I. Mission/Vision/Departmental Key Activities

During the 2014-15 year, the Career Services Leadership Team continued to refine and strengthen the overall strategic plan. Our primary goal in our strategic planning was to ensure that our Career Services Key Activities were aligned and congruent with our newly revised mission statement, which is built around our “Four Pillars of Practice.”

Four Pillars of Practice:

Students: Create a world where all students see the tangible future because they understand and engage in the career planning process – early and often.

Employers: To be the premier collegiate recruiting destination for employers who offer quality opportunities for University of Utah students and alumni.

Alumni: Create a lifetime relationship of connectedness to the University of Utah from alumni and the community

Academic Partners: Create a career culture at the University of Utah where every faculty and staff member engages in career development.

Career Services Mission Statement:

“Career Services 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.”

The 2014-15 Career Services Key Activities with accompanying goals and outcomes were re-considered with the purpose of ensuring that these areas of practice aligned with and reinforced our mission, vision, and pillars of practice.

Below is a summary of the Career Services 2015-16 Key Activities and a short narrative of the practices that have led to outcomes for each area over the past year. (See Appendix A for a table and timeline of Career Services Key Activities and See Appendix F for Assessment Project Summaries & collaborative assessments).

1. Student Interactions (Individual Student Career Counseling/Planning):

   The GOAL of this Key Activity: Increase student’s understanding of and improve student’s skill sets in the key elements of career exploration, career decision making and application of job search skills. Increase participation in 8 core workshop topics. Increase student’s participation in events to connect them with alumni and employers (i.e. Pathways, Treks, Career Fairs, etc.)

   Note: the Key Activity “Student Workshops” which
we previously listed separately, has been rolled up and consolidated under the newly expanded Student Interactions” Key Activity.

2014-15 KEY ACTIVITY OUTCOMES & UPDATES:

Growth in the number of student/counselor interactions: Beginning fall semester 2014, Career Services began a new tracking system for all student appointments and other significant student interactions (e.g. e-mail correspondence, resume reviews, practice interviews, etc.). We increased the minimum threshold for career coaches to have at least 20 significant student interactions per week (this is still a current practice for career coaches). With the conversion to a new student tracking and utilization software (Symplicity) in December, 2014, we now track student interactions such as student appointments, workshop attendance, career fair attendance, on-campus recruitment participation, and all types of significant student interactions (see the Section III – Utilization Data). In an effort to see more students, some career coaches have begun implementing Group Coaching Sessions in an effort to reach more students, as well as recognize the importance of peer to peer interactions, and our goal is to see more coaches begin to implement this type of effort to increase the number of significant student interactions per week.

A qualitative student appointment needs and assessment: During fall 2014 Career Services conducted a post-appointment survey directed at students who have had an individual student career counseling student appointments. Students were sent 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 F.6). We now have qualitative data that is currently helping shape the coaching elements of one-on-one student appointments. Results have been shared internally in order to help Career Coaches improve their career coaching practices, and our overall services. Note: We plan to conduct a second round of this assessment with a more quantifiable – learning outcome driven questions (based on Likert scale) again in fall 2015. We also want to ensure that all career coaches are given feedback, and in the previous survey round, only 50% of career coaches received feedback based on lower response rates from some majors.

Highlighted Findings:

- Over 85% of respondents indicated that their appointment was Very Beneficial or Extremely Beneficial, and 0% indicated that their appointment was Not at All Beneficial. Additionally, respondents reported increased knowledge of the resources available to them as a result of their career counseling appointment.
- Qualitative data show that students found online job search resources (namely CareerShift), Resume/Cover Letter Feedback, and getting questions answered to be the most helpful aspects of the appointment.

- Students found out about our office primarily through the Career Services website (n=34), or through an email/referral from their Career Coach (n=32) or Academic Advisor (n=33). Students also found out about our services through Campus Displays and/or Advertisements (n=28) and Class Announcements (n=27).

- 95% of students who interacted with Career Services coaches commented that they were more confident in their career planning process after meeting with their coach.

Finally, this Key Activity continues an area that needs to be continuously assessed with an eye toward continuing to create effective and efficient student coaching practices. One notable addition to this year’s program offerings related to the Key Activity of Student Engagement is a mandated online resume review for all students that submit resumes to the Career Services CSM (Symplicity) database. Students are given feedback on resume submissions within two business days and offered additional resources if the resume is determined to not meet the quality standards. The goal of this initiative is to ensure that student resumes are high quality, and meet the standards that the employers expect as they engage students in the recruitment process. This also, most importantly, increases University of Utah students’ chances of receiving interviews and job and internship offers, because they will have stronger resumes. Additionally, this is a highly effective way for our Career Coaches to engage students in the majors they work with, as resume preparation in one of most often sought out resources Career Services provides. Many students who have submitted resumes have not interacted with our office in another capacity, and this is another way career coaches can have a significant touchpoint with a student.

2. 1st Destination Outcomes:
   The GOAL of this Key Activity: Obtaining career outcomes information from all institutional graduates at a knowledge rate of 65% each year.

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. 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. This work is on-going each year and is a critical measurement and element of our mission to help
students achieve post-graduation success. Each year’s graduating class is asked to complete an Office of Budget and Institutional Analysis (OBIA) coordinated Graduation Survey (conducted in May), which includes questions related to graduates first-destination employment outcomes and graduate school plans. This survey includes those students who completed degrees between the periods of July 1 to June 30.

**2014-15 KEY ACTIVITY OUTCOMES & UPDATES:**

**Reach a 65% knowledge rate on first-destination outcomes:** Based on the May, 2015 Graduation Survey (see above description) our collective institutional knowledge rate was 44.2% (across all degree levels and disciplines). It is important to note that the overall Graduation Survey response rate was 28.5%. Once survey data is gathered, Career Coaches conduct follow-up emails with recent graduates to inquire about post-graduation plans, mine social media sites, including LinkedIn, Facebook, & Google Plus, and collaborate with academic departments regarding data collection efforts to increase the knowledge rate. Although this effort significantly raised the knowledge rate from the initial survey responses – it does not allow us to meet our institutional goal of 65%. In 2014-15 Career Services adopted the National Association of Colleges & Employers (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 May, August, and December.

Most importantly, Career Services has been instrumental in organizing a newly formed institutional task force comprised of director level representation from Career Services, the Student Affairs Assessment & Evaluation Office, and the Enrollment Management Office. The task force will oversee and implement the recommendations of Career Services’ extensive benchmarking of schools that have achieved an institutional knowledge rate of 65% or greater. Principally, the most significant change will be to tie the Graduation Survey to the Graduation Application and Commencement. The task force is currently determining the aspects of the communication sequence and delivery to students. Based on benchmarking reports of schools using similar approach, the anticipated knowledge rate for 2015-16 will be well above 65% with a goal of 100%.

3. **Academic Partner Outreach:**  
   **The GOAL of this Key Activity:** To increase awareness of Career Services and our resources among faculty, academic advisors, and other academic partners.

   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 this 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. Additionally, an Associate Director for Counseling Services and Operations was hired with a responsibility to increase academic partner relationships throughout campus. Finally, all activities, events, and student utilization data will be included in the Annual reports to Dean/Departments in June of each year.

2014-15 KEY ACTIVITY OUTCOMES & UPDATES:

**Increase number referrals from academic departments:** During the year Career Services continued to have sustained contact with academic partners that yielded increased collaborations and programing across all areas of Career Services. With an increased focus on academic partner relationships from the Associate Director for Counseling Services and Operations, we launched a new effort to hold Academic Partner Open Houses, and held six of those this year, with over 150 attendees (academic advisors, faculty, deans, and support staff). The purpose of these Academic Partner Open Houses is to have academic partners in our space, to share our resources, and find additional opportunities for collaboration. A survey of academic partners who participated in our most recent Open House indicated that the event increased overall knowledge of Career Services resources and programs, and helped them identify areas for support that is essential to student success and career development. Participants were asked to indicate what specific resources have helped them in working with students, and what resources they would like to learn more about. Survey data is currently being assessed, and a project summary will be produced and posted in Campus Labs section of Career Services Assessment. Academic Partner Open Houses will be a continuing part of this Key Activity.

Additionally, four Colleges (Social & Behavioral Science, Humanities, Social Work, and Fine Arts) requested joint presentations at summer orientations. These colleges also placed a customized by college “UCareerPath Button” on their webpages, which directly refers students to Career Coaches’ appointment schedules, job/internship postings, online resources, and job information by major/college.

**Complete first-destination reports each summer for each of their academic departments:** College Leads from Career Services, Associate Director for Counseling Services & Operations, and Assessment Program Manager coordinated together to build a “Deans Report” for each College. The Dean’s Report was presented by the Career Services Director, Associate Director of Counseling Services & Operations, and College Leads. This newly implemented model of reporting provided Deans with an update on first-destination data (from May Graduation Survey), student utilization of Career Services resources, events, and one-on-one appointments. (See Appendix B for sample Deans Report).
Increased integration into the departments with onsite office hours and career classes: Currently, we have designated on-site hours in the College of Engineering, College of Health, the Center for Ethnic Student Affairs, and the Honors College. Following Dean’s Report presentations, there are invitations from a number of Colleges that would like to have Career Services on-site hours in their College, including the College of Social Work and the College of Architecture.

4. **Employer Engagement:**

*The GOAL of this Key Activity:* Maximize student hiring opportunities (both internships and full-time hires) through targeted employer/student events and strategic employer outreach. **Note:** the Key Activity “Networking/Recruiting Events” which we previously listed separately, has been rolled up and consolidated under the newly expanded “Employer Engagement” Key Activity.

Broadly, the Associate Director for Employer Engagement is charged with overall responsibility for the goals related to this Key Activity. Also included is evaluating and implementing all policies related to employers who are seeking to recruit and hire our graduates. Career coaches and members of the Employer Relations Team are additionally responsible to record weekly employer interactions (electronic, phone, in-person, off-campus, on-campus, etc.) in the Symplicity CSM tracking fields. In addition, Career Coaches and Student Ambassadors are asked to identify 3 new employers each semester based on their college/major alignment and areas of industry that meet the interest of the students in the college they serve.

Among the primary goals of Employer Engagement are 1) to maintain a positive recruiting relationship with the recruiters and companies actively recruiting on-campus (e.g., attending career fairs, hosting information sessions, posting jobs, etc.) and 2) to establish a recruiting relationship with new recruiters and companies who are not actively recruiting on-campus. Actively pursuing first-time employers/companies is an important indicator in the overall success of employer relations work and ultimately provides a greater range of career opportunities for new graduates. To accomplish this outcome the Employer Relations Committee creates, updates, maintains and plans activities around a list of target & key employers. (See Appendix I for companies by industry). In addition, our employer engagement process is informed by alumni outreach, company site visits, attending organized networking events, student input, academic department (advisors, faculty, dean, development office, etc.), and monitoring current trends (e.g., company growth reports, top company lists and in partnership with the Economic Development Corporation of Utah).
2014-15 KEY ACTIVITY OUTCOMES & UPDATES:

Under the direction of the Associate Director for Employer Engagement several new elements of outreach and activities related to this Key Activity have been added or expanded during the last year.

Maximize student hiring opportunities (both internships and full-time hires) through targeted employer/student events and strategic employer outreach: Employer outreach and job development yielded a 15% increase in first-time employer on-campus interactions (See “On-campus recruitment” table below).

More importantly, an emphasis on developing relationships with key employers (those employers who have a strong hiring outlook, diverse career opportunities and competitive salaries) fosters new opportunities for graduates. The Employer Engagement Committee, led by the Associate Director for Employer Engagement, and comprised career coaches, employer-facing staff within Career Services and student ambassador representatives, continues to develop policy, organize events and actively seek input from key campus and industry stakeholders with a focus on growing the number of employers engaging in on-campus recruitment activities (see Section III - On Campus Recruitment). As an important part of Employer Engagement, our partnership program has grown from three in 2013-14 to twelve partner companies that currently are working with Career Services on targeted recruiting strategies to help build their campus brand with students (see Appendix C).

Increase the number of quality employer/student interactions at events (Career Treks, Career Pathways, Career Fairs, etc.): A concentrated goal of increasing student and employer interactions in both formal hiring events such as Career Fairs and employer information sessions along with other new and expanded programs such a Career Pathway Series, Treks, and the new Employer Meet and Eat program has resulted in many more student/employer interactions.

Most notable in this Key Activity is the expanded Career Pathway series, which introduced students to many additional industry perspectives. In 2014-15 the number of Pathway events increased from four Pathway events a semester in 2014-15 to nine events per semester in the 2015-16 year (total of 18 events per year). This type of event allows students to practice their personal introductions with alumni/professionals, and gather insight into the next steps of their career search. Career Services partnered with University colleges/departments to increase the number of students participating in the Career Pathway events by identifying employers/professionals that match the career interests of the students in their respective colleges. In 2014-15 we assessed two of the Career Pathway events and found that this program is highly impactful for both students and employers. This kind of student employer interaction complements 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. Most importantly, the Career Pathway events have yielded exposure to a greater variety of career choices and an opportunity for students to build a network of professionals in their chosen career field (see Appendix G.2).

Additionally, the Career Treks program has expanded and now occurs three times a year with site visits to local companies during fall, spring, and summer breaks. Career Fair employer participation is at an all-time high with over 300 companies attending annually.

As a final point, to this Key Activity, last year’s student career fair attendance was approximately 2,500, and for 2015-16 year we have added a spring STEM Career Fair to the schedule. The STEM fair has traditionally only been held in the early fall, but due to employer interest, local economic factors, and hiring demand we now can offer this spring.

5. **Internship Coordination:**
   
   **The GOAL of this Key Activity:** Expand the number, type, and quality of internship opportunities that are available to students for career outcomes and develop a cohesive campus model for tracking and recognizing student internships.

   Career Services recognizes that student internships are critical for development of skills and competencies that prepare students for the professional world of work, and as such, we are working on a variety of areas that will leads greater University focus on internships.

   **2014-15 KEY ACTIVITY OUTCOMES & UPDATES:**

   **Expand the number, type, and quality of internship opportunities that prepare students for career outcomes:** In the spring of 2014 Career Services developed the “Crimson Internship” program that facilitated internships with employers and focused on the quality of the internship and the scalability of the program to academic colleges. This year the Crimson Internship program expanded to multiple recruiting cycles, which allows students to participate in Crimson Internships year around. This past year we also expanded our partnership from three to five academic colleges (see Appendix D).

   **Use cohesive campus model for tracking and recognizing student internships:** In October, 2014 a newly funded Internship Coordinator position was put in place and led out on reaching our goals and outcomes associated with this Key Activity. Although the stated goal of this Key Activity is focused on the increase in the number of student internship opportunities, the initial focus of this position was directed at assessing and understanding the current level of University commitment, support, and encouragement of internship participation for students. Furthermore, there was a
greater need for an immediate focus on the review and creation of policy, process, and definition around internship standards (both employer & University).

The Internship Coordinator conducted outreach to all academic departments as part of needs assessment to understand and communicate the role of the newly created position, and to establish rapport and awareness of new Career Services resources and focus on internships for the greater campus community.

In an effort to safeguard Career Services and the University from possible legal and ethical issues related to hiring of interns, a Career Services Internship policy was created that aligns with national established professional standards. This policy educates employers who post internship positions about the University Career Services internship standards of quality (see Appendix E).

An internship proposal was developed by Career Services to inform senior University leadership of the following key areas which are critical in leading the University of Utah toward an effective and equitable internship model.

1. Importance of internships to the student and the institution.
2. Current University funding resources supporting internship growth.
3. Factors influencing internship growth, quality, and student engagement.
4. Career Services role in internship coordination.
5. 3-5 year funding recommendations.

Finally, Career Services is benchmarking national best practices in areas that will assist the University in providing a comprehensive knowledge rate of student internship activity, such as zero credit and transcript notation options for students engaged in non-credit internships. In the spring of 2016 Career Services will conduct an employer needs assessment survey to identify the factors that create quality employer internships, and continue to build on the Crimson Internship program with employers.

6. **Professional Development Trainings:**

   **The GOAL of this Key Activity:** Well trained staff are knowledgeable of effective career coaching skills and best professional practices.

   **2014-15 KEY ACTIVITY OUTCOMES & UPDATES:**

   Well trained staff knowledgeable of effective career coaching skills and best professional practices: During the 2014-15 year, we implemented a full calendar year of professional development topics, and staff participation in professional associations and conferences. Professional Development workshops are scheduled for the first Thursday of each month during staff meeting. Through these efforts, we have continued to enhance career coaches’ counseling skills and knowledge of best
professional practices. Additionally, each staff member who participates in a professional development activity/conference will present to staff on a selected topic that they learned about while attending the conference. During the fall mid-year evaluation meeting with the Associate Director of Counseling Services & Operations, professional skills development and on-going professional activities will be assessed.

**Notable accomplishments related to this Key Activity:**

- Collective participation of all staff in the NACE (National Association of Colleges and Employers) Career Coaching Intensive Training and Certification (two-day training) in March 2015.
- All staff participation in in Safe Zone Training – Presented by LGBTQ Resource Center in July 2015.
- 12 two-hour staff development trainings (1st week of each month) on topics related to student development, customer service, career coaching best practices, and professional conference attendance reports.
- All staff participation in Student Affairs Diversity Council Training Module 2 in December 2014. (See Appendix G.5 for 2014-2015 Professional Development Staff Trainings).

7. **Telling our Story:**

*The GOAL of this Key Activity:* Increasing both student and academic department’s awareness of Career Services’ resources. **Note: the Key Activity “Student Publication/Resources” which we previously listed separately, has been rolled up and consolidated under the newly expanded “Telling our Story” Key Activity.**

This rebranded Key Activity of “Telling our Story” more accurately represents the many of the elements associated with the Key Activity “Academic Partner Outreach”, but 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’ resources and activities. Not only do we want to expand awareness of the Career Services programs, but are equally focused on providing information and data about the impact on students that these programs, resources, knowledge have on the institution! For example the knowledge rate (previously discussed) of graduates has a tremendous impact on the perception of the contribution the University makes to the local, regional, and national economy. Understanding the impact that project based learning developed through student internships have on the job-readiness and employment outcomes are just two examples of how this Key Activity of “Telling Story” is critical to our mission.
2014-15 KEY ACTIVITY OUTCOMES & UPDATES:

Increasing both student and academic department’s awareness of Career Services resources: Crucial to meeting the goals and outcomes of this Key Activity is the creation of a new Marketing Coordinator in Career Services, and the establishment of a Marketing Committee that interfaces with other Career Services Committees to carry out the marketing and promotional initiatives. The Marketing Committee has engaged the help of University Marketing and Communication Office to assist Career Services in a message strategy for students, employers, and academic partners (examples of student publications and promotions in Appendix G).

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 students can have. We have re-worked many elements of our webpage during the year that has made key information more easily accessed. One notable improvement that has allowed us to tell the story of graduation outcomes more effectively is the on-demand data we have for “Who Hires our University Graduates.” This section now is searchable by major, and pulls any first-destination data we have collected in our Symplicity CSM in real time.

8. Alumni Programs/Engagement:
   The GOAL of this Key Activity: Engage alumni in their own career development & in mentorship relationships with current students. Identify & utilize platform(s)-both web based & in-person programming--for connecting alumni & students.

As part of our four “Pillars of Practice” Career Services seeks to engage alumni in a lifetime relationship of connectedness to the University of Utah. The connection to alumni serves our collective University in many impactful ways. For example, students who are exploring careers and conducting informational interviews have the opportunity through Alumni Engagement programs like the Career Pathway series and Career Treks to seek guidance from professionals that have established careers in areas of the student’s interest. More broadly Career Services can engage alumni throughout a lifetime in career transition and job search assistance.

2014-15 KEY ACTIVITY OUTCOMES & UPDATES:

Engage alumni in their own career development: During the 2014-15 year, the Alumni Career Services formally engaged over 200 individual alumni in some aspect career planning and/or job search preparation.
Highlights of Alumni Career Services Program:

- Wednesday Webinar Series is free online speaker series presented by the University of Utah Alumni Career Services. This series features experts sharing their secrets, research and tips for students, alums, faculty, staff and friends. Topics include career search, career skills and retirement issues. Participation in the webinar series is normally over 1,000 participants on each topic!

- Alumni Career Services presents Job Club, a free support group for job seekers, each Friday from 2 to 4 p.m. Every week, a new topic addresses the needs and concerns of those looking for jobs. Job Club participation is between normally between 12-15 individuals weekly over 48 weeks each year.

- Monthly in-person workshops on are also provided 12 times per year with an average of 16 participants per workshop.

Identify & utilize platform(s)-both web based & in-person programming--for connecting alumni & students:

Both Career Services and the Alumni Association are now utilizing a new web-based networking platform called Wynbi. This platform is being piloted with the Career Pathways series which links participating professionals /alumni with students and can be the basis professional mentoring, career path exploration, and peer to peer social media exchanges.

Additionally, the Young Alumni Board has made a commitment to encourage alumni to populate Wynbi with a professional profile, which will create a large reservoir of professionals who would be available for undergraduates to network with, conduct informational interviews, and establish possible mentoring relationships. The Wynbi platform is advertisement free and allows Career Services the opportunity to monitor and vet any professionals who join this database/networking platform.
II. **Key Findings**

This section highlights assessment that has been conducted across many of the areas over the past year. Included below is a summary table for the assessment projects that are we completed during the 2014-15 year (see summaries of completed assessment summaries can be found in Appendix F).

<table>
<thead>
<tr>
<th>Completed Assessment Project</th>
<th>Semester</th>
<th>Instrument</th>
<th>Key Findings and Actions Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathways Participant Surveys (Non-Profit, Parks &amp; Rec., Writing)</td>
<td>Fall 2014</td>
<td>Post Event Survey</td>
<td>See Project Summary Report</td>
</tr>
<tr>
<td>First-Destination Surveys – 2014-15</td>
<td>Fall, Spring, Summer 2014-15</td>
<td>OBIA Administered in Spring, Career Services in Fall, Summer</td>
<td>See Project Summary Report</td>
</tr>
<tr>
<td>Career Services/Office Environment Focus Group</td>
<td>Summer 2015</td>
<td>Student Appointment Follow-up Survey</td>
<td>See Project Summary Report</td>
</tr>
<tr>
<td>Project CEO – Employability Skills Assessment</td>
<td>Spring 2015</td>
<td>NACE Study – Student Survey</td>
<td>See Project Summary Report</td>
</tr>
<tr>
<td>2014 Career Services Workshops Survey</td>
<td>Fall 2014</td>
<td>Post Event Survey</td>
<td>See Project Summary Report</td>
</tr>
<tr>
<td>Student Appointment Follow-up Survey</td>
<td>Fall 2014</td>
<td>Student Participation Survey</td>
<td>See Project Summary Report</td>
</tr>
<tr>
<td>Crimson Internship Employer</td>
<td>Fall 2014</td>
<td>Post Event Survey</td>
<td>See Project Summary Report</td>
</tr>
</tbody>
</table>
### 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).

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>2014</th>
<th>2015</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crimson Internship Student Survey</td>
<td>Fall 2014</td>
<td>Post Event</td>
<td>See Project Summary Report</td>
</tr>
<tr>
<td>Student Job Fair Employer Survey</td>
<td>Spring 2015</td>
<td>Post Event</td>
<td>Spring 2015 Summer Job Fair – Employer Needs and Information Survey</td>
</tr>
<tr>
<td>Fall 2014 Marketing &amp; PR Career Trek Student Survey</td>
<td>Fall 2014</td>
<td>Post Event</td>
<td>Fall 2014 Marketing &amp; PR Career Trek</td>
</tr>
<tr>
<td>Spring 2015 Non-Profit Career Trek Student Survey</td>
<td>Spring 2015</td>
<td>Post Event</td>
<td>Spring 2015 Non-Profit Trek</td>
</tr>
<tr>
<td>Summer 2015 Civil and Mechanical Engineering Career Trek Student Survey</td>
<td>Spring 2015</td>
<td>Post Event</td>
<td>Summer 2015 Civil and Mechanical Engineering Trek</td>
</tr>
<tr>
<td>Average number of unique visitors to UCP (all users)/month</td>
<td>5102</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who attended a Career/Job Fair Total attendance</td>
<td>4609</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unique students</td>
<td>3453</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who came in for an appointment</td>
<td>1485</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student appointments</td>
<td>2168</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who came in for on-campus interviews</td>
<td>637</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-campus interviews</td>
<td>2155</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### University of Utah Career Services

**On-campus recruitment * Year Report 2014-15**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Company visits</td>
<td>166</td>
<td>146</td>
<td>173</td>
<td>18%</td>
</tr>
<tr>
<td>First time on campus</td>
<td>10</td>
<td>13</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Companies with interview schedules</td>
<td>93</td>
<td>97</td>
<td>70</td>
<td>-28%</td>
</tr>
<tr>
<td>Schedules held</td>
<td>242</td>
<td>239</td>
<td>183</td>
<td>-23%</td>
</tr>
<tr>
<td>Students interviewed</td>
<td>1914</td>
<td>1959</td>
<td>1006</td>
<td>-48%</td>
</tr>
<tr>
<td>Company information sessions held</td>
<td>61</td>
<td>63</td>
<td>93</td>
<td>48%</td>
</tr>
<tr>
<td>Students attending</td>
<td>523</td>
<td>659</td>
<td>1291</td>
<td>96%</td>
</tr>
<tr>
<td>Career Fair Employer Attendance</td>
<td>229</td>
<td>212</td>
<td>242</td>
<td>14%</td>
</tr>
<tr>
<td>Career Fair Student Attendance</td>
<td>Unknown</td>
<td>2901</td>
<td>3193</td>
<td>10%</td>
</tr>
</tbody>
</table>

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 publications, such as Career Pathways, Career Events, Practice Interviews, Career Fair Prep, Boot Camp, and Career Development Workshops (see Appendix G).

**Student Quotes**

The following are selected student quotes are taken from the 2014 Graduation Survey and reflect and overall sense of the satisfaction with the variety of programs, resources, and career counselor interactions.

**Student Comments from Graduation Survey 2014**

“The career advisors are both friendly and helpful. I really appreciated being able to work with them as I finalized my plans for my major and future career. They were probably more helpful with choosing a major than any of the academic advisors ever were.”

“Having a one-on-one appointment with a career counselor helped improve my resume and explore all of the opportunities there were for me.”

“It was great to have the career service advisers that were specific to the major.”

“The mock interview with the career counselors were so helpful in preparing me for my real interviews because it gave me an outlet to practice, receive constructive advice, and gain confidence.”

“I loved working with my career counselors in Career Services! I was able to establish my resume early on, as a freshman and sophomore, as well as meeting with her occasionally to talk about other things. My counselor changed, and I stopped going for a while. When I needed to go again to work out credit for my internship, I kept going back for a multitude of things. She has been invaluable for me!”

“Meeting with a career counselor helped me refine my resume and job seeking skills in a meaningful way.”

“The availability of the counselors. I appreciated their helpfulness. More than that, I appreciated the time they took to get to know me. They didn’t ask, ‘What’s your background? Let’s go from there.’ They asked, ‘What do you really love doing in your heart? What makes you happy? What do you value?’ They helped me to find out a lot about myself that has helped me in my career exploration.”

“I wish I would have interacted with Career Services a little earlier in my academic career.”

“More people need to know how awesome career services is!”

“The career services department was really help throughout this past year. They helped me find job opportunities and offered me advice about how to improve my resume, interviewing skills, etc.”
“Information sessions from companies, on campus interviews, and career fair were the most beneficial to me just them being readily available to talk and to help you with resume building and career help was enough.”

“I thought the Senior Boot Camp was extremely helpful, after that one night, I felt very informed and had more insight into the job searching process.”

“The Career Pathways events were the most helpful in providing me with opportunities to interview professions and network. Also the HUM 3970 course which is taught by career counselors was extremely helpful.”

“I took a class given by two career counselors and it was spectacular; I learned so much and I don't know if I could have had a better experience.”

IV. Plan for the Future

Over the last 3-5 years many areas of opportunity and challenge have emerged regarding the future of Career Services as a profession and its role within the institution. Much discussion has taken place nationally among leading professionals about how several of the areas that are traditionally managed for the institution by career services offices are now being elevated by senior leadership at the institution to become perhaps some of the most visible, impactful, and mission-critical elements of a student’s experience (i.e. early crystallization of students decision around major and career choice, the importance of professional preparation including skills developed through engaged learning in internships, and finally data about the planned after-graduation activities and employment to mention just a few). Many of these opportunities and challenges are based on a broad perspective found in our Career Services Four Pillars of Practice (see Section I). Listed below are what we consider to be mission-critical areas within each of the Pillars of Practice, and which we have prioritized and are addressed in one or more of Key Activities for the coming 2015-16 year and beyond.

Student Engagement Pillar

Required Career Services Touch Point with all Students:

Opportunities – We are now one year into our strategic plan to advance an institutional student touch point with Career Services. We are continuing to work collaboratively with
our key partners in University College, ASUU Student Government, Academic Advisors and Deans across campus to build a plan that supports a sophomore specific touch point for all students. We 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 an Engagement Task Force Committee to work on a career planning model in which sophomores would receive an invitation to engage in at least one principal area of career planning or programing with Career Services during the year. Assessment of the broad impact for these students is planned for spring 2016. The implementation process, as of now, includes required Career Services touch points with students in the Honors College, and for spring 2016, a proposal is being developed to require all students moving out of “Pre-major” status into a major or still undeclared in the spring of their sophomore year to have a touchpoint 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 working on developing the framework for both the content for first-time sophomore 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).

**Employer Engagement Pillar**

**Expanded Networking Events with College Participation:**

**Opportunities** - As noted in the Key Activities, we believe a shift in the model of on-campus recruiting methods is necessary to introduce students to non-traditional methods such as professional networking. There has been 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 Employer Engagement Key Activity, the emphasis on these networking events has been prioritized. Examples of this type of programming include: Student Leadership Luncheon, Career Treks, and Career Pathway Series (Appendix I).

**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. Through benchmarking with leading Career Services programs, we have moved toward a model which fosters more informal student interactions. More frequent interactions, in the form of “Career Pathways” and
“Meet and Eat” programs, have had positive effects on the way Career Services counselors are impacting the career planning process. Engaging student in this way brands career services offices and career counselors as a more welcoming and inviting. To create similar success, we will have to create a new model of student communication and interaction, such as directly marketing to students through social media. 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.

**Alumni Engagement Pillar**

**Opportunities** – Outside of the tremendous work that is done for our alumni to assist in their career transition, search and preparation, we feel a great need to better connect our alumni base to current students. To that end, we have worked to establish a reciprocal working relationship with the University of Utah Alumni Association in terms of leveraging our alumni as a means to supplement and advance our employer outreach efforts. Specifically, we have met with Alumni Chapter leadership to discuss alumni helping to expand our Crimson Internship program and our Career Treks. We have also started to reimagine the way that our employers and alumni can interface with current students. For example, we are exploring technology that would enable us to host and archive a variety of virtual information sessions that will include alumni and recruiters from around the country.

**Challenges** – As with any new initiative involving several offices and many individuals, there are a small number stakeholders that we hope will catch the vision of the opportunity of leveraging alumni in this career networking manner. We have been invited to present to all of the alumni chapter presidents in October of 2015 and are anticipating a positive response and useful dialogue about the role alumni can play in helping our students connect with internships and careers. Associated with this, we are hopeful that technology will be available and not cost-prohibitive that will allow us to expand the type and number of information sessions available to our students.

**Academic Partner Engagement Pillar**

**Opportunities** – In our recent student appointment survey, we discovered that 33% of students find out about our office and come in for an appointment through referrals from faculty and staff. This statistic demonstrates that our partnership with academic advisors, faculty, and staff is critical to the work we do. Developing strong relationships with our partners helps us serve the needs of more of our students. Unlike advising, students are not required to see us. Therefore, it is critical that we do all we can to continue to strengthen these relationships, so that we can continue to outreach to more students. Meeting with academic advisors for referrals, or meeting with faculty to gain access into their classrooms to give presentations are two ways that we are able to reach more students.

Our continued goal is for our career coaches to meet with at least two academic partners per month, and for our Associate Director for Counseling Services and Operations to be meeting with 8-10 academic partners per month. We are also looking for new ways to
continue to collaborate with our academic partners. Some of these initiatives include a new faculty semester newsletter to share trends, policies for faculty sharing job or internship opportunities with students, and other pertinent information, which is a best practice that many institutions have begun. We are also planning a Faculty Meet & Greet at both of our Career Fairs, to help our faculty develop relationships with employers in an effort to help students connect to more opportunities. We are also planning an Academic Partner Appreciation Day, to honor academic partners who are finding ways to integrate career resources and career services into their classrooms and conversations with students. One of our biggest initiatives is to present at more faculty retreats next summer. This past summer, we were able to present at four faculty retreats. Because of this, we were then invited by several faculty members to give presentations to their students in the upcoming semester. We see this as an area for growth and a critical opportunity for the upcoming year. The Associate Director for Counseling Services & Operations will be leading this charge in collaboration with College Leads to increase the number of faculty retreat presentations for next summer 2016. Our partnership with academic partners is a huge asset for our office, and this is a big opportunity for us to educate our academic partners on what we do, what resources we have to help students, and how we can work together to achieve the same goal: University of Utah students having a successful university experience and finding great opportunities post-graduation to apply their knowledge, skills, and talents.

Challenges – While we have many Career Services academic partner champions on campus, we recognize that not everyone is going to see that as part of their responsibility. However, we recognize and have witnessed the critical impact that faculty can have simply by referring students to our office. We want to make it a goal to ensure that all faculty know that our office is a resource for students. We want to do the best we can to educate them on what we do, what our resources are, and how they might be able to do find ways to collaborate with us that can enhance the student experience and better prepare students for their lives post-graduation. In an effort to continue working with this challenge, we have developed a new academic partner resources page on our website to help share opportunities for collaboration: http://careers.utah.edu/faculty/index.php

STUDENT AFFAIRS COMMITTEE MEMBERSHIPS.

<table>
<thead>
<tr>
<th>STAFF</th>
<th>COMMITTEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jensen, Trisha</td>
<td>• Cooperative Education &amp; Internship Association (CEIA) – Internship Definition Development Ad Hoc Committee (member)</td>
</tr>
<tr>
<td></td>
<td>• Cooperative Education &amp; Internship Association (CEIA) –2014 Internship Student Achievement</td>
</tr>
<tr>
<td>STAFF</td>
<td>AWARDS AND RECOGNITIONS</td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Burton, Brian</td>
<td>Mountain Pacific Association of Colleges and Employers (MPACE) Mountain North Region – Regional Director (nominee)</td>
</tr>
</tbody>
</table>
| Dries, Kelly               | NACE Management Leadership Institute Scholarship Recipient  
|                            | NASPA WRC Regional 2014 Scholarship Recipient          |

| Burton, Brian              | • Symplicity National College Advisory Board (member)  
|                            | • Mountain Pacific Association of Colleges and Employers (MPACE) Mountain North Region (member)  
|                            | • Mountain Pacific Association of Colleges and Employers (MPACE) – Conference Fundraising (Co-Chair) |
| Dries, Kelly               | • Women’s Week Committee, Member, University of Utah (member)  
|                            | • East Stroudsburg University Alumni Board of Directors, (member)  
|                            | • Mountain Pacific Association of Colleges & Employers Conference Committee 2014 & 2015, (Volunteer Chair)  
|                            | • NASPA Region V Board Member, (Knowledge Community Co-Coordinator) |
| Pozo, Valery               | • Student Affairs Diversity Council (member) |
| Inselman, Kyle             | • U of U PRIDE Week 2015 (Co-Chair)  
|                            | • National Career Development Association (NCDA) Committee on Diversity Initiatives and Cultural Inclusion (member) |
| Christensen, Hannah        | • Mountain Pacific Association of Colleges and Employers (MPACE) – Employers Publicity Committee (member) |
| Bloomquist, Eric           | • Mountain Pacific Association of Colleges and Employers (MPACE) – Communications Committee (member)  
|                            | • Utah Association of Colleges and Employers (UACE) – Conference Planning Committee (member)  
|                            | • Mountain Pacific Association of Colleges and Employers (MPACE) – Conference Volunteer Committee (member) |

Burton, B. C., Jensen, T. M., (2015, May). *Strengthening the Partnerships Between Academic Departments and Career Services*. Presented at the annual conference of the Utah Association of Colleges and Employers (UACE), Heber City, UT.

Burton, B. C., (2015, May). *Utilizing Technology in Employer Outreach and Development*. Presented at the annual conference of the Utah Association of Colleges and Employers (UACE), Heber City, UT.


Appendices

A  Key Activities
B  Sample Dean’s Report
C  Career Services Partners
D Crimson Internship Data
E Internship Standards of Quality
F Assessments
   F.1 Pathways Participants Survey
   F.2 Crimson Internship Employer Evaluation
   F.3 Fall 2014 Workshops Survey
   F.4 First Destination Summer 2014
   F.5 Project CEO
   F.6 Student Appointment Follow-up Survey
   F.7 Student Workshop Learning Outcomes
   F.8 Crimson Internships Program Student Survey
   F.9 Career Pathways Survey, Pathways April 2014
   F.10 Office Environment Focus Group
   F.11 First Destination Surveys 2014-2015
G Student Publications
   G.1 Graduate School Fair
   G.2 Career Pathways
   G.3 UCareerPath
   G.4 Career Treks
   G.5 Professional Development Schedule
   G.6 Academic Partner Open House
H Group Session Student Counseling
I Key and Target Employers
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>Please list the Key Activities</td>
<td>What does each key program</td>
<td>How will know your goal was</td>
<td>How is this assessed?</td>
<td>Comments, questions or specific help you may</td>
</tr>
<tr>
<td>KEY ACTIVITIES</td>
<td>Goals</td>
<td>Outcomes</td>
<td>Assessment</td>
<td>Notes/Timeline</td>
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<td>-------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
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<td>--------------------------------------------------------------------------------------------------</td>
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<tr>
<td>department by priority.</td>
<td>seek to achieve? Please make sure your goals and key activities are clearly linked.</td>
<td>met?</td>
<td>What data supports this?</td>
<td>need.</td>
</tr>
<tr>
<td><strong>Student Interactions</strong> (Individual Student Career Coaching/Planning &amp; Student Workshops)</td>
<td>Increase student’s understanding of &amp; improve student’s skill sets in the key elements of career exploration, career decision making and application of job search skills. Increase participation in 8 core workshop topics. Increase students’ participation in events to connect them with alumni and employers (i.e. Pathways, Treks, Career Fairs, etc.)</td>
<td>Growth in the number of student/career coach interactions: Career Services coaches will have at least 20 significant student interactions per week Growth in number of students seeking clarification and follow-up appointments. Increase number of students participating in Events (i.e. Treks, Pathways, Career Fairs).</td>
<td>UCP Dashboard (Utilization data), Career Coaching Follow-up Survey, Paper Surveys during Boot Camp, Student Assessment at Pathways, Engagement Pilot Project Assmnt.</td>
<td>Dashboard report: Monthly. Student Follow-up survey: August 2015 revamp to include student impact &amp; outcomes, begin distributing survey Sept 2015. Pathways: Assessment at each individual event. Engagement Pilot: Spring 2015</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 Survey/Stats Blitz</td>
<td>Every Semester.</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 partners per semester) Career Services</td>
<td>Survey of Academic Partners, Track all departmental interactions, Annual reports to Dean / Departments</td>
<td>Aug 2015: AP Survey. Monthly Dashboard report for interactions. Summer 2016: Reports shared with Deans/Departments/Visibile on web/Added to Annual Report</td>
</tr>
<tr>
<td>KEY ACTIVITIES</td>
<td>Goals</td>
<td>Outcomes</td>
<td>Assessment</td>
<td>Notes/Timeline</td>
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<td></td>
<td></td>
<td>counselors will complete 1st destination reports each summer for each of their academic departments. Increased integration into the departments with onsite office hours and career classes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer Engagement</td>
<td>Maximize student hiring opportunities (both internships and full-time hires) through targeted employer/student events and strategic employer outreach</td>
<td>Increase the number of first-time employer interactions. Increase number of career outcomes for new graduates. Create list of key employers. Maximize relationships already existing. Increase the number of quality employer/student interactions at events (Treks, Pathways, Career Fairs, etc.)</td>
<td>Weekly observations of employer interactions into Symplicity tracking fields. Assess employer side of CF/Pathways. Needs Assessment?</td>
<td>Monthly Dashboard. Pathways Assessments: Fall 2015 &amp; Spring 2016 Reiterate CF survey: Fall 2015 Employer Needs Assessment: Spring 2016 (align with new STEM Fair)?</td>
</tr>
<tr>
<td>Internship Coordination</td>
<td>Expand the number and type and quality of internship opportunities that prepare students for career outcomes *Use cohesive</td>
<td>Increased number employer internships posting and Student reported experiences Understand the needs of</td>
<td>Assessment of Crimson Internship Program</td>
<td>Summer 2016: Crimson Internship Program Assessment.</td>
</tr>
<tr>
<td>KEY ACTIVITIES</td>
<td>Goals</td>
<td>Outcomes</td>
<td>Assessment</td>
<td>Notes/Timeline</td>
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<tr>
<td>campus model for tracking and recognizing student internships.</td>
<td>employers surrounding internship programs. Training for students on internship programs.</td>
<td>Implement a full calendar year of professional development topics. Participation of each staff member in professional associations and conferences. After attending a conference, staff share out with the whole staff.</td>
<td>Informal internal staff assessment / feedback of involvement in professional associations / conferences and skill development. Staff feedback on monthly PD topics.</td>
<td>Ongoing.</td>
</tr>
<tr>
<td>Professional Development Trainings</td>
<td>Well trained staff knowledgeable of effective career coaching skills and best professional practices.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telling Our Story</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>Ongoing.</td>
</tr>
<tr>
<td>Alumni Programs/Engagement</td>
<td>Engage alumni in their own career development &amp; in mentorship relationships with current students</td>
<td>Grow alumni career coaching &amp; participation in workshops by reducing barriers of access &amp; increasing marketing. Identify &amp; utilize platform(s)--both web based &amp; in-person programming--for connecting alumni &amp; students.</td>
<td>Assess value of Wynbi (web-based networking platform)--both quantity of interactions &amp; effectiveness for long-term implementation.</td>
<td>Spring 2016</td>
</tr>
</tbody>
</table>
Appendix B
Introduction to Career Services:

Career Services is the centralized department at the University of Utah charged with educating students and alumni in the discovery and realization of meaningful careers. Our services develop greater self-understanding, expand awareness of career opportunities, and foster effective job search practices which can be applied throughout a lifetime. We bridge the world of work for students/alumni by building relationships with a variety of employers in a diverse and dynamic workplace.

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Email: sinman@sa.utah.edu

Kelly Dries: Associate Director
Phone: 801-585-5059
Email: kdries@sa.utah.edu

College of Humanities Career Coaches

Emily McCoy Marley:
College Lead &
Undergrad Career Coach
Phone: 801-585-5049
Email: emccoymarley@sa.utah.edu

Kelly Dries:
Undergrad Career Coach
Phone: 801-585-5059
Email: kdries@sa.utah.edu

Kyle Inselman:
Undergrad Career Coach
Phone: 801-585-5032
Email: kinselman@sa.utah.edu

Appendix B
College of Humanities Utilization Data
From August 2014-May 2015

22% of Humanities Majors utilized

UCareerPath is our exclusive database available to all students. It contains 4 job search engines that allow students to find positions locally, nationally, and internationally. Students are also able to make appointments with their Career Coach, upload resumes and cover letters, apply for on-campus interviews, and view upcoming events through this portal.

Career Coach Appointments and Walk-In Appointments by Major:

Humanities Student Event Attendance:

Appendix B
First Destination Information

According to the National Association of Colleges and Employers (NACE) Guiding Principles, “Higher education institutions should be focused on obtaining career outcomes information from all institutional graduates each year.” Career Services has an “integral role...in collecting and disseminating career outcomes information.”

Aligned with the NACE targets, our office’s goal is to obtain a minimum of 65% knowledge rate on the first destination information of our graduates, which could include employment, continuing education, or other activities.

College of Humanities Graduating Student Survey Response Rate:

29.7%

College of Humanities Overall Knowledge Rate:

Data found through Career Coach Outreach via Emails & LinkedIn

48%

*The following information was taken from the May 2015 Graduating Student Survey

College of Humanities Respondents by Major:

Note: All respondents graduated with a Bachelor’s Degree

[Bar chart showing the percentage of respondents by major]
First Destination Information (continued)

Students Plans upon Graduating:

88.3% of students are planning on full-time employment. 74% of the 88.3% are currently hired.

Salary Information by Major:
(if n>3, outliers were removed)

<table>
<thead>
<tr>
<th>Major</th>
<th># of participants at the end of each column</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian Studies</td>
<td>7</td>
</tr>
<tr>
<td>Communication</td>
<td>22</td>
</tr>
<tr>
<td>English (Bachelors)</td>
<td>20</td>
</tr>
<tr>
<td>English (Grad)</td>
<td>1</td>
</tr>
<tr>
<td>History (Bachelors)</td>
<td>0</td>
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<tr>
<td>History (Grad)</td>
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</tr>
<tr>
<td>International Studies</td>
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</tr>
<tr>
<td>Linguistics</td>
<td>5</td>
</tr>
<tr>
<td>Middle Eastern Studies</td>
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</tr>
<tr>
<td>Peace &amp; Conflict Studies</td>
<td>0</td>
</tr>
<tr>
<td>Spanish</td>
<td>7</td>
</tr>
<tr>
<td>World Languages</td>
<td>2</td>
</tr>
<tr>
<td>Writing &amp; Rhetoric Studies</td>
<td>1</td>
</tr>
</tbody>
</table>

51% Participated in Internships

Top Companies Hiring Humanities Majors:

- University of Utah
- Nordstrom
- SLUG Magazine
- ThomasArts
- Renters Legal Liability LLC
- Clearlink
- Deer Valley Resort
- EMC
- LDS Church
- Whole Foods Market
9.5% of students are planning on going to Grad School.

Top Grad Fields:
- Law
- Medicine
- Religion
- Justice Studies
- Library Science
- Gerontology
- International Affairs
- Physical Therapy
- Speech Pathology

First Destination Locations:

[Map showing various locations marked with pins for full-time employment, graduate school, and international destinations.]
Student Survey Feedback

“It is great to have an advocate for my career future.”

“The career advisors are both friendly and helpful. I really appreciated being able to work with them as I finalized my plans for my major and future career.”

“The Career Pathways events were the most helpful in providing me with opportunities to interview professions and network.”

“I appreciated the time career counselors took to get to know me. They didn’t ask, ‘What’s your background? Let’s go from there.’ They asked, ‘What do you really love doing in your heart? What makes you happy? What do you value?’ They helped me to find out a lot about myself that has helped me in my career exploration.”

Student Testimonials

“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.”

“Through the help of Career Services I was able to interview with four companies that I was seriously interested in, worked through two internships, and ultimately landed a full time job through one of the internships. My Career Services advisor was always willing to make time for me to answer any questions I had by email or phone, informing me of helpful upcoming workshops put on by Career Services, or even just listening to me when felt as if I was struggling in my professional development; I feel that my career advisor became a partner in my success. From my personal experience, I would recommend Career Services to other students seeking to enhance their college experience.”

“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! 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. She edited my resume and coached me with interview tips from afar, among other helpful actions. I’m happy to report I’ve found a great position that will give me exposure to my career interests. Career Services prepared me with the confidence and support network I needed to prove my worth to an employer.”
Fall 2014 HUM/SBS 3970
Instructor: Kathy Leslie

Students Enrolled: 13

Satisfaction Graph Responses:
- Objectives Met: 75% Strongly Agree
- Content Well Organized: 100% Strongly Agree
- Course Materials Were Helpful: 75% Strongly Agree
- Learned A Great Deal: 75% Strongly Agree
- Overall Effective Course: 75% Strongly Agree
- Instructor Demonstrated Knowledge: 100% Strongly Agree
- Overall Effective Instructor: 100% Strongly Agree

Students Engaged in the following:
- Myers-Briggs Type Indicator
- SWOT Analysis
- Career Research
- O*NET and Occupational Outlook Handbook
- Decision Making Models
- Goal Setting and Visual Mapping
- Resumes
- 1-on-1 Career Coaching
- Career Action Plan
- Public Speaking
Student Testimonials:

This course made me question why I was studying what I was and actually helped me turn towards a focus that makes me excited to be in school again. The tools given in this class will help me in my job search and in interviews.

I loved this class and would highly recommend it to every student, whether they know what they want to major in or not, because it helps you to focus on aspects you truly would love to work in.

The first was discussion of SMART goals and planning processes. This helped me to really clarify what I wanted and what I needed to work toward. The second was interviewing skills. Looking back at an interview I had a few weeks before our interviewing practice, I realize I wish I had that knowledge sooner. I now have a better understanding of how to prepare for my next interview, and what interviewers are looking for in their questions. I’m confident I’ll do much better next time.

After meeting with the U of U Debate team coaches. At the end of the meeting, with all my assumptions thoroughly blown to bits, I agreed to join the debate team. I’m very excited to start and explore the different events over time, as well as work with coaches who really seem to care. Overall, I gotta say, THANK YOU! Because I never would have pursued it otherwise and debunked my assumptions.

The class discussion that I feel was life-changing was when we talked about strengths, weaknesses, opportunities, and threats in the SWOT Analysis assignment. That discussion has caused me to actually have peace with my decisions about school. I didn’t change my course of study in a new direction instead of finishing what I’ve started. Instead, I am adding to my studies to create a wider spectrum of skills that will be marketable when the time comes. I have always had a love for building things and seeing the final product. This is why I added the Environmental Planning to my list of skill sets or areas of study.

This may be the greatest class I have ever taken. You should have every student take this course. It is amazing. This class took my non-existent self-esteem and bad attitude and turned me right around. It got me to start believing in myself and think I could actually do something at this school.
Spring 2015 HUM/SBS 3970

Instructors: Kathy Leslie & Shawn Adrian

Students Enrolled: 14

Satisfaction Graph Responses:

- Objectives Met: 60% Strongly Agree
- Content Well Organized: 30% Strongly Agree
- Course Materials Were Helpful: 60% Strongly Agree
- Learned A Great Deal: 60% Strongly Agree
- Overall Effective Course: 60% Strongly Agree
- Instructor Demonstrated Knowledge: 70% Strongly Agree
- Overall Effective Instructor: 60% Strongly Agree

Students Engaged in the following:

- Career Values
- StrengthsFinder 2.0
- LinkedIn
- Personal Branding
- Career Fair(s)
- Career Pathway Networking Events (3)
- Recruiters from various industries

- Networking
- CareerShift, UCAREERPATH, and NACElink job boards
- Resumes & Cover Letters
- Mock Interviews
- Salary Negotiation
- Career Action Plan
- Public Speaking
Opportunities for Greater Collaboration & Synergy

How you can help:

- Support career services in an institutional mandate for graduating student outcomes
- Help connect Career Services office and resources to faculty and students
- Display individual UCareerPath login on your department homepage to increase your students’ access

What are the priorities for the College of Humanities?

What industries and companies are you targeting?

Who are the key contacts in your departments we should be connecting with?

How can we best serve College of Humanities Students?
Career Services Partners

Updated: September 11, 2015

$10,000
- BioFire
- University Credit Union

$5,000
- Harris/Exelis
- HireVue
- Procter & Gamble
- Schlumberger

$3,000
- CHG Healthcare
- Enterprise
- Fidelity
- Myraid Genetics
- Qualtrics
- Williams

Appendix D

<table>
<thead>
<tr>
<th>College</th>
<th>Total Applications</th>
<th>Majors Listed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>15</td>
<td>5 communication, 1 English/Psychology, 1 English/Spanish, 1 Linguistics, 1 International Studies, 1 Political Science, 1 Spanish, 2 Strategic Communication, 1 Strategic Communication/Environment &amp; Sustainability Studies, 1 Undecided</td>
</tr>
<tr>
<td>------------------</td>
<td>----</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Social &amp; Behavioral Science</td>
<td>11</td>
<td>2 Economics, 1 Economics/International Studies, 1 Human Development &amp; Family Studies, 2 Political Science, 3 Psychology, 1 Sociology, 1 Sociology and Political Science</td>
</tr>
<tr>
<td>Business</td>
<td>16</td>
<td>3 Accounting, 1 Accounting / Information System, 2 Business Administration, 1 Business Management, 1 Business Management/International Studies, 2 Economics, 1 Finance, 1 Management, 3 Marketing, 1 Pre-Business</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>1 Math, 1 Pre-Med/Exercise Sports Science, 1 Biology</td>
</tr>
<tr>
<td>Health</td>
<td>3</td>
<td>3 Exercise Sports Science</td>
</tr>
<tr>
<td><strong>TOTAL APPLICATIONS</strong></td>
<td><strong>48</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year In School</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juniors</td>
<td>34*</td>
</tr>
<tr>
<td>Sophomores</td>
<td>14</td>
</tr>
<tr>
<td>*includes a few seniors that asked to participate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2015 Crimson Employers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hired Summer 2015 Crimson Interns</strong></td>
</tr>
<tr>
<td>Fastenal</td>
</tr>
<tr>
<td>Hartland Partnership Center</td>
</tr>
<tr>
<td>Dillard</td>
</tr>
<tr>
<td>Northwestern Mutual</td>
</tr>
<tr>
<td>Real Food Rising</td>
</tr>
<tr>
<td>CHG Talent Management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Participated, But Did Not Hire Summer 2015 Crimson Interns</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Saxton Horne</td>
</tr>
<tr>
<td>Enterprise</td>
</tr>
<tr>
<td>TUTE Genomics</td>
</tr>
<tr>
<td>USANA Health Sciences</td>
</tr>
<tr>
<td>Nordstroms</td>
</tr>
</tbody>
</table>

Appendix E


How do I Recruit a U Intern?

- Employers interested in recruiting a U intern can post their position(s) through our web based recruiting system called UCareerPath. To post internships through Career Services’ UCareerPath and advertise those opportunities to students, employers must follow the Internship Approval Rubric provided.

- Internships are posted to UCareerPath like any other job posting; however, postings marked as an internship must address the required internship components outlined in the rubric before approval for the posting will be granted. If there is a question about any component of the internship posting an Employer Engagement staff member will contact the employer directly for clarification, posting updates, or posting reclassification as either full time non-degreed, part time student employment, or volunteer opportunities.

- Internship Approval Guidelines and Rubric
  - Internships cannot be cross-listed as multiple different Position Types (i.e. Internship, Volunteer, Full Time Non-Degreed, etc.) in UCareerPath.
  - Selecting the Internship position type will generate a posting form unique to internships. This form must be completed in its entirety before being submitted for approval. The fields of the form will provide an outline matching the University of Utah Career Services Internship Approval Rubric.

Internship Approval Rubric

To post an internship provide detailed descriptions of how the internship will meet each of the required internship components outlined below. Guiding questions to help address each area are provided below.

<table>
<thead>
<tr>
<th>Internship Components</th>
<th>Guiding Questions to Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.</td>
<td>There are many ways to infuse learning into an internship.</td>
</tr>
<tr>
<td></td>
<td>• Are there projects and educational opportunities separate from work tasks that can support or complement the learning objectives?</td>
</tr>
<tr>
<td></td>
<td>• Are there opportunities to attend conferences or networking opportunities specific to your industry, present a proposal to the board or other groups that you work with, or industry texts or materials that your current employees are expected to read? These are just a few examples of ways to add learning experiences to the internship.</td>
</tr>
<tr>
<td></td>
<td>• Making your internship an “extension of the classroom” does not mean the internship must be for academic credit. Students may decide to earn credit along with the completion of their internship or</td>
</tr>
<tr>
<td>Internship Components</td>
<td>Guiding Questions to Consider</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>the skills or knowledge learned must be transferable to other employment settings.</td>
<td>Employers should think about what an intern will learn and experience while interning with their organization that will make them a stellar candidate for future fulltime work with either their or another company.</td>
</tr>
<tr>
<td></td>
<td>• Consider what skills, knowledge, or experiences you would look for on the resume of a future employee. How can you add these components to your intern’s experience?</td>
</tr>
<tr>
<td></td>
<td>• Perhaps your organization looks for a specific work ethic, attitude, or way of explaining teamwork; if so, how do you cultivate those vital pieces in your interns?</td>
</tr>
<tr>
<td></td>
<td>• If there are specific skills or knowledge that are considered foundational for your industry, make sure the intern is exposed to them.</td>
</tr>
<tr>
<td>The experience has a defined beginning and end, and a job description with desired qualifications.</td>
<td>What are the logistics of the internship?</td>
</tr>
<tr>
<td></td>
<td>• Employers need to identify start and end dates, work location, average hours expected per week, and compensation. All of these pieces must be specified in a job posting.</td>
</tr>
<tr>
<td></td>
<td>• Are you looking to hire a student with a specific technical skill (i.e. a computer program they must already be familiar with to successfully complete the internship) or a</td>
</tr>
<tr>
<td>There are clearly defined learning objectives/goals related to the professional goals of the student’s academic coursework.</td>
<td>Employers should set learning outcomes before selecting an intern to help identify an intern that is the best fit for the experience. Learning outcomes should then be reviewed with the selected intern to make any edits and/or additions that might enhance the experience for the individual intern, supervisor, and organization.</td>
</tr>
<tr>
<td></td>
<td>• Have projects and tasks been developed so the intern has legitimate work to do?</td>
</tr>
<tr>
<td></td>
<td>• Are the opportunities for interns to contribute to a team, learn about the organizational structure, meet employees</td>
</tr>
<tr>
<td>Internship Components</td>
<td>Guiding Questions to Consider</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td>outside of the department where they work, or to create new initiatives?</td>
</tr>
<tr>
<td></td>
<td>• Many employers find creating an intern syllabus (similar to what a student would receive in a class) a helpful way to organize the intern’s time and to force them to plan in advance for what the intern will do each week.</td>
</tr>
<tr>
<td>There is <strong>supervision by a professional</strong> with expertise and educational and/or professional background in the field of the experience.</td>
<td>Is there a designated supervisor to provide guidance?</td>
</tr>
<tr>
<td></td>
<td>• Is this person willing and qualified to facilitate meaningful learning conversations about the field, the intern’s work, and the organization?</td>
</tr>
<tr>
<td></td>
<td>• Will the supervisor also serve as a mentor for the intern or will a different person be made available to the intern for mentorship?</td>
</tr>
<tr>
<td>There is routine <strong>feedback</strong> by the experienced supervisor.</td>
<td>Creating a feedback schedule and mechanism in advance of intern selection will inform the intern of expectations and how progress and learning will be measured.</td>
</tr>
<tr>
<td></td>
<td>• When will formal feedback be provided? Midway through, at the conclusion, both, or more?</td>
</tr>
<tr>
<td></td>
<td>• Will additional avenues for informal feedback be made available (i.e. weekly one-on-one meetings, project check-ins, etc.)?</td>
</tr>
<tr>
<td></td>
<td>• Will there be an opportunity for the intern to provide feedback to the employer about their experience (i.e. a written evaluation, final intern program presentation to supervisor or other personnel, etc.)?</td>
</tr>
<tr>
<td>There are <strong>resources, equipment, and facilities</strong> provided by the host employer that support learning objectives/goals.</td>
<td>What resources are required for the position and which will be made available to the intern so they can be a successful part of the organization and complete their duties?</td>
</tr>
<tr>
<td></td>
<td>• Examples could include a computer, designated work space, a chair, parking pass, etc.</td>
</tr>
</tbody>
</table>
Appendix F.1

Project Summary
Career Services / Pathways Participants Survey

Goal and desired outcomes of the program or service:
Career Pathways is a program intended to increase students understanding of career exploration & connect with alumni/employers in their industry.

Goal of assessment:
To evaluate student learning outcomes of the Pathways series.

Population sampled:
Students who attend Nonprofit Pathways and Parks & Rec Pathways.

How many people were asked (if known)? Click here to enter number.
Respondents: 21
Response Rate: Click here to enter percent.
Administration Type: E-mail invitation through Campus Labs

Summary of Key Findings

Did your assessment accomplish your assessment goal? Was the desired outcome of the program or service achieved? Describe why/why not and what was learned. Include data to support your statements.

Further assessment of this program is needed to better understand its impact on students. In some ways, our assessment goal was met as we gained qualitative feedback of the program.

Only just over half (52.4%) of respondents indicated that the event was at least “Fairly Beneficial”. However, this percentage increases to 70% when considering those students who networked with 3 or more professionals. The most common negative feedback was around students not finding a professional in their desired interest area. Positive feedback indicated that students enjoyed the opportunity to learn on a broad level about the Pathways topic industry & network with professionals. From one student: “I sought out three companies/programs that I was interested in potentially working with after graduation... I actually might even have a potential position in line.” And another, “The panel introduced me to different ideas about [the industry] and helped me decide if it’s something I really want to get involved with.”

Regarding students’ plans after having attended Career Pathways, 61% plan to research an organization or company online, 38% plan to apply for a job or internship in this field, 33% plan to revise/create their resume, and 29% plan to improve/practice their personal introduction for future networking events.

Actions Taken/Planned based on the findings from this assessment:
As a result of this assessment, we have grown our pathways program to include more events in the 2015-16 year. We will be doing additional assessment on these events to better gauge the impact on students.
Alignment

Student Affairs Key Activity: [still in process]

Departmental Key Activity: Recruiting Events (now combined into “Employer Engagement”)
  Departmental goal this project addresses: Increase the number of quality employer/student interactions.

Departmental Key Activity: Student Interactions
  Departmental goal this project addresses: Increase students understanding of the career decision making process & connect them with alumni and employers.

Student Affairs Learning Domain Connection: Practical Competence
  Please explain how this project connects to this Learning Domain: This project helps us understand how effective the Pathways events are at helping students acquire knowledge & skills which are transferable to real like scenarios.

Appendix F.2

Project Summary: Career Services/ Crimson Internship Employer Evaluation
**Project Details**

**Goal and desired outcomes of the program or service:** The Crimson Internship Program ties into our Employer Relations and Internship Coordination key activities, whose goals are to maximize hiring opportunities and expand the number and type of internship opportunities that prepare students for career outcomes.

**Goal of assessment:** To obtain employer feedback following the Crimson Internships pilot program Summer 2014

**Population sampled:** Employers who participated in the Crimson Internship program

**How many people were asked (if known)?** 8

**Respondents:** 5

**Administration Type:**
- Dept. email

**Summary of Key Findings** (*Did your assessment accomplish your assessment goal? Was the desired outcome of the program or service achieved? Describe why/why not and what was learned. Include data to support your statements.*)

While we would have liked to have more responses from employers who actually hired an intern, we were able to obtain feedback from employers through this assessment project. The respondents liked the idea of the program, but were dissatisfied that they were unable to actually hire an intern. Additionally, respondents wanted students to have a better understanding of the companies before going into the program. All of the respondents were either Likely or Very Likely to participate in the program for the next year.

**Actions Taken/Planned based on the findings from this assessment:** The results of this survey have been shared internally with our Employer Relations team in order to improve the employer’s experience in future iterations of the Crimson Internship program.

**Alignment**

**Student Affairs Key Activity:** [still in process]

**Departmental Key Activity:** **Employer Relations**

**Departmental goal this project addresses:** Maximize student internship hiring
Departmental Key Activity: *Internship Coordination*

Departmental goal this project addresses: *Expand the number and type of internship opportunities that prepare students for career outcomes*

**Learning Domain Connection: Practical Competence**

Please explain how this project connects to this Learning Domain (more information on learning domains can be found [here](#)): This project connects to the Practical Competence Learning Domain by helping us understand what employers are seeking in internship candidates (students), which in turn will help us appropriately coach students on internship application and execution.

---

**Appendix F.3**

**Project Summary: Career Services/ Fall 2014 Workshops Survey**
**Project Details**

**Goal and desired outcomes of the program or service:**

Goal: Improve students’ job search and career development skills. Increase student participation in 7 core workshop topics.

Outcomes: Students will be able to increase knowledge of topics and apply skills upon attending workshops. Increase student participation in all workshops.

**Goal of assessment:** To determine which times and topics students would prefer for our Fall workshops.

**Population sampled:** Sample of sophomores, juniors, and seniors from a variety of majors.

**Response Rate:** 9.18% (367 of 3997)

**Administration Type:**
- *Campus Labs email*

**Summary of Key Findings** *(Did your assessment accomplish your assessment goal? Was the desired outcome of the program or service achieved? Describe why/why not and what was learned. Include data to support your statements.)*

We found that students were interested in a wide variety of workshop topics, but mostly Graduate School, Resume Building, and Job Searching. About one-fourth of students were interested in college/major specific workshops, presenting a consistent trend that our students prefer customized programming. Also unsurprisingly, most (59%) of the students chose “Short workshops” as their preferred format. Lunch-time and late afternoon/early evening seems to work best for students.

**Actions Taken/Planned based on the findings from this assessment:**

After receiving the survey results, we shared them with the Career Services “Career Education and Development Committee.” Based on the results, we decided to offer both short workshops as well as the longer crash-course type Boot Camp in the fall.

Because of students’ preferences for resume workshops, we offer Resume workshops every week on Fridays. We also continue to offer Grad School assistance along with the other topics that were listed. Some counselors have started offering customized workshops based on major; for example, our Psychology career coach offers a group session “Exploring Psychology Career Paths” every two weeks.

**Alignment**

Student Affairs Key Activity: [still in process]
Departmental Key Activity: Student Workshops  
Departmental goal this project addresses: Improve students' job search and career development skills. Increase student participation in 7 core workshop topics.

Learning Domain Connection: [if applicable] Practical Competence  
Please explain how this project connects to this Learning Domain (more information on learning domains can be found [here]): Students acquire knowledge and skills, including resume writing, interviewing, job searching, and networking. These skills will be necessary within college and after they graduate in real life scenarios.
**Project Details**

**Goal and desired outcomes of the program or service:** The goal of our “First Destination” key activity is to increase our knowledge of graduates’ plans after graduation.

**Goal of assessment:** To obtain first destination information on August 2014 graduates

**Population sampled:** Students registered to Graduate for Summer 2014

**Response Rate:** 22.62% (421 of 1861)

**Administration Type:**
- Campus Labs email

**Summary of Key Findings** *(Did your assessment accomplish your assessment goal? Was the desired outcome of the program or service achieved? Describe why/why not and what was learned. Include data to support your statements.)*

While we would have liked to have more responses from graduates, we did learn from the undergraduates who responded, 70% of them seek full-time employment upon graduation, and 14% seek graduate or professional school full-time. Of those who completed the survey, 40% have accepted a position based on the completion of their degree, while 30% are continuing current employment. 18% of respondents are still searching for a position.

Of those who accepted a new position or are continuing on with their current employer, we learned of some of the top organizations who are hiring our graduates, including Richter7, Goldman Sachs, Granger High School, VA Hospital, Granite School District, IHC, Schlumberger, Utah State Tax Commission, Myriad, Fidelity, United Police Department, The Summit Group, and Utah Council for Citizen Diplomacy, just to name a few. Of graduates who have employment, 93% will remain in Utah, while 7% have taken opportunities out of state. Of the students who completed the survey, 15% graduated in the College of Business, 31% in the College of Social & Behavioral Science, 5% in College of Science, 7% in College of Nursing, 2% in College of Education, 4% in College of Engineering, 3% in College of Fine Arts, 15% in College of Humanities, 5% in College of Mines & Earth Sciences, and 13% in College of Health.

We also learned that of this group of students, 44% did not complete an internship, 31% completed 1 internship, 15% completed 2, and 10% completed 3 or more. Of those who completed the survey, 87% utilized Career Services.
Actions Taken/Planned based on the findings from this assessment:

Results will be posted on our Career Services websites within the section titled, “Who Hires our Graduates?.” This information enables faculty, staff, parents, community members, and potential future University of Utah students to see what types of job opportunities students are landing within each major.

Additionally, because of the response rate of 22.62%, which is below the National Association for Colleges and Employers national standard of 65%, which is what we are striving for, we will utilize this data to implement new strategies to improve our knowledge rate of where graduates are going after they leave the University of Utah. One of these strategies will be to create Deans’ Reports, which Career Services will share with each College regarding placement data of the graduates in their College. Our goal is to collaborate with our academic partners in order to increase the amount of students we have who are currently completing this assessment, so that we all have more information on where are graduates are going.

Alignment

Student Affairs Key Activity: [still in process]

Departmental Key Activity: 1st Destination Outcomes

Departmental goal this project addresses: Increase knowledge rate of University of Utah graduates post-graduation plans.

Learning Domain Connection: Academic Persistence & Achievement

Please explain how this project connects to this Learning Domain (more information on learning domains can be found here): This project connects to the Academic Persistence and Achievement learning domain because students surveyed were able to successfully persist and complete their academic program. This project also relates to the Practical Competence learning domain, as students are reporting first destinations such as jobs and volunteer service that they obtained after acquiring knowledge and skills at the University of Utah.

Appendix F.5

Project Summary: Career Services / Project CEO
**Project Details**

**Goal and desired outcomes of the program or service:** Increase students understanding of employability skills/knowledge development.

**Goal of assessment:** to determine what extent students believe they are gaining skills desired by employers, and whether from co-curricular, classes, internship, or employment

**Population sampled:** stratified random sample of 5,000 undergraduate students total—1,250 from each year in school

**Response Rate:** 13.44% (672 of 5,000)

**Administration Type:** Campus Labs mailing

**Summary of Key Findings (Did your assessment accomplish your assessment goal? Was the desired outcome of the program or service achieved? Describe why/why not and what was learned. Include data to support your statements.)**

As supported by the following data, our assessment goals were met through this project:

1. The table below shows the percentage of respondents who rated themselves as Competent, Advanced, or Expert in the following skills & knowledge. It also shows where “Expert” students reported gaining these skills.

<table>
<thead>
<tr>
<th>Skill</th>
<th>% rated Competent, Advanced, or Expert</th>
<th>How “Experts” Gained (% of “Expert” Respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>83%</td>
<td>Classes (56%) Job off campus (56%)</td>
</tr>
<tr>
<td>Verbal Communication</td>
<td>80%</td>
<td>Classes (53%) Job off campus (51%)</td>
</tr>
<tr>
<td>Decision Making</td>
<td>80%</td>
<td>Job off campus (57%) Classes (48%)</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>86%</td>
<td>Classes (63%) Job off campus (49%)</td>
</tr>
<tr>
<td>Obtaining &amp; Processing Information</td>
<td>83%</td>
<td>Classes (76%) Job off campus (45%)</td>
</tr>
<tr>
<td>Planning, Organizing, and Prioritizing work</td>
<td>75%</td>
<td>Classes (74%) Job off campus (58%)</td>
</tr>
<tr>
<td>Analyzing Quantitative Data</td>
<td>61%</td>
<td>Classes (85%) Job off campus (35%)</td>
</tr>
<tr>
<td>Knowledge related to</td>
<td>48%</td>
<td>Classes (67%)</td>
</tr>
</tbody>
</table>
Students report high levels of competence in all of these domains, with the exception on the ability to influence and knowledge around their career.

2) Even though the biggest contributor by far to students’ skill/knowledge development was “Classes”, students’ ratings of their self-competence increased for those who reported being “Very involved” in a single or multiple organizations outside of class.

<table>
<thead>
<tr>
<th>Skill</th>
<th>% rated Competent, Advanced, or Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>86%</td>
</tr>
<tr>
<td>Verbal Communication</td>
<td>85%</td>
</tr>
<tr>
<td>Decision Making</td>
<td>86%</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>91%</td>
</tr>
<tr>
<td>Obtaining &amp; Processing Information</td>
<td>88%</td>
</tr>
<tr>
<td>Planning, Organizing, and Prioritizing work</td>
<td>76%</td>
</tr>
<tr>
<td>Analyzing Quantitative Data</td>
<td>69%</td>
</tr>
<tr>
<td>Knowledge related to Future Career</td>
<td>56%</td>
</tr>
<tr>
<td>Computer Software Programs</td>
<td>62%</td>
</tr>
<tr>
<td>Creating and/or Editing written reports</td>
<td>78%</td>
</tr>
<tr>
<td>Influencing, Achieving Buy-in from, or Selling to others</td>
<td>44%</td>
</tr>
</tbody>
</table>

Actions Taken/Planned based on the findings from this assessment:
Results will be shared internally with our Career Coaches and Employer Relations Team. Career Coaches will be better equipped to steer students toward experiences which correlate with higher reported levels of skill/knowledge competence, which will increase their employability. Our Employer Relations team can use this information to market our students’ skills & abilities to recruiters. These results also contributed to the national survey done by the National Association of Colleges and Employers.

Alignment
Student Affairs Key Activity: [still in process]
Departmental Key Activity: **Individual Student Career Planning**
Departmental goal this project addresses: *This survey helped us to better understand how students gain employability knowledge/skills, which will help our career coaches to work with students in translating these skills as well as identify experiences for students to build their resume.*

Departmental Key Activity: **Employer Relations**
Departmental goal this project addresses: *Maximize student hiring opportunities. By understanding the employability knowledge/skills of our students, we can better market our students to employers and maximize hiring opportunities.*

**Learning Domain Connection: Practical Competence**
Please explain how this project connects to this Learning Domain (more information on learning domains can be found [here](#)): *This assessment gathered data regarding students’ acquisition of knowledge and skills which are desired by employers & transferable to real life scenarios.*

---

Appendix F.6

**Project Summary:** Career Services/Student Appointment Follow-up Survey
Project Details

Goal and desired outcomes of the program or service: The goal of our “Individual Student Career Counseling/Planning” key activity is to increase student’s understanding of the elements of career decision making and application of job search skills.

Goal of assessment: To evaluate our career counseling appointments: 1) Understand what is most/least helpful. 2) Find out how students found out about our office’s services. 3) Discover how beneficial students find individual appointments.

Population sampled: All students who attend a career counseling appointment this fall

How many people were asked (if known)? Unknown
Respondents: 116
Administration Type:
- Email from Department

Summary of Key Findings (Did your assessment accomplish your assessment goal? Was the desired outcome of the program or service achieved? Describe why/why not and what was learned. Include data to support your statements.):
As supported by the following data, our assessment goals were met through this project:

1) Qualitative data show that students found online Job Search resources (namely CareerShift), Resume/Cover Letter Feedback, and Getting questions answered to be the Most Helpful aspects of the appointment. Much less data was collected regarding the Least Helpful aspects, but some individual comments were gathered which will help our staff improve our coaching sessions with students.

2) Students found out about our office primarily through the Career Services website (n=34), or through an email/referral from their Career Counselor (n=32) or Academic Advisor (n=33). Students also found out about our services through Campus Displays and/or Advertisements (n=28) and Class Announcements (n=27)

3) Over 85% of respondents indicated that their appointment was Very Beneficial or Extremely Beneficial, and 0% indicated that their appointment was Not at All Beneficial. Additionally, respondents reported increased knowledge of the resources available to them as a result of their career counseling appointment.

Actions Taken/Planned based on the findings from this assessment:
Results have been shared internally in order to help each individual Career Coach—as well as the office as a whole—improve career coaching practices, and our services.
Alignment
Student Affairs Key Activity: [still in process]

Departmental Key Activity: **Student Career Counseling**
Departmental goal this project addresses: *Increase student’s understanding of the elements of career decision making and application of job search skills*

**Learning Domain Connection:** **Practical Competence**
Please explain how this project connects to this Learning Domain (more information on learning domains can be found [here](#)): *This project connects to the Practical Competence Learning Domain by evaluating students’ acquisition of knowledge and skills which will translate into their career decisions and job search.*

Appendix F.7

**Project Summary:** *Career Services/ Student Workshop Learning Outcomes (Bootcamp)*
**Project Details**

**Goal and desired outcomes of the program or service:**

Goal: Improve students’ job search and career development skill sets. Increase student participation in 7 core workshop topics

Outcome: Students will be able to increase knowledge of topics and apply skills upon attending workshops. Increase student participation in all workshops.

**Goal of assessment:** *To gauge the effectiveness of our workshops*

**Population sampled:** *Students who attend boot camps and workshops*

**How many people were asked (if known)?**

Respondents: 58

**Administration Type:**

- Paper surveys during four workshop bootcamps and paper surveys during each hour-long foundation series workshop

**Summary of Key Findings (Did your assessment accomplish your assessment goal? Was the desired outcome of the program or service achieved? Describe why/why not and what was learned. Include data to support your statements.)*

The results of this survey were shared in a PowerPoint presentation and discussion for the Assessment Committee as well as a member of the Career Education and Development Committee, which schedules/designs workshops. Out of the 58 respondents, 38 had attended boot camp sessions and 20 attended hour-long workshops. Most (40%) of the students had attended a LinkedIn session or the “How to Succeed at the Career Fair” (23%) session. A majority (95%) of students strongly agreed or agree that the workshops were beneficial. All of the students who attended a resume workshop strongly agreed that the workshop was beneficial.

Students recommended we include more time in future workshops for practicing scenarios and participant interaction. They also requested more examples for how to answer interview questions, including “curveball” interview questions. Students also mentioned they would like the instructor to share the PowerPoint presentation. More than half of the students found out about workshops through the Career Services website, and about 22% heard about them through their Career Counselor.
Actions Taken/Planned based on the findings from this assessment:

While the assessment was informative and helpful, we were disappointed with a lack of attendance for our regular one-hour foundation series workshops. Originally, we planned to assess boot camps and workshops separately, but because the numbers for the workshops were so low, we decided to combine the results. However, the lack of attendees was a result in itself: it helped us to realize that we needed to make some changes for the marketing and scheduling of future workshops. Our workshops schedule changed for Spring 2015, and has already resulted in an increase in attendance. We now offer 4 workshops at the same time every week, including a Resume workshop every Friday at 12:30pm. The consistency of our timing and workshop topics has helped us better advertise these opportunities to students.

Alignment
Student Affairs Key Activity: [still in process]

Departmental Key Activity: Student Workshops
Departmental goal this project addresses:
Improve students’ job search and career development skills. Increase student participation in 7 core workshop topics

Learning Domain Connection: Practical Competence
Please explain how this project connects to this Learning Domain (more information on learning domains can be found [here]):
Students acquire knowledge and skills, including resume writing, interviewing, job searching, and networking. These skills will be necessary within college and after they graduate in real life scenarios.
Crimson Internships Program Student Survey

Results/Findings
Student Survey: Most (52.38%) students 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: 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%). Most students are in the David Eccles School of Business (52.94%), Humanities (23.53%), and the Social & Behavioral Science (23.53%) colleges. 47.06% stated they were men, 52.94% stated they were women.
### Initial Report: Career Pathways Survey, Writing, Editing, & Publishing

**Career Pathways April 2014**

Last Modified: 05/04/2015

How satisfied were you with each of the panelists?

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>John Saltas, CEO and Founder of Salt Lake City Weekly</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>3.44</td>
</tr>
<tr>
<td>2</td>
<td>Jenny Wilden, Managing Editor of Outdoor Sports Guide</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>3.44</td>
</tr>
<tr>
<td>3</td>
<td>Arnold Grossblatt, Director of Graduate Programs in Publishing at George Washington University</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>3.67</td>
</tr>
<tr>
<td>4</td>
<td>Heather Coates, Freelance Writer</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>9</td>
<td>2.78</td>
</tr>
<tr>
<td>5</td>
<td>Glenda Cotter, Director of the University of Utah Press</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>9</td>
<td>3.33</td>
</tr>
<tr>
<td>6</td>
<td>Pete Witcher, Senior Technical Writer for Sandisk</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>3.67</td>
</tr>
</tbody>
</table>
2. Overall, how satisfied were you with the panel portion of the evening?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Dissatisfied</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Dissatisfied</td>
<td>1</td>
<td>11%</td>
</tr>
<tr>
<td>3</td>
<td>Satisfied</td>
<td>4</td>
<td>44%</td>
</tr>
<tr>
<td>4</td>
<td>Very Satisfied</td>
<td>4</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

3. Overall, how satisfied were you with the networking portion of the evening.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Dissatisfied</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Dissatisfied</td>
<td>2</td>
<td>22%</td>
</tr>
<tr>
<td>3</td>
<td>Satisfied</td>
<td>4</td>
<td>44%</td>
</tr>
<tr>
<td>4</td>
<td>Very Satisfied</td>
<td>3</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

4. Overall, how much do you feel that you learned about writing, editing, and publishing careers at this event?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Little</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>A Little</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>Quite a Bit</td>
<td>5</td>
<td>63%</td>
</tr>
<tr>
<td>4</td>
<td>A Great Deal</td>
<td>1</td>
<td>13%</td>
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<tr>
<td></td>
<td>Total</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>
5. What was your favorite part of the event? What did you find most useful?

Text Response

The advice they gave about what specific skills and qualifications employers look for in potential applicants with English and Humanities degrees.

The networking portion.

It was interesting hearing the panelists, but none of what they said I felt related much to me and what I'm looking into. It was useful to hear their various experiences, but much of what they said was targeting undergraduates in their freshman and sophomore years and I'm graduating in the fall. I had to leave early so I wasn't able to attend the networking portion, so that was disappointing.

The panelists all did a great job providing relevant information and advice.

I found the student questions most useful

The competing opinions of the panelists were fascinating. The different ways that each approached there are of expertise provided useful comparisons for me to judge which type of field or fields I would be most interested in.

The panelists were great. The questions the advisors had devised were all the questions I wanted answers to but didn't know how to formulate.

I really appreciated Pete Witcher's suggestions on gaining experience with tools that will be used in these fields.

I loved the networking aspect- I believe that if we realize that networking is one of the main paths to follow in order to achieve our dream careers, networking to gain information about these paths is absolutely essential. Overall, it was extremely helpful so glean so much information about the industry, and college in general.

---

6. How satisfied were you with the venue of the event (Child Auditorium of CTIHb)?

<table>
<thead>
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<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Dissatisfied</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Dissatisfied</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>Satisfied</td>
<td>5</td>
<td>56%</td>
</tr>
<tr>
<td>4</td>
<td>Very Satisfied</td>
<td>4</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>
7. How satisfied were you with the time of the event (Wednesday evening from 4-6 p.m.)?

<table>
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<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Dissatisfied</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Dissatisfied</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>Satisfied</td>
<td>4</td>
<td>44%</td>
</tr>
<tr>
<td>4</td>
<td>Very Satisfied</td>
<td>5</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

8. How likely would you be to recommend this event to a fellow student?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Unlikely</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Unlikely</td>
<td>1</td>
<td>11%</td>
</tr>
<tr>
<td>3</td>
<td>Likely</td>
<td>6</td>
<td>67%</td>
</tr>
<tr>
<td>4</td>
<td>Very Likely</td>
<td>2</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>9</td>
<td>100%</td>
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</table>

9. Would you like similar events to be held in the future?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

10. Do you think that the University of Utah and its various units should allocate more resources to career events of this nature?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>
11. Do you have any additional comments that you would like to share?

**Text Response**

A representative from a local non-academic publishing company (Cedar Fort, Deseret Book) would've been more helpful for students looking for jobs in the editing and publishing field. Likewise, a representative from a local newspaper with a larger circulation (Salt Lake Tribune, Deseret News) to talk about how aspiring writers can get jobs, internships, in these areas and if a degree in journalism or communication is required.

I didn't realize there would be so many people from a journalism background. It seemed disproportionate, whereas there was little-to-no representation for those who want to be creative writers. The event was advertised for all those interested in writing, editing, and publishing, yet I came away feeling like unless I was a practical writer (technical writing, journalism, academic writing) there wasn't really a future for me or an opportunity to network with professionals who could assist me. Overall, it just felt like a large aspect of the writing/publishing world was neglected. I would have liked more information regarding how to find a literary agent, how to begin the querying process, the practical aspects of being a creative writer that seems very neglected in the curriculum already. I came away from this experience feeling more prepared on how to market myself for a day-job, but not anything that would give me an advantage in an already-difficult field to break into.

Please disregard my comment about the networking section of the evening, for I was unable to stay for it.

I'm particularly glad that a technical writer was included in the panel, the difference between his field and the other panelists' was striking and interesting.
Project Summary: Career Services / Office Environment Focus Group

Project Details

Description of assessment/background: Rather than an electronic/paper survey, we wanted to do a focus group for this project in order to ask open ended questions, and generate ideas among students around the topic of improving our office space/services. The focus group setting was helpful in meeting our goals because it allowed students to voice their opinions as well as build off of each other's ideas.

Goal of assessment: The goal of this focus group is to find out how students feel about our office environment, gather information on how they’re motivated to visit our office, and solicit feedback on making our space more welcoming & inviting.

Population invited to participate (e.g., “students who attended...”): Current students (or those who graduated May 2015) who have participated in services/programming in our office: Appointments, OCR/Practice Interviews, Workshops or Information Sessions in CEC/380, and Walk-in Resume Reviews.

Number of Participants: 4 students attended the focus group, and 2 provided feedback electronically.

Summary of Key Findings (Did your assessment accomplish your assessment goal? Was the desired outcome of the program or service achieved? Describe why/why not and what was learned. Include data to support your statements.)

Our assessment goal was met through the focus group. Below is a table of responses & topics discussed during the session. Items in Blue were brought up by students. Items in Orange are comments brought up by staff which were validated by students during the focus group.

<table>
<thead>
<tr>
<th>Question: General Perception of Career Services</th>
<th>Student Feedback &amp; Staff Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Front of Office</td>
<td>I know it's here, but I don't think anything of it.</td>
</tr>
<tr>
<td></td>
<td>I don't know (or didn't know before coming) what you do/offer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question: Experience first coming into CS</th>
<th>Student Feedback &amp; Staff Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience first coming into CS</td>
<td>We were prompt &amp; didn't keep them waiting too long.</td>
</tr>
<tr>
<td></td>
<td>Confused between CS &amp; UC upstairs</td>
</tr>
<tr>
<td></td>
<td>Website is not very intuitive—one student tried to make an appointment and gave up.</td>
</tr>
<tr>
<td></td>
<td>When they come in for help, they want it now &amp; not to wait</td>
</tr>
<tr>
<td>In what ways could we improve our space?</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• It’s nice, but feels like they can’t touch anything... have more “stuff” on the walls &amp; in the waiting area. (employer swag, student guides, reading materials)</td>
<td></td>
</tr>
<tr>
<td>• Find the balance between Professional and Fun.</td>
<td></td>
</tr>
<tr>
<td>• Better signage “Come on in!” “Take one!”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tech</th>
</tr>
</thead>
<tbody>
<tr>
<td>• YES! IPad/computer to job search. Listings of recommended websites. Have a computer for job searching/resume writing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employer branding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Looks good, but don’t know what the companies do...</td>
</tr>
<tr>
<td>• Don’t tie their message to $$. Make the message be more developmental, “you want a good career, we can show you how to start.”</td>
</tr>
<tr>
<td>• Swag bin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What makes it difficult for you to use Career Services more?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Time.</td>
</tr>
<tr>
<td>• Intimidating &amp; don’t know where to start.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where would you most likely seek out our resources?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• SSB.</td>
</tr>
<tr>
<td>• Put direct links on department websites to schedule appointments.</td>
</tr>
<tr>
<td>• Better distinguish advisors on campus (academic v. career)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In what ways do you feel connected to your Career Coach?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• It feels like they care. Everyone is nice. They remember my name/major.</td>
</tr>
<tr>
<td>• Credentials help (“I used to work in HR”)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggestions to increase engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• More posters &amp; welcoming space</td>
</tr>
<tr>
<td>• More companies leading/co-presenting workshops</td>
</tr>
<tr>
<td>• Food for the networking workshop (to practice)</td>
</tr>
<tr>
<td>• Blurb in Appt scheduler to promote workshops</td>
</tr>
<tr>
<td>• “This week in CS” on TVs within department &amp; Liaison offices</td>
</tr>
<tr>
<td>• A-frames, branded with Career Services</td>
</tr>
</tbody>
</table>

**Actions Taken/Planned based on the findings from this assessment:** *After discussing results among our staff, the following are immediate actions we have taken or plan to take before the fall 2015 semester:*

- Add Employer “swag bin” in the waiting area to connect students to our employer sponsors in a more meaningful way.
- Add “triage” resources (i.e. resume handouts, practice interview questions) to the front lobby for students to have while they wait for an appointment.
- Add a computer station in the lobby
• Improve/Increase signage in the building and across campus (i.e. utilize A-Frames more, brand the office rather than individual events)
• Change our webpage to be more intuitive (i.e. fewer landing pages, easier navigation)

Alignment
Student Affairs Key Activity: [still in process]

Departmental Key Activity: Student Interactions.
  Departmental goal this project addresses: by better understanding student’s experience with our office, we will be able to improve & increase their interactions with us.

Departmental Key Activity: Employer Engagement.
  Departmental goal this project addresses: We had asked students their thoughts on the employer marketing in our space. Their suggestions will help us increase the effectiveness of employer’s messaging to students in our front lobby space.

Learning Domain Connection: [AER to complete from Initiation]
  Please explain how this project connects to this Learning Domain (more information on learning domains can be found here):

Learning Domain Connection: [AER to complete from Initiation]
  Please explain how this project connects to this Learning Domain (more information on learning domains can be found here):
Goal and desired outcomes of the program or service:
Click here to enter text.

Goal of assessment:
To obtain first destination information for students who will graduate at the end of the semester or who have recently graduated.

Population sampled:
Those registered for Summer 2014 and Fall 2014 graduation, plus students who inform Career Services of their first destination

Respondents: 421 from Summer 2014 graduates; 409 from Fall 2014 graduates; 1471 for Spring 2015; 219 for ongoing project

Response Rate: 22.6% for Summer 2014; 23.7% for Fall 2014; 31.52% for Spring 2015

Administration Type: E-mail invitation through Campus Labs, survey link posted/distributed

Summary of Key Findings

Did your assessment accomplish your assessment goal? Was the desired outcome of the program or service achieved? Describe why/why not and what was learned. Include data to support your statements.

From Spring 2015 Survey:

- Primary plans upon graduating (respondents could select more than one):
  - 90.44% full-time employment, full or part-time
  - 31.61% Graduate school, full or part-time
  - 1.26% Military Service
  - 6.07% Volunteer Activity
  - 14.65% Starting or Raising a family

- Of those indicating Full time employment (72.85%, n=1044):
  - 53.07% have accepted a position (29.94%) or are continuing their current position (23.13%)
  - 44.05% are either in the job search process, or will begin searching after graduation.
  - Of employed, 82% are staying in Utah, followed by California (4.3%), Arizona (2%), and Texas (1.4%).
  - Median Salary Range: $45,001-$50,000

- Of those indicating Full time graduate/professional school (24.84%, n=356)
  - 50.14% have been admitted, 49.86% have not
- Of admitted, 56.55% are admitted in Utah, followed by California (4.76%), Oregon (3.57%), Massachusetts, Pennsylvania, & Texas (all 2.98%)

From Fall 2014 Survey:
- Primary Plans upon Graduating:
  - 75.55% employment, full or part-time
  - 16.14% graduate/professional school, full or part-time
  - 0.24% Military Service
  - 0.73% Volunteer Activity
  - 1.47% Starting or raising a family
- Of those indicating full-time employment (69.68%, n=285)
  - 72.85% have accepted a position (37.14%) or are continuing their current employment (35.71%)
  - 24.73% are either in the job search process, or will begin searching after graduation
  - Of employed, 81% are staying in Utah, followed by California (3.49%) & Washington (2.33%)
  - Median Salary Range: $45,001-$50,000
- Of those indicating full-time graduate/professional school (15.65%, n=64)
  - 25% have been admitted, 75% have not
  - Of admitted, 87.5% are admitted in Utah

From Summer 2014 Survey:
- Primary Plans upon Graduating:
  - 76.49% Employment, full or part-time
  - 15.44% Graduate/Professional School, full or part-time
  - 0.24% Military Services
  - 1.19% Volunteer Activity
  - 1.9% Starting or raising a family
- Of those indicating full-time employment (70.31%, n=296)
  - 71.19% have accepted a position (40.68%) or are continuing their current employment (30.51%)
  - 23.73% are either in the job search process or will begin searching after graduation.
  - Of employed, 82.98% are staying in Utah
  - Median Salary Range: $40,001-$45,000
- Of those indicating full-time graduate/professional school (14.49%, n=61)
  - 75.41% have been admitted, 24.59% have not
  - Of admitted, 64.29% are admitted in Utah

**Actions Taken/Planned based on the findings from this assessment:**
This data provides a snapshot of student outcomes upon degree completion, and is shared with our academic partners, prospective students, and other stakeholders.
Our goal is to increase our first-destination knowledge rate to at least 65%. With our survey response rates at 30% or below, we are currently discussing possible procedures to increasing the institution’s knowledge in this area.

**Alignment**

**Student Affairs Key Activity:** [still in process]

**Departmental Key Activity:** 1st Destination Outcomes  
**Departmental goal this project addresses:** Measure 1st destination data post-graduation

**Student Affairs Learning Domain Connection:** *Academic Persistence & Achievement*  
*Please explain how this project connects to this Learning Domain:* This project gathers a snapshot of students’ plans at the achievement of their degree.
Appendix G.1

GRADUATE SCHOOL FAIR

In partnership with:

UNION BALLROOM
9/24
10:00 AM - 2:00 PM

350 Student Services Building • Open Monday - Friday, 8:00am - 5:00pm
Walk-In Hours: Tuesday - Thursday, 10:00am - 3:00pm
*David Eccles School of Business Students please refer to http://careers.business.utah.edu/ for walk-in hours.

Career Services’ goal is to educate you in the discovery & realization of meaningful careers. We can help you develop greater self-understanding, expand your awareness of career options, connect you with internships & professionals, & foster effective job search practices.

Stop by! We are here to help you Put Your Education to Work!

LEARN
Get to know yourself in relation to your professional and career goals. Learn & articulate your work values, interests, strengths, & motivators.

EXPLORE
Gain hands-on experience, try new things, research your options, & make connections. Don't limit yourself.

CONNECT
Meet with your career coach, Evaluate options, create a strategic career plan, & connect with professionals in a variety of industries.

REFINE
Create & polish your job search & professional skills including: resumes, cover letters, LinkedIn, networking, interviewing, & salary negotiation.
IT’S NOT WHAT YOU KNOW, IT’S WHO YOU KNOW.

40% of all hires are employee referrals

Connect with professionals at Career Pathways

CAREER PATHWAYS
Your connection to industry professionals

BROUGHT TO YOU BY: UCAREER SERVICES

SOURCE: WWW.JOBVITE.COM

Join young alumni and industry professionals to explore and network within a targeted career field. Each event includes a panel discussion followed by informal networking. Discover the variety of occupations available and learn about what you can do now to prepare for your dream career(s).

SCIENCE
Wednesday, September 9th, 2015
3:00pm - 5:00pm
ASB 220

ENGINEERING
Wednesday, September 16th, 2015
1:00pm - 3:00pm
WEB 1250

HEALTH & WELLNESS
Wednesday, October 7th, 2015
4:00pm - 6:00pm
UNION Saltair

MARKETING & COMMUNICATION
Tuesday, October 27th, 2015
4:00pm - 6:00pm
SFEBB 7170

GOING TO GRAD SCHOOL
Thursday, September 24th, 2015
12:30pm - 2:00pm
UNION Parker A

RESEARCH IN THE HUMANITIES
Thursday, October 22nd, 2015
4:00pm - 6:00pm
CTHIB Child Auditorium

PLANNING, SUSTAINABILITY, & ENVIRONMENT
Wednesday, November 4th, 2015
1:00pm - 3:00pm
Location TBD

STEM CAREERS IN ACADEMIA
Wednesday, November 4th
3:30pm - 5:00pm
ASB 220

In partnership with: Wynba &
YOUR EXCLUSIVE DATABASE FOR ALL THINGS CAREER!

BROUGHT TO YOU BY: U CAREER SERVICES

- Make appointments with your Career Coach
- Upload your resume and other documents
- Apply for on-campus interviews
- View upcoming events
- Utilize all 4 included job search engines: Find positions locally, nationally, & internationally

- Jigler Jobber
  Your ultimate job search organizer. Manage your networks, important documents, & your target companies, track jobs you've applied for, & much more

- Going Global
  The best resource for an international job search

- Type Focus
  Discover your personality type related to the Myers Briggs Type Indicator & explore careers that fit your natural preference

CAREERS.RUTHERFORD.EDU
TEST DRIVE YOUR CAREER
CAREER TREKS: A DAY IN THE LIFE OF YOUR FUTURE OCCUPATION

University of Utah Career Treks

Brought to you by: CAREER SERVICES

Career Treks: Organized employer site visits for small groups of students focused on specific industries over the course of 1-2 days.

As an attendee, you will have a chance to visit a variety of companies, network with their staff and tour their offices.

Fall 2015 Treks:
Monday, October 12th & Tuesday, October 13th, 2015
From 8:00am to 4:00pm, Various Locations
International Opportunities, Science, and Chemical Engineering

Applications are due Wednesday, September 30th, 2015
For more information visit: http://bit.ly/careertreks15

CAREERS.UTAH.EDU
Appendix G.5

Save the Date!

UPCOMING PROFESSIONAL DEVELOPMENT

★ Thursday February 12th: 9 am - 11 am
How to Make the Most of your Time, Presented by Mary Anne Bezins

★ Tuesday March 3rd & Wednesday March 4th: 8 am - 4:30 pm
NACE Career Coaching Institute

★ Thursday April 2nd: 9 am - 11 am
Disability Services Presentation, Presented by Scott McArd

★ Thursday May 7th: 9 am - 10 am
ASUU & Ambassadors – Meet the Leadership

★ Thursday June 4th: 9 am - 11 am
Helping Distressed Students, Presented by Katie Stiel

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NACE
Career Coaching Intensive at
The University of Utah

Tuesday, March 3rd and Wednesday, March 4th
From 8:00 AM - 5:00 PM | Location TBO
Registration Cost: $425.00
Lunch and Breakfast will be provided

At this training you will learn how to:
- Use the language of coaching.
- Conduct the interview using effective techniques to work with individual students.
- Apply the best coaching techniques to improve individual performance.
- Identify ways to leverage students' strengths to improve their performance.
- Identify opportunities to leverage students' strengths to improve their performance.

This on-site program, taught by a NACE-certified coach, will enable you to build your MFT's expertise in the three techniques without requiring time out of the office. Staff will gain self-confidence, techniques, and tools through facilitated discussions, guided exercises, and group work.
Career Services Open House

As a valued campus partner, please join us for a special luncheon with Career Coaches from your discipline, as we share our valuable Career Services resources, how we can best assist you in the great work you do, and ensure that Career Services and UCareerPath can be of the most benefit to you.

Date: Wednesday, August 19th, 2015
Time: 12:00 pm - 1:00 pm
Location: Student Services Building, Room 350

Please RSVP by clicking on this invite and filling out the Google Form.
GROUP SESSIONS FOR
ENGLISH MAJORS

Group Career Coaching Session

If you haven’t visited Career Services yet, start here! Join Kelly Dries, your English Career Coach, and your peers for a group session on typical English career paths.

DATES & TIMES:

Monday, September 7th from 1pm-2pm
Monday, September 21st from 4pm-5pm
Friday, October 2nd from 9am-10am
Monday, October 5th from 1pm-2pm
Friday, October 23rd from 9am-10am
Monday, November 2nd from 1pm-2pm
Friday, November 13th from 10am-11am

PLACE: Student Services Building, 380

RSVP to Kelly Dries at:
kdries@sa.utah.edu

CAREERS.UTAH.EDU
## Appendix I

### Career Services Key/Target Employers

Updated: September 11, 2015

| Aerospace & Defense          | 1. Boeing       | 33. Schlumberger |
|                             | 2. Northrop Grumman | 34. Dow         |
|                             | 3. L-3          | 35. BP          |
|                             | 4. Raytheon     | 36. Huntsman Chemical |
|                             | 5. Lockheed Martin | 37. Williams   |
|                             | 6. BAE Systems  |                |
|                             | 7. Harris/Exelis|                |
| Automotive                  | 8. Autoliv     | 38. Goldman Sachs |
|                             | 11. GM         | 41. PricewaterhouseCoopers |
| Banking & Financial Services| 12. Vanguard   | 42. Ernst & Young |
|                             | 13. GE Capital | 43. Bain & Company |
|                             | 14. Fidelity    | 44. Booz Allen Hamilton |
|                             | 15. Goldman Sachs | 45. Johnson & Johnson |
|                             | 16. Zions Bank | 46. AbbVie      |
| Business Services & Supplies| 17. ADP        | 47. Lilly       |
|                             | 18. Aerotek    | 48. Pfizer      |
|                             | 19. Halliburton | 49. Merck & Co  |
|                             | 20. Aramark    |                |
|                             | 22. Under Armour | 51. WL Gore & Associates |
|                             | 23. Nordstorm  | 52. General Electric |
|                             | 24. Buckle     | 53. Parker Hannifin |
|                             | 25. JCPenny    |                |
| Construction, Oil & Gas Operations, Mining & Chemicals | 26. BASF   | 54. General Mills |
|                             | 27. Du Pont    | 55. Coca-Cola   |
|                             | 28. ConocoPhillips | 56. Hershey    |
|                             | 29. Chevron    | 57. Nestle      |
|                             | 30. Bechtel    | 58. Kellogg’s   |
|                             | 31. Shell      | 59. Frito-Lay   |
|                             | 32. Exxon Mobil| 60. PepsiCo     |
|                             |                | 61. Mondelēz International |
|                             |                | 62. Kroger      |
| Consulting & Accounting     | 38. Goldman Sachs |                |
|                             | 39. KPMG       |                |
|                             | 40. Deloitte Touche Tohmatsu |                |
|                             | 41. PricewaterhouseCoopers |                |
|                             | 42. Ernst & Young |                |
|                             | 43. Bain & Company |                |
|                             | 44. Booz Allen Hamilton |                |
| Drugs & Biotechnology       | 45. Johnson & Johnson |                |
|                             | 46. AbbVie     |                |
|                             | 47. Lilly      |                |
|                             | 48. Pfizer     |                |
|                             | 49. Merck & Co |                |
| Engineering, Manufacturing  | 50. Cummins    |                |
|                             | 51. WL Gore & Associates |                |
|                             | 52. General Electric |                |
|                             | 53. Parker Hannifin |                |
| Food, Soft Beverages, Alcohol & Tobacco | 54. General Mills |                |
|                             | 55. Coca-Cola  |                |
|                             | 56. Hershey    |                |
|                             | 57. Nestle     |                |
|                             | 58. Kellogg’s  |                |
|                             | 59. Frito-Lay  |                |
|                             | 60. PepsiCo    |                |
|                             | 61. Mondelēz International |                |
|                             | 62. Kroger     |                |
| Government Services         | 63. Department of State |                |
|                             | 64. Forest Service/US Department of Agriculture |                |
|                             | 65. Air Force  |                |
|                             | 66. NSA        |                |
Health Care Equipment & Services
69. Abbott
70. Stryker
71. Becton, Dickinson (BD)
72. Boston Scientific
73. Cerner
74. BioFire
75. ARUP Labs
76. Myriad Genetics
77. Activas/Watson

Healthcare
78. Intermountain Healthcare
79. University of Utah hospitals and clinics
80. American Cancer Society
81. Kaiser Permanente

IT, Internet, Software & Services
82. Google
83. VMware
84. Microsoft
85. Cisco
86. EMC
87. Oracle
88. Qualtrics
89. Adobe
90. Xactware

Insurances
91. United Services Auto Insurance
92. Northwestern Mutual
93. BlueCross BlueShield
94. Optum
95. Progressive
96. Workers Compensation Fund

Media & Advertising
97. Disney
98. Netflix
99. Penna Powers
100. MRM//McCann
101. The Summit Group

Packaged Goods
102. 3M
103. P&G
104. Mattel
105. Kimberly-Clark

Restaurants
106. In-N-Out
107. Chipotle
108. Panda Express
109. Five Guys
110. Zupa’s

Retail & Wholesale
111. Trader Joe’s
112. Costco
113. eBay
114. IKEA
115. Amazon.com

Semiconductors, Electronics, Electrical Engineering, Technology Hardware & Equipment
116. Apple
117. Micron
118. Intel
119. Seagate
120. IM Flash
121. Vivint
122. Texas Instruments
123. Thermo Fisher Scientific
124. Honeywell
125. Dell

Telecommunications Services, Cable Supplier
126. Comcast
127. Sprint
128. Qualcomm
129. Verizon

Transportation & Logistics
130. Southwest
131. JetBlue
132. Union Pacific
133. Alaska Air
134. Old Dominion
135. Delta
136. FedEx
137. UPS
138. SkyWest
139. England Logistics
140. C.R. England
141. Enterprise
Travel & Leisure
  142. Marriott
  143. Walt Disney Parks & Resorts
  144. Starwood Hotels & Resorts
  145. MGM Resorts

Utilities
  146. Rocky Mountain Power
  147. Western Electricity Coordinating Council
  148. Questar