen14
- Outreach emails and letters were sent to OHIO faculty and staff in both the fall and spring semesters with highlights of our services and resources, a CLDC referral guide, and a calendar of events
- Provided bulletin board kits for the residence halls
- Developed a CLDC blog that shares student success stories and blog posts written by staff
- Post-card were sent to all sophomores inviting them to make an appointment with a career coach



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Special Accomplishments

Leadership Certificate Programs

The 21st Century Leadership series was offered on Tuesday and Wednesday evenings during the fall and spring semester, as well as comprehensively during two weekends in both semesters. The leadership workshops utilization by the university community continues to grow and be accessed by undergraduate and graduate students across campus through classrooms and during weekly-prescheduled workshops.

Highlights

- 143 students received a 21st Century Leadership Certificate
- 2,702 students attended a CLDC leadership workshop
- The CLDC staff offered over 209 leadership programs to the campus community during the 2014-15 academic school year

Foundations – Emerging Leaders Program

Foundations is a leadership experience for first-year students with a unique opportunity to immerse themselves in concentrated learning experiences, trainings, and activities that will provide them with the opportunity to learn how to lead more effectively throughout their careers at Ohio University and beyond. This program also serves as a gateway into the 21st Century Leadership Series certificate program. Four separate cohorts totaling 73 first-year students participated in the Foundations certificate program this past academic year and completed 146 hours of community service for the certificate.

Student Outreach Team (CLDC Student Ambassadors)

The outreach team consisted of nine Student Ambassadors, two of whom were designated as team leaders Senior Student Ambassadors. The ambassadors facilitated the Foundations for First Year Leaders program, and the 21st Century Leadership Series, provided resume and cover letter drop-ins, and helped market and implement CLDC events.

Highlights

- The ambassadors presented 209 workshops to 4,389 participants over the 2014-2015 academic year
- Staffed 49 tabling sessions for outreach purposes at the Law Fair, Study Abroad fair, Majors fair, OHIO Up-Close, and CLDC related events
- Provided specific outreach to 21 student organizations

CAREER & LEADERSHIP DEVELOPMENT CENTER

Special Accomplishments

Bobcat CareerLink Committee

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 that utilize the system post jobs, search résumé books, schedule on-campus recruiting dates, information sessions, and register for career fairs.

Highlights

- Reorganized BCL by developing employer engagement levels; identifying which employers are active in BCL and which employers are to be removed from the system to reflect actual OHIO and workplace connections. Employers that were removed from the system were re-sourced from a fresh perspective.

32nd Annual Leadership Awards Gala

During the spring semester of 2015, a large scale, campus-wide event, sponsored by the Division of Student Affairs was offered to recognize outstanding leaders on Ohio University's main campus. 11 awards were given to over 30 student leaders who represented many organizations, minority groups, and a variety of colleges and majors.

Highlights

- Ownership of awards and application processes outside of the Division of Student Affairs was given to the following units: LGBT Center, Women's Center, International Student and Faculty Services, and Diversity and Inclusion
- Resumes were an additional requirement upon submission of any application or nomination for an award to give a well-rounded visualization of a student's activities on and off campus for the selection committees
- Baker Event Services and the CLDC split the event logistics into two separate but collaborative entities



Leadership Awards Gala, 2014 – 2015

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Special Accomplishments

Mock Interview Program

The mock interview program, which assists students with developing their interview skills, serves both current students and alumni. The interviews are performed in person, through Skype, by the phone.

Highlights

- 378 mock interviews were conducted by CLDC staff, an increase of 111% from last academic year
- 1,195 students completed a mock interview using *InterviewStream*, an online interview preparation system
- Conducted a mock interview assessment

Marketing

Highlights

- Produced materials for 32 projects
- Introduced [CLDC blog](http://ohiocldc.wordpress.com) (ohiocldc.wordpress.com) and produced 26 articles – featuring 13 OHIO University student spotlights
- Collaborated with *Compass* and *The Post* on 13 articles featuring CLDC services, events, and programming
- Produced 6 animated videos featuring CLDC services and events
 - ✓ Homecoming [#OUHC2014](https://twitter.com/OUHC2014)
 - ✓ [Happy Holidays OHIO](#)
 - ✓ [CLDC Leadership Coaching](#)
 - ✓ [21st Century Leadership Series](#)
 - ✓ [Foundations Leadership for First-Year Students](#)
 - ✓ [Prepare for the Career & Internship Fair](#)
- Collaborated with University Communication and Marketing (UCM) and Alumni Services on 2 videos featuring CLDC services for students and alumni
 - ✓ [What OHIO's Career & Leadership Development Center is actually like...](#)
 - ✓ [Career Services for Alumni](#)

CAREER & LEADERSHIP DEVELOPMENT CENTER

Special Accomplishments

Technology

Website

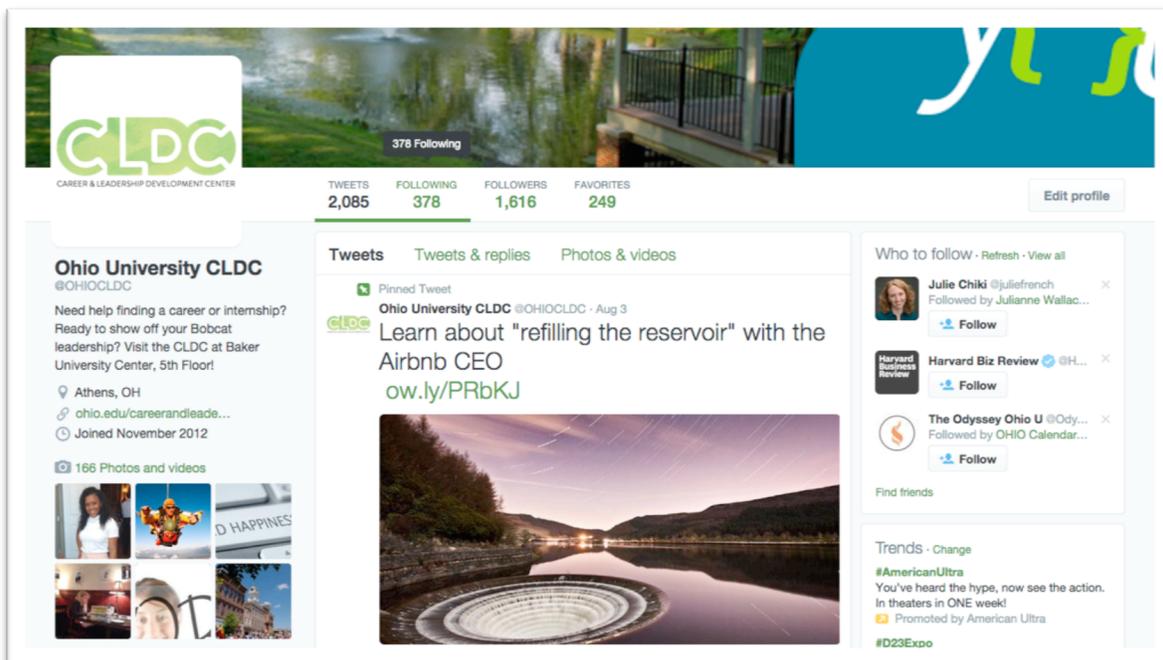
Highlights

- 38,278 page views (August 25, 2014 – April 28, 2015)
- 29,305 unique page views (August 25, 2014 – April 28, 2015)
- 2430 unique page views (September 15, 2014 – September 22, 2014 – fall Career Fair week)
- 1375 unique page views (February 9, 2015 – February 16, 2015 – spring Career Fair week)
- 748 unique page views (April 6, 2015 – April 12, 2015 – TRC week)

Social Media

Highlights

- Facebook: 479 Likes (148 new Likes)
- Instagram: 202 followers (52 new followers)
- Twitter: 1,292 followers (422 new followers)
- Pinterest: 349 followers (78 new followers)
- ✓ Total impressions: 253,000



CAREER & LEADERSHIP DEVELOPMENT CENTER

Special Accomplishments

Regional Campuses

The CLDC continued to provide outreach and resources to the liaisons, staff, and students at the five regional campuses and three centers—Chillicothe, Eastern, Lancaster, Southern, Zanesville, and the Pickerington, Proctorville, and Cambridge Centers. The priority this year was to provide professional development for the regional campus liaisons and continue to use technology to provide services to the regional campus communities.

Highlights

- The CLDC hosted a day-long meeting in the fall and spring for the regional liaisons to meet new CLDC staff, receive updates on CLDC services and resources, and receive training around career coaching and providing career development services and resources to regional campus students
- The CLDC served as a link between the OHIO Alumni Association and the regional campus liaisons to provide professional headshots to regional campus students and to host a “Dinner for 12 Strangers” program on the Chillicothe and Lancaster campuses
- CLDC staff made visits to the Lancaster, Chillicothe, Zanesville, and Southern campuses as well as the Cambridge Center. These visits included hosting LinkedIn workshops; 15-minute CLDC overviews, meeting with regional campus faculty, students, and staff; providing Pop-Up Career Coaching; and participating in Majors’ Fairs.
- Utilized the Ohio University Learning Network (OULN) to host several classroom leadership series workshops, a TRC prep workshop, and a workshop for veteran and military student service members
- Assisted the Ohio University-Chillicothe career services liaison in developing a leadership certificate series specifically for OU-C students
- Partnered with Ohio University-Lancaster to host a TRC prep session and networking event as part of the OUL Student Education Association “So You Think You Can Teach” workshop series that was later awarded a Programming Award at the Leadership Gala

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Special Accomplishments

Pepsi Community Leadership Scholarship Programming (Pepsi Scholars)

Twelve Pepsi Scholars students met weekly to discuss topics on leadership and team building designed to complement their current campus activities.

Highlights

- All 12 Pepsi Scholars attended a three-day leadership conference, Lead365, in Orlando, Florida
- Facilitated “my defining moment” project and presentation
- Scholars participated in an overnight backpacking trip to Zaleski State Forest in conjunction with Campus Recreation
- Each Pepsi Scholar read and created a presentation on a chapter of the book “21 Indispensable Qualities of a Leader”
- 10 Pepsi Scholars attended the TEDx Conference in Columbus, Ohio

Bobcat Student Orientation (BSO)

The CLDC furthered our partnership with Bobcat Student Orientation programs throughout the year to provide awareness of CLDC services and resources to incoming and relocating students and their families.

Highlights

- Tours conducted by Orientation Leaders during BSO 2015 included stops at the Leadership Center and at the CLDC office suite
- Created a CLDC infographic to be included in the OHIO experience book that all students receive at orientation
- Interacted with students and families at day one check-in sessions during BSO’s transfer and first year student orientation during June
- Provided an overview of CLDC services and resources during OPIE academic orientation
- Encouraged students to participate in our #DefineOhioLeaders campaign in which students had the opportunity to write their personal definition of leadership on a post-it note and post it on the windows of the CLDC to receive a free t-shirt

CAREER & LEADERSHIP DEVELOPMENT CENTER

Special Accomplishments

University College: UC 1000 Outreach

The CLDC continued collaboration with University College to provide a value exploration and clarification lesson plan that was given to all instructors in the UC 1000 course and also provided as an option to UC 1900 instructors. CLDC staff facilitated the values lesson to UC 1000 instructors during their May 2014 training day. All UC 1000 groups were scheduled to visit the CLDC for a one hour presentation based on Holland personality types, values, and involvement as ways to explore career planning. UC 1900 instructors were also given the option to participate in the personality workshops and office tours or to have a CLDC staff member visit their class to give a 15 minute CLDC overview presentation.

Highlights

- Facilitated workshops and tours based on Holland Personality Theory as a guide for campus involvement and academic exploration for 66 UC 1000/1900 classes
- Lesson plan and presentation materials were created for approximately 54 UC 1000 instructors to facilitate a values sorting activity and lesson with all UC 1000 students, and UC 1900 instructors who chose to use the materials. The lesson provided the opportunity for students to clarify their values and identify their core values, in addition to reflecting on how these values formed and how they influence their career interests.
- Student ambassadors facilitated 15 minute CLDC overview workshops for 42 sections of UC 1900

Prepare for the Fair

In order to help students better prepare to interact with employers, *Prepare for the Fair Week* was offered to students the week before both Career & Internship Fair. *Prepare for the Fair Week* consisted of numerous professional development workshops, including: YOGO-You Only Get One Chance to Make a First Impression, Bobcat 2 Bobcat Panel discussion, Networking 101, Mock Interview, Dress for Success, and How to Navigate a Career Fair Maze.

Job Search Manual

The Job Search Guide is a physical manual as well as an online resource, which includes an overview of: CLDC services, information on networking, researching companies, resume/cover letter development, interviewing tips, and job search strategies. The manual was distributed over 2,000 times during drop-in hours, career-coaching appointments, and within CLDC staff instructed classes.

CAREER & LEADERSHIP DEVELOPMENT CENTER

Special Accomplishments

Program to Aid Career Exploration (PACE)

Seven PACE interns were hosted by the Career & Leadership Development Center from May 2014 through May 2015 including internships focusing on social media, event planning, mock interviews, graphic design and three paraprofessionals providing resume reviews.

Highlights

- Three PACE paraprofessionals were trained to provide 10-minute career coaching drop-ins for students and alumni needing resume or cover letter assistance
- Two summer PACE paraprofessionals collaborated with Outreach efforts by working at BSO check-in each morning to engage all incoming students and families in an activity inviting them to define leadership on our office windows
- Social Media PACE Intern increased social media following on four platforms by 43% and, introduced the practice of utilizing social media analytics to drive content. This intern also created the CLDC blog

1804 Grant

Several CLDC staff members wrote and submitted the 1804 fund grant proposal titled “Leadership Coaching: A new paradigm for career and leadership development.” The proposal describes the introduction and value of our new and innovative Leadership Coaching program. The proposal was fully funded and approved, providing \$16,000+ to help advance and further implement the new cutting edge service.

Highlights

- Leadership Coaching has never been offered in a University setting
- Research in organizational settings demonstrates that Leadership Coaching has been shown to effectively enhance performance/skills, well-being, coping, work attitudes, and goal-directed self-regulation

CAREER & LEADERSHIP DEVELOPMENT CENTER

Special Accomplishments

Employer Relations Communication Plan

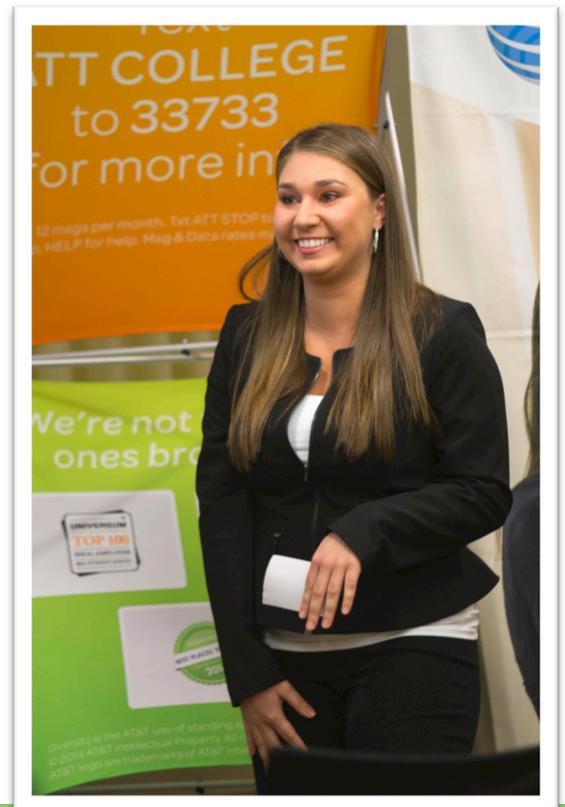
An ER Communication plan was developed to focus on collaborative communication internally and across the institution, to increase employer engagement, and to source new business development.

Highlights

- Employer engagement levels were set and rubrics were designed to organize and strategically align and promote employer relationships
 - ✓ A list of the top 30 engaged employers to OHIO was developed
- ER event invite templates, ER message forms, ER pre-visit documents, and a format for entering employer notes into BCL was established
- BCL reorganization: inactive employers were removed from the BCL system and a process for an annual system cleanup was established
 - ✓ Inactive employers were re-connected with, in order to revitalize the employer/OHIO recruiting relationship

AT&T Case Study

To expand the opportunities for students in the RFPD program (College of Education), outreach to new and different employers was important. CLDC staff connected with AT&T to develop an innovative case study for RFPD students. The purpose of the case study was to provide students with a heightened awareness of the AT&T organization, as well as allow students to solve real-world industry problems. The Case Study was co-created with an AT&T talent recruiter and Ohio University and Retail Merchandising and Fashion Product Development alumni. The case study was facilitated in RFPD 3890: Professional Career Search Strategies. The students in this course worked in groups to create an innovative solution to the following prompt: "Examine the current climate of the Customer Experience in the AT&T Retail Organization and identify one major opportunity for us to improve upon, and how as a company we would execute the improvements." The final product of the case study was presented to AT&T leadership, PCOE stakeholders and CLDC staff by four student groups (55 total students participated).



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Special Accomplishments

All Staff Customer Service Training

A Customer Service team was created to conduct customer service training for all staff at the CLDC.

Highlights

- All professional staff participated in two, one-hour customer service trainings
- 33 student staff participated in a one-hour training that was focused on the top-rated priorities

HR Manual

A step-by-step HR handbook was created for ease of recruitment of full-time staff. The manual includes advertising options, sample correspondence, and basic guidelines to follow based upon the current Ohio University hiring process and best practices.

Employer Relations Communication Plan

An ER Communication plan was developed to focus on collaborative communication internally and across the institution, to increase employer engagement, and to source new business development.

Highlights

- Employer engagement levels were set and rubrics were designed to organize and strategically align and promote employer relationships
 - ✓ A list of the top 30 engaged employers to OHIO was developed
- ER event invite templates, ER message forms, ER pre-visit documents, and a format for entering employer notes into BCL was established
- BCL reorganization: inactive employers were removed from the BCL system and a process for an annual system cleanup was established
 - ✓ Inactive employers were re-connected with, in order to revitalize the employer/OHIO recruiting relationship

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Special Accomplishments

Veterans

During 2014-2015, outreach to veterans and student service members became a priority. A relationship between the CLDC and the Veterans and Military Student Services Center was formed early in the fall semester (2014). The goal of this collaboration was to enhance CLDC services and resources to be specific to the unique needs of veteran, student service members, and military connected students.

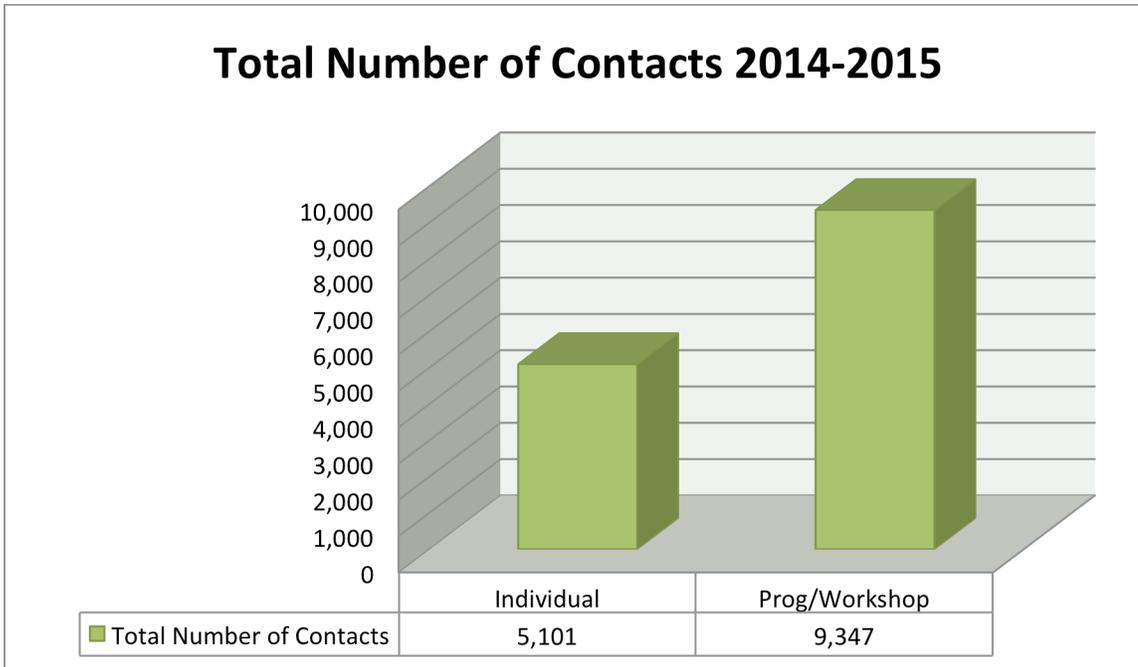
Highlights

- Hosted a workshop in the fall and spring semesters to teach participants how to maximize their military experience with confidence while navigating their career development process
- Utilized OULN to offer the spring veteran and student service member workshop to regional campus students and staff
- A staff member attended the NASPA veterans conference

*Assessment reports, and charts and graphs displaying details of the Career & Leadership Development Center's services and demographics may be found in Appendix A (Total Contacts), Appendix B (CAS 1130 Assessment Results), Appendix C (Career Coaching Contacts), Appendix D (Career Coaching) Appendix E (Employer Relations Recruiting Activity), Appendix F (Intake Assessment), Appendix G (Customer Service Assessment), Appendix H (Career Fair Assessment), and Appendix I (3-Year CLDC Assessment Calendar).

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Appendix A – Total Contacts (Individual and Programs/Workshops)



Individual: Career Coaching Drop-ins and 30-minute appointments, mock-interviews, and resume reviews in Bobcat CareerLink

Programs/Workshops: Leadership Workshops, Events, Programs, and Career Fair participants

*Data includes only those individuals who swiped into the BCL system

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Appendix B – CAS 1130X Assessment Results: Fall 2014

The CLDC offered a total of seven sections of CAS 1130 during fall and spring semesters. Eighty-eight enrolled students completed pre-post assessments to determine the impact the course has on decision making, commitment anxiety, career thoughts, and learning outcomes.

Method/Procedure

Both the Career Thoughts Inventory (CTI) and a customized learning outcomes assessment were administered at the first class session and again at one of the final class sessions.

Participants

A total of 86 students completed the pre-test and 88 students completed the post-test. Pre-post scores could not be matched in all cases, and thus more conservative independent samples tests were used to demonstrate improvement before versus after taking the course.

Survey Description

The CTI is a validated measure developed by researchers and professionals at Florida State University's Career Center (Sampson, Peterson, Lenz, Reardon, & Saunders). Results yield a total score as well as three sub-scale scores, including Decision-Making Confusion, Commitment Anxiety, and External Conflict.

Learning outcomes were identified based on a review of other career development courses and knowledge of college student development and career development. An original list of 20 learning outcomes from fall 2013 sections were refined and reduced down to the 10 most important outcomes listed below:

1. Can name specific marketable skills
2. Use at least one resource to explore majors/careers
3. Know the elements of a resume
4. Know the elements of a cover letter
5. Know the elements of a reference sheet
6. Have a clear idea of the specific academic steps to take over the next four years
7. Have a clear idea of the specific professional steps to take over the next four years
8. Currently use LinkedIn to network
9. Know how to find an internship related to their career goals
10. Can communicate professionally with any potential networking contact

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Appendix B – CAS 1130X Assessment Results: Fall 2014

Preliminary Findings

Independent sample t-tests were used to compare pre and post scores on the CTI and learning outcomes in order to accommodate for the fact that not all pre-post scores could be matched. These results, as well as descriptive statistics of instructor ratings and the leadership branding workshop, are summarized below. Finally, an analysis of qualitative data regarding career development next steps, most helpful activities/resources, most valuable part of the course, and what could be improved are described. Respective tables and graphs of the quantitative data are also included.

Career Thoughts Inventory. Even more conservative independent sample t-tests revealed significant reductions in negative career thoughts ($t(1, 172) = 3.7, p < 0.001$), decision making confusion ($t(1, 172) = 4.34, p < 0.001$), and commitment anxiety ($t(1, 172) = 4.63, p < 0.001$).

Learning Outcomes. *Note that the bolded items increased by more than a point on a five-point Likert-scale over the course of the semester. Similar to the CTI results, students reported significant improvement in all ten learning outcomes, including their ability to name marketable skills ($t(1, 168) = 8.7, p < 0.001$), use at least one resource to explore majors/careers ($t(1, 169) = 6.86, p < 0.001$), **know elements of a resume** ($t(1, 169) = 10.3, p < 0.001$), **know elements of a cover letter** ($t(1, 169) = 11.42, p < 0.001$), **know elements of a reference sheet** ($t(1, 169) = 12.52, p < 0.001$), have a clear idea of the steps to reach professional goals ($t(1, 169) = 6.93, p < 0.001$), **currently use LinkedIn to network** ($t(1, 169) = 10.23, p < 0.001$), **know how to find an internship related to their career goals** ($t(1, 169) = 9.72, p < 0.001$), and communicate professionally with any potential networking contact ($t(1, 169) = 5.84, p < 0.001$).

Instructors. The vast majority of students agreed or strongly agreed that the instructor provided support (98.7%) and tailored course content to student needs (97.4%).

Summary of Findings

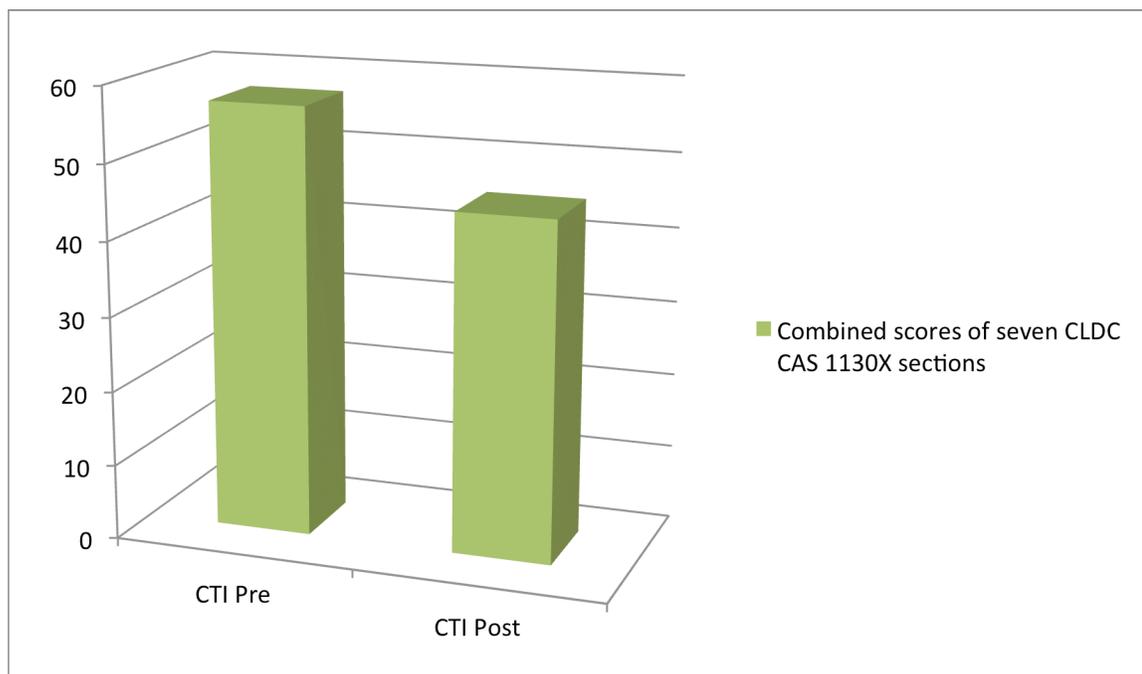
Students in the CAS courses significantly decreased their negative career thoughts, decision-making confusion, and commitment anxiety over the course of the semester. Likewise, they significantly improved in all ten learning outcomes. Students by and large agreed that their instructor provided support and appropriately tailored the course content to meet the student's needs.

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Appendices

Charts and graphs displaying details of the assessment results may be found in Appendix I (CTI Pre and Post Total Scores), Appendix II (Decision Making Confusion & Commitment Anxiety total scores), and Appendix III & IV (Learning Outcome Pre and Post scores)

Appendix I – CTI Pre and Post Total Scores (88 students' scores combined at the beginning and the end of the semester)



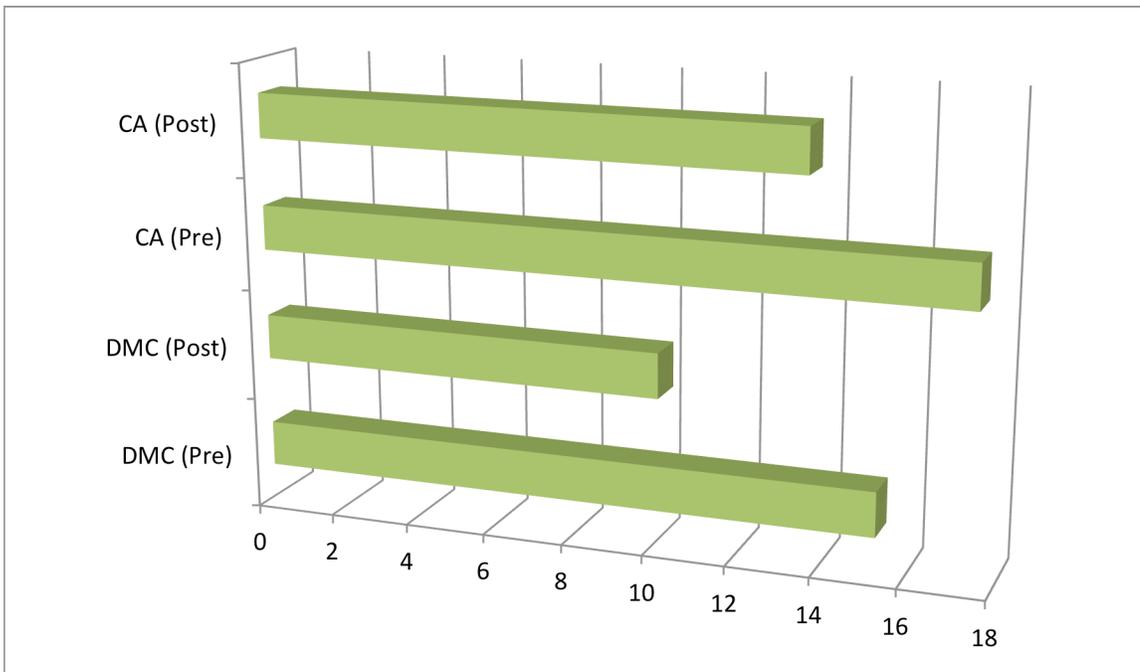
*Lower CTI scores indicate fewer negative career thoughts. CTI scores should go down as students' career development process progresses.

**Pre-post CTI score differences are significant at the 0.001 level.

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Appendices

Appendix II – Decision Making Confusion and Commitment Anxiety Pre and Post scores



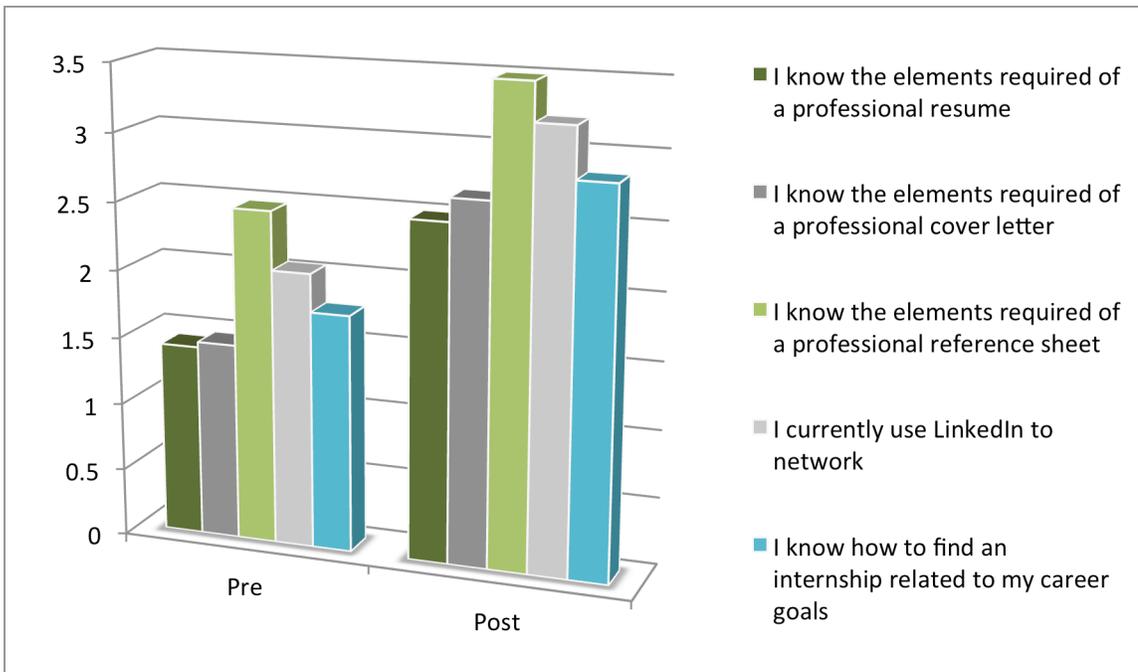
*Lower CTI scores indicate fewer negative career thoughts. CTI scores should to go down as students' career development process progresses.

** Pre-post CTI score differences are significant at the 0.001 level.

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Appendices

Appendix III – CLDC Learning Outcome Pre and Post Scores



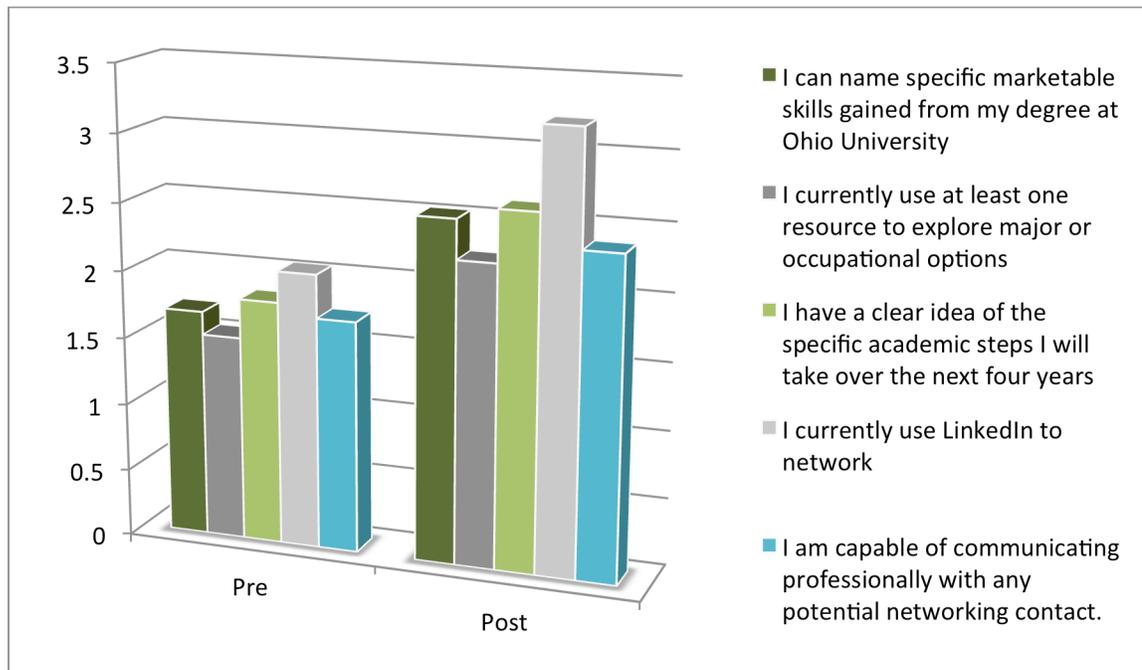
*Higher scores indicate a higher level of learning was achieved.

Note: All pre-post comparisons are statistically significant, and scores went up by over a point on a five-point scale over the course of the semester.

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Appendices

Appendix IV – CLDC Learning Outcome Pre and Post Scores



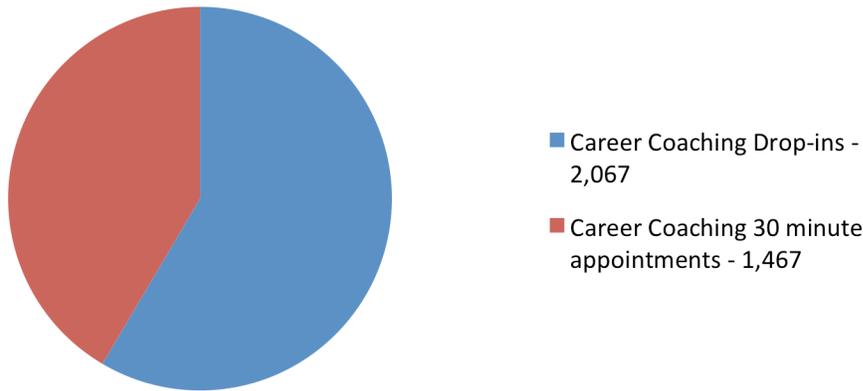
*Higher scores indicate a higher level of learning was achieved.

Note: All pre-post comparisons are statistically significant.

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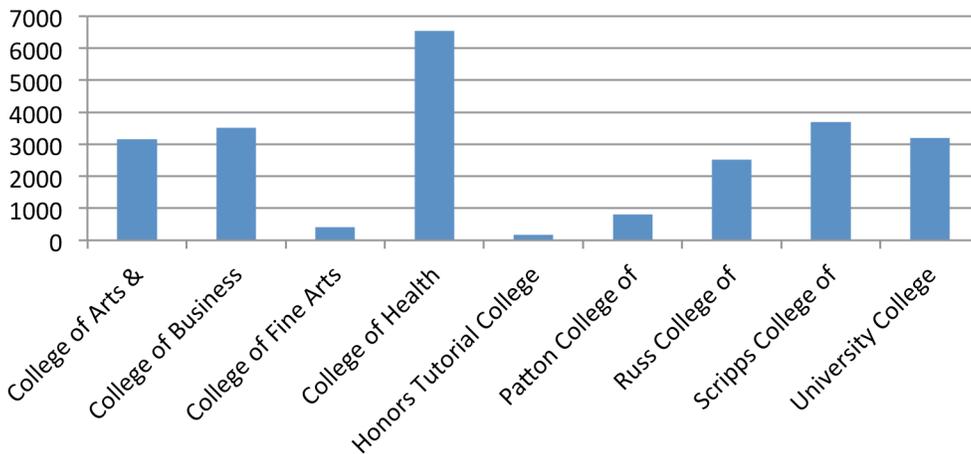
Appendix C – Career Coaching Contacts 2014 – 2015

Career Coaching Contacts by Service Type



*Data includes only those individuals that swiped into the BCL system

Individual Contacts by College



Individual: Career Coaching Drop-ins, 30-minute appointments, mock-interviews, workshops, Career Fair attendance, and resume reviews

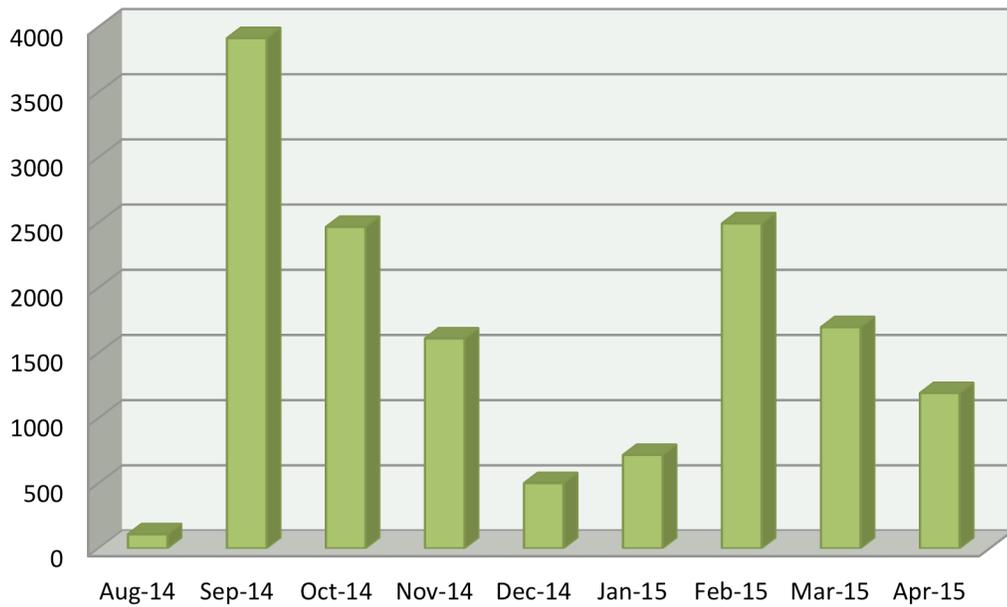
*Total individual contacts = 3,912

**Data includes only those individuals that swiped into the BCL system

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Appendix C – Career Coaching Contacts 2014 – 2015

Total Number of Individual Contacts by Month



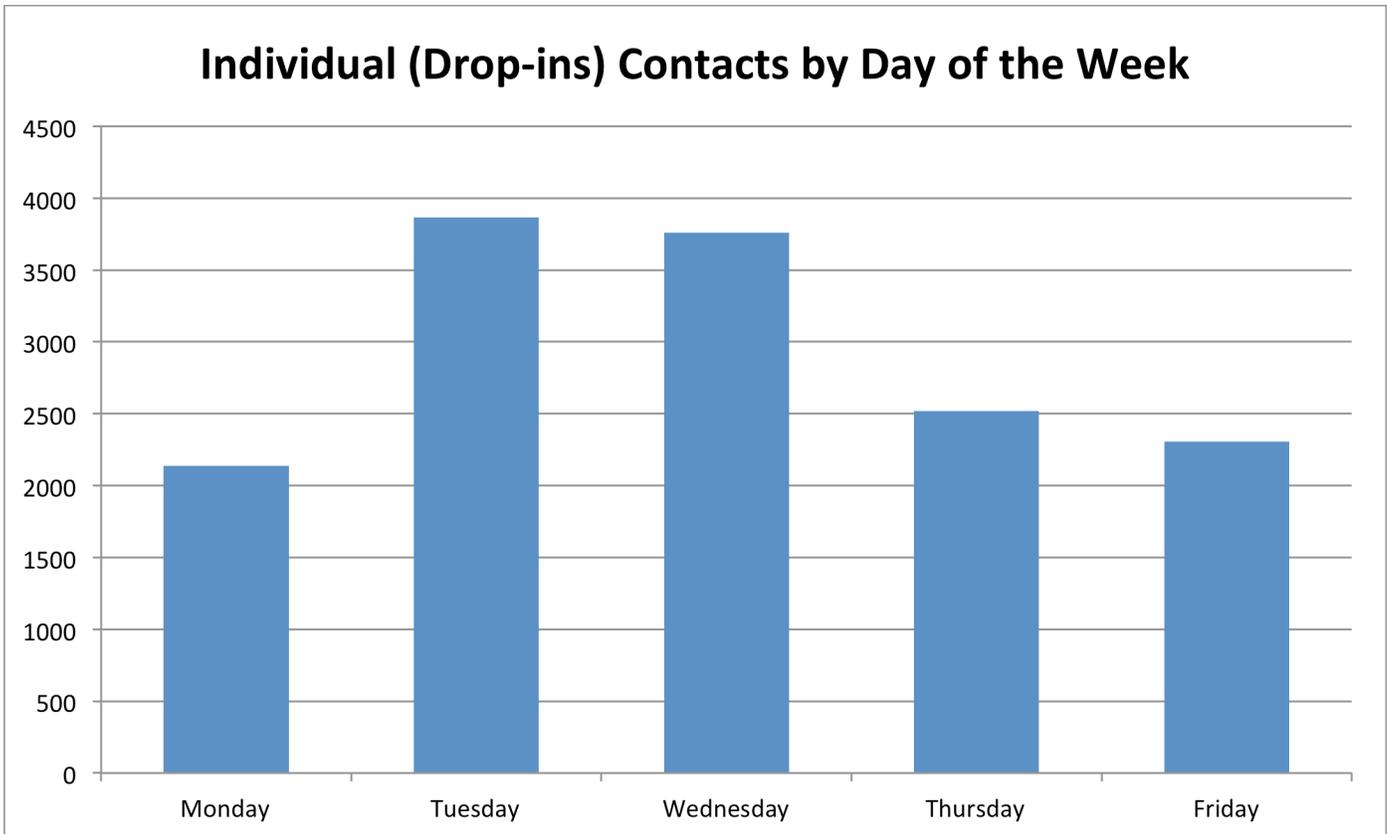
	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	14-Jan	14-Feb	14-Mar	14-Apr
■ Total Number of Contacts	110	3915	2467	1612	502	718	2494	1698	1193

Individual: Career Coaching Drop-ins, 30-minute appointments, mock-interviews, workshops, Career Fair attendance, and resume reviews

*Data includes only those individuals that swiped into the system

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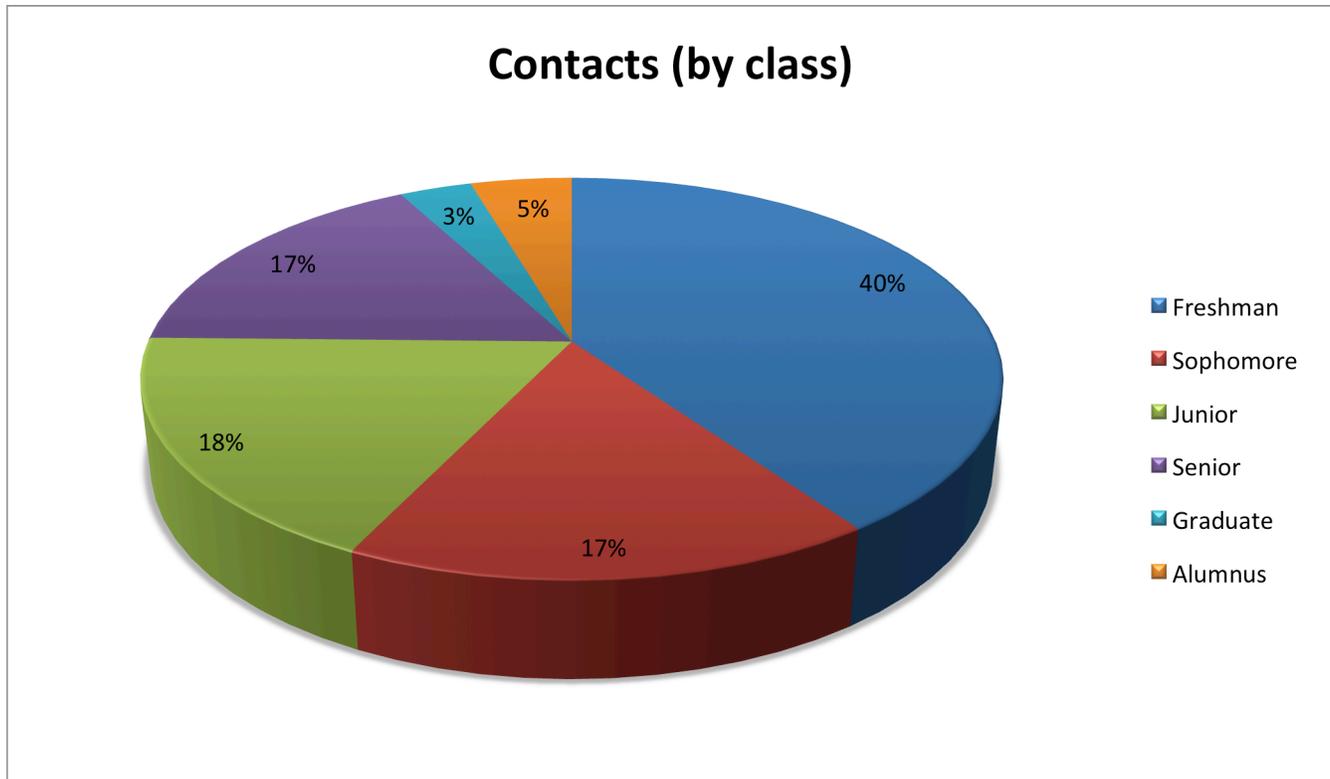
Appendix C – Career Coaching Contacts 2014 – 2015



*Data includes only those individuals who swiped into the system

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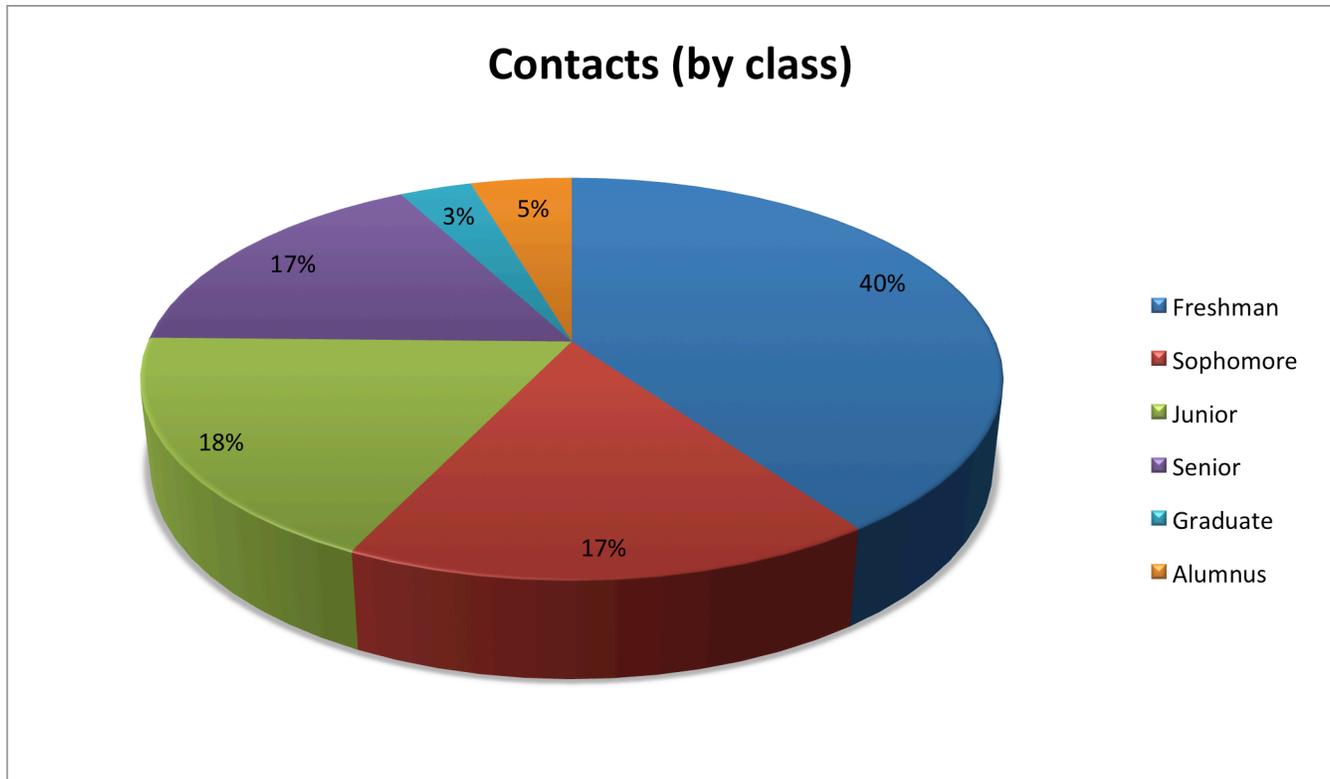
Appendix C – Career Coaching Contacts 2014 – 2015



*Data includes only those individuals who swiped into the system

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Appendix C – Career Coaching Contacts 2014 – 2015



*Data includes only those individuals who swiped into the system

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Appendix D – Career Coaching Assessment

The Career Coaching Assessment is a mixed-methods survey designed to assess students' perceived learning, motivation, satisfaction, and behavior after each 30-minute Career Coaching session.

Method/Procedure

This survey was implemented on an iPad via Qualtrics to 473 students immediately after meeting with a career coach between 9/28/14 and 2/27/15. Further, 165 students completed a follow-up survey emailed within one-week post-session to track whether students completed the action steps they developed in their coaching appointment.

Participant characteristics

A total of 469 students (males: 173; females: 294; transsexual: 1; other: 1) completed the survey. Among the 469 who started the survey, 442 (94%) fully completed it. A total of 165 of these students (61 males; 104 females) completed the follow-up survey, which is a 35% response rate.

Survey Description

Both quantitative and qualitative measures, along with a behavioral follow-up, were used to comprehensively capture the impact of career coaching on students. Quantitative measures included basic demographics, topic(s) of focus, coaching ratings, how much was learned, action step development, motivation, likelihood of returning, and completion confidence. These items were complemented by qualitative measures of actual action steps and learning content developed during the coaching session. Finally, the one-week post-session follow-up survey was a single behavioral-based question assessing action step completion.

Preliminary Findings

Descriptive statistics results are included below for topic(s) of focus, coaching ratings, action step development, motivation, completion confidence, and how much was learned. Further, qualitative data regarding the content of what was learned and action steps are described. Finally, group differences, relationships among important measures, and action step prediction results are summarized below.

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Appendix D – Career Coaching Assessment

Descriptive Statistics

Career Coaching Focus

The most commonly identified topic(s) of focus during students' Career Coaching session was resume review (50%) followed by exploring careers/occupations (26.3%), exploring interests, skills & values (22.5%), internship/experiential education (18.3%), job search (15.4%), cover letter review (13.6%), exploring majors (12.5%), and graduate/professional school (10.9%). Topics chosen relatively less often were interviews (7.4%) and job offers (2.9%).

Career Coach Ratings

The vast majority of students reported that their career coach was very much or extremely capable of making them feel comfortable (97.6%), supported (97.3%), focused (96%), and empowered (94.3%).

Likelihood of Returning

The majority (80.2%) of students stated they were very much or extremely likely to return for another career coaching appointment, while 15.3% were somewhat likely, 4% a little likely, and 0.4% not at all likely.

Development, Motivation, and Confidence to Complete Action Steps

Close to half (46%) of respondents stated they developed their action steps collaboratively with their career coach, while 40.8% developed them on their own. A smaller group (12.1%) stated that their career coach came up with the action steps and they agreed to them.

Nearly all (96%) reported being very much or extremely motivated to complete their action steps, while the remaining 4% were somewhat motivated.

Similarly, the vast majority (94.7%) reported being very much or extremely confident they will be able to successfully complete their action steps. A small percentage (4.9%) were somewhat confident and 0.4% were a little confident.

How much was learned?

Most students reported learning very much or an extreme amount (83.6%), while 13.7% stated they learned somewhat.

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Appendix D – Career Coaching Assessment

Action Step Completion

Action steps are developed at the end of every Career Coaching appointment; these are specific actionable priorities the student can realistically complete within 48 hours. At approximately one week post-session, slightly over one-third (34.2%) of students reported fully completing both action steps, a similar number (35.5%) reported fully completing at least one action step, and slightly fewer (23%) reported partially completing at least one action step. The remaining students reported that they haven't started to complete their action steps (5.9%) or decided not to complete their action steps (1.3%).

Qualitative Analyses

Qualitative data analysis techniques were used to code the data collected from two open-ended survey questions regarding (1) the main thing learned from their career coaching session and (2) up to two action steps created during the session. Content analysis was used to analyze responses to the open-ended items. Patton (2002) describes content analysis as “searching for recurring words or themes” (p. 453). During this stage of the analysis, coding categories were identified. Through this coding process, data was sorted and defined into categories that were applicable to the purpose of the research. Codes were defined and redefined throughout the analysis process as themes emerged. At the end of the analysis, major codes were identified as central ideas or concepts (Glesne, 2006). These central ideas were assembled by pattern analysis for the development of major themes. From the major themes, we drew conclusions (Patton, 2002).

Action Steps

One or two action steps are created at the end of each Career Coaching session. These are specific actionable priorities students plan to complete within a 48-hour period. Content analysis of action steps resulted in the following major themes, in order from most to least common: written application (49.3%), networking (21.35%), exploration & search (12.92%), event/service referral (6.3%), resource/website referral (6.0%), and other (4.1%).

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Appendix D – Career Coaching Assessment

Regression Analyses

Correlations

Several factors are significantly correlated with students' reported action step progress one week after their career coaching appointment, including motivation to complete action steps ($r = 0.426, p < 0.001$), confidence completing action steps ($r = 0.304, p < 0.001$), likelihood of returning for another career coaching session ($r = 0.317, p < 0.001$), how much was learned ($r = 0.366, p < 0.001$), and level of comfort ($r = 0.207, p < 0.01$), support ($r = 0.265, p < 0.01$) and focus ($r = 0.163, p < 0.05$) inspired from the career coach.

Predicting Action Step Completion

Among the factors shown to correlate with action step progress, level of support was excluded from the multiple regression analysis due to violation of the multi-collinearity assumption.

The remaining six predictors explain 24.1% of the variability in level of action steps completion one-week post-session ($R^2 = 0.241, F(6, 143) = 7.247, p < 0.001$). Both motivation to complete action steps ($\beta = 0.26, p < 0.05$) and reported level of learning ($\beta = 0.220, p < 0.05$) significantly predicted students' level of action step completion over and above the other predictors.

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Appendix D – Career Coaching Assessment

Summary of Findings

In summary, the most common topic(s) of focus during students' career coaching session were resume review, general exploration of their career path and their own interests, skills, and values. By and large coaches were rated as very capable of inspiring comfort, support, focus, and empowerment. Most students developed their action steps either individually or collaboratively with their career coach, were highly motivated to complete their action steps and reported confidence in their ability to do so successfully. Further, most students reported learning a lot and indicated they were very likely to return for a follow-up.

When students were asked to report the main thing they learned, content of their responses mirrored their topic of focus, with most citing the application process or career exploration. Similarly, most students' action steps were regarding their written application or networking.

Interestingly, females reported significantly higher or more favorable ratings than males in a number of categories, including their motivation to complete action steps, likelihood of returning for a follow-up appointment, and ratings of their career coach.

Several factors were significantly related to level of action step completion, including reported motivation and confidence to complete action steps, level of learning, likelihood of returning, and reported levels of comfort, support, and focus inspired by the career coach. Finally, when six of these seven factors upheld the multi-collinearity assumption and were included in a multiple-regression analysis, motivation to complete action steps and level of learning remained significant in the presence of the other predictors.

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Appendix D – Career Coaching Assessment

Selected Tables of Findings

Tables 5 – 7. Frequency data of confidence completing action steps, level of learning, and career coach ratings.

Table 5

How confident are you that you will be able to successfully complete your action steps?		
Response Categories	Frequency	Percentage
Not at all	0	0%
A little	2	0.4%
Somewhat	22	4.9%
Very much	180	40.2%
Extremely	244	54.5%
Total	448	100%

Table 6

How much do you think you learned from your career coaching session today?		
Response Categories	Frequency	Percentage
Not at all	3	0.7%
A little	9	2.0%
Somewhat	61	13.7%
Very much	251	56.4%
Extremely	121	27.2%
Total	445	100%

Table 7

Using the following scale, please rate how much your career coach made you feel:					
Response Categories	Not at all	A little	Somewhat	Very much	Extremely
Comfortable	0.2%	0.4%	1.7%	22.2%	70.4%
Supported	0.4%	0.4%	1.8%	22.2%	75.1%
Focused	0.2%	0.9%	2.9%	27.0%	69.0%
Empowered	0.2%	1.3%	4.0%	30.3%	64.0%

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Appendix D – Career Coaching Assessment

Selected Tables of Findings

Table 8. Action step completion one week post Career Coaching session

Which of the following best describes your progress completing your action steps?		
Response Categories	Frequency	Percentage
I have not started to complete any of my action steps	9	5.9%
I have partially completed at least one of my action steps	35	23.0%
I have fully completed at least one of my action steps	54	35.5%
I have fully completed all of my action steps	52	34.2%
I have decided not to complete my action steps	2	1.3%
Total	152	100%

Table 9. Pearson correlations of the seven significant predictors of action step progress

	Correlations							
	ASP	MCAS	CCAS	LOR	HML	CCC	CCS	CCF
Action step progress (ASP)	--	0.43*	0.30*	0.32**	0.37**	0.21**	0.27**	0.16*
Motivation to complete action steps (MCAS)		--	0.55**	0.46**	0.48**	0.36**	0.46**	0.43**
Confidence completing action steps (CCAS)			--	0.27**	0.24**	0.24**	0.41**	0.32**
Likelihood of returning (LOR)				--	0.49**	0.35**	0.40**	0.36**
How much was learned (HML)					--	0.42**	0.44**	0.46**
Career coach comforted (CCC)						--	0.64**	0.58**
Career coach supported (CCS)							--	0.74**
Career coach focused (CCF)								--

*Statistically significant relationship at the $p < 0.05$ level.

**Statistically significant relationship at the $p < 0.01$ level.

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Appendix D – Career Coaching Assessment

Table 10. Multiple regression analysis of the six predictors of action step progress

Multiple Regression				
Response Categories	Coefficient (β)	Standard error	p	Overall adjusted R^2
Intercept	-0.663	0.872		0.241
Motivation to complete action steps	0.259	0.178	0.014*	
Confidence to complete action steps	0.200	0.140	0.154	
Likelihood of returning	0.096	0.098	0.330	
Amount learned	0.286	0.124	0.023*	
Career coach inspired comfort	0.069	0.201	0.731	
Career coach inspired focus	-0.260	0.169	0.127	

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Appendix E – Employer Relations (Recruiting Activity in Bobcat CareerLink)

On-line Career Management System	
Bobcat CareerLink	
Total Students/Alumni Registered	82,928 (as of May 1 st , 2015)
Active Students/Alumni	5,068 (logged into the system since July 1 st , 2014)
New Employers Registered	449
Active Employers (not including new employers)	1120 (logged into the system since July 1 st , 2014)
Job Postings	
New Full-Time Job Postings	2,827
New Internship Postings	947
New Part-Time Job Postings	325
New Co-op Postings	268
New Seasonal/Volunteer/Off-Campus Jobs	605

On-Campus Recruiting

Organizations	36
Schedules	109
Interviews	564 + (UPS- 234)
Information Sessions	18

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Appendix F – Intake Assessment

In order to enhance understanding of what impact our marketing and outreach efforts have, an intake assessment was administered to 478 students who entered the CLDC for our services from 9/16/15 to 11/13/15. Front desk staff verbally asked each stakeholder “How did you hear about us?” and then categorized each response into one of several pre-determined options.

Highlights

- Class Requirement (30.3%)
- Faculty/Staff (23%)
- CLDC Staff (13.4%)
- Friend (12.8%)
- Other (7.7%)
- Event (5.2%)
- Website (4.6%)
- Advertisement (2.7%)
- Social Media (0.2%)

Appendix G – Customer Service Training and Assessment

An internal CLDC Customer Service Team was formed in fall 2014 to lead the CLDC in their customer service professional development efforts. Over the course of the year, customer service values and priorities were formed, internal professional staff and undergraduate staff surveys were implemented, trainings were conducted for student and professional staff.

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Appendix H – Career Fair Assessments

Both an Employer and Student Surveys were administered during the fall 2014 Career & Internship Fair. The Employer survey was designed to assess needs, satisfaction and experience, and was administered to a total of 119 Employers after both day 1 and day 2 of the fair. The student survey was designed to assess perceived needs and experiences both in preparation for and during the fair. It was administered via email within one week of the fair, yielding a total of 158 responses (10.5%) out of the 1509 total student attendees.

Highlights

- 40% of employers reported being an OU alumnus.
- Employers reported connecting with between 3 and 500 students throughout the course of the fair, with the median reported connections being between 30 and 35. Among these student connections, approximately 1/4 of employers expected to call or email over 75% and just under 1/4 of employers planned to contact between 25-50% of the students they connected with. Further, 18.5% expected to contact between 51-75%, 15.1% expected to contact between 0-25%, and 8.4% reported being unsure of their future contact efforts.
- When employers were asked to rate how prepared students were in various areas on a five-point scale, their responses, from highest to lowest, were as follows: 1) Professional attire (4.03), 2) Professional resume (3.88), 3) Communicating interest to connect in the future (3.71), and 4) Professional pitch regarding their skills/fit with your organization (3.5). Employers who rated an area of student preparedness as somewhat prepared or below were asked to comment further, and their responses were categorized into the following themes in order from most to least common: Research of companies (21.0%), Pitch to employers (14.8%), Freshmen concerns (13.6%), Professional attire (12.3%), Resumes (12.3%), Students unprepared (9.9%), Students unsure of what they wanted (8.6%), and Improve communication (7.4%).
- When asked to report their reason(s) for attending the fair, approximately half of students selected the following: Find an internship (53.3%), Meet a class requirement (49.3%), Practice professional communication skills (48.7%), and Network (48.7%). Other less common reasons for attendance included the following: Learn about more specific organizations (36.7%), Find a job (23.3%), Friends are attending (12%), and Parents encouraged attendance (8.7%).

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Appendix I – Three Year Assessment Calendar

An Assessment Calendar was created based on our strategic priorities and structured staff interview report to determine the assessment focus in the CLDC over the course of the next three years.

Highlights

- The following have been deemed assessment priorities in the CLDC for the next three years: Career Coaching, Leadership Coaching, Leadership Workshop Series, Career Fairs, First Destination, Customer Service, and Marketing/Outreach or Intake Assessment.
- CLDC Assessment Teams are designated as follows: Employer Relations Team, Mock Interview Team, Leadership Team, Professional Development Team, Front Desk Staff or Customer Service Team, and Marketing/Outreach Team.

ASSESSMENT PROJECT	2014-2015		2015-2016		2016-2017		2014-2017 Strategic Planning Priority	Staff Interview Priority*
	Fall	Spring	Fall	Spring	Fall	Spring		
Services/Events								
Career Coaching Survey	X						X	X
Leadership Coaching Survey		X					X	X
Career Fair Surveys	X						X	X
Mock-Interview Surveys		X						X
On-Campus Recruiting Surveys							X	
Drop-In Survey								X
Prepare for the Fair Survey								
Programs								
21st Century Leadership Series			X				X	X
Foundations for First Year Leaders			X				X	X
Bobcat Leadership Project		X					X	
Professional Development								
Student Ambassador Training	X		X		X			
Staff Training	X		X		X			
Targeted Student Populations								
First Destination Alumni Survey		X	X	X	X	X	X	X

First-year students Focus Group							X	
Internship Involvement Survey	X							
Office								
Customer Service Continuous Improvement		X					X	X
Intake Assessment	X						X	X
Marketing Focus Groups							X	
Bobcat Careerlink System Improvement								X
Employer Recruitment System Improvement							X	
FOCUS Assessment		X						
Google analytics of website usage		X	X	X	X	X		
Track use of specific resources								

Note: Assessment projects are listed in order from most to least important within each sub-category, based on data collected through 2014 CLDC staff interviews and our 2014-2017 Strategic Planning Priorities (Outreach, Leadership, & Employer Relations).

*Considered a priority if 2 or more CLDC staff named it as one during the 2014 CLDC staff interviews.