CENTER FOR CAREER AND PROFESSIONAL DEVELOPMENT
ANNUAL REPORT 2019-20

#2 BEST CAREER SERVICES
Princeton Review 2021 Rankings

#9 BEST SCHOOLS FOR INTERNSHIPS
Princeton Review 2020 Rankings
CLEMSON SUPPORTS THE INNOVATION OF YOU

<table>
<thead>
<tr>
<th>ENGAGEMENT</th>
<th>Communication</th>
<th>Collaboration</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>INNOVATION</td>
<td>Adaptable</td>
<td>Analytical Skills</td>
<td>Technology</td>
</tr>
<tr>
<td>PROFESSIONALISM</td>
<td>Self-awareness</td>
<td>Integrity and Ethics</td>
<td>Brand</td>
</tr>
</tbody>
</table>

**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 multiples 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.
LETTER FROM OUR EXECUTIVE DIRECTOR

2020 has left an indelible mark on higher education. Social adaptations necessitated by a global pandemic, the national outcry for racial equity, the economic impact of rampant unemployment — all of these have forced universities to transform the educational experience for students. While navigating such radical change is trying on many levels, some positive outcomes (particularly online service delivery) will balance the costs. The information shared in the following pages can’t fairly be compared with data from previous years — a 2020 asterisk is absolutely warranted. But it is erroneous to consider these differences as signs of failure; they are actually evidence of how the staff of the Center for Career and Professional Development pivoted to new ways of engaging with students and employers with astounding agility.

For the seventh consecutive year, the Princeton Review included Clemson University among the top five schools in the country for Career Services, ranking the Tigers No. 2 this year. While such national recognition is gratifying, the primary takeaway is that Clemson students are being served well because the rankings are based on their feedback. As the data in this report show, students who visit the CCPD for assistance are leaving well prepared and highly satisfied with the experience, which is a testament to the staff who ensure each visitor receives exceptional attention and service.

The CCPD has always endeavored to help students translate their educational experience at Clemson into desirable post-college opportunities. To augment this process, the CCPD began integrating nine core competencies (communication, collaboration, leadership, adaptability, analytical skills, technology, self-awareness, integrity and ethics, and brand) into every interaction with students. Five years later, Clemson continues to be a national leader in the competency conversation, and in incorporating competency development in the classroom, experiential education assignments and co-curricular activities. The effort has required extensive time and continual effort on the part of CCPD staff, but the outcome for students has been tremendous.

The list of offices and departments who have partnered with the CCPD to deliver tailored programming to specific student populations is too long to include here, but it is a point of pride 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 especially grateful for those colleagues who assisted with programming to help students better understand the competencies they are obtaining, those who worked to create a campuswide mentoring platform, and those who imagined a multi-year career development program for students on the autism spectrum. We are grateful for the gifts, passion and dedication of these fellow stakeholders, but we are most appreciative of the hardworking students without whom all our efforts would be meaningless. This report is dedicated to them.

NEIL BURTON, PH.D.
Executive Director
Center for Career and Professional Development

OUR VISION AND MISSION

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.

99.7% of students who self-identify as being from underrepresented populations felt the CCPD provided a welcoming environment.
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.

FULL-TIME JOB SERVICES
On-campus Interviews (OCI)
Job Postings (Non-OCI)
Employer Information Sessions

PART-TIME JOB SERVICES
The Part-time Jobs Program helps Clemson students obtain off-campus and on-campus part-time, temporary, seasonal and summer employment while at Clemson. All employers post their positions in ClemsonJobLink.

CAREER FAIRS AND EVENTS
The center offers a series of special events throughout the academic year like the Part-Time Job Fair, university biannual career fairs, Construction Industry Fair and the Education Career Fair.

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.

CLEMONJOBLINK
ClemsonJobLink is Clemson University’s online recruiting system for students and employers to connect. Students can apply to part-time jobs, internships, full-time job postings and on-campus interviews as well as research employers attending career fairs.
“The students were very prepared and did great research. We’ve hired a lot of great Clemson grads in the past and are excited to hire more!”

— Employer Participating in On-Campus Interviews Through the Michelin Career Center
First Destination Survey

Survey Results
45.6% Response Rate with 2,728 Total Respondents

- 94% of recent graduates are confident their resumes show marketable skills and experiences (Consistent with the 2017-18 survey results)
- 91% of recent graduates feel prepared to interview for jobs and further educational opportunities (Consistent with the 2017-18 survey results)
- 86% of recent graduates have/had a strategy for landing a job upon graduation or gaining admission to graduate/professional schools (Consistent with the 2017-18 survey results)

Destinations of Recent Graduates (Job/School)
2,188 Total Respondents

- 90% of graduates are employed, continuing or planning to continue their education, or not currently seeking employment within an average of six months after graduation

Breakdown of data is as follows: 61.92% employed full time, 19.98% enrolled in graduate/professional school or continuing education, 3.45% planning to continue education but not yet enrolled, 2.37% employed part time, 0.86% serving in the U.S. Uniformed Services or U.S. Armed Forces, 0.60% participating in volunteer or service program (e.g., Peace Corps), 0.56% not seeking employment or continuing education at this time, 10% seeking employment
REPORTED PARTICIPATION IN EXPERIENTIAL EDUCATION

**BACHELOR’S DEGREES**

<table>
<thead>
<tr>
<th>Class of 2014-15</th>
<th>Class of 2015-16</th>
<th>Class of 2016-17</th>
<th>Class of 2017-18</th>
<th>Class of 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,371 Total Respondents</td>
<td>1,606 Total Respondents</td>
<td>1,536 Total Respondents</td>
<td>1,891 Total Respondents</td>
<td>1,843 Total Respondents</td>
</tr>
<tr>
<td>70.02% completed at least one experience</td>
<td>72.60% completed at least one experience</td>
<td>72.59% completed at least one experience</td>
<td>71.97% completed at least one experience</td>
<td>73.03% completed at least one experience</td>
</tr>
<tr>
<td>59.18% of those that completed at least one experience completed two or more experiences</td>
<td>63.41% of those that completed at least one experience completed two or more experiences</td>
<td>62.60% of those that completed at least one experience completed two or more experiences</td>
<td>62.11% of those that completed at least one experience completed two or more experiences</td>
<td></td>
</tr>
</tbody>
</table>

**GRADUATE DEGREES**

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<thead>
<tr>
<th>Class of 2014-15</th>
<th>Class of 2015-16</th>
<th>Class of 2016-17</th>
<th>Class of 2017-18</th>
<th>Class of 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>409 Total Respondents</td>
<td>507 Total Respondents</td>
<td>439 Total Respondents</td>
<td>609 Total Respondents</td>
<td>566 Total Respondents</td>
</tr>
<tr>
<td>53.55% completed at least one experience</td>
<td>60.16% completed at least one experience</td>
<td>51.03% completed at least one experience</td>
<td>53.37% completed at least one experience</td>
<td>55.48% completed at least one experience</td>
</tr>
<tr>
<td>55.74% of those that completed at least one experience completed two or more experiences</td>
<td>52.23% of those that completed at least one experience completed two or more experiences</td>
<td>60.31% of those that completed at least one experience completed two or more experiences</td>
<td>62.10% of those that completed at least one experience completed two or more experiences</td>
<td></td>
</tr>
</tbody>
</table>
CLEMSON GRADUATE SALARY OUTCOMES
UNDERGRADUATE MEDIAN SALARY OUTCOMES OVER TIME

$90,000 Hit Rates for Each Year After Graduation
$80,000 Year 1 24%
Year 2 24%
Year 3 23%
Year 4 22%
Year 5 20%
Year 6 19%
Year 7 17%
Year 8 15%
Year 9 13%
Year 10 11%

$70,000
Year 1 24%
Year 2 23%
Year 3 22%
Year 4 21%
Year 5 20%
Year 6 18%
Year 7 17%
Year 8 15%
Year 9 13%
Year 10 11%

$60,000
Year 1 24%
Year 2 23%
Year 3 22%
Year 4 21%
Year 5 20%
Year 6 18%
Year 7 17%
Year 8 15%
Year 9 13%
Year 10 11%

$50,000
Year 1 24%
Year 2 23%
Year 3 22%
Year 4 21%
Year 5 20%
Year 6 18%
Year 7 17%
Year 8 15%
Year 9 13%
Year 10 11%

$40,000
Year 1 24%
Year 2 23%
Year 3 22%
Year 4 21%
Year 5 20%
Year 6 18%
Year 7 17%
Year 8 15%
Year 9 13%
Year 10 11%

$30,000
Year 1 24%
Year 2 23%
Year 3 22%
Year 4 21%
Year 5 20%
Year 6 18%
Year 7 17%
Year 8 15%
Year 9 13%
Year 10 11%

$20,000
Year 1 24%
Year 2 23%
Year 3 22%
Year 4 21%
Year 5 20%
Year 6 18%
Year 7 17%
Year 8 15%
Year 9 13%
Year 10 11%

$10,000
Year 1 24%
Year 2 23%
Year 3 22%
Year 4 21%
Year 5 20%
Year 6 18%
Year 7 17%
Year 8 15%
Year 9 13%
Year 10 11%

$0
Year 1 24%
Year 2 23%
Year 3 22%
Year 4 21%
Year 5 20%
Year 6 18%
Year 7 17%
Year 8 15%
Year 9 13%
Year 10 11%

1 2 3 4 5 6 7 8 9 10
Years After Graduation

$120,000
Hit Rates for Each Year After Graduation
$110,000 Year 1 27%
Year 2 26%
Year 3 24%
Year 4 22%
Year 5 20%
Year 6 18%
Year 7 17%
Year 8 15%
Year 9 14%
Year 10 12%

$110,000
$100,000
$90,000
$82,000
$80,000
$70,000
$65,000
$60,000

$65,000

GRADUATE MEDIAN SALARY OUTCOMES OVER TIME

1 2 3 4 5 6 7 8 9 10
Years After Graduation

* In 2019, Clemson and Equifax collaborated to collect and analyze data on Clemson graduates from 2003-19. This report includes additional data of those students matched from the National Student Clearing House. Other Alumni refers to students who were accepted but enrolled and graduated from another peer institution. Data is limited to only employers that participate in Equifax’s data collection process. Therefore, the hit records (number of matched records) and hit rate (matched records divided by the total submitted records) may differ for each data point.
**VALUE OF THE CLEMSON DEGREE**

**UNDERGRADUATE MEDIAN EARNINGS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Peer Institutions</th>
<th>Clemson Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24%</td>
<td>11%</td>
</tr>
<tr>
<td>2</td>
<td>24%</td>
<td>16%</td>
</tr>
<tr>
<td>3</td>
<td>23%</td>
<td>24%</td>
</tr>
<tr>
<td>4</td>
<td>22%</td>
<td>25%</td>
</tr>
<tr>
<td>5</td>
<td>20%</td>
<td>19%</td>
</tr>
<tr>
<td>6</td>
<td>19%</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Hit Rates for Each Year After Graduation**

**GRADUATE MEDIAN EARNINGS**

<table>
<thead>
<tr>
<th>Year</th>
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<td>27%</td>
<td>34%</td>
</tr>
<tr>
<td>2</td>
<td>26%</td>
<td>33%</td>
</tr>
<tr>
<td>3</td>
<td>24%</td>
<td>31%</td>
</tr>
<tr>
<td>4</td>
<td>22%</td>
<td>29%</td>
</tr>
<tr>
<td>5</td>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td>6</td>
<td>18%</td>
<td>16%</td>
</tr>
</tbody>
</table>

**Hit Rates for Each Year After Graduation**

**OUT-OF-STATE RESIDENCY ANALYSIS**

23% of out-of-state student graduates are employed in South Carolina five years after graduation.
“I am aware of the next steps I need to take and confident in my abilities to perform those steps.”

— CCPD Student
COMPETENCY OUTCOMES

COMPETENCIES AND EXPERIENTIAL EDUCATION

975 TOTAL RESPONDENTS

Site supervisors and mentors evaluate students based on a five-point proficiency scale

<table>
<thead>
<tr>
<th>Competency</th>
<th>Pre-Mock Interview</th>
<th>Post-Mock Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>3.84</td>
<td>4.39</td>
</tr>
<tr>
<td>Collaboration</td>
<td>4.04</td>
<td>4.53</td>
</tr>
<tr>
<td>Leadership</td>
<td>3.65</td>
<td>4.40</td>
</tr>
<tr>
<td>Adaptability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analytical Skills</td>
<td>3.92</td>
<td>4.41</td>
</tr>
<tr>
<td>Technology</td>
<td>3.97</td>
<td>4.27</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>3.91</td>
<td>4.52</td>
</tr>
<tr>
<td>Integrity and Ethics</td>
<td>4.26</td>
<td>4.50</td>
</tr>
<tr>
<td>Brand</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Employers identify the minimum proficiency level desired for entry-level positions and demonstrated proficiency level of Clemson students interviewing for those opportunities

COMPETENCIES AND ON-CAMPUS RECRUITING

65 TOTAL RESPONDENTS

Desired Level

<table>
<thead>
<tr>
<th>Competency</th>
<th>Desired Level</th>
<th>Demonstrated Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>3.80</td>
<td>3.68</td>
</tr>
<tr>
<td>Collaboration</td>
<td>3.68</td>
<td>3.73</td>
</tr>
<tr>
<td>Leadership</td>
<td>3.30</td>
<td>3.92</td>
</tr>
<tr>
<td>Adaptability</td>
<td>3.73</td>
<td>3.79</td>
</tr>
<tr>
<td>Analytical Skills</td>
<td>3.66</td>
<td>3.73</td>
</tr>
<tr>
<td>Technology</td>
<td>3.53</td>
<td>3.61</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>3.53</td>
<td>3.94</td>
</tr>
<tr>
<td>Integrity and Ethics</td>
<td>3.98</td>
<td>3.94</td>
</tr>
<tr>
<td>Brand</td>
<td>3.15</td>
<td>3.64</td>
</tr>
</tbody>
</table>

COMPETENCIES AND CAREER COUNSELING

2,004 TOTAL POST-COUNSELING SURVEY RESPONDENTS

87% of students stated their counselor incorporated competencies into their counseling session

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>Total Respondents</th>
<th>Communication</th>
<th>Collaboration</th>
<th>Leadership</th>
<th>Adaptability</th>
<th>Analytical Skills</th>
<th>Technology</th>
<th>Self-Awareness</th>
<th>Integrity and Ethics</th>
<th>Brand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Mock Interview</td>
<td>109</td>
<td>3.69</td>
<td>4.16</td>
<td>3.89</td>
<td>4.05</td>
<td>3.91</td>
<td>3.76</td>
<td>3.92</td>
<td>4.06</td>
</tr>
<tr>
<td>Post-Mock Interview</td>
<td>105</td>
<td>4.39</td>
<td>4.53</td>
<td>4.40</td>
<td>4.49</td>
<td>4.41</td>
<td>4.27</td>
<td>4.5</td>
<td>4.52</td>
</tr>
</tbody>
</table>
“[My intern] has been absolutely phenomenal. Many of our successes are directly related to work she has assisted with her during her position. I have no doubt she will succeed in all future endeavors.”

— CU Intern Supervisor
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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Did not visit CCPD</th>
<th>Visited CCPD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>26.8%</td>
<td>73.2%</td>
</tr>
<tr>
<td>2012-13</td>
<td>22.2%</td>
<td>77.8%</td>
</tr>
<tr>
<td>2013-14</td>
<td>20.4%</td>
<td>79.6%</td>
</tr>
<tr>
<td>2014-15</td>
<td>20.7%</td>
<td>79.4%</td>
</tr>
<tr>
<td>2015-16</td>
<td>13.0%</td>
<td>87.0%</td>
</tr>
<tr>
<td>2016-17</td>
<td>17.0%</td>
<td>83.0%</td>
</tr>
<tr>
<td>2017-18</td>
<td>17.0%</td>
<td>83.0%</td>
</tr>
<tr>
<td>2018-19</td>
<td>22.0%</td>
<td>78.0%</td>
</tr>
<tr>
<td>2019-20</td>
<td>18.0%</td>
<td>82.0%</td>
</tr>
</tbody>
</table>

In a five-year study of students who did not persist to graduation: 78% of those students DID NOT participate in high impact interactions (career counseling, workshops or site visits) with the CCPD while enrolled.

TOTAL CCPD CONTACTS

One-on-One Counseling, Site Visits and Employer Interview Contacts: 15,185
Workshops, Meet-Ups, Event, Career Closet and Fair Contacts: 18,597

Total contacts within CCPD in 2019-20: 33,782
“This internship has helped me develop my interpersonal skills, technical skills and showed me how to be a great leader, all of which will be of great help for me in my future endeavors.”

— Off-Campus Student Intern
EXPERIENTIAL EDUCATION

STUDENT ENROLLMENT IN EXPERIENTIAL EDUCATION

UNDERGRADUATE

954 + 1,259 = 2,213

4,073 = 6,286

GRADUATE

255 + 62 = 317

807 = 1,124

SUPERVISOR EVALUATIONS (271 TOTAL RESPONDENTS)

90% of supervisors would hire a candidate similar to their Clemson intern

82% of supervisors stated their Clemson intern was the same or better than interns from other institutions

STUDENT EVALUATIONS (81 TOTAL RESPONDENTS)

95% of students rated the overall value of the internship as “Excellent” or “Good”

99% of students rated the relationship between themselves and their supervisors as “Excellent” or “Good”

96% of students rated their internship as being “Very relevant” or “Moderately relevant” to their academic and career goals

CCPD OFF-CAMPUS INTERNSHIP PROGRAM OUTCOMES

STUDENT EVALUATIONS (81 TOTAL RESPONDENTS)

INT Course Enrollment
Cooperative Education Course Enrollment
Other Campus Experiential Education Enrollment

Total CCPD Experiential Education Enrollment
Total University Experiential Education Enrollment*

*The total University Experiential Education Enrollment now includes Creative Inquiry and other newly classified courses

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Total University Experiential Education Enrollment*

*The total University Experiential Education Enrollment now includes Creative Inquiry and other newly classified courses
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 that prepare them for their future careers.

“During this internship, I became more self-aware of both my personal and professional goals. I learned to work alongside a team of other interns, as well as my mentor, and realized the importance of communication and collaboration.”

— UPIC Student Intern
EXPERIENTIAL EDUCATION

TOTAL UPIC INTERNSHIP EXPERIENCES

SINCE THE PROGRAM’S INCEPTION

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>N/A</td>
<td>74</td>
<td>87</td>
<td>303</td>
<td>290</td>
<td>346</td>
<td>391</td>
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<td>Spring</td>
<td>20</td>
<td>78</td>
<td>206</td>
<td>349</td>
<td>342</td>
<td>373</td>
<td>388</td>
<td>354</td>
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<td>Summer</td>
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<td>71</td>
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<td>197</td>
<td>224</td>
<td>192</td>
<td>113</td>
<td>208</td>
<td>177</td>
</tr>
<tr>
<td>TOTAL</td>
<td>53</td>
<td>223</td>
<td>489</td>
<td>849</td>
<td>856</td>
<td>911</td>
<td>892</td>
<td>901</td>
<td>948</td>
</tr>
</tbody>
</table>

COLLEGE BREAKDOWN OF UPIC EXPERIENCES

- 30.8% College of Agriculture, Forestry and Life Sciences
- 24.5% College of Architecture, Arts and Humanities
- 17.2% College of Behavioral, Social and Health Sciences
- 11.7% College of Business
- 7.0% College of Education
- 7.7% College of Engineering, Computing and Applied Sciences
- 1.1% College of Science

UPIC PROGRAM OUTCOMES

- 153,920 Total number of hours worked by UPIC interns
- 877 Total number of site visits conducted by UPIC staff
- 23% of UPIC interns identify as a member of an underrepresented ethnicity

- 98% of UPIC interns were able to explain the significance of their internship experience in relation to their future career goals as defined by identifying a list of specific companies or professions in which they are interested in pursuing
- 95% 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
“I’ve learned so much in my co-op assignment, and I have a much better understanding of the material from my classes. My mentor is a great teacher, and she’s helping me to develop as an engineer through the projects she’s assigned. She has given me an extensive project list over my first two rotations, and I can’t wait to see what I will be working on in my next rotation this fall.”

— Mechanical Engineering Co-op Student
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.

**COOPERATIVE EDUCATION PROGRAM STATS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Co-op Program Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>866</td>
</tr>
<tr>
<td>2019-20</td>
<td>1,313</td>
</tr>
</tbody>
</table>

*This figure is below that of recent years and reflects the impact of the COVID-19 pandemic.*

- 52% record-setting increase in Co-op program enrollment
- 95% of students were satisfied with their co-op assignments
- 69% reported their co-op assignment had either “Exceeded” or “Substantially Exceeded” their expectations
- 26% reported their assignments had “Met Expectations”
- 5% reported their assignments had “Room to Improve”

4,754 advising sessions took place between students and their co-op advisers. Most of these involved assisting new students as they considered the co-op assignments available to them and selected companies for interviews. This figure also includes the number of students in attendance of group meetings with their co-op adviser.
“It’s amazing how much I learned during this rotation and how much more I understand about my discipline. My co-op company is great. I’m already doing highly technical work that entry-level electrical engineers do, and it’s just my second rotation.”

— Electrical Engineering Co-op Student

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 program provides students with an opportunity to work and learn under a mentor in their field of study over multiple rotations.
virtual and in-person site visits were conducted by the co-op advisers as a way to monitor and evaluate the co-op students while on assignment, which allowed the co-op staff to meet with company managers in order to maintain the teaching partner relationship between the company and the university. Almost all of these visits took place in a virtual setting this year due to the COVID-19 pandemic. We look forward to resuming in-person site visits when it’s appropriate to do so.
“[Clemson students were] very professional! Always love coming to Clemson!”

— Clemson Employer After On-Campus Interview
EMPLOYER RELATIONS: RECRUITING

ONLINE POSTINGS SUMMARY

- Full-time jobs: 3,691 (63.7%)
- Off-campus internships and fellowships: 1,801 (31.1%)
- Part-time jobs: 304 (5.2%)

Total online postings: 5,796

CLEMSONJOBLINK POSTINGS BY LOCATION

- Positions can be assigned to multiple locations or no locations

- 2.7% Nationwide (U.S.)
- 2.6% No Location Specified
- 10.0% West
- 15.0% Midwest
- 57.6% South
- 11.8% Northeast
- 0.7% International

ON-CAMPUS INTERVIEWS

<table>
<thead>
<tr>
<th>Students</th>
<th>Employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>3,585</td>
</tr>
<tr>
<td>2016-17</td>
<td>3,168</td>
</tr>
<tr>
<td>2017-18</td>
<td>3,448</td>
</tr>
<tr>
<td>2018-19</td>
<td>3,371</td>
</tr>
<tr>
<td>2019-20</td>
<td>3,176</td>
</tr>
</tbody>
</table>

In March 2020, the university moved to remote operations due to COVID-19. Additionally, many employers are unable to conduct on-campus visits.
“Attending the Career Fair was a great opportunity to improve my network and practice socializing with hiring managers and understand what companies do and what they’re looking for in a candidate.”

— Clemson Student Career Fair Attendee
Employer Relations: Career Events

Career Fair Attendance by College

- College of Agriculture, Forestry and Life Sciences (8.5% of students study this area)
- College of Architecture, Arts and Humanities (7.7% of students study this area)
- College of Behavioral, Social and Health Sciences (16.0% of students study this area)
- College of Business (19.7% of students study this area)
- College of Education (7.2% of students study this area)
- College of Engineering, Computing and Applied Sciences (27.8% of students study this area)
- College of Science (12.8% of students study this area)
- Interdisciplinary (0.3% of students study this area)

Total students attended: 6,701
Based on registrations for all fair events including the fall, spring, education and construction industry career fairs

Increase since last year: 5%

Career Fair Employer Registrations

- Increase over the last five years: 20%
- Based on combined registrations from fall and spring universitywide, education and construction industry career fairs

<table>
<thead>
<tr>
<th>Year</th>
<th>Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>742</td>
</tr>
<tr>
<td>2016-17</td>
<td>837</td>
</tr>
<tr>
<td>2017-18</td>
<td>805</td>
</tr>
<tr>
<td>2018-19</td>
<td>903</td>
</tr>
<tr>
<td>2019-20</td>
<td>891</td>
</tr>
</tbody>
</table>

Career Fair Outcomes Survey and Part-Time Job Fair

- 900 total survey respondents

- 74% of students attending the Career Fair left with at least one to two internship or job leads
- 66% of students attending the Career Fair had at least one to two interviews

Total student attendees at the Part-Time Job Fair: 135
Total on- and off-campus employers at the Part-Time Job Fair: 34
“I feel like I know what my next steps are now in looking for an internship, more resources that I’m able to use and how I can improve my resume to maximize my opportunities.”

— Student Career Counseling Survey Response
STUDENT CAREER COUNSELING PARTICIPATION BY COLLEGE

- College of Agriculture, Forestry and Life Sciences (8.5% of students study this area)
- College of Architecture, Arts and Humanities (7.7% of students study this area)
- College of Behavioral, Social and Health Sciences (16.0% of students study this area)
- College of Business (19.7% of students study this area)
- College of Education (7.2% of students study this area)
- College of Engineering, Computing and Applied Sciences (27.8% of students study this area)
- College of Science (12.8% of students study this area)
- Interdisciplinary (0.3% of students study this area)
- Other

3,865 total one-on-one career counseling interactions

- Undergraduate students (85.1%)
- Graduate students (13.4%)
- First-year & Alumni (1.5%)

CAREER AMBASSADOR PROGRAM (CAP)
Trained peers to review resumes, cover letters and provide basic internship and job search tips

114% increase in CAP growth over five years

2015-16 7
2016-17 9
2017-18 11
2018-19 15
2019-20 15

POST COUNSELING SESSION SURVEY RESULTS

- 2,004 TOTAL RESPONDENTS
- 99% of students were “Satisfied” or “Very Satisfied” with their CCPD counseling session
- 99% of students knew what their next steps were after concluding their counseling session
- 98% of students left the CCPD with at least one new, professional resource

DROP-IN WAIT TIME
- 1,234 TOTAL RESPONDENTS
- 91% of students waited ten minutes or less to meet with a counselor

CAREER ASSESSMENT SURVEY
- 252 TOTAL RESPONDENTS
- 100% of students could articulate how skills, interests and values influence their career and major choices
“As a result of my career counseling, I now know of the numerous resources available to me for choosing a major and the different careers that correspond with them.”

— Student Career Counseling Survey Response
WORKSHOPS AND MEET-UPS

IN 2019-20, WORKSHOP CATEGORIES WERE REDEFINED FOR BETTER EVALUATION OF SERVICES

- Workshops facilitated by CCPD for undergraduate students: 60%
- Workshops facilitated by CCPD for graduate students: 15%
- Workshops facilitated by CCPD for undergraduate students requested by faculty, student organizations or other departments: 12%
- Workshops facilitated by CCPD for graduate students requested by faculty, student organizations or other departments: 8%
- Small group information sessions facilitated by CCPD followed by individual counseling: 5%

GRADUATE STUDENT WORKSHOP FEEDBACK

164 TOTAL RESPONDENTS

- Freshman: 25%
- Sophomores: 19%
- Juniors: 14%
- Seniors: 29%
- First-Year Alumni: 12%
- Graduate Students: 0.2%

Number of attendees who felt knowledgeable about the topic:

- Before attending the workshop: 69%
- After attending the workshop: 99%

99% of attendees found information presented at workshop to be useful

100% of attendees would recommend CCPD’s services to a fellow student
CAREER RESOURCES

ACCOUNTS AND ONLINE RESOURCES

CLEMSONJOBLINK

- **994** Total number of new employer accounts
- **7,808** Total number of new student accounts

CAREERSHIFT (WEB CRAWLER RESOURCE)

- **1,146** Total number of student users
- **71,612** Total number of internship and job searches
- **295** Total number of inventories taken by students interpreted by counselors

STRONG INTEREST INVENTORY

INTERVIEW SERVICES

- **253** Total number of mock interviews conducted
  - **54%** conducted in person
  - **46%** conducted virtually

CAREER CLOSET

*FREE PROFESSIONAL CLOTHING FOR STUDENTS; PARTNERSHIP WITH CLEMSON UNIVERSITY STUDENT GOVERNMENT*

- **681** Total number of student visits

- **72.4%** Percentage of total undergraduate student contacts
- **18.9%** Percentage of total graduate student contacts
- **8.7%** Percentage of first-year alumni contacts