2016-2017 Annual Report

Prepared by the Career & Professional Development Center Leadership Team

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Vision
During the 2016-17 year, the Career & Professional Development Center team implemented the first year of its’ multi-year strategic plan with specific goals and a timeline for implementation and completion. This process refined and consolidated our departmental core objectives. Our primary goal in our strategic planning was to ensure that our Career & Professional Development Center’s goals aligned with our mission and vision.

Mission Statement
“Career & Professional Development Center prepares University of Utah students and alumni to achieve their career and professional goals. We do this through individualized career planning, impactful employer interactions, alumni engagement, and internship coordination in partnership with academic departments and industry stakeholders.”

Six Departmental Core Objectives
1. Create a campus where all students see the tangible future because they understand and engage in the career planning process – early and often.
2. Create the premier collegiate recruiting destination for employers who offer quality opportunities for our students and alumni.
3. Create a career culture at the University of Utah where every faculty and staff member engages in career development.
4. Create a lifetime relationship of connectedness to the University of Utah from alumni and the community.
5. Realize operational excellence to maximize resources
6. Create value proposition for all stakeholders to engage with Career Services
I. DEPARTMENTAL CORE OBJECTIVES

I. Core Objective #1: Student Interactions

“Create a campus where all students see the tangible future because they understand and engage in the career planning and decision-making process – early and often.”

a. Alignment with Student Affairs Objective #1

Develop students as a whole through the cultivation and enrichment of the body, mind and spirit.

b. Programs, Services & Initiatives

Current research data in career development literature, along with benchmarking best practices, and white paper research of Career Services national professional association strongly indicates that early engagement in career planning and decision making strategies have a significant impact on overall student success. Specifically, students who know and understand the career exploration and decision making process tend to make better informed career decisions, resulting in an enhanced desire to enter and complete an academic program of study that is congruent both in self-interests, and desired career outcomes. Career education activities, such as 1:1 career coaching/advising, self-discovery via interest inventories, career classes, and career exploration via employer events or information sessions all can be impactful. However, student’s awareness of such programs and resources are often limited. The focus on Student Interaction as a key activity is at the heart of our Career Services Mission.

i. Goals and Outcomes

1. Focus on programming and engagement for first- and second-year students to create awareness and credibility for career services programs and resources.

Several initiatives have been implemented to help address this goal. CPDC has increased student awareness and credibility for our center through an increased presence at new Student orientation. During the summer, out of the 12 colleges in which we engage with students, we had a physical presence during the college-break out session for 8 colleges, as well as materials and information in at least 1 additional college. We also engaged with approximately 500 students and parents through our Orientation Break out session. Additional efforts to create awareness and credibility for our resources and programs to first year and transfer students were initiated through tabling and open houses through New Student & Transfer Orientations.

This goal has also been addressed through the creation of an on-line e-learning module in collaboration with the College of Social and Behavioral Science and undergraduate Studies. This module will contain information on our Center as well as educate sophomores on professional development. It is expected to pilot
this program with 2nd year Social Behavioral Science students in the Spring of 2018. With a successful implementation, we hope that expanding this course will enable us to reach our intended goal of creating a mandatory touch point for all 2nd year students via individual career coaching, on-line courses, or workshops/programs.

Additionally, we identified through focus groups that students desire programs that are tailored to their specific identity. Therefore, to increase engagement with first- and second-year students we modified our general workshops to be college-specific. Each coach presented at least 1 college-specific program to their assigned populations, such as “Articulating your Skills as a Humanities Major”. Coaches have collaborated with faculty and staff in their respective colleges to increase engagement of all stakeholders and create need-based programming towards a target market.

We have also created marketing materials specifically for first- and second-year students to showcase the value of attending programs and events at all stages of career development. For example, an article was printed in The Daily Chronicle on the benefit of attending the Graduate School Fairs as a first- or second-year student.

Outcomes:
• By Spring 2018, launch pilot for an on-line career class/e-learning modules for 2nd year SBS students to enhance their career development and raise awareness of CPDC resources
• By Summer 2018, refine modules as needed, with a plan to require this as an institutional mandate in partnership with ASUU
• By Fall 2017, Launch a Career and Major Exploration Living Learning Community in collaboration with HRE and University College for students who are living on campus
• By Fall 2016, each coach will develop an individual outreach and communication strategy to reach first year students in their College and implement college-specific programming
• By Fall 2017, all entering first year and transfer students have an awareness of CPDC and its services through interactions at New Student Orientation

2. Expand awareness of Career & Professional Development Center resources and increase engagement/participation/outreach for the following specific populations: international students, graduate students, LGBTQ students, first generation students, low SES students, students of color.
During the fall of 2016, the CPDC conducted a series of student focus groups with the intention of learning more about student’s awareness of CPDC resources. The focus groups consisted on freshmen and sophomores in student leadership roles. These students shared their perceptions of the CPDC and introduced barriers to their engagement.
The CPDC also supported students of various specific populations through attending outreach events such as the Gay-La, Black Lives Matter, and support events for Undocumented/DACA students. The CPDC continues to support students through representation at events and in our office.

In the fall 2016, the CPDC joined with the Center for Disability and Access to form a task force designed to enhance visibility and services to students with disabilities. During the year the task force increased awareness of CPDC services through increased marketing in the CDA. We have also increased our accessibility by providing a contact on our homepage for accessibility requests.

In order to meet students where they are and increase our engagement with additional student populations, the CPDC has increased their office hours in student-centered departments such as the Veteran Support Center and the Center for Ethnic Student Affairs.

The CPDC has also increased their programming with a variety of additional departments including participation in Upward Bound with TRIO, New Student Bash with the American Indian Resource Center, and Career Fair prep for the Center for Disability and Access. Career Coaches each have a liaison role with SA Offices to conduct outreach and generate opportunities for more targeted student interactions with the CPDC.

During the spring 2016, the CPDC began tracking the utilization of students who engaged with Career Services resources to indicate which student populations may be underserved through an underutilization of the CPDC.

**Outcomes:**
- Starting Fall 2016, better conduct assessment of students using our office
  - Create inventory of individual coaches individual student interactions and where each coach should focus on outreach and communication to focus marketing (i.e. are more freshmen seeing us? Are students of color coming in? Certain majors?)
  - In December 2016 & May 2017, conduct informal assessment and analysis semester-ly based on overall utilization
- Increase awareness and engagement of the CPDC by students of diverse populations through increased programming with liaison departments
- Enhance presence on campus through marketing our office hours in departments which represent students who are underutilizing the CPDC

3. **Create increased awareness of and a variety of avenues for students to engage internships and experiential opportunities.**

Work has continued on defining the internship standard for the University of Utah over the past year. This work has generated increased partnerships with academic departments and continues to fostering more internship opportunities for students. Chiefly, collaboration with academic departments has increased conversations
and resources to clarify what academic and learning elements should be part of any “for credit” internship experience. Many Colleges are now working closely with our Internship Coordinator to create course descriptions and even hiring Internship Coordinator’s for their College. Using the data from the Graduating Student Form we can more accurately measure students who are reporting internship experiences. Coaches have created workshops for students interested in internships, offered to help supervise internship experiences with representatives from student’s home college, and communicated available internship opportunities to their assigned populations of students.

Outcomes:
- Communication around available internship opportunities increased. Our internship coordinator generated a biweekly report for coaches highlighting current internship openings in the UCP system. Coaches were then able to advertise as appropriate to students and academic liaisons.
- Compare reported internship data on Graduation survey from summer to summer.
- A zero-credit and/or transcript notation option for students was explored during 2016-2017 and is still on the table as an option to roll out in the future. Conversations around this tool have gained support from various campus stakeholders to allow the University to track “noncredit” internship experiences and to capture a more accurate picture of the internship activities U students are engaged in.
- The existing UWorkUWin Internship Contest was revitalized with new branding and a focus on increasing the quality of submissions. The new and improved program is now titled the Internship Awards and also includes a never before awarded Internship Employer of the year component for the 2016-2017 year.

4. Prepare all students for their career and future professional plans.
Outcomes related to this goal of professional preparation for the workplace has largely been a part of the Career Coaches individual responsibilities to hold targeted workshops tailored for their student populations. We have dedicated coaches training sessions to enhance the content around work readiness topics, and introduced more opportunities for students to articulate their skill sets both in resumes and interview settings. In spring 2017, we will be conducting an assessment based on parents influence and guidance in career decisions.

Outcomes:
- By Fall 2016, all career coaches held specific tailored programming for their populations each semester (at least 3 programs)
  - Who owns: Coaches at Coaches Meeting
  - Measured: Increase in number of students attending workshop from current data that exists. Increase in variety of students who are attending.
  - Timeline: July 1 and November 1 (prior to each semester), coaches submit proposal of semester-planned workshops for their population at coaches meeting.
Starting fall 2016, all students receive consistent newsletters regarding programming and internships specific to their College.

ii. Utilization Data

From Aug 1, 2016-July 31, 2017, the Career & Professional Development Center tracked 13,066 student touch-points; 6595 unique students interacted with the CPDC.

**Total Student Interactions:**

<table>
<thead>
<tr>
<th>Event</th>
<th>Touch Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016 Student Job &amp; Volunteer Fair</td>
<td>721</td>
</tr>
<tr>
<td>2017 Summer Job Fair</td>
<td>523</td>
</tr>
<tr>
<td>CA+P Career Fair 2017</td>
<td>111</td>
</tr>
<tr>
<td>Employer Info Sessions</td>
<td>1566</td>
</tr>
<tr>
<td>Fall 2016 General Career Fair</td>
<td>956</td>
</tr>
<tr>
<td>Front Desk - SSB</td>
<td>2494</td>
</tr>
<tr>
<td>Graduate School Expo 2016</td>
<td>174</td>
</tr>
<tr>
<td>On Campus Interviews</td>
<td>531</td>
</tr>
<tr>
<td>Science &amp; Engineering Career Fair 2016</td>
<td>1509</td>
</tr>
<tr>
<td>Spring 2017 All Majors Career Fair</td>
<td>623</td>
</tr>
<tr>
<td>Spring 2017 STEM Career Fair</td>
<td>1289</td>
</tr>
<tr>
<td>Student Leadership Luncheon</td>
<td>102</td>
</tr>
<tr>
<td>Workshops &amp; Class Presentations</td>
<td>2467</td>
</tr>
<tr>
<td>(blank)</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>13066</strong></td>
</tr>
</tbody>
</table>

*Coaching Appointment Data: Total Coaching Interactions: 2494*
Demographic breakdown of unique student interactions:

Unique Student Interactions by Gender
II. Core Objective #2: Employer Engagement

“Create the premier collegiate recruiting destination for employers who offer quality opportunities for our students and alumni.”

a. Alignment with Student Affairs Objective #5

Partner with faculty, staff and external constituencies to foster student development and enhance greater community.

b. Programs, Services & Initiatives

Over the past academic year, the Employer Engagement team made important strides in achieving its goal of making the University of Utah a premier recruiting destination for local, regional, and national employers. Not only did we see significant growth in traditional recruitment activities (see chart below), we also adopted new strategies intended to improve students’ understanding of employers while simultaneously deepening the University’s partnership with them. Three of the most impactful strategies included:

- Launching the Meet & Eat series: In the past, we struggled to have consistent attendance and participation at employer information sessions - one employer might have thirty students attend their event while another might only attract two or three.
To remedy this, and ensure that all invited employers feel valued on campus, we branded the Meet & Eat series where employers do their information sessions at midday in the Student Services Building and provide lunch for attendees (usually pizza or sandwiches). This seemingly simple shift has transformed the model – we’re now seeing an increase number of students at each session, and even lesser known employers, who lack the brand recognition of say Rio Tinto or the NSA, are attracting a robust and inquisitive group of students.

- Splitting the Spring Job Fair: A strong indicator that more and more employers want to be on campus is the fact that we had to split the Spring Job Fair into an All-Campus Job Fair and a STEM Job Fair. The existing fair was getting too large, and we made the decision to coordinate two fairs to provide employers and students with more tailored access to one another. Fairs are also one of the office’s chief revenue generating activities, and the decision to split has helped further diversify the income that supports the CPDC.

- Transitioning to an industry-focused model: Prior to this year, Employer Engagement staff did not segment or prioritize their work with employers in any concrete way – instead they felt as if they were simply reacting to the demands of the moment, and moving from project to project based on need rather than any overarching strategic imperative. The team recognized the inefficiency in this model and established a new approach through which staff specialize in an industry and are assigned to work with existing and new employers in those industries. This approach – which is much more customer focused - has simultaneously increased the capacity of our team while streamlining access to the University on the part of employers.

In addition to adapting strategies designed to better connect employers with students and the University, and vice versa, we continued to have success partnering with large local, regional, and national companies which want to hire the U’s best and brightest, including: 3M, Chevron, General Electric, Goldman Sachs, L3 Communications, and Myriad. This year, we were especially excited to cultivate new relationships with Wayfair, Intermountain Health, ZAGG, Hammerton, England Logistics, 1800 Contacts, RC Willey, Entrata, Ancestry.com, Progrexion, Grand America, Varex Imaging, Thumbtack, Vivant, and SoFi – the latter two of which became paid partners.

This success was mirrored in our out-of-state recruitment efforts, where we leveraged professional conferences, athletic events, alumni connections to visit with top regional employers and educated them about the U’s programs, student body, and value as a recruiting destination. For instance, when visiting Las Vegas for the annual MPACE conference, we met with Zappo’s recruiting team and their corporate peers at Allegiant Air, Coca Cola, and AFLAC. Similarly at the MPACE conference in Denver and the UACE Outreach in Phoenix, we met with the City and County of Denver, as well as DaVita and Vanguard. We plan to cultivate these employers further in the coming year and build their presence on campus

### i. Goals and Outcomes
1. **Develop high level institutional buy-in in support of employer outreach and recruitment.**

Interdepartmental and cross-campus collaboration is critical to the success of the Career and Professional Development Center. We believe there is tremendous potential for growth by strengthening the relationship between CPDC and Development/Advancement Offices across campus. In particular, we seek to share and glean information about companies who give to the institution, but do not recruit, and those who recruit at the U, but do not currently give. We are currently holding partnership meetings with the College of Engineering, College of Science, School of Business and the Central Development Office, and hope to eventually expand these partnerships across all the U’s colleges and departments.

**Outcomes:**
- We held meetings with senior leaders on campus, including Dr. Snyder, Dr. Ellingston, and Dr. Watkins, to share information from our office and discuss the potential of launching a collaboration to bring formal tracking and best practices to employer internship opportunities across campus. We are currently holding follow-up meetings to discuss programming options, logistics, and cost sharing.
- We met with development officers from each college to determine their specific hiring and project needs and areas for further partnership around employers. These conversations are critical to the University’s success, and in the past they have been hindered by proprietary feelings around employer contacts, and to some extent, giving potential. We have worked hard this year to assure our peer departments that the Center has an employment-first focus and is not a competitor for large funding asks. The challenge moving forward will be to build trust and deepen collaboration within the university while continuing to expand our employer partnership base.

2. **Involving our coaches in employer engagement more intentionally.**

By also pivoting to an industry-focused model (discussed above in which each coach oversees the engagement of employers and students by industries, our coaching team is becoming more involved with employers - indeed, our coaches are now empowered to work directly with employers and connect them directly with students. This work is done in collaboration with, not apart from, the Employer Engagement team, which is helping to build a more cohesive brand for the CPDC and improve employers’ presence on campus year-round.

**Outcomes:**
- All CPDC staff have been trained to enter and track their employer interactions in Symplicity. This has enabled multiple staff to interact with a single employer at the same time and know exactly what is being discussed by the other parties involved when coordinating treks, pathways, workshops, internship site visits, meet-and-eats, and mock interviews. Not only does this model promote an external image of the CPDC operating as one cohesive group, but it also enables internal discussions on how best to leverage each
other’s interactions with employer contacts and cultivate more dynamic relationships.

- This year we created a targeted list of key companies from key industries that we want to target for partnership. While our cultivation campaign is set to launch in the 2017-2018 academic year, we are devising individualized value propositions for each employer and will look to the new Associate Director of Employer Engagement to play an important role in refining and implementing the strategies.

3. **Develop a consistent method of tracking and sharing employer engagement throughout the office.**

As mentioned above, the CPDC team made essential progress this year in ensuring that all employer engagement is tracked and shared by all outward facing staff. Our database, Symplicity, is a key tool in this work, and an intentional effort to relocate staff offices and get coaches and employer engagement staff to meet regularly around their shared industries has ensured that communication is consistent and comprehensive.

**Outcomes:**

- All CPDC staff are using Symplicity and adding detailed notes to employer accounts in a timely manner after engaging with an employer.
- We created an intra-office liaison system through which coaches and employer engagement staff meet regularly to share notes, data, and updates on their conversations with employers.
- We introduced a new area on our website for employers to proactively reach out to the office and start the conversation about working with the U and its students. Formerly, employers would have to reach out by phone and were often bounced around the office before finding someone on the employer engagement team. The new web-based system has streamlined this process and enabled the engagement team to respond to employers in a timely manner and automatically collect valuable information in our database about their desired engagement (ex. participating in job fairs and interviews versus a basic campus information session). This approach has proved to be highly efficient for our engagement team while providing employers with much-improved customer service.

4. **Strategically and proactively seek internship opportunities with employers.**

As more employers see the value of creating formalized internship programs as a way of creating a “talent pipeline”, students have also seen the benefit of the high-impact practice of experiential learning. The efforts of our Internship Manager in this area have proven invaluable in communicating current openings and establishing clear internship processes and definitions around campus.

**Outcomes:**
• Starting Fall 2016, a report of currently posted internships was shared with coaches every other week for use in presentations, student meetings, and newsletters.
• September 21016, run monthly reports to assess currently posted internships and identify which fields are lacking or are oversaturated with opportunities.
  o Who owns it: Internship Coordinator w/ Employer Relations and Internship committees?
• In spring 2017, an Internship Employer of the Year award was added to the annual Internship of the Year Awards (previously UWUW). Seven total nominations were submitted and the ABC 4 - KTVX Utah Sports Department was selected as the first ever winner.
• Internship staff support was increased by training Career Ambassadors to approve internship postings and by cross training employer engagement staff in internship procedures to aid in conversation with employers. Each Employer Engagement Specialist was equipped to have internship conversations with employers to increase opportunities for U students.

5. Create programming to engage and educate employers.
Partnering with the Mountain Pacific Association of Colleges and Employers (MPACE) and the Utah Association of Colleges and Employers (UACE), the University of Utah led efforts to convene stakeholders and education employers on current recruiting trends, best practices, hiring laws and emerging technologies – all issues affecting the U of U as well as our peer offices across the state.

Outcomes:
• We coordinated an annual summit for state-wide employer relations staff, which featured Dr. Phil Gardner from Michigan State University discussed national recruiting trends and ways in which career services offices and employers might adapt to better connect with student talent. Employer engagement staff from BYU, USU, UVU, Weber State, and others attended the October event, sharing information and data from their offices and working to identify areas for state-wide collaboration. The summit also helped to further solidify the U’s status as the state’s thought leader in career services.
• We started writing and distributing quarterly employer newsletters targeted at corporate recruiters and talent managers. Each newsletter includes a staff highlight, news from the office (this is one way we communicated our transition to an industry-focused model), and tips for better connecting with students.

ii. Utilization Data

| Activity from August 1, 2016 - July 31, 2017 |
### Unique Employers Conducting On-campus Interviews

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<thead>
<tr>
<th>Category</th>
<th>Number</th>
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<td>Number of Interviews Held</td>
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<tr>
<td>Information Sessions Conducted</td>
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<td>Career Fairs Held</td>
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<td>Unique Employers Attending Career Fairs</td>
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<tr>
<td>Employers Attending Career Fairs (not unique)</td>
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<tr>
<td>Unique Students Attending Career Fairs</td>
<td>3527</td>
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<tr>
<td>Students Attending Career Fairs (not unique)</td>
<td>5732</td>
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</table>

### Fairs: Total Student Attendees

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<thead>
<tr>
<th>Event</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM Career Fair, SP 2017</td>
<td>1289</td>
</tr>
<tr>
<td>All Majors Career Fair, SP 2017</td>
<td>623</td>
</tr>
<tr>
<td>STEM Career Fair, FA 2016</td>
<td>1509</td>
</tr>
<tr>
<td>Grad School Expo</td>
<td>174</td>
</tr>
<tr>
<td>All Majors Career Fair, FA 2016</td>
<td>956</td>
</tr>
<tr>
<td>CA+P Career Fair, SP 2017</td>
<td>111</td>
</tr>
<tr>
<td>Summer Job Fair, SP 2017</td>
<td>523</td>
</tr>
<tr>
<td>Student Job &amp; Volunteer Fair, FA 2016</td>
<td>721</td>
</tr>
</tbody>
</table>

### III. Core Objective #3: Academic Partnerships

“Create a culture at the University of Utah where every faculty and staff member engages in career development with students.”
a. Alignment with Student Affairs Objective #5
Partner with faculty, staff and external constituencies to foster student development and enhance greater community.

b. Programs, Services & Initiatives
The Associate Director for Counseling Services & Operations who has a focus on strengthening academic partner relationships throughout campus has significantly increased our ability to meet our academic partner engagement mission. During the 2016-17 year, the Career and Professional Development Center continued to have sustained contact with academic partners that yielded increased collaborations and programming across all areas of the CPDC. This has produced growth in the quality and quantity of academic partner engagements with our center, and also the referrals to students who utilize our office, and the number of classrooms with which we are a part of.

Continuing from last year, we are a standing item on the University Advising Association Council meeting. Perhaps the most important success this year was the increase in the number of classroom presentations we gave, and the number of faculty who we are now partnering with. This year we also increased our training for Academic Advisors, at their request, and conducted 4 trainings for advisors including topics on Career Development Theory, how to use UCareerPath as an Advisor, Networking Strategies, Building your LinkedIn profile as an advisor, and what can you expect from a 1:1 Coaching Appointment When you Refer a Student to the CPDC. We had over 50 different academic advisors attend these trainings, and we averaged around 20-25 academic advisors at each training. We have found that these trainings help increase our relationships with our academic advisors on campus, but they also show the depth of knowledge that our office brings to campus, and to the student experience. Additionally, our Director and Associate Director for Counseling Services and Operations has met with each of the Deans of all colleges at least once in the 2016-2017 year to share utilization and first destination data, discuss their goals, initiatives, and how we can work together to bridge the gap between students and the CPDC. This year we had our first ever Career Alliance, where Deans in each College came together to talk about career readiness at the institution, and how we can best partner across Colleges to better prepare all students. Additionally, having three new Deans start this year, we were excited to welcome new Deans, and begin figuring out opportunities for collaboration. We have already met with two of the three new Deans to begin forging strong partnerships.

i. Goals and Outcomes
1. Create direct opportunities for interaction with academic partners.
Given that 33% of our student coaching appointments stem from referrals from academic partners across campus (including academic advisors, faculty, and staff), creating strong relationships with our academic partners is critical to our mission of serving students. In order to create strong relationships and enhance existing relationships, it is necessary that our career and professional development center staff is interacting with academic partners consistently throughout the semester. Each coach is required to interact, track, and have at least three
significant student interactions with their advisors each semester. We are consistently making an effort to meet with and engage our advisors, which ultimately impacts the number of student referrals.

To date, we had our second ever Faculty Recognition Program, where we recognized 20 faculty who were nominated by a student for helping with their career development. This was a strategy intended to continue discovering who our faculty champions were, in an effort to provide an opportunity to interact, as well as increase our relationships with them, and at this event, we had over 50 faculty, Deans, and Department Chairs attend. Our Vice President for Academic Affairs spoke at the event and stressed the importance for faculty to collaborate with our office. During this opportunity to engage with faculty, we strategically created packets of materials for our faculty, and the career coaches who work in their college had an individual conversation with those faculty with a goal of trying to increase collaboration. From that event, we were invited to all 20 faculty winners’ classrooms to either introduce ourselves and share our resources or do a classroom presentation. This year, we also nominated our first academic advisor for an award at this event, and we hope to expand this recognition in the future.

We also hosted our first ever faculty focus group of the previous year’s faculty winners. We learned during this focus group, how much faculty had a small glimpse of what we did as an office, and even the faculty who were doing this work didn’t fully understand the breadth or depth of what our center did. We recognized from this interaction the importance of promoting our services and marketing those resources to faculty, in particular. We used this group of faculty to determine the best marketing campaign, and creating marketing collateral specific to our academic partners. We will utilize this marketing to get more faculty to engage with our office in the coming academic year.

Additionally, we held our third annual Academic Partner Open Houses in summer 2016, which had over 85 academic advisors visit our office to learn about the new programs, services and resources being launched in the CPDC, and how we can best collaborate together.

Last, we have begun to hold trainings for academic advisors, which help our advisors to inform students of the variety of ways the CPDC can assist their students. Our first LinkedIn training for academic partners had 35 advisors, staff, and faculty attend. We recognize the critical nature of our relationships with our academic partners and have made this a continued focal point, and will continue to find creative ways to engage our academic partners in dialogue and collaboration in an effort to best serve our students.

An academic advisor sent this after the event to say thank you, and share her excitement around our collaboration, “The Career and Professional Development Center has done a fantastic job of specifically connecting with campus-wide academic advisors, ranging from their Campus Partner Open Houses, helpful
updates at UAAC monthly meetings, and providing yearlong professional development trainings. Through these actions and more, advisors see a huge benefit in collaborating with Career Coaches to better support the needs of students.”

**Outcomes:**

- In 2016, we gathered all of the Deans in the first ever Career Alliance to talk about career readiness for students across the institution.
- In 2016, we enhanced our relationships with advisors across campus by coordinating training for their benefit and professional development as advisors on campus.
- In 2016, we successfully held our second ever Faculty Recognition Program, recognizing 20 faculty across campus who are engaging students in career development and career preparation/readiness. This allowed us to identify additional faculty champions across campus.
- In 2016 we took the feedback from the faculty focus group to enhance marketing to this stakeholder on campus.

2. **Increase engagement in classrooms and with students.**

A high percentage of our students also have identified finding out about the Career and Professional Development Center and coming in for an appointment with a career coach because of an announcement or presentation in one of their classes. When we discovered this statistic, we decided to increase our efforts to engage in the classroom and have identified all capstone and introduction courses, and in Fall 2016, and Spring 2017, we emailed all faculty teaching those courses to see if there would be an opportunity for our office to present. From this, we have increased our engagement to 20 additional classes this semester, for a total of over 60 presentations in Fall and Spring, and through that, engaged over 1,250 students in classroom presentations and college collaborations. As we continue to enhance our outreach in this area, we would love to see our footprint in the classroom continue to grow.

We have also increased our engagement in this area by working with the College of Social & Behavioral Science to develop an online career course. The goal for this course is to eventually be something all students in the College will take, and our goal is to take portions of the content created to see if we could create similar courses for other Colleges throughout campus.

Additionally, this past year, because of our increased relationship with academic partners, we were invited to participate in 9 Colleges’ Orientations in an effort to engage students early in their academic career.

**Outcomes:**

- In 2016, career coaches presented in 9 College’s orientations.
- We significantly increased the number of classrooms we presented in, and presented
in all faculty recognition winners from the year previously, showcasing the importance of this recognition allowing us to better partner with faculty who are engaged in the work.

- In 2016, we created curriculum and filmed videos for an online career course in the College of Social Behavioral Science, which will launch in 2017-2018 academic year.

3. **Increase engagement in classrooms and with students.**
   The relationships we have with Deans & Academic Leadership is critical to the work we do with faculty, advisors, and students in the College. This past year, we held two individual meetings with Dean Level leadership in an effort to best understand the unique needs of the College, and how we can best collaborate with them in the Career and Professional Development Center. We recognize the importance of having a collaborative relationship with the Deans, and of having a centralized location to share first destination data, and it is critical that we continue to share this data with our Deans and work together to have this information be in a central location so we are not duplicating efforts. Continuing to meet with Deans and demonstrate our shared investment in their goals and their students, will increase our relationships with our partners on campus, and further our knowledge rate of where students are going post-graduation. We are currently working with the Student Affairs Assessment, Evaluation, and Research Office to better share this data utilizing Tableau dashboards to make the data more easily accessible to our academic partners.

   **Outcomes:**
   - Shared Deans Reports - continually each year, enhancing our relationships with Deans across campus.

4. **Conduct outreach and formulate strategy for liaisons.**
   The relationships that our staff has established with our liaisons across campus are just as critical as the relationships we have with our academic partners. These staff see students, refer students to our office, and it is important they are aware of the depth of services and resources the CPDC offers, so that they know when best to refer students. To date, we held our second liaison open house in summer 2017, which had over 40 staff partners attend. From that meeting, we connected with five different staff members from across campus who have since had us present to their staff and/or students. Additionally, our staff became more informed about other office’s resources and services, which helps better serve our students. Continuing to provide opportunities for our staff to engage with our campus liaisons will be critical to promoting an environment of collaboration, which in the end, helps us serve our students the best.

   **Outcomes:**
   - Offered second liaison open house to share our resources and how we can best collaborate

5. **Develop a resource relationship with each college about internships.**
As more conversations on campus are happening around the topic of internships, it is critical that the Career and Professional Development Center plays an active role in sharing information on what an internship is, and helping communicate to students where they can seek credit for an internship. For this reason, we have heavily solicited information from our academic partners on whether or not they offer internship for credit as a course in their department, and we have created a centralized location on our website where students can look to see if their department offers an internship course. This provides students with helpful information in one location, and also encourages our academic partners to consider creating an internship for credit option in their department if they do not yet have one.

Outcomes:

- Created a plan to manage and track internships across campus.

### ii. Utilization Data

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<thead>
<tr>
<th>Event</th>
<th>Attendees</th>
</tr>
</thead>
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<tr>
<td>Academic Advisor Trainings</td>
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<tr>
<td>Faculty Recognition Program</td>
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<tr>
<td>Academic Partner Open Houses</td>
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<tr>
<td>Faculty Invites for Classroom Presentations</td>
<td>60+</td>
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<tr>
<td>Liaison Open House</td>
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### IV. Core Objective #4: Alumni Outreach and Partnerships

“Create a lifetime relationship of connectedness to the University of Utah from alumni and the community.”

#### a. Alignment with Student Affairs Objective #5

Partner with faculty, staff and external constituencies to foster student development and enhance greater community.

#### b. Programs, Services & Initiatives

Career and Professional Development Center seeks to engage alumni in a lifetime relationship of connectedness to the University of Utah. Informed by the strategic vision for the University, the Alumni Career Services provides a link to the larger University community through a comprehensive range of services and connection points that seek to meet the career development needs of alumni. There is a valuable reciprocal effect when alumni re-engage with Alumni Career Services (ACS). Whether to receive career and professional guidance for themselves, or provide that professional guidance and mentoring for current students. For example, students who are exploring careers have the opportunity through alumni engagement programs such as professional panels, networking events, informational interviewing, and mentoring programs to seek guidance.
from professionals that have established careers in areas of the student’s interest. More broadly alumni who participate in the ACS programs and resources strengthen their ties and affinity for the University. There may be no more important element the University can offer alumni than a lifetime of career transition and job search assistance.

i. Goals and Outcomes

1. **Conduct research and gather data to improve services.**
   Over the last year our Alumni Career Services Program Manager (ACS PM) has worked to refine and develop our program offerings and implement more effective and targeted resources for University alumni populations. Although we continue to gather best practices through professional involvement, and benchmarking from a wide-range of alumni career programs, our goal is now to implement a set of program services that address the most vital needs of alumni job seekers. Over the past year we have reshaped many of the existing program elements such as; targeted workshops, peer support, networking events, on-line webinars, and 1:1 coaching. A new set of “foundational career packages” that are designed to jumpstart the most essential job search elements has been introduced. Alumni now have the option to enroll in career packages that are designed to apprise jobseekers of the most effective job search practices, and update the their ability to articulate skills and experiences through resume and social media strategies. Career packages are designed to produce quick results with a high ROI value.

   **Outcomes:**
   - In October 2016, the ACS PM volunteered to participate in the Bringing the U to You - Admissions Event in Chicago. While representing CPDC and the Alumni Association, and had the opportunity to meet several parents of potential students, who were alumni of the U. The Chicago Chapter President was among these parents, which enhanced ACS outreach and engagement.
   - The ACS PM has attended two annual ACSN conferences (Alumni Career Services Network), which is the signature professional organization for Higher Ed Alumni Services Career Coaches. The conference and membership in the organization, as well as the opportunity to be matched with a Career Services Mentor from the University of Tennessee, has provided a wealth of resources for Alumni Career Services best practices, resources and peer networking/collaboration.
   - The ACS PM also attended the Career Coaching Intensive Training offered by NACE.

2. **Create networking and engagement programming for alumni.**
   This goal reflects our desire to engage alumni in their own career development & in mentorship relationships with current students. To accomplish this goal we must identify & utilize platform(s)-both web based & in-person programming--for connecting alumni & students. As mentioned below we have now licensed the leading provider of web-based alumni management tool (Handshake). Alumni will now have a dedicated job board, event calendar, appointment setting option,
and many more features that will enhance and strengthen engagement and programing for alumni. Additionally, we will implement an alumni mentoring platform which will engage students and alumni in a mentoring/professional development relationship beginning spring 2018.

Finally, our ACS Program Manager will continue to develop a framework for alumni that seek job search assistance and networking opportunities. The networking events are a targeted area of growth to both stimulate participation/enrollment in the ACS Program and ProNet mentoring platform.

**Outcomes:**
- By fall 2016, launch and alumni mentors platform for current undergraduate students.
  - Based on feedback and benchmarking with Alumni Career Services Professionals nationally regarding the use of alumni mentoring platforms that are embedded in to career services management tools (CSM’s) such as Symplicity’s ProNet, it was decided that a stand-alone mentoring product (separate) from any CSM tool would be preferable. This decision was also based on possible changes in our current alignment with Symplicity or any other CRM. Alumni mentoring databases must remain independent of any CRM. Shifts in a mentoring platforms tied to a CRM would jeopardize the overall consistency and user satisfaction. We have researched several stand-alone alumni mentoring program, and have chosen “Alumnifire” to begin fall of 2017 – with student roll out in spring of 2018. This launch will begin with a joint invitation from CPDC and the Alumni Association to alumni within the last 5 years – who have indicated upon joining the Alumni Association they would be interested in mentorship.

- Workshop packages have been developed that will meet the needs of distinct alumni populations.

- Continue semester-ly networking nights – for alumni of all levels
  - Four events were created and hosted by ACS PM utilizing student ambassadors to assist and to be present at events to interact with alumni. This provides mentoring for the students and access to students for the alumni. In addition, added value to the events by: Inviting a guest speaker from HireVue to present on video interviewing skills and coordinated an event at a restaurant owned and operated by a U of U alumnus, who presented at the event about his experience as a U student and Olympic skier.

3. **Benchmark other alumni engagement efforts.**

**Outcomes:**
- The ACS PM engaged the assistance of a Graduate Assistant and a student ambassador to assist with two benchmarking projects.
A review of a cross-section of campuses to compare and contrast fee structures and services offered in Alumni Career Services programs.

A review of a cross-section of campuses to collect data, ideas and strategies for Alumni Mentoring Programs, in preparation for the UCampus Mentor project.

4. Outreach to alumni advisory boards and alumni chapters.

Outcomes:
- As noted above, Bringing the U to You brought ACS Program into contact with Alumni Chapters in Chicago.
- The ACS PM is an ex-officio member of the Alumni Association Board of Directors, attending board meetings and related activities.
- The ACS PM created a new and productive collaboration with the U of U Engineering Alumni Association, which culminated in a successful collaborative event co-sponsored by the EAA, CPDC and Alumni Career Services.
- When the ACS PM is contacted by out of state alumni seeking resources in their respective locations, they are referred to the Alumni Chapter website and introduced to Kevin Stoker, AA Chapter Events Coordinator.

5. In August 2017, Conduct needs assessment of alumni chapters in conjunction with Alumni Association’s chapter leadership meetings.

Outcomes:
- ACS PM has been working closely with new AA Marketing Director to explore ways to improve and expand ACS outreach. In addition, a survey has been developed to identify alumni needs and experience with ACS. This will be sent to all alumni in early November.

6. Fall 2016, create systemic approach to sharing alumni contacts using Alumni Fire module.

Outcomes:
- After much technical consultation is was not advisable to use the “Advance database” that is used for alumni association membership records/profiles to transfer data. The creation of a new mentor profile for participating alumni is preferable to exchanging data of existing alumni membership profiles. In fact, as a standard for mentoring programs, there are fields that would not be contained in Advance that are needed for a robust searchable mentoring
database (see goal #2 “Create networking and engagement programming for alumni.”).


Outcomes:
- Each campus partner was invited to participate in the CPDC Open Houses. We had representation from the Executive Director (ED) of Alumni Association. Also as an alternative to open houses, we have opted for training modules for staff of the Alumni Association on topics of interest.
- The Alumni Career Fair is another collaboration between ACS and CPDC.
- The ED of the AA has attended ACS networking events and recently attended an ACS workshop.

V. Core Objective #5: Career Services Staff/Operational Excellence
“Realize staff and operational excellence to maximize impact and resources.”

a. Alignment with Student Affairs Objective #2
Provide education that ensures all staff is properly trained to provide professional and competent service.

Alignment with Student Affairs Objective #3
Promote diversity on campus through effective programming and active recruitment of staff and students.

Alignment with Student Affairs Objective #4
Recruit and retain highly qualified staff.

Alignment with Student Affairs Objective #6
Utilize a coordinated assessment, evaluation and research approach to promote data driven decision-making.

Alignment with Student Affairs Objective #8
Promote the effectiveness of best practices in Student Affairs departments, programs and services.

b. Programs, Services & Initiatives
This key activity is important for Career & Professional Development Center as we seek to provide the best possible physical environment for our students, staff, and employers that come together to make connection. Our physical space demonstrates our office and the Universities commitment to excellence and the high priority it places on the college to career aspects that the CPDC facilitates. Last, we must ensure that our personnel continue to keep pace with the needs and institutional expectations we have in the fulfilling our mission. Our biggest focus this year was getting our space updated to reflect the new name, and finding ways to better brand our space. We are utilizing an Apple TV and posters to have marketing continuously showing in our center.

i. Goals and Outcomes
1. Increase personnel to further meet the growing demands for services.
As we continue to expand our student utilization across student and alumni populations, it is imperative to be fully staffed and ready to meet the growing demand for coaching interactions. Over the last year we were challenged to retain a full complement of quality staff (due to several factors such as: career advancement opportunities, salary, personal career preference, etc.). We now have strengthened our commitment to hire and retain quality staff with increased salary, more professional development, increased training and team building, and are now a fully staffed and cohesive team. There are still areas that we anticipate the need to grow staff (see outcomes below) especially as we increase our outreach and marketing efforts, add more programs for first and second year students, focus on underserved populations, and graduate students. We will continue to work to find resources to ensure that we remain able to meet this core objective into the future.

Outcomes:
- Proposed to Dean of Graduate School a fee based proposal of two additional FTE of Graduate Student Career Coach. Extend career coaching for other graduate students by 2018-2019.
- In conjunction with new Shore Light initiative, extend career coaching for international students by 1 FTE by 2018-2019.
- Add 1.0 FTE of Employer Engagement Specialist fall 2017.

2. Create a premier space that represents the CDPC’s commitment to excellence in service of the University students, employers, and stakeholders.

Our internal Career and Professional Development Center Task Force continues to look for ways to update and improve our overall space. During the past year we invested in updates beautifying and improving our space with some new furnishing, accent paints, carpeting, and other areas the make our space more attractive and welcoming to students, employers, guests, and all stakeholders. One significant area of focus has been to have our core values painted on the designated wall in the student waiting area, and update our employer partnership wall. As indicated in our 2016 Annual Report, the CDPC space is not sufficient or up-to-date for the employer engagement activities.

We will again put forward an innovative concept that would allow us to open up the entire space by removing separating walls from interview waiting area and hospitality (kitchen) space to an open concept design to serve both students and employer guests. We have also sought new forms of support for this project, and once we have funding in place for this design/construction improvement, it will provide another point of interaction for students and employers that reflects the current trend in recruitment practices.

Outcomes:
- In July 2018 find funding for redesign and construction for expanded employer engagement areas (see above).
- In spring of 2018 have a new employer partnership wall design.
- Each semester 2017/18 convene our internal task force meet to determine priorities around the public spaces (CEC, 380, hallway, lobby, interview rooms and waiting area) to enhance décor throughout office.
3. Explore an operational and coaching model that is aligned by business/industry sectors.

Outcomes:
- By Fall of 2017, Career Services will launch an industry/specialist coaching model
- By Fall of 2017, students will be able to see any coach regardless of what their coaching focus is (graduate students in STEM are exempt)
- By Spring of 2018, Career Ambassadors will primarily see students who need resume help

VI. Core Objective #6: Telling Our Story

“Create and share out value proposition for all stakeholders to engage with the Career & Professional Development Center.”

a. Alignment with Student Affairs Objective #5
Partner with faculty, staff and external constituencies to foster student development and enhance greater community.

b. Programs, Services & Initiatives
Much of our success in creating awareness of the Career & Professional Development Center hinges on our ability to effectively share our story with students, Student Affairs practitioners, and academic partners across campus. This goal has created outcomes that relate to having in place an effective marketing strategy. Being clear about our messaging to each stakeholder population and the ability to create a brand that is recognized, value added, understood, and sought after has been and will continue to be a priority.

i. Goals and Outcomes
1. Create a collaborative model with Student Affairs and academic departments for gathering and sharing first destination data with all stakeholders (reach a 65% knowledge rate).

Perhaps the most compelling key to our story is what is known about our graduate’s after-graduation outcomes, or “first destination data.” To this end, in fall of 2016 a new collaborative model of surveying students on after graduation plans and outcomes was put in place. In collaboration with the Registrar’s office and the Student Affairs Assessment, Evaluation & Research office, we have a more streamlined processes for communicating with graduates and encouraging them to complete surveys to gather this information. Over the course of the 2016-2017 academic year, we improved initial response rates from 15-30 % to 40-50 % by implementing these process changes. While we did not reach our desired 65% knowledge rate in this previous academic year, we have plans in place to continually improve this process and work together with academic partners to boost responses. Early in the summer of 2017, the CPDC collaborated with AER to build visual dashboards to display First Destination Data with internal
university stakeholders. As these displays are finalized in the coming academic year, they will be a tool for telling the story of our graduates and of the Career & Professional Development Center.

Outcomes:
- Instituted a model that is coordinated with the Registrar’s Office to deliver the first destination survey to all graduates.
- Reach an overall knowledge rate of 65% by January 2017 (for May 2016 graduates).

2. Develop a strategic marketing campaign in conjunction with University Marketing and Student Affairs messaging points.
In fall 2016 we held several open houses with faculty, advisors, and Deans to share data and other important messages related to the work that we have been doing with students. In spring of 2017 we created a marketing strategic plan which implemented branding strategies for who we are, what we do and how we support students. This plan encompasses our branding statement, our core values, our elevator pitch and our marketing and social media efforts. Please find the marketing plan in the appendix.

Branding Slogan: We’ve got U from beginning to end
- Unsure of how to find an internship? We’ve got U.
- Still exploring what your future looks like? We’ve got U.
- Unsure of how to write a resume? We’ve got U.
- Scared about “what’s next”? We’ve got U.
- Having a hard time identifying your strengths? We’ve got U.
- Are you an introvert and unsure of how to talk to employers? We’ve got U!

Why come to the Career & Professional Development Center (talking points)
- Students who engage with CPDC from beginning to end are 80% more likely to have accepted a position upon graduation.
- Because thinking about your career is scary and everyone needs someone who has their back.
- So you can finally answer that dreaded question of what you are going to do when you graduate.
- College is overwhelming, good thing CPDC is here to help you find your direction.
- Your identity matters, CPDC is a place where you can be your authentic self.
- Students who participate in internships are 70% more likely to receive a job upon graduation. We have 1500 internship possibilities available annually. What are you waiting for?
- Prepare to meet your future boss at our employer events. We’ve got U
Outcomes:
- Implemented a new marketing strategy for consistency and an increase in student numbers for programming including revamping our social media, newsletters and marketing materials
- Developed a marketing timeline for more consistent messaging
- Initiated a new slogan “We’ve got U from beginning to end” to initiate who we are and our new brand.

3. **Create multi-media and web-based tools (e.g. video segments, social media pushes, web-data/infographics, content) to increase awareness of CPDC resources that will effectively convey our CPDC story to ALL stakeholders.**

Utilizing social media is a high priority in our goals for the past year. We did utilize an app for career fairs, held student events, such as “Warm up to the CDPC” where we collected and promoted following the Career & Professional Development Center on social media outlets. In addition, we revamped our website to create a student centered website, which has been a huge priority in telling our story.

Outcomes:
- Created a graduation video letting students know that they could still see us a year after graduation.
- Implemented social media contests and events to increase social media presence.
- Developed social-media meet-ups to create consistent branding messaging including how to use social media and who is over social media.
- Revamped the website including the design, who we are, our resources, and added in a programming calendar.

4. **Formulate key marketing points to ensure every staff member can convey key element of our work and mission to stakeholders.**

Part of our marketing strategic plan is to make sure that our office is aware of who we are and what we stand for. We developed our core values so that we could consistently show stakeholders who we are and what we believe in. In addition, we wanted staff to know how to talk about our office. Regardless of their functional area, our staff needs to live by and know how to talk about our core values. Creating these values was a collaborative effort to ensure that we are branding our office accurately. Below are what we came up with for our core values.

In conjunction with our core values, we created a branding statement and an elevator pitch that accurately depicts who we are and what we do. To assess if we are living up to our core values, we created the branding statement to keep us on track. Our elevator pitch allows our office to say who we are and what we do regardless of who our population is. When people ask us “what is a Career Coach,” we can consistently answer it. The statement and the elevator pitch
allows our office to be confident when talking about our brand. Under the core values are the branding statement and our elevator pitch.

**Developed Core values:**

**Innovation and Progress**
In the Career & Professional Development Center, we never settle. We know career exploration and professional development can be challenging, so we focus on identifying and developing creative, forward-thinking solutions to assist students and alumni in this process. We strive to stay abreast of best practices and implement new ideas that fit the rapidly evolving landscape of career development and employer recruitment.

**Diversity and Inclusion**
We believe that every person has value. Everyone’s voice deserves to be heard. The Career and Professional Development Center seeks to provide an environment that is inclusive, accessible, equitable, welcoming, and comfortable to members of all communities.

**Integrity**
It's in everything we do. Whether we are working with students, employers, alumni, or university faculty and staff, we are transparent, honest, and ethical.

**Personal and Professional Development**
We are committed to personally and professionally developing our team and everyone we interact with. We continuously strive to develop skilled and experienced professionals within our own staff to be the best Center we can be. Additionally, we help our students and alumni refine their skills, knowledge, abilities, and attitudes, so they can become the best version of their professional selves.

**Collaboration**
We’re in this together! The Career & Professional Development Center aims to foster a career-minded culture on campus by working with students, academic partners, employer, and alumni. We take a collaborative approach to helping individuals realize their personal and professional success.

**Excellence**
In everything we do, we strive for the utmost quality—not only in results but in the process of getting there. We go above and beyond to best serve our stakeholders.

**Empowerment**
We believe that each person has the agency to accomplish their goals and we are here to support and encourage them. As a team, we empower one another to improve in our day-to-day work. As coaches, we empower students and alumni to discover and accomplish their goals; as a team, we empower faculty and advisors
to have career oriented conversations early; as a premier recruiting destination, we empower employers to build their dream team and realize their recruiting goals.

Developed a branding statement
The Career & Professional Development Center is a collaborative and inclusive team dedicated to developing students and alumni professionally and personally by supporting, inspiring, and preparing students and alumni to make their vision a reality.

What is a Career Coach for students/alumni
A Career Coach is a support system on campus who is here to help you feel confident towards your future goals. We can help if you are exploring careers, or wanting an individualized action/life plan. Whether you are thinking about your future for the very first time or know exactly what you want to do, know that we’ve got U.

Pitch for faculty and academic partners
Our office helps students engage in the career development process from their first day on campus. Beyond career coaching support, we also work with top employers to ensure students have great internship and employment opportunities throughout their time at the U and after graduation. With 72% of internships resulting in a job offer, it is critical for students to engage with employers early, even if they are not 100% sure of their career direction. The Career and Professional Development Center is here to help students explore those directions and connect them with over 2,000 job and internship opportunities.

Who we are
We are a team of trained Career Coaches and employer engagement specialists who are here to support students and alumni by helping them create individualized professional action plans. The goal is to help students better understand who they are, what they want to do professionally, and what steps they need to take to get there. Seeing a Career Coach early and often, is the most important step towards achieving this goal and feeling confident in one’s career direction.

Outcomes:
• Formulated key marketing points to ensure every staff member can tell our story.
• Created a branding strategy including implementing new core values, branding statement, and elevator pitch.
• Expanded our brand ambassadors in order to increase CPDC visibility.

II. PLAN FOR THE FUTURE:
   a. Anticipated Challenges and Opportunities
As demonstrated by our recent change to the Career and Professional Development Center, we recognize that we must continue to adapt and refine in our approach as we seek ways to provide our students and alumni with career clarity, purpose, opportunity. Over the past year we have continued updating and refining our 3-5 year strategic plan and timelines. Although our core mission and values are consistent, we have adjusted and incorporated many new elements in each of our 6 core objectives. This has been a year of sustained improvement through positive change. As described in the sections above, adjustments in our strategic plan have been driven by opportunities for campus collaboration, responsiveness to institutional priorities, changes in job market, student/parent expectations, and other factors the influence many of our current practices and team dynamics. These changes have been impactful and meaningful. Among the examples of this positive adjustment: The desire to reach students early and often remains but now with an added emphasis on guiding students into deeper learning experiences that will help shape their understanding of career purpose and preparation. Planned and coordinated involvement with our academic partners yielding more opportunities to deliver career related instruction, and the evolution of an on-line career course.

New streamlined alumni career services packages provide effective job search practices, and update the ability to articulate skills and experiences through resume and social media strategies. An expanded team of employer engagement professionals focused on creating connections and opportunities for students is a key component of our ability to serve students and alumni into the future. These are all positive change that comes along with our Center moving in sync with the institution into the future.

We will continue to follow our implementation of our strategic plan and timeline. The Leadership Team will review at the beginning of each semester and re-visit in our bi-annual retreat. Following areas will be critical for Career Services to address as we move forward into the future.

i. **Core Objective #1: Student Interaction**

There are at least four student populations that we feel need to be addressed in the immediate future that are in critical demand of our services – International Student and Graduate Students (all Colleges,) First year students and marginalized students. We must keep up with the demand for career related services, the growth and demand for these two student populations. There has been a marked increased demand from international students over the last year. Graduate student populations continue to be underserved, as only 2 Colleges have a dedicated Graduate Student Career Coach. Furthermore, from our student utilization data, we know that we have a low percentage of first year students and marginalized students. These are the four areas that we anticipate will need added CPDC staff in the immediate future.

Outreach out to underserved and diverse student groups across campus is another immediate goal. Our ability to extend our reach to students who may have little or no understanding of the career development process, due to lack of educational attainment of family members, socio economic status, or other disadvantaged
backgrounds is important for the University to help ensure their successful completion and outcomes. Also, as mentioned above, we are committed to outreach to students in the following specific populations: international students, graduate students, LGBTQ students, first generation students, low SES students, students of color. One example of doing this is extending our office hours in spaces like CESA to reach more students.

Engage with institutional partners to create comprehensive second year student touch point. We plan to proactively seek a collaborative model with campus partners for a mandated touch point for second year students. There is promising collaboration occurring now with Social Behavioral Science that points several viable options for students to engage in the career planning and decision making at an early point in their undergraduate experience. We are looking to pilot an on-line Career Course for the College of Social Behavioral Science. We are hoping to extend this course to other colleges.

ii. Core Objective #2: Employer Engagement
As discussed in this annual report, the CPDC made important strides over the past year in achieving its vision of becoming a first-choice recruiting destination for local, regional, and national employers. We aim to build on this momentum in the coming year and have identified a number of key areas for further development: first, we must continue to improve our collection of first-destination data. This information – which helps quantify the success of our employer engagement efforts, and to a broader extent, the University’s success in preparing students for the workforce – is central to making the case to employers for heightened engagement with our office. Second, we will seek to improve inter-office collaboration with the University’s Alumni Association, Development Office, business school, and faculty and staff to better identify areas for collaboration. Building partnerships into a larger capital proposal from development, or working to cultivate affinity groups of U alumni within select employers, are just two examples of how collaboration between departments might be leveraged to deepen employer partnerships on behalf of the University. Finally, we must capitalize on these deeper partnerships by intentionally moving employers through the stages of engagement (from awareness to involvement to engagement to transformative partnership) and ensure that they become our paid partners. Their support is key as we seek to grow the CPDC office to better serve students and employers alike.

iii. Core Objective #3: Academic Partners
The Career and Professional Development Center has continued to make critical strides in strengthening our relationships with academic partners, from advisors and faculty, to department chairs and Deans, we are consistently trying to find ways to engage with our academic partners. In the coming year, we really want to focus on strengthening our relationship with the academic partners who we do not yet have a relationship with. We do have stronger relationships with our Deans, and with our advisors, but often times the area we have some continued work to do is with faculty and department chairs. We created the faculty recognition program in an effort to
discovery who our faculty champions were, and from that group of 40, we aim to grow the momentum in working with faculty. In the coming year, we want to find increased ways to engage faculty, whether that be sending them resources, ensuring we are marketing to them, finding ways to get into more classrooms, utilizing the relationships we have built to speak in front of more faculty meetings, etc. We also aim to continue trying to get involved with new faculty orientation, as we think this would be a great place to engage with more faculty when they join campus. We also aim to continue working with our Deans. This year, we’ve had meetings already with two of our newest Deans to campus, and will continue to find ways to share information and resources with our Deans, and find ways that we can support them in the work they’re doing. We will be presenting this year to our Council of the Deans meeting, which will be a first for our office, and we aim to continue finding ways to engage with our Deans on a consistent basis around how we are working together to ensure all of our students on campus are career ready.

iv. Core Objective #4: Alumni Outreach and Partnerships
A new set of “foundational career packages” that are designed to jumpstart the most essential job search elements has been introduced. Alumni now have the option to enroll in career packages that are designed to apprise jobseekers of the most effective job search practices, and update the their ability to articulate skills and experiences through resume and social media strategies. Career packages are designed to produce quick results with a high ROI value.

A new alumni/student mentoring platform called “Alumnifire” to begin fall of 2017. This launch will begin with a joint invitation from CPDC and the Alumni Association to alumni within the last 5 years – who have indicated upon joining the Alumni Association they would be interested in mentorship. The student roll out in spring of 2018.

After careful review during the past year, we have now licensed the leading provider of web-based alumni management tool (Handshake). Alumni will now have a dedicated stand-alone platform that can be customized to meet the unique needs of alumni participating in our ACS Program such as: job board, event calendar, appointment setting option, and many more features that will enhance and strengthen engagement and programing for alumni.

v. Core Objective #5: Staff & Operational Excellence
Overall, we know that the key to being effective in our mission is to have an adequate number of well trained staff that is linked to the colleges. We are currently exploring some options with Colleges to embed Career Coaches on-site. This model is being used at many institutions with funding for Coaches split with Colleges and the Career Center. Under this model, the CPDC could increase the total FTE dedicated to student career coaching. Finally, we are also exploring a blended model of career coaching, which would tie coaches to both academic departments, but also align with an industry specialization. This would require coaches to have greater depth of knowledge about the job outlook in career fields that are emerging and those that are in demand in the workforce. We will be attending a PAC 12
meeting to discuss the model that is already being used effectively by some PAC 12 peer schools.

**vi. Core Objective #6: Telling Our Story**
The CDPC will focus on creating a structured and consistent marketing plan which will allow staff to effectively market our programs, employers and office. One of our goals is to increase our social media presence from 2000 followers to 2500 by summer of 2018. By doing this we will consistently post about our office events, write blog posts about best practices on LinkedIn and highlight students, alumni and employers frequently. Furthermore, our marketing plan will consist of teaching staff how to market programs and how to be intentional with marketing. Lastly, our marketing will not only focus on our programs but we want students to know who we are, what our mission and values are, and why they should see us early and often. Some of the ways in which we are doing this is placing our values in our office, hiring people based off of our values, creating marketing that tells the story of who we are. We will do this by using marketing services like lawn signs, TV’s and bulletin boards in addition to having continual conversations with our staff and stakeholders about who we are.

**b. Grants, Contracts, Gifts or New Revenue**
Below is the funding received via grants, contracts, and partnership donations:

i. The Parent Fund = $5K in total funding for Career Treks Program ($2K), Suit-Up ($2K), and Suit-Up Matching Challenge Fund ($1K)
   1. Previous year $6K in funding
ii. Graduate Student Career Coach $45K to be matched by Graduate School and academic departments
   1. Previous year – $25k
iii. Graduate Student Career Coach $45K to be matched by Graduate School and academic departments
   1. Previous year – $25k
iv. JLD (Job Location and Development) = Federal grant in conjunction with Financial Aid/Scholarships = $65K
   1. Previous year – equal funding
v. Additional funding donations to Career Services from our 2015 Partner Employer (not grant funded) = $66K
   1. Previous year $52K funding.
vi. Anonymous check = $6,300

**III. STAFF EXCELLENCE TEMPLATE**
The Career & Professional Development Team has 20 staff members, and 11 student ambassadors. We have been fortunate to recruit and hire a number of new career coaches over the past year from a diverse background of experiences and from varied geographic areas across the country.

This fresh infusion of talent has led to many new ideas, and an opportunity for bringing in new and effective practices to the CPDC. We have a strong commitment to continuing to provide training, education, and professional development for our entire staff.
Highlighted below are some practices that ensures all staff is properly trained to provide professional and competent service.

II. Staff highlights:

- All staff have a budget allocation or $1700 per year to target conferences, trainings, or classes that enhance their professional development and growth. Our Assistant Directors receive $2,200 for their professional development and growth, and our Associate Directors receive $4,000 for their professional development and growth. This funding allows for our team to engage in attending conferences, joining professional associations, seeking specific credentials needs for areas of responsibility, and participating in leadership and board roles across the region and nation.

- Staff training occurs each month at our staff meeting designated for professional development – topics. These topics are requested by staff, and are geared to help staff with their everyday practice. Some of the 2016-17 year topics/presentations include the following:
  - How to best serve Undocumented Students
  - Best practices for working with International Students
  - Employment Law 101
  - White Privilege
  - Best tips for engaging unresponsive audience

- Monthly Coaches Training – provided and organized by Kelly Dries, Associate Director of Coaching/Counseling Services. These trainings cover real cases studies and scenarios from our Coaches, skill based training topics, new on-line tools and coaching instruments, and other salient topics that are brought to the table for discussion and practice. This year, our coaching team also went through the NACE Career Coaching Intensive Webinars, as an opportunity to continue to enhance our practice as career coaches.

- We have continued to encourage and support staff involvement in Student Affairs training and certification programs. We currently have 3 coaches that have successfully completed the Student Affairs Diversity Training Certificate. We have strongly encouraged all staff to complete this training within their first year of hire, in an effort to more actively encourage staff to complete this program.

- This past summer, we completed annual performance reviews for all career coaches and employer engagement staff, which was based on a 360 degree model. Staff received feedback from peers, academic partners, supervisors, and did a self-evaluation.

- Our on-boarding of new professional staff (Appendix E) embraces a comprehensive training and mentoring model. Each staff member will have extended training on all operational
aspects, plus observations and meetings with each staff member to familiarize them to each staff member’s role and responsibilities. Staff member’s trainings also include meetings with important stakeholders to their role, which are pre set-up for the staff.

- We recruit highly qualified staff from a national perspective. All of our coaches have either a master’s degree or deep industry experience. 8-10 Career Services Coaches have master’s degree or doctoral degrees, and our Associate Director for Counseling Services is a doctoral candidate.

**Staff Accomplishments and Awards**

<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dries, Kelly</td>
<td>MPACE Rising Star, December 2016</td>
</tr>
<tr>
<td></td>
<td>Became a doctoral candidate in University of Utah ELP Program</td>
</tr>
<tr>
<td></td>
<td>Graduated from NACE’s Leadership Advancement Program 2016</td>
</tr>
<tr>
<td>Bloomquist, Eric</td>
<td>Announced as 2018 MPACE Conference Chair</td>
</tr>
<tr>
<td>Mak, Kristi</td>
<td>Finance &amp; Accounting Certificate</td>
</tr>
<tr>
<td>Arola, Mary</td>
<td>Completed Victim Advocacy Certificate</td>
</tr>
<tr>
<td>Gold, Carmen</td>
<td>Completed MA in ELP at University of Utah 2016</td>
</tr>
<tr>
<td>CPDC</td>
<td>Recognition from the Center for Disability Access for our work with the Career Center and Center for Disability Task Force</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Committee &amp; Professional Association Memberships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inman, Stan</td>
<td>National Association of Colleges and Employers Professional Practices Committee</td>
</tr>
<tr>
<td></td>
<td>NACE National Career Services Benchmarking Consortium</td>
</tr>
<tr>
<td></td>
<td>Utah Association of Colleges and Employers Past President 2015-2016</td>
</tr>
<tr>
<td></td>
<td>MPACE Sponsorship Committee Chair</td>
</tr>
<tr>
<td></td>
<td>Member: NACE, MPACE, UACE</td>
</tr>
<tr>
<td>Name</td>
<td>Organization/Role</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Dries, Kelly</td>
<td>MPACE Conference Committee 2017 Entertainment Chair</td>
</tr>
<tr>
<td></td>
<td>MPACE Conference Committee 2016 Registration Chair</td>
</tr>
<tr>
<td></td>
<td>MPACE Mt. North Regional Committee, Member</td>
</tr>
<tr>
<td></td>
<td>NASPA Region V Knowledge Community Co-Coordinator</td>
</tr>
<tr>
<td></td>
<td>NASPA Region V Board Member</td>
</tr>
<tr>
<td></td>
<td>NASPA WRC Conference Committee 2016, Sponsorships Co-Chair, &amp; KC Co-Chair</td>
</tr>
<tr>
<td></td>
<td>NASPA National Conference Committee Member for Engagement 2018</td>
</tr>
<tr>
<td></td>
<td>NACE Inclusion Committee, Member</td>
</tr>
<tr>
<td></td>
<td>Member: NASPA, MPACE, NACE, and UACE</td>
</tr>
<tr>
<td>Bloomquist, Eric</td>
<td>Mountain Pacific Association of Colleges and employer (MPACE) 2016 Conference</td>
</tr>
<tr>
<td></td>
<td>Planning Committee Volunteer Chair</td>
</tr>
<tr>
<td></td>
<td>MPACE Communications Committee, Member</td>
</tr>
<tr>
<td></td>
<td>MPACE 2017 Conference Committee Member, Programs</td>
</tr>
<tr>
<td></td>
<td>Member: MPACE, NCDA, UACE, NACE</td>
</tr>
<tr>
<td>Jensen, Trisha</td>
<td>Cooperative Education and Internship Association Utah State Representative</td>
</tr>
<tr>
<td></td>
<td>MPACE Member of Entertainment Conference Committee 2017</td>
</tr>
<tr>
<td></td>
<td>UACE Member of State Conference Planning Committee 2017</td>
</tr>
<tr>
<td>Name</td>
<td>Member: NACE, MPACE, CEIA, UACE, NASPA</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>Mahak, Francine</td>
<td>Advisor for Golden Key Honour Society</td>
</tr>
<tr>
<td></td>
<td>Member: Graduate Career Consortium, UACE, Golden Key</td>
</tr>
<tr>
<td>Butler, Ella</td>
<td>MPACE Member of Entertainment Conference Committee 2017</td>
</tr>
<tr>
<td></td>
<td>Utah Career Development Association Conference Planning Committee 2017</td>
</tr>
<tr>
<td></td>
<td>University of Utah Pride Week Co-Chair 2017</td>
</tr>
<tr>
<td></td>
<td>Member: MPACE, UACE, UCDA, NCDA, Utah NASPA, ACPA</td>
</tr>
<tr>
<td>Kass, Lindsey</td>
<td>Utah Career Development Association Treasurer</td>
</tr>
<tr>
<td></td>
<td>Utah Career Development Association Conference Planning Committee, 2017</td>
</tr>
<tr>
<td></td>
<td>Member: NCDA, UCDA, UACE, MPACE</td>
</tr>
<tr>
<td>Arola, Mary</td>
<td>Member: NASPA, Utah NASPA, MPACE</td>
</tr>
<tr>
<td>Gleason, Amy</td>
<td>Member: Utah NASPA, MPACE, Alumni Career Services Network, NACE</td>
</tr>
<tr>
<td>Renzetti, Anna</td>
<td>Golden Key Honour Society, Advisor</td>
</tr>
<tr>
<td></td>
<td>MPACE Mountain North Committee, Member</td>
</tr>
<tr>
<td></td>
<td>Member: MPACE, Golden Key Honour Society</td>
</tr>
<tr>
<td>Randall, Megan</td>
<td>Member: NACADA, NCDA</td>
</tr>
<tr>
<td>Musser, Allison</td>
<td>Utah Association for Employment in Education, Treasurer</td>
</tr>
<tr>
<td></td>
<td>MPACE Education &amp; Development Committee Member</td>
</tr>
</tbody>
</table>
Member: MPACE, Utah Association for Employment in Education (UAEE), American Association for Employment in Education (AAEE).

Gold, Carmen  
Assistant to the Conference, NASPA WRC Conference Committee 2016  
Member: MPACE, NASPA

Jarman, Sara  
Member: MPACE, UACE

Bolton, Leslie  
Member: NACE, MPACE, UACE

Nielson, Preston  
Member: MPACE, NACE, UACE

Retirements:
- Julie Swaner
- Diane Ward
- Sam Morrison

New Hires
- Allison Musser
- Megan Randall
- Amy Gleason
- Carmen Gold
- Preston Nielson
- Anna Renzetti

Conference Presentations/Publications:

Kelly Dries

- Dries, K., & Zavala, E. (2016, November). *Here’s the deal: You need an*
entourage to land that first professional job. NASPA Western Regional Conference. Seattle, WA.


- Eric Bloomquist

- Stan Inman

- Ella Butler

- Carmen Gold
## Appendix A: New Staff Onboarding

### Megan’s Onboarding Training

#### Day 1: Monday, June 19th, 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am</td>
<td>Welcome &amp; tour of office</td>
<td>Kelly</td>
</tr>
<tr>
<td></td>
<td>- Where to find things you’ll need</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expectations (1:1’s, review of training outline, Review of Training folder, O drive set up, Master Calendar)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overview of job responsibilities &amp; key items</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Counseling Assignments/College Leads/ Mission Statement/Key Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Coaching Best Practices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Office Policies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Org Chart</td>
<td></td>
</tr>
<tr>
<td>10:00am</td>
<td>History of Career Services (Mission</td>
<td>Vision</td>
</tr>
<tr>
<td>11:00am</td>
<td>Coaching Difficult Students</td>
<td>Kelly</td>
</tr>
<tr>
<td>12:30pm</td>
<td>Lunch with Exec Team (Stan, Kelly, Trisha)</td>
<td>CFA</td>
</tr>
<tr>
<td>1:30pm</td>
<td>Name Change/ Career Coaching model revamp</td>
<td>Kelly</td>
</tr>
<tr>
<td>3:00pm</td>
<td>Meet with mentor, Ella, to review mentoring role</td>
<td>Ella</td>
</tr>
<tr>
<td>4:00pm</td>
<td>Review College of Engineering Background</td>
<td>Francine</td>
</tr>
</tbody>
</table>

#### Day 2: Tuesday June 20th, 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am</td>
<td>Review CA+P and transition document</td>
<td>Lindsey</td>
</tr>
<tr>
<td>9:00am</td>
<td>Meeting with Joy Velarde and Kate Barnard</td>
<td>MEK 1560</td>
</tr>
<tr>
<td></td>
<td>(Inside 1550, the main office)</td>
<td></td>
</tr>
<tr>
<td>10:00am</td>
<td>Review COE orientation presentation</td>
<td>Francine</td>
</tr>
<tr>
<td>12:00pm</td>
<td>NACE Principles of Practice &amp; Mandated Reporting</td>
<td>Kelly</td>
</tr>
<tr>
<td>2:00pm</td>
<td>Shadow Engineering presentation with Francine</td>
<td>Francine</td>
</tr>
<tr>
<td>3:00pm</td>
<td>Professional Development Association Overview &amp; Roles</td>
<td>Kelly</td>
</tr>
</tbody>
</table>
### Day 3: Wednesday, June 21st, 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Contact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30am</td>
<td>Meet with Assistant Director of Assessment</td>
<td>Eric</td>
</tr>
<tr>
<td></td>
<td>- Review vision for assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Overview of main projects (First Destination Data, Focus Groups, Student Feedback)</td>
<td></td>
</tr>
<tr>
<td>9:00am</td>
<td>Meet with Assistant Director of Programming</td>
<td>Lindsey</td>
</tr>
<tr>
<td></td>
<td>- GA roles &amp; responsibilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Overview of Programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Giving Resume Review Feedback via email: Quick Parts</td>
<td></td>
</tr>
<tr>
<td>10:00am</td>
<td>Meet with Assistant Director of Operations</td>
<td>Ella</td>
</tr>
<tr>
<td></td>
<td>- Marketing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Website</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Hiring/training</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Vendors</td>
<td></td>
</tr>
<tr>
<td>11:00am</td>
<td>Observe Career Coaching Appointment</td>
<td>Carmen</td>
</tr>
<tr>
<td>12:00pm</td>
<td>Lunch with Diane w.</td>
<td></td>
</tr>
<tr>
<td>1:30pm</td>
<td>Meeting with Saolo Manumaleuga Utu, Recruitment Advisor for CA+P 235 ARCH</td>
<td></td>
</tr>
<tr>
<td>3:00pm</td>
<td>Symplicity Training</td>
<td>Sara</td>
</tr>
<tr>
<td></td>
<td>- Reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mass emails</td>
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</tr>
<tr>
<td></td>
<td>- Observations</td>
<td></td>
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<tr>
<td></td>
<td>- Placements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Search: students, contacts, employers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Login as student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Appointment Calendar</td>
<td></td>
</tr>
<tr>
<td>4:30pm</td>
<td>Employer Engagement Overview –Partners</td>
<td>Stan</td>
</tr>
</tbody>
</table>
### Day 4: Thursday, June 22nd, 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00am</td>
<td>Alumni Career Coach &amp; Overview of Collaboration</td>
<td>Amy</td>
</tr>
<tr>
<td>10:00am</td>
<td>Meeting with Assistant Director for Employer Engagement &amp; Internships</td>
<td>Trisha</td>
</tr>
<tr>
<td></td>
<td>• EE strategic plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Overview of Industry Specialists Breakdown</td>
<td></td>
</tr>
<tr>
<td>11:30am</td>
<td>(Out of Office for your personal appointment)</td>
<td></td>
</tr>
<tr>
<td>2:00pm</td>
<td>Shadow Engineering presentation</td>
<td>Francine</td>
</tr>
<tr>
<td>3:00pm</td>
<td>Job Search &amp; Online Resources Part 1</td>
<td>Ella</td>
</tr>
<tr>
<td></td>
<td>• Careershift</td>
<td></td>
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<td></td>
<td>• GoinGlobal</td>
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<tr>
<td></td>
<td>• UCareerPath</td>
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<tr>
<td></td>
<td>• Peterson’s</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Marriott Library Job search tools</td>
<td></td>
</tr>
<tr>
<td>4:30pm</td>
<td>Shadow Engineering presentation</td>
<td>Francine</td>
</tr>
</tbody>
</table>

### Day 5: Friday June 23rd, 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am</td>
<td>Meet with Carmen to go over handout revamp</td>
<td>Carmen</td>
</tr>
<tr>
<td>8:30am</td>
<td>In’s and out of Marketing</td>
<td>Hannah</td>
</tr>
<tr>
<td></td>
<td>• Newsletters</td>
<td></td>
</tr>
<tr>
<td>9:00am</td>
<td>Most common questions at the front desk</td>
<td>Chloe</td>
</tr>
<tr>
<td>10:15am</td>
<td>Heather Palmer, AA for Bioengineering</td>
<td>SMB 3221</td>
</tr>
<tr>
<td>11:30am</td>
<td>Career Ambassador Program (Lindsey)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• History of Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Current Ambassadors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Role of Ambassadors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Suit Up, Student Leadership Luncheon</td>
<td></td>
</tr>
<tr>
<td>1:00pm</td>
<td>April Vrtis, AA for Pre-Engineering and Undecided</td>
<td>1620 WEB</td>
</tr>
<tr>
<td>2:00pm</td>
<td>Tracey Farnsworth, AA for Chemical Engineering</td>
<td>MEB 3290</td>
</tr>
<tr>
<td>3:00pm</td>
<td>Government Job resources/Prezis/Veteran students</td>
<td>Carmen</td>
</tr>
</tbody>
</table>
5:00pm Welcome BBQ at Kelly’s Kelly’s house

Day 6: Monday, June 26th

9:00am Walk-in Common Concerns- What it entails Mary

10:00am Engineering Academic Advising Meeting WEB 1603

11:30am Creative Resumes Eric

1:00pm 1:1 with Kelly: Strengths Kelly

2:00pm Shadow Engineering presentation Francine

3:30pm Shadow NSO Information Fair Kelly

4:30pm Shadow Engineering presentation Francine

Day 7: Tuesday, June 27th, 2017

8:00am Golf Cart training ASUU

9:00am Internship of the Year Award/Student Job Fairs/Student Jobs Leslie

9:30am FERPA training On your own

1:00pm Campus Recruiting Information & Career Fair Information Sara
- Interview Schedules
- Career Fairs
- Information Sessions
- 3rd party employers

3:00pm Social Media Meet-ups Mary/Carmen

3:30pm Observe Ella’s appointment

Day 8: Wednesday, June 28th, 2017

9:00am Shadow presentation Ella

11:00am Lucid Press training/Meet with Kristi: review of budget, requesting purchases Kristi
2:00pm  COE presentation Eric/Megan
       Eric
3:00pm  NSO Tabling
       Union Ballroom
4:30pm  COE presentation Lindsey/Megan

**Day 9: Thursday June 29th, 2017**

8:00am  Meet with Kelly: Coaching Scenarios & Debrief Observations
        Kelly
9:00am  Staff Meeting
        380
12:00pm Lunch with Allison (Since you both are new😊.)
        Your Choice
1:30pm  Career Development Tools
        Lindsey
        • Career Development Model
        • Top 5
        • Wandering Map
        • Value Cards
        • O*Net
        • MBTI & Strong Interest Inventory (Focus 2)
        • StrengthsFinder
        • Candid Career & informational interviews
        • Best practice for exploring students

3:00pm  Career Services LLC
        Ella
4:00pm  Academic Partner Engagement
        Kelly
        • Review of UAAC, Advisor Workshops, Advisor Open Houses, Faculty Recognition Program

**Day 10: Friday, June 30th, 2017**

8:30am-3:00pm Career Coach Hand out Revamp
Future Dates for Upcoming Months

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 4th</td>
<td>University Closure day</td>
<td></td>
</tr>
<tr>
<td>July 5th</td>
<td>Graduate School CVs with Francine</td>
<td>9am</td>
</tr>
<tr>
<td>July 5th</td>
<td>Internships with Trisha</td>
<td>1pm</td>
</tr>
<tr>
<td>July 6th</td>
<td>ISSS PD/Staff meeting</td>
<td>9am-11am</td>
</tr>
<tr>
<td>July 6th</td>
<td>Liaison Assignments with Carmen</td>
<td>11am</td>
</tr>
<tr>
<td>July 7th</td>
<td>Coaches meeting</td>
<td>9am-10am</td>
</tr>
<tr>
<td>July 10th</td>
<td>Engineering Deans meeting</td>
<td>2pm</td>
</tr>
<tr>
<td>July 10th</td>
<td>Workshop Bootcamp with Ella</td>
<td>3pm to 5pm</td>
</tr>
<tr>
<td>July 20th</td>
<td>Staff meeting</td>
<td>9am-11am</td>
</tr>
<tr>
<td>Friday July 28th</td>
<td>Coaches Retreat</td>
<td>9am-4pm</td>
</tr>
</tbody>
</table>

When you have any free time in between:

- Review the Website
- On Tuesday, Wednesday, Thursday during walk-in hours (10am-3pm), you are always welcome to observe the walk-in counselor. Simply ask the front desk to call you as well when you are free during these times, so you can observe.
- Shadow any workshop, practice interview, or counselor appointment
- Review the Career Info. by Major tabs for your majors: [http://careers.utah.edu/students/research/major/#e](http://careers.utah.edu/students/research/major/#e)
- Read “You Majored In What”
- Read Career Services, “Evolution of Career Services” Chapters
- Read NACE Standards for Career Services Professionals
- Review NACE materials at [www.naceweb.org](http://www.naceweb.org)
  - Username: Kdries@sa.utah.edu
  - Password: leanin77
- Symplicity Homework
- Set up your voicemail on your phone
- Put staff meetings on your calendar (Every Thursday 9am-11am)
- Put coaches meeting on your calendar (1st and 3rd Friday 9am-10am)

In the first month:
- **Observe at least each workshop once**
- **Shadow every coach once, shadow Ella & Francine as much as comfortable**
- **Shadow at least 20 appointments**
- **First 10 appointments will be shadowed by Ella or Kelly**
- **After second week, set up re-curring meeting with mentor, Ella**
- **Set up meeting with KD for weekly 1:1’s**
Appendix B: Marketing Strategic Plan

Marketing Plan

“We need to LESSEN the focus on WHAT we offer because that doesn’t build our brand, it enhances it once it is built.”

Overview:

This marketing plan will be developed to provide a roadmap of Career Services current marketing strategy. This plan should be used as an adaptable document, not a static document; it is important to align strategies with our campus climate.

The marketing plan aims to strengthen Career Services reputation and enhance visibility. In addition, it will encourage alumni, friends, future donors, parents, students, prospective students, faculty, and staff to cherish their association with Career Services.

Who is CPDC?

CPDC is a collaborative and inclusive team dedicated to developing students and alumni professionally and personally by supporting, inspiring, and preparing students and alumni to make their vision a reality.

What do we do?

- Connect students to employers and alumni
- Develop internships

Possible Slogan:

We’ve got U from beginning to end

- Unsure of how to find an internship? We’ve got U.
- Still exploring what your future looks like? We’ve got U.
- Unsure of how to write a resume? We’ve got U.
- Scared about “what’s next”? We’ve got U.
- Having a hard time identifying your strengths? We’ve got U.
- Are you an introvert and unsure of how to talk to employers? We’ve got U!

Why come to career services (talking points)?

- Students who engage with Career Services from beginning to end are 80% more likely to have accepted a position upon graduation.
Because thinking about your career is scary and everyone needs someone who has their back.

So you can finally answer that dreaded question of what you are going to do when you graduate.

College is overwhelming, good thing Career Services is here to help you find your direction.

Your identity matters, Career Services is a place where you can be your authentic self.

Students who participate in internships are 70% more likely to receive a job upon graduation. We have 1500 internship possibilities available annually. What are you waiting for?


Prepare to meet your future boss at our employer events. We’ve got U

Core Values:

Innovation and Progress:
In the Career & Professional Development Center, we never settle. We know career exploration and professional development can be challenging, so we focus on identifying and developing creative, forward-thinking solutions to assist students and alumni in this process. We strive to stay abreast of best practices and implement new ideas that fit the rapidly evolving landscape of career development and employer recruitment.

Diversity and Inclusion:
We believe that every person has value. Everyone’s voice deserves to be heard. The Career and Professional Development Center seeks to provide an environment that is inclusive, accessible, equitable, welcoming, and comfortable to members of all communities.

Integrity:
*It's in everything we do.* Whether we are working with students, employers, alumni, or university faculty and staff, we are transparent, honest, and ethical.

Personal and Professional Development:
We are committed to personally and professionally developing our team and everyone we interact with. We continuously strive to develop skilled and experienced professionals within our own staff to be the best Center we can be. Additionally, we help our students and alumni refine their skills, knowledge, abilities, and attitudes, so they can become the best version of their professional selves.

Collaboration
We’re in this together! The Career & Professional Development Center aims to foster a career-minded culture on campus by working with students, academic partners, employer, and alumni. We take a collaborative approach to helping individuals realize their personal and professional success.
Excellence
In everything we do, we strive for the utmost quality—not only in results but in the process of getting there. We go above and beyond to best serve our stakeholders.

Empowerment
We believe that each person has the agency to accomplish their goals and we are here to support and encourage them. As a team, we empower one another to improve in our day-to-day work. As coaches, we empower students and alumni to discover and accomplish their goals; as a team, we empower faculty and advisors to have career oriented conversations early; as a premier recruiting destination, we empower employers to build their dream team and realize their recruiting goals

Market Niche (Gaps in the data):
Second years, transfer students and underrepresented students

2.) Goals and Objectives
To develop a marketing plan designed to promote Career Services and bring about increased awareness of the role it plays in the lives of students attending University of Utah, from their first day on campus to commencement and beyond.

Our goal is to launch a targeted awareness campaign, while maintaining continued focus on internal strategic communication. This plan will utilize a variety of tactics to achieve the outlined campaign goals and objectives.

Goal Summaries:
1. Develop and launch a new branding campaign that will provide visibility of the comprehensive make-up of Career Services.
2. Implement marketing strategies that will target key internal and external audiences to increase awareness.
3. Evaluate and analyze marketing goals by utilizing assessment strategies.
4. Identify brand ambassadors (champions) who continuously promote our brand statement.
5. Map out marketing time-line a year in advance.