Center for Career and Professional Development

Annual Report

2021-22
Spread with various images of CCPD staff members working with students across events and in office meetings.
Letter from the Executive Director

It’s been said change is inevitable, but the pace and magnitude of change over the last year seemed unprecedented. Pandemic variants, runaway inflation, military engagements, economic fluctuations — the world just felt unsettled. Yet through all of the upheaval, there were some constants. The staff of the Center for Career and Professional Development (CCPD) continued to deliver exceptional service to students as evidenced by a 100 percent satisfaction rate on post-visit surveys. Clemson students continued to shine as they transitioned to after-Clemson opportunities as evidenced by 97 percent of them finding their next destination within six months of graduation. *The Princeton Review* continued to recognize the remarkable career services offered at Clemson as evidenced by a fifth No. 1 ranking in the past eight years.

While external rankings are not the driving force behind the CCPD’s work, it is noteworthy Clemson consistently receives national recognition for career services. For the fifth consecutive year, *The Princeton Review* included Clemson in its top 10 for Internships (No. 7), and for the second year in a row, *U.S. News & World Report* ranked Clemson in the top 20 for Co-ops/Internships (No. 15), the highest ranking any Clemson program received from *U.S. News & World Report*. Clemson also made its tenth consecutive appearance in *The Princeton Review's* top 10 for career services. Because these rankings are based on student feedback, it is clearly evident students served by the center are well prepared and highly satisfied, which is a testament to the staff who ensure visitors receive exceptional attention and assistance.

Another constant at Clemson is the amazing campus partners who have worked with the CCPD to provide assistance to tens of thousands of students over the years. The list of offices and departments that helped create and deliver tailored programming to specific student populations is too long to include here. Still, it is a point of pride that the CCPD has been able to work with so many faculty and staff who also want to see students well-prepared for life after Clemson. We are grateful for these colleagues’ gifts, passion and dedication, but we are most appreciative of the hardworking students without whom all of our efforts would be meaningless. This report is dedicated to them.

Neil Burton, Ph.D.
Executive Director
Center for Career and Professional Development
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**CCPD ANNUAL REPORT 2021-22**
Our Vision, Mission and Teams

Our Vision Statement
Connecting educational experiences with professional aspirations.

Our Mission Statement
Engaging students in career development and experiential learning activities that will empower them to successfully pursue their educational and professional goals.

Our Diversity Statement
The Clemson Center for Career and Professional Development is committed to advancing the career goals and core competencies required by a dynamic, global workforce. We are committed to affirming the dignity and worth of all students to cultivate their unique talents and skills in an inclusive environment. We, the directors and staff of the CCPD, stand with our students and community in striving to acknowledge and eradicate racism. To this end, we are committed to broadening our understanding, lending our voices, and promoting a welcoming and empowering environment for all of our students in the transition from student to professional.

100% of students who self-identify as being from underrepresented populations felt the CCPD provided a welcoming environment.

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The Michelin Career Center serves both students and employers in all stages of their education, career counseling and assessments, resume and cover letter reviews, information workshops, career fairs and more.

University Professional Internship and Co-op Program (UPIC) is an academic internship program designed to offer students the opportunity to work alongside Clemson faculty and staff, gaining professional work experience in their field of interest and study.

The Cooperative Education Program provides opportunities for students to alternate semesters of academic study with semesters of paid, career-related, engaged-learning experiences.
Our Services

Career Development Services
Career counselors help students make satisfying career decisions — choosing a college major, making educational plans, and developing or changing a career focus.
- Career Counseling — Our career counselors are available for both counseling appointments and drop-in hours.
- Career Assessments — Students may take the Strong Interest Inventory online. We also offer the Myers-Briggs Type Indicator for a small fee.

Internship Programs
The Center for Career and Professional Development offers many unique services for both on-campus and off-campus employers as well as students regarding providing, developing or finding an internship opportunity. Internships can be off campus, international experiences or on campus through the University Professional Internship Co-op (UPIC) program.

Cooperative Education
The Cooperative Education Program (Co-op Program) offers a structured academic engaged-learning experience to undergraduate students. Engaged-learning is about engaging academic material from a different perspective. It offers students an opportunity to apply some of the theory learned in classes. It adds a contextual dimension to the material, resulting in a deeper understanding.

Part-Time and Full-Time Job Services
Through ClemsonJobLink, the center provides access to off-campus, on-campus, part-time, temporary, seasonal and full-time job postings. The center also offers on-campus interviews and employer information sessions to assist students in their job search.

ClemsonJobLink
ClemsonJobLink is Clemson University’s online recruiting system for students and employers to connect. Students can apply to part-time jobs, internships, full-time jobs and on-campus interviews as well as research employers attending career fairs.

Career Fairs and Events
The center offers a series of special events through the academic year, including the Part-Time Job Fair, University biannual career fairs, and boutique career fairs and networking events.

Workshops
Workshops are held throughout the year both at the center and around campus. Workshop topics include resume writing, interviewing skills, networking and a wide variety of job search topics. Dates and times for workshops will be posted on our website.

Graduate Student Services
The center provides an array of services for Clemson’s graduate students. In addition to assisting with career planning and decision-making, the center also provides guidance for internship and job searching, professional development seminars and a library of resource materials.

Alumni Services
Alumni, up to one year after graduation, are eligible to use all of the services of the center.
In the National Spotlight

For over a decade, Clemson has been recognized by The Princeton Review and U.S. News & World Report as a national leader in career services and experiential learning.

**2013**
- The Princeton Review
  - No. 5 in Best Career Services

**2014**
- The Princeton Review
  - No. 11 in Best Career Services

**2015**
- The Princeton Review
  - No. 5 in Best Career Services
  - No. 19 in Top 25 Best Schools for Internships

**2016**
- The Princeton Review
  - No. 1 in Best Career Services

**2017**
- The Princeton Review
  - No. 5 in Best Career Services
  - No. 10 in Top 25 Best Schools for Internships

**2018**
- The Princeton Review
  - No. 11 in Best Career Services
  - No. 15 in Top 25 Best Schools for Internships

**2019**
- The Princeton Review
  - No. 2 in Best Career Services
  - No. 7 in Top 25 Best Schools for Internships

**2020**
- The Princeton Review
  - No. 1 in Best Career Services
  - No. 9 in Top 25 Best Schools for Internships

**2021**
- The Princeton Review
  - No. 2 in Best Career Services
  - No. 3 in Top 25 Best Schools for Internships
  - U.S. News & World Report
    - No. 17 in Best Co-op/Internships

**2022**
- The Princeton Review
  - Greatest in Best Career Services
  - No. 3 in Top 25 Best Schools for Internships
  - U.S. News & World Report
    - No. 15 in Best Co-op/Internships

**2023**
- The Princeton Review
  - No. 1 in Best Career Services
  - No. 7 in Top 25 Best Schools for Internships
The Clemson Value
First Destination Survey Outcomes

Professional Status of Recent Graduates

- 70.26% employed full time (on average 30 hours or more per week)
- 20.24% enrolled in graduate school, professional school or continuing education
- 2.59% planning to continue education but not yet enrolled
- 2.11% employed part time (on average less than 30 hours per week)
- 0.85% serving in the United States Uniformed Services or United States Armed Forces
- 0.38% participating in a volunteer or service program (e.g., Peace Corps)
- 0.27% not seeking employment or continuing education at this time
- 3.30% seeking employment

97% of graduates are employed (full time, part time, Service, Armed Forces), continuing education, planning to continue education within six months of graduation or not seeking employment.

Destinations of Recent Graduates Jobs/Schools

- 44% South Carolina
- 54% Other U.S. States
- 2% International

Additional Top States
- 11.25% North Carolina
- 6.45% Georgia
- 3.03% Florida
- 2.84% Texas
- 2.50% Virginia
- 2.34% California
- 2.34% New York

n = 3,026
First Destination Survey Outcomes (cont.)

Reflecting on the Clemson Experience

96% of recent graduates are confident their resumes show marketable skills and experiences (consistent with the 2019-20 survey results)

93% of recent graduates feel prepared to interview for jobs and further educational opportunities (consistent with the 2019-20 survey results)

87% of recent graduates have/had a strategy for landing a job upon graduation or gaining admission to graduate/professional schools (consistent with the 2019-20 survey results)
First Destination Survey Outcomes (cont.)

Reported Participation in Experiential Education

Bachelor's Degree
1,904 respondents
- 68% completed at least one experience (n=1,299)
- 59% of those who completed at least one experience completed two or more experiences (n=763)

Graduate Degree
611 respondents
- 52% completed at least one experience (n=316)
- 62% of those who completed at least one experience completed two or more experiences (n=195)

Experiential Education at Clemson | A Snapshot

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Total CCPD Experiential Education Enrollment: 2,415</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT Course Enrollment:</td>
<td>1,055</td>
</tr>
<tr>
<td>Cooperative Education Course Enrollment:</td>
<td>1,360</td>
</tr>
<tr>
<td>Creative Inquiry Enrollment:</td>
<td>4,878</td>
</tr>
<tr>
<td>Other Campus Experiential Education Enrollment:</td>
<td>4,636</td>
</tr>
<tr>
<td>Total University Experiential Education Enrollment:</td>
<td>11,929</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Total CCPD Experiential Education Enrollment: 269</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT Course Enrollment:</td>
<td>241</td>
</tr>
<tr>
<td>Cooperative Education Course Enrollment:</td>
<td>28</td>
</tr>
<tr>
<td>Creative Inquiry Enrollment:</td>
<td>–</td>
</tr>
<tr>
<td>Other Campus Experiential Education Enrollment:</td>
<td>713</td>
</tr>
<tr>
<td>Total University Experiential Education Enrollment:</td>
<td>982</td>
</tr>
</tbody>
</table>

*The total University Experiential Education Enrollment now includes Creative Inquiry and other newly classified courses.
The CCPD Impact on the Student Experience

CCPD Total Contacts

- 14,736 workshop, meet-up, event and fair contacts (52%)
- 13,575 one-on-one counseling, site visits and employer interview contacts (48%)
- Total contacts within CCPD = 28,311

Persistence and Retention

Participation in Career Counseling and Workshops

The following percentages reflect the portion of graduating seniors each year who have utilized the CCPD services at least one time by the time they graduate.

- Visited CCPD
- Did not visit CCPD

82% of students who did not persist to graduation DID NOT participate in high impact interactions (career counseling, workshops or site visits) with the CCPD while enrolled, based on five-year study.
Preparing for Life After Clemson
Learn, Act, Flex, Succeed for Competency Development

Clemson Supports the Innovation of You

Who — You play the pivotal role, but Clemson will provide opportunities to develop skills essential to your success.

What — For these key competencies, Clemson has defined five proficiency levels: awareness, basic, intermediate, advanced and expert.

Where — While at Clemson, you will have opportunities to develop these competencies through classes, clubs, organizations, internships, co-ops, part-time jobs, assistantships, Creative Inquiry, research, study abroad, volunteering, special projects and more.

When — Take steps throughout your years at Clemson to increase your proficiency in multiple competencies. Lifelong development is encouraged.

How — You can go through the Learn, Act, Flex, Succeed cycle to gain proficiency in these or any other competencies.

Learn: I think about the problems I want to solve and what I need to learn to solve them.
Act: I’m willing to act, try and collaborate.
Flex: I see opportunities where others see defeat.
Succeed: There isn’t a standard definition for success and how to achieve it. I determine the journey.
How Clemson Students Measure Up

Competencies and Experiential Education
Site supervisors and mentors evaluate students based on a five-point proficiency scale. There were 827 total respondents.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Desired</th>
<th>Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>3.90</td>
<td>3.78</td>
</tr>
<tr>
<td>Adaptability</td>
<td>4.06</td>
<td>3.52</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>3.93</td>
<td>3.59</td>
</tr>
<tr>
<td>Leadership</td>
<td>4.11</td>
<td>3.44</td>
</tr>
<tr>
<td>Analytical Skills</td>
<td>3.92</td>
<td>3.48</td>
</tr>
<tr>
<td>Integrity and Ethics</td>
<td>4.26</td>
<td>3.81</td>
</tr>
<tr>
<td>Technology</td>
<td>4.01</td>
<td>3.50</td>
</tr>
<tr>
<td>Brand</td>
<td>4.20</td>
<td></td>
</tr>
</tbody>
</table>

Competencies and On-Campus Recruiting
Employers identify the minimum proficiency level desired for entry-level positions and demonstrated proficiency level of Clemson students interviewing for those opportunities. There were 515 respondents over a five-year study.
Theory to Practice | Growing in Confidence and Proficiency

Students completed a pre- and post-mock interview survey to indicate their confidence level with answering behavioral interview questions related to the competencies.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Pre-Mock</th>
<th>Post-Mock</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>3.82</td>
<td>4.41</td>
</tr>
<tr>
<td>Collaboration</td>
<td>4.23</td>
<td>4.64</td>
</tr>
<tr>
<td>Leadership</td>
<td>3.89</td>
<td>4.34</td>
</tr>
<tr>
<td>Adaptability</td>
<td>4.13</td>
<td>3.52</td>
</tr>
<tr>
<td>Analytical Skills</td>
<td>3.95</td>
<td>4.34</td>
</tr>
<tr>
<td>Technology</td>
<td>3.55</td>
<td>4.16</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>4.13</td>
<td>4.43</td>
</tr>
<tr>
<td>Integrity and Ethics</td>
<td>4.27</td>
<td>4.57</td>
</tr>
<tr>
<td>Brand</td>
<td>4.18</td>
<td>4.55</td>
</tr>
</tbody>
</table>

92% of students stated their counselor incorporated competencies into their counseling session.
Spread with various images of students working at their internships and meeting with potential employers.
University Professional Internship and Co-op Program (UPIC)
UPIC By the Numbers

The UPIC Program offers undergraduate students paid, mentored, on-campus professional learning experiences. Students have the opportunity to work with Clemson faculty and staff on real-world projects within intentional internships to prepare them for their future careers.

Total UPIC Internship Experiences | A Five-Year Snapshot

<table>
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<tbody>
<tr>
<td>Fall</td>
<td>391</td>
<td>339</td>
<td>379</td>
<td>360</td>
<td>375</td>
</tr>
<tr>
<td>Spring</td>
<td>388</td>
<td>354</td>
<td>392</td>
<td>372</td>
<td>393</td>
</tr>
<tr>
<td>Summer</td>
<td>113</td>
<td>208</td>
<td>177</td>
<td>210</td>
<td>204</td>
</tr>
<tr>
<td>Total</td>
<td>892</td>
<td>901</td>
<td>948</td>
<td>942</td>
<td>972</td>
</tr>
</tbody>
</table>

Site visits conducted by UPIC

- 894

Total number of hours worked by UPIC interns

- 189,280

College Breakdown of UPIC Experiences

- 15% College of Agriculture, Forestry and Life Sciences
- 7% College of Architecture, Arts and Humanities
- 28% College of Behavioral, Social and Health Sciences
- 13% College of Business
- 2% College of Education
- 27% College of Engineering, Computing and Applied Science
- 8% College of Science
Mentors and Students Share Their UPIC Experience

94% of UPIC interns rated the overall quality of their internship as “good” or “excellent” with being able to connect and apply their classroom knowledge with real-world experience.

98% of UPIC interns indicated their internship was “moderately relevant” or “very relevant” to helping them pursue their academic and career goals.

95% of UPIC interns indicated their internship provided the opportunity to grow in awareness of diversity, equity and inclusive excellence.
Cooperative Education Program
Cooperative Education Program | A Year in Review

The Cooperative Education Program (Co-op Program) is an academic engaged-learning program and is one of three units that comprise the Center for Career and Professional Development.

The Cooperative Education program provides students with an opportunity to work and learn under a mentor in their field of study over multiple rotations. The co-op student’s experience is closely monitored and evaluated by his or her co-op adviser throughout their participation in the program. Co-op assignments add a contextual dimension to the curriculum and challenge students to think critically and creatively as they engage in projects and responsibilities within the work setting. Through this program, companies serve as teaching partners of the University and the co-op experience becomes an integral part of the student’s education and professional development.

Students who complete the program graduate with significant full-time experience in their field. Many students receive offers for full-time employment from their co-op company upon graduation. The opportunity to build a pipeline to well-developed talent is one of the main reasons companies partner with the Cooperative Education Program.

For the past 11 years, the Co-op Program has experienced record-setting growth.

- 2010-11: 666 Co-op program enrollment
- 2021-22: 1,358 Co-op program enrollment

Most of these involved assisting new students as they considered the co-op assignments available to them and selected companies for interviews. This figure also includes the number of students in attendance of group meetings with their co-op adviser.

- 95% of students were satisfied with their co-op assignments
- 86% of students reported their co-op assignment had either “exceeded” or “substantially exceeded” their expectations
- 23% of students reported their assignments had “met expectations”
An Academic, Engaged-Learning Experience at Work

436 students seeking co-op assignments
275 companies participating in the Co-op Program
3,145 interviews took place during interview events
90% of students received offers

Almost all visits took place virtually due to the COVID-19 pandemic. These visits allowed the co-op staff to meet with company managers in order to maintain the teaching partner relationship between the company and the University. We look forward to resuming in-person site visits when it is appropriate to do so.

84% of surveyed co-op students who graduated in May of 2022 had accepted full-time positions or had been accepted to graduate school prior to graduation
88% of surveyed co-op students who graduated in May of 2022 had accepted full-time positions or had been accepted to graduate school prior to graduation, within a month after graduation
The Michelin Career Center
The CCPD Off-Campus Internship Experience

**Supervisor Evaluations**

- **96%**
  - of supervisors would hire a candidate similar to their Clemson intern
  - n = 284

- **85%**
  - of supervisors stated their Clemson intern was the same or better than interns from other institutions
  - n = 284

- **94%**
  - of mentors indicated they provided an opportunity for interns to grow in awareness of diversity, equity, and inclusive excellence
  - n = 284

**Student Evaluations**

- **95%**
  - of students rated the overall value of the internship as “excellent” or “good”
  - n = 348

- **98%**
  - of students rated the relationship between themselves and their supervisors as “excellent” or “good”
  - n = 348

- **99%**
  - of students rated their internship as being “very relevant” or “moderately relevant” to their academic and career goals
  - n = 315

- **94%**
  - of mentors indicated they provided an opportunity for interns to grow in awareness of diversity, equity, and inclusive excellence
  - n = 348
Recruiting at Clemson | CCPD Fairs and Employer Engagement

Career Fair Attendance by College

5,468

Total students attended. Based on registrations for all fair events including the Fall, Spring, Education and Construction Industry Career Fairs

- 1.7% College of Agriculture, Forestry and Life Sciences (8% of student body)
- 8.1% College of Architecture, Arts and Humanities (8% of student body)
- 4.4% College of Behavioral, Social and Health Sciences (16% of student body)
- 23.0% College of Business (22% of student body)
- 1.5% College of Education (8% of student body)
- 57.3% College of Engineering, Computing and Applied Science (26% of student body)
- 4.6% College of Science (12% of student body)

Career Fair Employer Registrations

Based on registrations for all fair events, including the Fall, Spring, Education and Construction Industry Career Fairs

<table>
<thead>
<tr>
<th>Year</th>
<th>Registrations</th>
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<tbody>
<tr>
<td>2017-18</td>
<td>805</td>
</tr>
<tr>
<td>2018-19</td>
<td>823</td>
</tr>
<tr>
<td>2019-20</td>
<td>891</td>
</tr>
<tr>
<td>2020-21</td>
<td>598</td>
</tr>
<tr>
<td>2021-22</td>
<td>646</td>
</tr>
</tbody>
</table>
Recruiting at Clemson | CCPD Fairs and Employer Engagement (cont.)

Career Fair Outcomes Survey
- 77% of respondents had at least one internship or job lead as a result of the fair (n = 466)
- 68% of respondents had at least one interview as a result of the fair (n = 411)
- 49% of respondents had at least one offer as a result of the fair (n = 296)

Online Postings Summary
- 10,764 full-time postings (58.1%)
- 7,319 off-campus internships and fellowships (39.5%)
- 453 part-time postings (2.4%)
- Total online postings: 18,536

ClemsonJobLink Postings by Location
- 16% West
- 16% Midwest
- 42% South
- 16% Northeast
- 1% International
- 1% No Location Specified
- Nationwide (U.S.) (Multiple locations throughout the U.S.)

Student Career Counseling Participation by College

- 88% Undergraduate students
- 11% Graduate students
- 1% First-year alumni
- Total one-on-one counseling interactions: 2,788

Career Ambassador Program (CAP)

Career ambassadors are student leaders who serve fellow students in the Center for Career and Professional Development. Through in-depth training and guidance in professional development, career ambassadors provide peer advising to undergraduate students on career-related topics. In addition, they provide a friendly face for both the Michelin Career Center and Clemson University to all patrons, including employers recruiting on campus during the Fall and Spring semesters. The career ambassadors not only help peers with items like resumes and cover letters during drop-in hours but also create resources and initiatives for the Center for Career and Professional Development that are utilized for years to come.

- 41% of drop-in appointments were facilitated by CAPs
- 15 career ambassadors for 2021-22
Career Counseling | Explore. Experience and Engage. Excel. (cont.)

**Post-Counseling Session Survey Results**

- **100%** of students were satisfied or very satisfied with their CCPD counseling session. 
  - **n = 1,023**

- **100%** of students who self-identify as being from underrepresented populations felt the CCPD provided a welcoming environment. 
  - **n = 160**

- **99%** of students left the CCPD with at least one new, professional resource. 
  - **n = 1,167**

- **99%** of students knew what their next steps were after concluding their counseling session. 
  - **n = 1,166**

- **92%** of students stated their counselor incorporated competencies into their counseling session. 
  - **n = 1,146**

- **99%** of students could articulate how skills, interests and values influence their career/major choices. 
  - **n = 125**
Engage to Empower through CCPD’s Career Resources

CCPD Events
Workshop and Other Fair/Event Breakdown by Class Year:

- 17% First-Year Students
- 17% Sophomores
- 20% Juniors
- 35% Seniors
- 10% Graduate Students
- 1% First-Year Alumni

203 Total workshops
5,887 Total workshop contacts
91 Total other fair/events
2,069 Total other fair/event contacts
Engage to Empower through CCPD’s Career Resources (cont.)

Career Closet
The Career Closet program was developed to provide a way for Clemson students to obtain clothing for job hunting. The clothing provided ranges from business casual to business professional attire. All of our clothing comes from donations given by members of the Clemson community. In addition to providing clothing, we also offer tips and interviewing advice at the Michelin Career Center to help build your professional brand. Students will be allowed to choose up to two items per semester, free of charge.
Our Corporate Sponsors
The Corporate Partner Program

The Corporate Partner Program is a special initiative of the Michelin Career Center, part of Clemson’s Center for Career and Professional Development, that provides specific opportunities to enhance an organization’s recruiting efforts and brand recognition on campus. Participants in this program will enjoy increased student awareness of their organization, multiple occasions to interact with specific student demographics, personal introductions and connections with key faculty, and professional assistance developing effective recruiting strategies and programming.

Platinum

Gold

Silver