Annual Report

I. Departmental Key Activities

During the last 6 months the Career Services Leadership Team developed a strategic plan that included identifying and prioritizing the major areas of programs and services offered to all our stakeholders (i.e. students, alumni, employers, campus partners, and professional associations). In the summer of 2014, at the Career Services retreat, and in conjunction with the new Student Affairs Annual Report protocols, the following “Key Activities” with accompanying goals and outcomes were developed and put into place, along with a timeline for implementation and assessment.

Below is a summary of the Key Activities and a short narrative of the current initiatives leading to the outcomes for each area (see Appendix A for Key Activities Summary Table).

a. Individual Student Career Counseling/Planning – Central to our mission and purpose of educating students and alumni in the realization of meaningful careers is the individual career counseling and planning we engage in with students and alumni. The GOAL of this Key Activity is to increase students understanding of the key elements of career decision making and application of job search skills the OUTCOMES of which can be measured in in two ways: 1) Growth in the number of student/counselor interactions: First, Career Services began a new tracking system for all student appointments and other signification student interactions (e.g. e-mail correspondence, resume reviews, practice interviews, job search strategies, etc.). We have set a minimum threshold for career counselors of 10 significant student interactions per week. We have implemented a “weekly scoreboard” report reviewed each week in staff meetings that tracks the utilization data for that week and compares previous weekly interactions. Individual counselors are required to input student interactions into the student database. 2) A qualitative student appointment needs and assessment: Currently, each week students who have had an individual student career counselling student appointment are send a short e-survey that compares their self-reported level of career readiness with the post-appointment level of readiness and identified areas for future career planning actions (Appendix B for the Student Appointment Survey). With the utilization data from student appointments and other significant student interactions along with the survey data we will have complete picture of the level of student engagement, student needs, and knowledge of the valuable aspects of the programs, services, and coaching interactions that Career Services offers.

b. 1st Destination Outcomes - Each year’s graduating class includes those students who completed degrees between the periods of July 1 to June 30. One of Career Services GOALS is focused on obtaining career outcomes information from all institutional graduates each year. Career Services recognizes the growing importance of graduation
outcomes and first-year employment destinations for new graduates as they relate to improving higher education performance and achieving institutional success. We have adopted the NACE standards and protocols for the collection of graduating student career outcomes and implemented a new format and timeline for collecting after-graduation data (first-destination employment data or other after graduation activities) from new graduates 3 times each year. In conjunction with the NACE standards we have set an **OUTCOME** of reaching a 65% knowledge rate on first-destination/after-graduation activities and outcomes. The term “knowledge rate” defines the percent of graduates for which the institution has reasonable and verifiable information concerning the graduates’ post-graduation career activities. This work is on-going each year and is a critical measurement and element of our mission to help students achieve post-graduation success.

c. **Academic Partner Outreach** – Critical to our success in reaching and engaging students in the programs and services in Career Services is our partnership with academic departments. To facilitate our **GOAL** of increasing awareness of Career Services and resources among faculty, academic advisors, and other partners, Career Services counselors must conduct a minimum of 2 touch points with academic advisors, faculty, or departmental leadership each semester. Career Services counselors will complete 1st destination reports each summer for each of their academic departments and track all departmental interactions in the Symplicity database. Finally, all activities, events, and student utilization data will be included in the Annual reports to Dean/Departments in June of each year. These **OUTCOMES** of continued and sustained contact with academic partners will not only raise awareness of Career Services’s role, but also yield the kind of collaborations we now see happening in areas of employer interactions (employer panels, Career Pathways Programing, and Crimson Internships involvement).

d. **Employer Relations** – The addition of a new Associate Director for Employer Relations has created several new elements of outreach and activities related to the overall Key Activity and **GOAL** of maximizing student hiring opportunities (both internships and FT hires) through a systematic relationship management program. Simply put – the **OUTCOME** of this area is to increase the number of new first-time employer interactions, and to grow and strengthen the existing relationships with key employers at Career Services and the University of Utah. The Employer Relations Committee, led by the Associate Director, reviews both new and continuing employer relationships with a focus on increasing the number and quality of career outcomes for new graduates. They are charged with evaluating and implementing all policies related employers who are seeking to recruit and hire our graduates. Career Counselors are individually responsible for weekly observations in the Symplicity tracking fields and identifying 3 new employers each semester based on the college/major and alignment with an industry of interest for the students they work with. We will have employer based
assessment in the near future that will provide information on approaches and insights of HR professionals that drive on-campus recruitment and hiring expectations.

e. **Internship Coordination** – Career Services recognizes that student internships are critical for development of skills and competencies that prepare students for the professional world of work. Additionally, students need internships to explore and refine areas of career interests. This Key Activity has **two primary GOALS**: 1) **Expand the number and quality of internship opportunities.** 2) **Build a cohesive campus model for introducing, tracking and recognizing student internship participation.** To this end, Career Services has initiated a campus-wide committee to evaluate the current climate of internships and work toward a greater centralized approach and structure to all internships. In the spring of 2014 Career Services developed the “Crimson Internship”, a pilot program that facilitated internships with employers focused on the quality of the internship and the scalability of the program to academic colleges. By continued tracking of the number of employer internship postings and facilitating post-internship student experiences, we seek to understand the impact of the internship experience on the student and the institution. In the spring of 2015 we will conduct an employer needs assessment survey to identify the factors that create quality employer internships. We will also continue to build on the Crimson Internship Program with employers that identify skills and competencies specific to colleges and majors. Last, beginning in October, a newly funded Internship Coordinator position will be placed and lead-out on reaching our goals and out comes associated with this Key Activity. These efforts will support the **OUTCOMES** of increasing internship postings and reported student experiences as well as helping Career Services understand the needs of employers surrounding internships.

f. **Professional Development Trainings** – To meet our **GOAL** to develop a well-trained and knowledgeable staff we have a Key Activity of on-going staff development activities. The **OUTCOME** is the implementation of a full calendar year of professional development topics and staff participation in professional associations and conferences. Through these efforts, we seek the **OUTCOME** of gaining effective career counseling skills and knowledge of best professional practices. Each staff member who participates in a professional development activity/conference will present to staff on a selected topic. During the fall developmental meeting with the Associate Director, professional skills development and on-going professional activities will be assessed.

g. **Student Workshops** – The **GOAL** of improving students’ job search and career development skill sets through improved workshop content and delivery is an area of Key Activity for all staff. Each career counselor routinely presents one of the 7 core workshops that have been developed by the Career Education Committee. Additionally, they have the responsibility for creating and marketing a workshop that is specialized to a topic (outside the 7 core workshops). There are two desired **OUTCOMES** in the Key
Activity: 1) Students will be able to increase their knowledge of the career development process and apply effective job search skills. 2) Increase student participation in all workshop topics. Currently we are assessing the student experience in our “Boot Camp” series of workshops to determine if students learn and value new skills. We are tracking utilization across all workshops offered.

h. **Networking/Recruiting Events (Career Fairs, Pathways)** – Through a series of career education and on-campus recruiting events, our GOAL is to create more “student to employer” contact as well as educate students on the range of career opportunities available. The new “Career Pathways” and “Career Treks” are examples of networking events that introduce students to professionals and alumni in an informal setting that can lead to a greater understanding of the range of career opportunities available (see Appendix D for student promotional materials). One important OUTCOME of this type of event is allowing students to practice their personal introductions with alumni/professionals, and plan the next steps of their career search. We also seek to increase the number of students participating in the Career Pathways events by asking each counselor to plan and carry-out a networking event in the academic college they are assigned. This year we will assess the student perception and attendance of 2 of the Career Pathway events. This kind of student employer interaction will complement the more formal “hiring” events such as career fairs and on-campus interviews, and extends the reach of Career Services to students in all colleges.

i. **Student Publications/Resources** - The GOAL of increasing both student and academic department awareness of Career Services’s resources will still require the use of a variety of publications such as the “Student Career Development Guide” and the Semester Workshops Schedule. Although these publications are available online, we have learned through surveys and direct feedback that students like both printed and online publications. These publications do much to accomplish our desired OUTCOME of increased knowledge of Career Services’s resources and activities. A strong set of informational resources that informs students about workshops, career networking (Career Pathways), counselor appointments, and other important touch points will directly affect the number of teaching and learning opportunities available to students. As students attend workshops by topic and apply skills learned, it will greatly increase students’ understanding of career development and the job search process. Whether online or in print, well-developed and continuous informational pieces are key to engaging students on an on-going basis. These resources communicate the range of activities and programing available year-round in Career Services, and often serve as a first point of information and quick guide to our services (see Appendix D).

**II. Key Findings**
This section highlights assessments that have been conducted across many of the areas over the past year. Included below is a summary table for the current assessment projects that are active this fall 2014 semester. The below assessments are active at the present time and when completed, will be added to the key activities table listed in Appendix A. Also, a summary of completed assessment summaries can be found in Appendix F.

<table>
<thead>
<tr>
<th>Current Project</th>
<th>Semester</th>
<th>Instrument</th>
<th>Key Findings and Actions Taken</th>
<th>Division of Student Affairs Strategic Plan Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Career Counselor Appointment Assessment</td>
<td>Fall2014</td>
<td>Student Appointment Follow-up Survey</td>
<td>Currently Assessing</td>
<td>1-c</td>
</tr>
<tr>
<td>Student Workshops (Boot camp)</td>
<td>Fall 2014</td>
<td>Learning Outcomes and Satisfaction Survey</td>
<td>Currently Assessing</td>
<td>1-c</td>
</tr>
<tr>
<td>Career Pathways – Networking</td>
<td>Fall 2014</td>
<td>Electronic survey to participants – value/utilization</td>
<td>Currently Assessing</td>
<td>1-c</td>
</tr>
</tbody>
</table>

The following assessment summaries reflect data driven areas of change and improvement:

1. **Technology**

Based on the benchmarking of career services offices and employer survey data, a change was made to a new Career Services Management (CSM) software, which provides significant improvement in functionality and user features. The new software is called NACELink/Symplicity and is being used by 10 of the 12 PAC 12 schools. This software will allow the University to have the most up-to-date resources for students and employers (see the Executive Summary - NACELink/Symplicity below). **The added cost for this software license will continue impact our operations budget at approximately $14,000 annually**.

About 95% of the employers/respondents indicated they had utilized CSO Research within the last 12 months and most were satisfied with it. Most liked how it made the interviewing process more seamless. Half of the respondents found that CSO Research was easy to navigate, while the other half found it difficult to use. Just over 60% of the respondents have utilized Symplicity within the last 12 months and most were also satisfied with it. Many liked how it made the
interviewing process more seamless and that it provided a wide variety of options. Some thought it was too complex. About 12 (66.67%) employers have utilized other job posting/interviewing databases from other institutions, most of which (91.67%) were using Experience. Half of the students said that Experience is fairly easy to use while the other half disagrees.

2. Crimson Internships
The need to expand the number and type of internship opportunities that prepare students for career outcomes, as well as the need for a campus model for tracking and recognizing student internships was addressed with the creation of a new “Internship Coordinator” position. The Internship Coordinator will foster and develop more campus-wide collaboration around internships, which is essential to the mission of Career Services and to the Strategic Plan for Student Affairs. Although the funding for this new position has been committed from the Vice President of Student Affairs, the budget impact on Career Services will come in the form of supporting employer outreach and networking. **Typically, an outreach position will have an accompanying budget of $5,000 in travel and professional association costs.**

Most (52.38%) student respondents found out about the Crimson Internships Program through the University of Utah homepage web banner and through a counselor email/referral (33.33%). The deciding factors for applying for the Crimson Internships Program were mainly that the internships and companies interested them (80.95%), they liked that they could apply for multiple internships with one application (71.43%), it seemed like a good opportunity for an exploring student (66.67%), and they liked that the program was geared for students majoring in their specific college. All were satisfied with the online application system, 66.67% were satisfied with the variety and quality of Crimson companies/internships, and 72.22% were satisfied with the interview with Career Services/Business Career Services Staff. One thing many students mentioned was that they really liked the interview; they said that it was more laid back and that the interviewers were friendly and easy to talk to. One thing students thought could be improved about the Crimson internships application and interview process was that they would have liked the process to be a little clearer so they knew what the next steps would be. Students said they plan to use various Career Services/Business Career Services resources in the future, primarily: Career Services/Business Career Services resources in the future, primarily: UCareerLink (76.47%), Career Fair (76.47%), resume review (70.59%), appointment with a career counselor (64.71%), internship assistance/information (64.71%), and the Student Job Fair (58.82%). Respondents indicated they were majoring in the David Eccles School of

3. First Destination –Graduation Survey
A new First Destination Survey was developed that would address the shortfall of data related to student after-graduation plans. Several years of survey data had yielded a knowledge rate of only 30%, so a change was made to improve the data collection with the use of a new “First Destination Survey”, implemented in spring.
First Destination Survey is emailed to all recent grads during each graduation period (August, December, and May) to obtain first destination information. The survey asks students to identify their main activity upon graduation (i.e., full-time job, volunteer service, graduation school, etc.) and then to provide more specific details on accepted offers for employment or graduate school. The survey is now distributed 3 times a year (previously one time per year). First Destination Survey has a revised format that assesses Career Services specific programs and engagement.

III. Utilization Data

The following summary tables represent key student utilization statistics for student contacts and event attendance. Also is the comparison report for on-campus recruitment activities (3 year comparison) (See Appendix C for demographic information).

Of particular importance with regard to the ability for Career Services to collect and report on student utilization, referral patterns, event attendance will be the upcoming implantation of the new Career Services CRM – Symplicity, which will be branded “UCareerPath”. This tool will allow us more consistent tracking of all student appointments, student login patterns, student communications, on-campus event registrations, employer interactions and generally increase the effectiveness on all front with regard to data collection and utilization of services. The investment in this new tool was substantial, and we will need to find financial support from the institutional level to continue license this software in the future.

| July 2013 - June 2014 |
|---------------------:|-----------------:|
| Students that logged in to UCareerLink | 9,067 |
| Students who attended a Career/Job Fair | 2,524 |
| Students who came in for appointments | 1,449 |
| Student appointments | 2,113 |
| Students who came in for on-campus interviews | 786 |
| On-campus interviews | 2,650 |
University of Utah Career Services
On-campus recruitment *
Year Report
2013-14

<table>
<thead>
<tr>
<th>Yearly Totals</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company visits</td>
<td>155</td>
<td>166</td>
<td>146</td>
<td>-12%</td>
</tr>
<tr>
<td>First time on campus</td>
<td>24</td>
<td>10</td>
<td>13</td>
<td>30%</td>
</tr>
<tr>
<td>Companies with interview schedules</td>
<td>108</td>
<td>93</td>
<td>97</td>
<td>4%</td>
</tr>
<tr>
<td>Schedules held</td>
<td>262</td>
<td>242</td>
<td>239</td>
<td>-1%</td>
</tr>
<tr>
<td>Students interviewed</td>
<td>2028</td>
<td>1914</td>
<td>1959</td>
<td>2%</td>
</tr>
<tr>
<td>Companies with resume collection only</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Resumes collected</td>
<td>16</td>
<td>4</td>
<td>unknown</td>
<td>0%</td>
</tr>
<tr>
<td>Company information sessions held</td>
<td>74</td>
<td>61</td>
<td>63</td>
<td>3%</td>
</tr>
<tr>
<td>Students attending</td>
<td>1316</td>
<td>523</td>
<td>659</td>
<td>26%</td>
</tr>
</tbody>
</table>

*Fall 2014 Recruiting Bulletin as of September 26 includes a total of 132 Companies

Additionally, student utilization data, student demographics, and statistics will be gathered through the use of Symplicity, such as the number and percent of students of student visits, career fair attendees, etc. from each college. We anticipate that that with the student utilization module in Symplicity we can also cross-tabulate many of the important student demographics with utilization patterns and types of student engagement.

During Fall 2014 Career Services provided a number of workshop topics listed in the Fall Workshops and Events publication (Career Pathways, Career Events, Practice Interviews, Career Fair Prep, Boot Camp, and Career Development Workshops) (See Appendix D).

Student Quotes

The following are selected student quotes taken from the 2014 Graduation Survey which reflect an overall sense of the satisfaction with the variety of programs, resources, and career counselor interactions. I have also included additional student quotes taken from e-mail correspondence (See Appendix E).

**Student Comments from Graduation Survey:**

“I am very pleased with the University of Utah’s willingness to guide me through this internship and I look forward to continuing school at the U of U.”

“Resume writing instruction was extremely helpful. I enjoyed the instructors and their information had helped me feel like I can write a resume for whatever position.”
“I really enjoyed the 1 credit course on career planning. We wrote resumes and cover letters and practiced our elevator pitches.”

“I really liked the practice interview. I felt completely prepared going into the real interview.”

“Resume building for the professional world is completely different than anything I had been doing. I greatly appreciate the direction!”

“The Fairs were always a great way to get to know employers and learn skills.”

“I loved meeting with my Career Counselor to go over my resume! It really helped me put the finishing touches on it and recognize what companies are looking for.”

“Mock interviews and resume preparation workshops hugely assisted me in my pursuit of employment.”

“Meeting with a counselor to go over resume, I actually had my career counselor review my personal statement for my graduate school application!”

“The counselor I talked to who helped me build my resume was very helpful and professional. She helped me create a strong resume that landed me numerous interviews.”

“The U Career Services was very beneficial. Especially my counselor, KELLY DRIES--She is very committed to the success of the students that visit her. Kelly's work truly reflects her passion.”

“My counselor was more than willing to help me understand anything I questioned. Kelly is very informative, knowledgeable, accommodating, and a pleasure to work with. I thought her resume help was invaluable.”

IV. Plan for the Future

Within Career Services there are many challenges and emerging trends, however none more important than the 4 areas listed below, which we have prioritized and begun to address in our Key Activities for the coming year and beyond.

a. First Destination Data – Opportunities. Perhaps the most important institutional priority is the accountably for the employment outcome of its (University of Utah) new graduates. In support of these vital issues faced by education institutions, Career Services will continue to implement and look for new ways to assess the career and employment outcomes for their graduates. As mentioned in the first-destination/post-graduation survey report, the changes made to the first destination survey schedule will have a positive effect on the knowledge rate of our graduates. These surveys are designed to understand more about the employment and continuing education goals and activities of college graduates, in addition to providing important information to help inform prospective students and their families as well as the general public about
post-graduation outcomes. Certainly there are strategies and web-based tools that are impacting the collection of this important data. We are implementing the NACE First Destination Protocols and will continue to work toward the goal 65% knowledge rate of the after-graduation activities of all new graduates. One of these important resources that will impact our ability to collect and report on first destination data is the acquisition of Symplicity software, our new Career Services CRM, which will be the primary source to hold and report out on first destination data.

**Challenges** - Finally, Career Services cannot shoulder this institutional responsibility alone. We must reach out and collaborate with many campus and academic partners and hiring employers. As noted in our Key Activities, the outreach to academic partners is in large part focused on the reporting of first destination data. We want to engage as many partners in the academic departments as possible to join the effort to collect after-graduation plans and employment outcomes. As indicated in our key activities, an annual report will be given to the Deans of each College. As a part of this report Career Services will ask for support in collecting first destination data. Many best practices are emerging within Colleges, such as exit interviews with faculty and advisors, etc. Career Services will continue to be accountable for this institutional data and work campus-wide to ensure that we reach the goal of 65% knowledge rate.

b. **Expanded Networking Events with College Participation – Opportunities.** As noted in the Key Activities, we believe a shift in the model of on-campus recruiting is necessary to introduce students to non-traditional methods such professional networking along with traditional career fairs and on-campus recruiting methods. There is subtle shift toward more informal networking with employers, and students report that hires often are linked with a network of professional associations. We have observed that students respond favorably to this format and it provides an important complementary role to the more formal hiring events such as career fairs and on-campus interviews. As noted in our Key Activities, the emphasis on these networking events has been prioritized. Examples of programming include: Student Leadership Luncheon, Career Treks, and Career Pathway Series (*See Appendix D*).

**Challenges** – Much remains to be accomplished in working to integrate the networking events and practices into each College. Student feedback and success must demonstrate the impact of these networking activities and programs. We have benchmarked with leading Career Services programs (specifically Stanford), which has moved toward a model which fosters more informal student interactions. More frequent interactions in the form of “student meet-ups” have had positive effects on the way career services counselors are impacting the career planning process. Engaging students in this way brands career services offices and career counselors as a more welcoming and inviting. To create a similar success, we will have to create a new model of student communication and interaction. Working through social media, we are directing our marketing to students and encouraging them to participate in programs. The nature of
our student profile will have to be considered as we develop a plan for more interactions that will be complementary to the more formal and traditional recruiting efforts.

c. **Required Career Services Touch Point with all Students – Opportunities.** We have begun a process to establish a required student touch point with Career Services. We worked collaboratively with our student government leaders to introduce a bill that supported this sophomore specific touch point. Of course, we do believe that the career planning process needs to be advanced with students early in their undergraduate experience, similar to the institutionally supported changes around major selection through mandatory advising for first year students. A coordinated, institutionally supported effort to require contact with Career Services early in a student’s academic career could have a positive impact on retention and graduation as students pursue their degrees with more purpose. Career Services, University College, and ASUU have formed a Task Force Committee to work on a new blended academic advising (focused on major declaration) career planning model. The implementation process, as of now, includes required Career Services touch points at the end of the first-year for all undeclared students for Spring 2015. For Spring 2016, a proposal is being developed to require all students moving out of “Pre-major” status in the spring of their sophomore year to have contact with Career Services.

**Challenges** – This is a complex initiative with many logistical protocols yet to be put in place. Currently, a task force with representation from all stakeholders are working on developing the framework for both the content of first student interactions and the method of notification for undeclared students. Implementing the next phases of this program will require continued collaboration and organization with many campus agencies and departments (both Student Affairs and Colleges).

d. **Internship Coordination – Opportunities.** The addition of the Internship Coordinator allows for Career Services to have a dedicated professional that focuses on a coordination of internship activities across campus. Although this position will have significant responsibility to seek out and create internship opportunities, a major role will be to foster collaboration with academic departments around a centralized model of internship participation. Currently, there is a task force that is looking at more centralized way of introducing students to internship experiences. This task force includes the primary departments that promote and supervise internship experiences (Hinckley Institute of Politics, Lassonde Entrepreneur Institute and Career Services).

Overall, our goal and Key Activity is to create opportunities for students to have professional experiences that foster a greater commitment to degree completion. The focus on exploration and personal and professional development will be a primary objective. Outreach across campus to diverse student groups and programs for participation is central to this position.
Challenges – Institutional success depends on each College taking up the banner of “internships”. Career Services is meeting with Deans and key faculty to develop and encourage internships as an integral part of the student experience. One remaining question is how the University will track and recognize student internships that are NOT for credit. Although we believe that the student experience does include the experiential learning opportunities in employment settings – there must be a stronger commitment to try and tie these experiences back to the academic goals.

<table>
<thead>
<tr>
<th>STAFF</th>
<th>AWARDS AND RECOGNITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Services</td>
<td></td>
</tr>
<tr>
<td>Bolton, Leslie</td>
<td>• 2013 Vice President for Student Affairs Award for Service Excellence</td>
</tr>
</tbody>
</table>
| Dries, Kelly     | • Student Affairs Diversity Council Certificate  
                     • Awarded the honor of serving on the Alumni Board of Directors for East Stroudsburg University |
| Shackelford, Laura | • NASPA Region V 2013 Western Regional Conference Scholarship |
| Peck, Caroline   | • Named to Nursing Honor Roll         |

<table>
<thead>
<tr>
<th>STAFF</th>
<th>COMMITTEE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Services</td>
<td></td>
</tr>
</tbody>
</table>
| Inman, Stan | • NACE Principals for Professional Conduct Committee 2014  
                             • NACE Strategic Relationships Action |
| Bolton, Leslie  | • Career Services Employer Relations Committee  
                      • Career Services Student Programs & Development Committee |
| Dries, Kelly  | • Student Affairs Professional Development Committee  
                      • Crimson Internship |
| Shackelford, Laura | • Center for Disability Services Scholarships Committee |
| Burton, Brian | • Alternative Breaks Advisory Board       |
| Peck, Caroline    | • Utah Association for Employment in Education (Treasurer) |
| Swaner, Julie | • Career Services Employer Relations Committee |

<table>
<thead>
<tr>
<th>STAFF</th>
<th>COMMITTEE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Services</td>
<td></td>
</tr>
</tbody>
</table>
| Bolton, Leslie | • Western Association of Student Employment Administrators  
                                 • National Student Employment Association |
<table>
<thead>
<tr>
<th>Name</th>
<th>Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Griffiths, Colton</td>
<td>• Utah Career Development Association Communication Committee</td>
</tr>
<tr>
<td>Dries, Kelly</td>
<td>• Women's Week Committee</td>
</tr>
<tr>
<td></td>
<td>• Student Commission Board</td>
</tr>
<tr>
<td></td>
<td>• Center for Learning Abroad Scholarship Review Committee</td>
</tr>
<tr>
<td></td>
<td>• Peer Mentor Institute Committee.</td>
</tr>
<tr>
<td></td>
<td>• SPEAK (Students &amp; Professionals Promoting Eating Disorder Awareness)</td>
</tr>
<tr>
<td></td>
<td>• MPACE: Co-Chair Technology Committee on 2013 Conference Committee in Phoenix, AZ</td>
</tr>
<tr>
<td></td>
<td>o Current Chair for Volunteers for the 2014 Conference Committee.</td>
</tr>
<tr>
<td></td>
<td>o Coordinated a Students Tell All Event for 30 employers through MPACE.</td>
</tr>
<tr>
<td></td>
<td>• NASPA: Region V Board Member</td>
</tr>
<tr>
<td></td>
<td>o Enough is Enough Representative for Region V</td>
</tr>
<tr>
<td></td>
<td>o Co-Chair for Student Affairs Fundraising and External Relations for Region V.</td>
</tr>
<tr>
<td></td>
<td>o Co-editor for Synergy newsletter, for Student Affairs Partnering with Academic Affairs Knowledge Community</td>
</tr>
<tr>
<td>Shackelford, Laura</td>
<td>• Center for Disability Services Scholarships Committee</td>
</tr>
<tr>
<td>Burton, Brian</td>
<td>• Alternative Breaks Advisory Board</td>
</tr>
<tr>
<td>Leslie, Kathy</td>
<td>• University of Utah Staff Council</td>
</tr>
<tr>
<td></td>
<td>• Utah Career Development Association, President</td>
</tr>
<tr>
<td></td>
<td>• National Career Development Association, Diversity Committee</td>
</tr>
<tr>
<td></td>
<td>• Utah NASPA Conference Planning Committee &amp; Webmaster</td>
</tr>
<tr>
<td>Swaner, Julie</td>
<td>• Alumni Association Communications Committee</td>
</tr>
<tr>
<td></td>
<td>• Committee to oversee LinkedIn University Pages</td>
</tr>
<tr>
<td></td>
<td>• Board Member Utah Council of Citizen Diplomacy</td>
</tr>
<tr>
<td></td>
<td>• Board Member Les Amis du Vin</td>
</tr>
<tr>
<td>Mahak, Francine</td>
<td>• Liaisons: The Graduate School, and the International Students and Scholars Center</td>
</tr>
</tbody>
</table>

**STUDENT AFFAIRS PRESENTATIONS AND PUBLICATIONS**

**Swaner, Julie** (2014, April). *Brandishing Your Brand: Learning to be Fearless in Marketing YOU* presented at the UWEHN Women’s Conference at Utah Valley University.
Swaner, Julie (2014, June). *Brandishing Your Brand: Learning to be Fearless in Marketing YOU* presented at the Staff Retreat for Humanities Counselors.


Shackelford, Laura (2013, November) presented a poster on the Graduation Survey at the NASPA 2013 Western Regional Conference: Assessment, Evaluation, and Research KC Poster Session.

Dries, Kelly & Inman, Stan (2013, October) *Skills Employers are Seeking in Candidates* presented at the Utah High School Counselors Conference in Salt Lake City.

Dries, Kelly (2014, January) *How to Navigate the American University as a Refugee Student* presented at New American Academic Network steering meeting in Salt Lake City.

Dries, Kelly & Pozo, Valery (2013, November) *Changing the Face of Leadership: Becoming the Next Generation of Women Leaders* presented at the Student Leadership Conference at the University of Utah.

Griffiths, Colton (2014, July) *College and Careers* presented to high school students (9th and 10th grades) in Utah.


Appendices

A Key Activities...................................................................................................................16-17
Appendix A

KEY ACTIVITIES SUMMARY TABLE
<table>
<thead>
<tr>
<th>Key Activities</th>
<th>Goals</th>
<th>Outcomes</th>
<th>Assessment</th>
<th>Notes/Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Student Career Counseling/Planning</strong></td>
<td>Increase students understanding of the key elements of career decision making and application of job search skills</td>
<td>Growth in the number of student/counselor interactions: Career Services counselors will have at least 10 significant student interactions per week. Growth in the number of students seeking clarification and follow-up appointments</td>
<td>Weekly Scoreboard (staff meeting)/ Utilization data/ Needs Assessment</td>
<td>2014-2015: Start with utilization, needs assessment based on student appointment 2015-2016 Design pilot study with assistance from OAER</td>
</tr>
<tr>
<td><strong>1st Destination Outcomes</strong></td>
<td>Measure 1st destination data post-graduation</td>
<td>Reach a 65% knowledge rate on first destination outcomes</td>
<td>Graduation Surveys</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Partner Outreach</strong></td>
<td>To increase awareness of Career Services and our resources among faculty, academic advisors, and other academic partners.</td>
<td>Increase number of referrals from academic departments (2 touch points with academic advisors per semester). Career Services counselors will complete 1st destination reports each summer for each of their academic departments</td>
<td>Track all departmental interactions *Annual reports to Dean/Departments</td>
<td>June 2015: Reports shared with Deans/Departments/ Visible on web/Added to Annual Report</td>
</tr>
<tr>
<td><strong>Employer Relations</strong></td>
<td>Maximize student hiring opportunities (both internships and FT hires) through a systematic relationship management</td>
<td>Increase the number of first-time employer interactions. Increase number of career outcomes for new graduates.</td>
<td>Weekly observations of employer interactions into Symplicity tracking fields. Hiring data Informed by 1st destination survey</td>
<td>No Career Fair Employer Survey this year</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Internship Coordination</th>
<th>Expand the number and type of internship opportunities that prepare students for career outcomes. *Use cohesive campus model for tracking and recognizing student internships.</th>
<th>Increased number of employer internships posting and student reported experiences. Understand the needs of employers surrounding internships.</th>
<th>Utilization data/Employer Needs Assessment for internships.</th>
<th>Spring 2015: Employer Needs Assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development Trainings</td>
<td>Well trained staff knowledgeable of effective career counseling skills and best professional practices.</td>
<td>Implement a full calendar year of professional development topics. Participation in professional associations and conferences.</td>
<td>Internal staff assessment of involvement in professional associations/conferences and skill development.</td>
<td>December 2014 &amp; May 2015 via Campus Labs.</td>
</tr>
<tr>
<td>Student Workshops</td>
<td>Improve student job search and career development skill sets. Increase student participation in 7 core workshop topics.</td>
<td>Students will be able to increase knowledge of topics and apply skills upon attending workshops. Increase student participation in all workshops.</td>
<td>Paper surveys during Boot Camp or Career Fair Prep /Utilization data.</td>
<td>Career Fair Prep: 9/15-9/26 Boot Camp: 10/27-10/30 Learning outcomes and satisfaction paper survey.</td>
</tr>
<tr>
<td>Recruiting Events (Career Fairs, Pathways)</td>
<td>Maximize student and employer points of contact. *Educate students on the range of career opportunities available.</td>
<td>Increase number of student participants at recruiting events. Students will be able to practice their personal introductions with alumni/professionals, and plan the next steps of their career search.</td>
<td>Electronic survey to Pathways participants/utilization data.</td>
<td>Minimum of 2 Pathways will be assessed Dates: 9/16 Management Training, 9/18 Engineering and Technology, 11/4 Parks Recreation and Tourism, 11/4 (same day) Non-Profit &amp; Public Service Pathways.</td>
</tr>
<tr>
<td>Publications/Student Resources</td>
<td>Increase student and academic departments awareness of Career Services resources.</td>
<td>Students and academic partners are aware of Career Services.</td>
<td>Add &quot;How did you find out about us?&quot; question on every survey/Division-wide survey to academic departments.</td>
<td>Year-round, Assistance from Student Success Advocates.</td>
</tr>
</tbody>
</table>
## Appendix B

**STUDENT APPOINTMENT FOLLOW-UP SURVEY**

### Q1. Did you meet with a U of U Career Services counselor (in-person) within the last two weeks?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

### Q2. How did you hear about Career Services? (Check all that apply)

- Campus displays and/or advertisements
- Class announcement
- Career Services website
- Career Counselor email/referral
- Academic Advisor email/referral
- Faculty email/referral
- Friend or family member
- Other

### Q3. What was your primary motivation in meeting with your Career Counselor? (Check all that apply)

- Career coaching and/or mentoring
- Identifying employers
- Major exploration
- Internships
- Student jobs
- Career jobs
- Resume/Cover Letters
- Interviewing
- Networking
- Other:
Q4. How many career counseling appointments have you had with our office?

One (this was my first in-person appointment)
Two
Three
Four or more

Q5. Please indicate your level of initial knowledge of the resources available to you at Career Services (your knowledge prior to your most recent appointment):

Very knowledgeable about
Knowledgeable about
Somewhat knowledgeable about
Not knowledgeable about

Q6. Please indicate your level of knowledge of the resources available to you at Career Services after your most recent appointment.

Very knowledgeable about
Knowledgeable about
Somewhat knowledgeable about
Not knowledgeable about

Q7. Which Career Services programs do you plan to use in the future? (Check all that apply)

One-on-one career counseling appointments
Workshops/seminars on career skills
Resume reviews
Career Services website and resources (CareerShift, job postings, etc.)
On-campus interviews
Career Fairs
Practice Interviews
Career Pathways
**Q7. Which Career Services programs do you plan to use in the future? (Check all that apply)**

- Career Treks
- Employer information sessions
- Other (please specify)
- None of the above

**Q8. Overall, was this appointment beneficial to you?**

- Not at all
- Somewhat
- Fairly
- Very
- Extremely

**Q9. What aspects of your appointment were most helpful?**

**Q10. What aspects of your appointment were least helpful?**

**Q11. Please answer the following question according to the scale below: - Right now, how confident do you feel about reaching your career goals?**

- No Confidence
- Moderate Confidence
- Complete Confidence

**Q12. Please explain your response to Question 11:**

**Q13. What do you plan to do next in order to achieve your career goals (check all that apply)?**
Q13. What do you plan to do next in order to achieve your career goals (check all that apply)?

- Take a personality assessment at the Testing Center
- Search for jobs/internships
- Apply for jobs/internships
- Work on resume/cover letters
- Reach out to professional contacts
- Create/update LinkedIn profile
- Practice interviewing skills
- Schedule a follow-up career counseling appointment
- Other: (please explain)

None of the Above

Q14. Anticipated graduation date:

- Already graduated
- Fall 2014
- Spring 2015
- Summer 2015
- Fall 2015
- Spring 2016
- Summer 2016
- Fall 2016
- Spring 2017
- Summer 2017
- Fall 2017
- Spring 2018
- Summer 2018 or later
- Unsure

Q15. Academic Level:
Q15. Academic Level:
Undergraduate student
Graduate student
Alumni

Q16. College of your major (check all that apply):
Architecture + Planning
Business
Dentistry
Education
Engineering
Fine Arts
Health
Humanities
Law
Medicine
Mines & Earth Sciences
Nursing
Pharmacy
Science
Social & Behavioral Science
Social Work
Undeclared

Q17. Race or Ethnicity (check all that apply):
### Q17. Race or Ethnicity (check all that apply):

- Asian/Asian American
- Black/African American
- Latino-Latina/Hispanic/Chicano-Chicana
- Middle Eastern
- Multiracial/ethnic
- Native American/American Indian
- Pacific Islander/Native Hawaiian
- White/Caucasian
- Self-identified race (please specify)

### Q18. Gender:

- Female
- Male
- Trans*

Self-identified (please specify):
Appendix C

9067 students logged into UCareerLink from July 2013 - June 2014

- Residency: 95% in-state students
- Gender: 55% male, 45% female
- 132 with veteran status

2524 students attended a Career/Job Fair during July 2013 - June 2014

- Degree Level: 73% Bachelor, 16% Master, 8% Doctorate
- Work Authorization: US Citizens 73%, Permanent Resident 5%, International 21%, Other >1%

*Data compiled from UCareerLink & Peoplesoft databases - although care has been taken to ensure the completeness and reliability of the information provided, technological limitations prevent 100% accuracy.*
1449 students came in for a total of 2113 appointments/walk-ins from September 2013 - June 2014

Gender
53% male
47% female

25 with veteran status

Degree Level

US Citizens
Permanent Resident
International
Other

Work Authorization

786 students came in for a total of 2650 on-campus interviews from July 2013 - June 2014

14 with veteran status

Degree Level

US Citizens
Permanent Resident
International
Other

Work Authorization

Gender
73% male
27% female

Student Demographics

- UCareerLink & Peoplesoft databases - although care has been taken to ensure the completeness and reliability of the information provided, technological limitations prevent 100% accuracy.
University of Utah
Career Treks

Network with local Marketing/Public Relations employers, & discover different employment opportunities in these Salt Lake City based industries!

Monday October 13th and Tuesday October 14th from 8:30 am-4 pm

Deadline to apply: Tuesday September 30, 2014
Current undergraduate students are eligible to apply.

Apply online at http://bit.ly/uofucareertreks
CAREER PATHWAYS
Your connection to industry professionals

SCIENCE
Wednesday, September 10th
3 PM - 5 PM
ASB Room 220

MANAGEMENT TRAINING
Tuesday, September 16th
4 PM - 5:30 PM
SFEBB Bill and Pat Child Family Community Hall

ENGINEERING & TECHNOLOGY
Thursday, September 18th
12 PM - 1:30 PM
WEB 1230

PARKS, RECREATION & TOURISM
Tuesday, November 4th
9 AM - 11 AM
Location TBD

NON-PROFIT & PUBLIC SERVICE
Tuesday, November 4th
4 PM - 5:30 PM
Location TBD

CAREER SERVICES
THE UNIVERSITY OF UTAH
CAREERS.UTAH.EDU
CAREER PATHWAYS

Join young alumni and professionals to explore and network toward a targeted career field. Each event includes a panel discussion with professionals, followed by an opportunity for students to meet and learn more about the variety of careers from industry professionals.

Science
Wednesday, September 10
3 - 5 pm
ASB 220

Management Training
Tuesday, September 17
4 - 5:30 pm
SFB 333

Engineering & Technology
Thursday, September 19
12 - 1:30 pm
WEB 1230

Parks, Recreation & Tourism
Tuesday, September 24
8 - 11 am
TBD

Non-Profit & Public Service
Tuesday, November 4
4 - 5:30 pm
CIT 308

CAREER EVENTS

Student Job & Internship Fair
Wednesday, August 27
10 am - 3 pm
Union Ballroom

Science & Engineering Career Fair
Tuesday, September 23
9 am - 3 pm
Union Ballroom

Graduate School Fair
Friday, September 27
10 am - 3 pm
Union Ballroom

Fall 2014 Career Fair
Tuesday, September 30
9 am - 3 pm
Union Ballroom

PRACTICE INTERVIEWS

Register on Oh-Campus Interviews in the CareerLink.
Wednesday, September 17
Wednesday, October 22
Thursday, October 9
Monday, November 3

CAREER FAIR PREP

Walk-in Resume Reviews
Friday, September 13
9:00 am - 12:00 pm
350 SSB

Saturday, September 17
9:00 am - 12:00 pm
350 SSB

Friday, September 19
9:00 am - 12:00 pm
350 SSB

Monday, September 29
9:00 am - 12:00 pm
350 SSB

How to Succeed at the Career Fair
Monday, September 15
10:00 - 11:00 am
360 SSB

Resumes: The Basics
Tuesday, September 16
10:00 - 11:00 am
350 SSB

Thursday, September 18
10:00 - 11:00 am
350 SSB

Researching Career Paths
Tuesday, September 24
10:00 - 11:00 am
350 SSB

Job Search Strategies
Monday, September 30
10:00 - 11:00 am
350 SSB

Networking: Why & How
Wednesday, September 30
10:00 - 11:00 am
350 SSB

LinkedIn
Monday, September 15
12:00 - 1:00 pm
350 SSB

Wednesday, September 24
12:00 - 1:00 pm
350 SSB

Cover Letters: The Basics
Thursday, September 19
10:00 - 11:00 am
350 SSB

Salary Negotiation
Thursday, September 26
10:00 - 11:00 am
350 SSB

 Bahrainese: How to Get a Government Job
Monday, September 22
10:00 - 11:00 am
360 SSB

Job Search Strategies: Why & How
Wednesday, September 34
10:00 - 11:00 am
350 SSB

Graduate School: From Deciding to Applying
Friday, September 26
11:30 am - 1:00 pm
Union Ballroom

Graduate School Panel
Friday, September 26
12:00 - 1:00 pm
Union Ballroom

BOOT CAMPS

Fall Boot Camp
Dating Boot Camp: Our Ambassador-led Coach Course will give you the basic coaching necessary to prepare you for your next deployment.

Tuesday, October 22
10:00 am
350 SSB

Wednesday, October 23
3:00 pm
350 SSB

Career Fair Prep Boot Camp
These comprehensive workshops feature How to Succeed at the Career Fair, How to Research Companies, Researching, and Networking.

Monday, September 15
3:00 pm
350 SSB

Thursday, September 18
2:00 pm
350 SSB

Webinars: Career Fair Prep Boot Camp
Monday, September 22
3:00 pm
350 SSB

Monday, September 29
3:00 pm
350 SSB

WEBSHOPS

Many of our workshops are also available as online workshops. Check them out at:

http://careers.utah.edu/websops.php
Appendix E.1

UNIVERSITY OF UTAH CAREER SERVICES STUDENT TESTIMONIALS

Charles Burnett, April 2014 graduate
English major

I'm not normally the kind of guy who visits offices like Career Services. I usually prefer to do the macho thing and figure things out on my own. However, after I graduated, I realized how daunting a task it is to look for full-time employment these days. This realization was made worse by the fact that I, like a lot of recent graduates in this economy, got bombarded with claims and advice about the job hunt that made it seem like a hopeless endeavor. You know the kind of commonly-shared "hard truths" I'm talking about: Only certain degrees are worth anything in this job market, a Bachelor's degree is useless unless you go to grad school, you can ONLY find good jobs by networking and not through the old-fashioned application process, etc. My meeting with my counselor, Kelly, helped me see the truth about many of these claims as well as the MANY opportunities available to me. Career Services can't guarantee you'll a job after graduation...it's still your responsibility to do well in school and secure part-time jobs and internships that provide you with experience relevant to your desired field...but they have great resources to help people in any stage of the job hunt process. I ultimately accepted a job offer for a position and company that I was really excited about, which I found through Career Services resources. My story has a happy ending, and so can yours.

William Theel, April 2014 graduate
Ethnic Studies

I’d like to concentrate on a person that made this internship a wonderful experience. My University of Utah career counselor, Laura Shackleford has been an incredible help to me. Laura walked me through the internship process, and has been with me every step of the way. She has made the whole experience much less stressful than I feel it could have been if I were flying solo. Laura hasn’t only helped me with internship matters; she has also helped me as I have begun looking for a career. She had a meeting with me on how best to create a resume that will catch attention, and edited it via email more than once. She has also helped me with advice on how best to pursue graduate school and be noticed in that process as well. Lastly, Laura has put up with what I like to call my “senior paranoia.” She has given me advice on all aspects of my senior year, not just my internship. I consider her a trusted advisor when it comes to academia, and have asked her a plethora of questions. She is always quick to respond with advice or a solution and never turns me away, even when I’m at my most anxious. To have someone like that in your corner at such a stressful time is a priceless asset. No matter the problem, she can handle it in a professional manner. She made the internship process one that was easy to understand and most enjoyable. I have loved my internship for many reasons and would highly recommend it to any fellow student.
Megan Gessel, April 2014 graduate
English major

My first exposure to Career Services was as a freshman. I had no idea what I wanted to study, so I met with a major exploration counselor. I had a good experience and enjoyed taking the personality assessments, which were surprisingly accurate. After a year, I did declare a major, and I felt secure in my decision thanks to the support I received from Career Services.

My best experience with Career Services has been with Kelly Dries, who served as the liaison for the English department starting my senior year. She is everything you could ask for in a career counselor! I really appreciated how she was so proactive about reaching out to the students about internships, counseling, and anything else. I kept thinking to myself how I wished I had known Kelly the day I started at the U- I would have been aware of so much more I could do. She is bright, friendly, and relatable, so much so that I even considered becoming a career counselor so I could be like her!

As I neared the middle of my senior year, I started to really think about Career Services. However, the best part of this story is that the support from Career Services did not stop when I graduated. As a 4.0-student with relevant work experience, I assumed the job search would be relatively straightforward. I'd apply, I'd interview, I'd pick a position. No surprise, the search was much harder than I thought! My situation was especially unique, as I moved to a completely new state a few months before graduating. Even though it was difficult, I never felt alone and abandoned throughout my job search, thanks to Kelly and Career Services. Kelly checked in on me on a biweekly basis, providing encouraging words, validating my efforts, and counseling me on other resources I could use, like pursuing a temp position while I looked for a permanent job (I did). She edited my resume and coached me with interview tips from afar, among other helpful actions.

Six months out, I'm happy to report I've found a great position that will give me exposure to my career interests. While Career Services didn't find the job for me (they shouldn't!), they did prepare me with the confidence and support network I needed to prove my worth to an employer. My only regret is that I did not take further advantage of all the fantastic programs and services offered—That will be my first piece of advice to incoming Utes!

Lindsey Painter, August 2013 graduate
Psychology

You recently helped me edit my resume for my MPA application and I just wanted to let you know I've been accepted into the U's MPA Program! I wanted to thank you for all your help with my graduate school application.
Alex Fuller, May 2013 graduate  
Urban Planning  

I wanted to thank you for taking the time to meet with me and being honest with my and where I needed to improve. I am grateful that you nicely told me I was a sub-par interviewee and gave me some areas to improve on. Obviously I was able to improve enough to be offered a position I did not apply for. So thank you for everything and I felt I had a strong interview and was able to highlight the skills that I had to offer as well as a unique and appealing background and prescriptive on the issues that I will be dealing with in this field of work. Thank you for showing me how to really put together a strong interview, where I was able to highlight my strengths, experience, and motivation to succeed. And I hope more planning students will walk into your office!

Brady Warner, May 2013 graduate  
Mechanical Engineering  

I wanted to thank you and the Career Services staff, both my internship and my job offer came about because of the dedication that you and your coworkers have to us students. Thank you for the hours and hours that you put into setting up interviews, mock interviews, info sessions, career fairs, and everything else. I appreciate it and I know others students who feel the same way.

Richard Rubel, April 2014 graduate  
Mechanical Engineering  

I wanted to thank you and the rest of the career services staff that presented tonight. I feel that I learned a lot about aspects of job searching that I haven't even considered. Thank you once again for the boot camp presentation tonight!

Juan Higuera, May 2012 graduate  
Economics  

I got offered a Transportation/Transit Planner position with a consultant in South Florida, I decided to take it. I was specifically told that my resume and my LinkedIn profile were the primary reasons that I got interviewed in the first place. I wanted to share the good news and thank you again for all your help and the good work that you guys do.

Anourath Arounlangsy, May 2015 graduate  
Political Science  

I think of the quote by Douglas Adams: “I may not have gone where I intended to go, but I think I have ended up where I needed to be.” ….And I would not be where I am now without your crucial help and expertise. Thank you so very, very much. (Student shared this after completing a State Dept. Internship at the U.S. Embassy Stockholm).
STUDENT COMMENTS FROM GRADUATION SURVEY

“I am very pleased with the University of Utah’s willingness to guide me through this internship and I look forward to continuing school at the U of U.”

“Resume writing instruction was extremely helpful. I enjoyed the instructors and their information had helped me feel like I can write a resume for whatever position.”

“I really enjoyed the 1 credit course on career planning. We wrote resumes and cover letters and practiced our elevator pitches.”

“I really liked the practice interview. I felt completely prepared going into the real interview.”

“Resume building for the professional world is completely different than anything I had been doing. I greatly appreciate the direction!”

“The Fairs were always a great way to get to know employers and learn skills.”

“I loved meeting with my Career Counselor to go over my resume! It really helped me put the finishing touches on it and recognize what companies are looking for.”

“Mock interviews and resume preparation workshops hugely assisted me in my pursuit of employment.”

“Meeting with a counselor to go over resume, I actually had my career counselor review my personal statement for my graduate school application!”

“The counselor I talked to who helped me build my resume was very helpful and professional. She helped me create a strong resume that landed me numerous interviews.”

“The U Career Services was very beneficial. Especially my counselor, KELLY DRIES--She is very committed to the success of the students that visit her. Kelly's work truly reflects her passion.”

“My counselor was more than willing to help me understand anything I questioned. Kelly is very informative, knowledgeable, accommodating, and a pleasure to work with. I thought her resume help was invaluable.”
Maggie Anderson, April 2013
Human Development & Family Studies

“I am very excited about the impact this internship will have on my career and long-term goals. The benefits of my experiences there will be shared with the elementary school students I work with during my classroom field practicum, student teaching, and very soon, my career as a teacher.”

“Caroline Peck was an extremely helpful, flexible, and attentive counselor.”

Laramie Riggs, December 2014 graduate
International Studies

“On the up side, Kelly Dries became my new advisor and has worked tirelessly to ensure that I had a rewarding experience and I am appreciative because through her dedication, it truly was unforgettable.”

Andrew Clark, December 2014 graduate
International Studies

“...taking the career services internship course has really prepared me for what’s to come after graduation. I have been able to better my resume, increase my education, and experience opportunities that most have not.”

“My counselor, Kelly Dries, was absolutely amazing. She was available whenever I needed and was very prompt at replying to emails whenever I had questions. She truly made an overwhelming experience seem manageable because she was able to offer such beneficial insight on assignments and helped walk me through assignments whenever I was confused.”

Lindsay Quintanilla, December 2014 graduate
International Studies

“My counselor, Kelly Dries, was absolutely amazing. She was available whenever I needed and was very prompt at replying to emails whenever I had questions. She truly made an overwhelming experience seem manageable because she was able to offer such beneficial insight on assignments and helped walk me through assignments whenever I was confused.”

Eliza Dowdle, April 2016 graduate
Human Development & Family Studies

“I am very pleased with the University of Utah’s willingness to guide me through this internship and I look forward to continuing school at the U of U.”
<table>
<thead>
<tr>
<th>Completed Project</th>
<th>Semester</th>
<th>Instrument</th>
<th>Key Findings and Actions Taken</th>
<th>Division of Student Affairs Strategic Plan Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Career Services Technology</td>
<td>Spring 2014</td>
<td>Assessment of Career Services Technology - Outline</td>
<td>Assessment of Career Services Technology - Outline</td>
<td>7; 6</td>
</tr>
<tr>
<td>Crimson Internship Program Assessment</td>
<td>Spring 2014</td>
<td>Crimson Internship Program Assessment - Outline</td>
<td>Crimson Internship Program Assessment - Summary</td>
<td></td>
</tr>
<tr>
<td>Suit Up Survey</td>
<td>Spring 2014</td>
<td>Suit Up Survey - Outline</td>
<td>Suit Up Survey - Summary</td>
<td>1-c; 5-a</td>
</tr>
<tr>
<td>Career Fair Survey Fall 2013 - Student</td>
<td>Fall 2013</td>
<td>Career Fair Survey Fall 2013 - Student - Outline</td>
<td>Career Fair Surveys Fall 2013 - Summary</td>
<td>1-c</td>
</tr>
<tr>
<td>Career Fair Survey Fall 2013 - Employer</td>
<td>Fall 2013</td>
<td>Career Fair Survey Fall 2013 - Employer - Outline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Mentoring Program - Mentee Registration</td>
<td>Fall 2013</td>
<td>Female Mentoring Program - Mentee Registration - Outline</td>
<td>Female Mentoring Program - Mentee Registration -</td>
<td>2-d; 3; 4-f</td>
</tr>
<tr>
<td>Event</td>
<td>Time</td>
<td>Description</td>
<td>Additional Information</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>----------</td>
<td>------------------------------------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>Female Mentoring Program - Mentor Registration</td>
<td>Fall 2013</td>
<td>Female Mentoring Program - Mentor Registration - Outline</td>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>Senior Boot Camp</td>
<td>Fall 2013</td>
<td>Senior Boot Camp - Outline</td>
<td>Senior Boot Camp - Summary</td>
<td>1</td>
</tr>
<tr>
<td>First Destination Fall 2013</td>
<td>Fall 2013</td>
<td>First Destination Fall 2013</td>
<td>First Destination Summer and Fall 2013 - Summary</td>
<td>6-d</td>
</tr>
<tr>
<td>First Destination Summer 2013</td>
<td>Summer 2013</td>
<td>First Destination Summer 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduating Student Survey</td>
<td>Spring 2013</td>
<td>Graduating Student Survey Spring 2013 - Outline</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>