



2014  
**NATIONAL PROFESSIONALISM SURVEY**  
*Career Development Report*

<b>Table Of Contents</b>	<b>Page</b>
Introduction	3
Research Design	5
Major Findings	8
Programs	15
Professionalism	22
Career Development Office	40
Appendix	49

# **Introduction**

## Project Purpose

Since 2010, York College of Pennsylvania's Center for Professional Excellence has conducted a national study on some aspect of professionalism in recent college graduates. A common theme until this year has been professionalism in the workplace. Human resource professionals reported on the level of professionalism exhibited by recent college graduates.

Past research has found small changes from year to year in the level of professionalism in the workplace. Given this, it was decided to revisit this topic every other year. The alternate years present an opportunity to examine new topics related to professionalism. This year's study surveyed career development professionals at colleges and universities nationwide. The focus of the study is on how higher education is involved in developing professionalism in our college students.

## Research Objectives

The primary topics researched in the study included:

- Programs offered to students
- Activities and services directed towards the development of professionalism
- Structure of the career development office.

## Report Format

The report contains an executive summary as well as a detailed presentation of the findings.

The executive summary consists of the Introduction, Research Design, and Major Findings.

The detailed findings are presented as graphs with accompanying narrative.

The data tables from which the graphs were constructed are in a separate volume.

# **Research Design**

<b>Sample</b>	<p>A national sample of 5799 career development professionals were selected to receive a survey. By the termination of data collection, a total of 402 completed and returned a survey. This is a response rate of 6.9 percent.</p> <p>A sample of this size has a maximum margin of error of +/-4.9 percent at the 95 percent confidence level. This means if all career development professionals participated in the survey their answers would be within this range of the sample's answers 95 percent of the time.</p> <p>A review of the responding institutions reveals respondents represent a broad spectrum of institutions of higher education. The representation of private (52.6%) and public (47.4%) institutions is relatively equal.</p>
<b>Data Collection</b>	<p>The survey was administered as a mail survey sent under the auspices of the Center for Professional Excellence. Accompanying the survey was a cover letter signed by Matthew Randall, Executive Director of the Center, and a Polk-Lepson business reply envelope.</p> <p>To encourage participation, all respondents were offered an electronic version of this report. Additionally, five respondents were randomly selected to receive Amazon.com gift cards worth \$100 each.</p>
<b>Research Instrument</b>	<p>The research instrument was developed by Polk-Lepson with input from persons associated with the Center for Professional Excellence. Prior to its administration, the survey was reviewed and approved by the Center.</p>
<b>Data Analysis</b>	<p>The data was analyzed by the total sample, type of institution, and respondent characteristics.</p> <p>Where appropriate, statistical tests were performed to discover any statistically significant differences between respondents. These differences are described in the text.</p>

## Data Analysis (continued)

Much of the value of the research is found in the data tables. The data tables show all the answers given by respondents. Given the diversity of the answers to the open-ended questions, only the predominant ones are included in the report.

When possible, comparisons are made to findings from a nationwide study conducted last year with professors and human resources professionals.

# **Major Findings**

**Major Findings**

Presented below are salient research findings.

**Partners in Career Development**

Nearly all career development offices (98.7%) partner with other entities for students' career development. The most common partners are faculty (88.9%), employers (80.1%), and academic advisors (74.8%). Private institutions are more likely than public ones to partner with faculty and employers. Public schools more often use academic advisors as partners than do private institutions.

Most offices (83.6%) do get input from prospective employers on the professional skills desired in college graduates. A variety of means are used to obtain this input. Most often, it is obtained through talking to employers and recruiters (59.5%) and surveys (42.9%).

**Student Engagement**

Student use of career development programs and services is flat for the first two years of undergraduate school. It increases somewhat in the junior year with 38.9% of the students taking advantage of these services. By the senior year, 53.4% of the students are using the career development office.

With the exception of career planning and counseling, the usage of specific services increases from freshman to senior year. As might be expected, the usage of career planning services decreases as the undergraduate career progresses. In freshman year, 92.6% of the freshman using career services use career planning. By the senior year, this percentage drops to 82.1%.

**On-Campus Interviews**

Experiences with on-campus interviews are mixed. Over a third of the offices (38.7%) report their on-campus interviews are increasing. However, a fifth (20.5%) indicate they are decreasing. The remaining 40.8% of the career development offices find the number is remaining the same. For some reason, more private (24.9%) than public (15.5%) institutions have a decrease in on-campus interviews.

## **Academic Credit for Career Development Courses**

College-to-career and career preparation courses are offered for academic credit by 43.1% of the institutions. The content of these courses vary. As would be expected, they usually are related to career development.

## **Professionalism**

The qualities most often associated with professionalism are: communication skills (56.1%), being prepared (49.7%), proper appearance (21.3%), and being ambitious (21.1%).

Previous nationwide studies with human resource professionals and professors have found similar qualities being mentioned.

While the same qualities are named by professors, they differ from the career development respondents in the percentage of persons naming each. Professors most often identify these qualities as describing the student who is professional – being skillful at personal interactions (37.85), being focused (27.4%), and working on a task until it is completed (26.7%). It is likely the differences between career development respondents and professors are due to the circumstances in which the respondents interact with students. Professors see the students on a regular basis over an extended period of time. Plus, they are giving students assignments with due dates.

About a third of the respondents (34.7%) feel the percentage of students exhibiting professionalism has increased over the past five years. Another fifth (21.8%) believe this percentage has decreased. It is interesting to note that public schools (27.3%) are more likely than private ones (17.0%) to indicate the percentage has decreased.

Professors and human resource professionals are not as optimistic as the career development respondents. Over a third of professors (37.5%) and human resources respondents (35.9%) reported a decrease in percentage of students acting professionally.

**Changes in Professionalism**

Those who have seen an increase in the prevalence of professionalism most often point to institutions becoming more aware of the importance of teaching professionalism (63.9%).

In the opposite direction, respondents experiencing a decrease in professionalism in students most often feel technology (25.4%) and low parental expectations (22.2%) are responsible for this decline. It is thought that technology has had a negative impact on interpersonal and communication skills.

**Programs on Professionalism**

Most institutions (83.3%) offer programs that focus on developing the qualities of professionalism. There is a significant difference between private (85.2%) and public (75.7%) institutions having this focus.

Two-thirds of the offices (66.3%) have increased their focus on professionalism over the past three years.

Almost half of the career development offices (48.3%) are not alone in their personal and professional development efforts. Other offices and departments on campus are also offering programs in this area.

It is believed that students are the ones who are most responsible for developing their professionalism. They are followed by career development offices and faculty.

**Defining Professionalism**

Respondents tend to disagree that the perception that some new college graduates are lacking professional qualities is due to a generation gap. They are generally undecided whether definitions of professionalism should change with different generations of students. Here, age makes a difference with the younger respondents being the ones to most often feel definitions should change.

Previous research with professors and human resource professionals found these respondents to be more likely to feel definitions of professionalism should not be subject to change.

**Entitlement**

Previous studies with professors and human resources professionals have found an increase in entitlement among students and recent college graduates. In response to these findings, career development respondents were asked what they are seeing in the students with whom they interact. Consistent with the other research, 53.0% of the respondents report an increase in the percentage of students who exhibit a sense of entitlement. Only 6.3% feel this has decreased.

**Importance of Programs**

Programs offered by career development offices that are considered to be the most important are traditional offerings. They are preparing a resume' (4.88 out of 5, very important) and conducting a job search (4.84). However, the programs that are next most important are ones related to workplace professionalism. These are: projecting a professional image (4.72), dressing appropriately for work (4.67), transition from college to career (4.58), and appropriate usage of social media (4.57).

Most career development offices have programs on preparing a resume' (98.6%) and conducting a job search (96.4%). The percentage of offices that have programs on topics related to workplace professionalism is less. The percentage for each program is: dressing appropriately for the workplace (81.9%), projecting a professional image (76.6%), and transition from college to career (66.8%).

**Job Interview Mistakes**

The greatest percentage of respondents name lack of preparation (68.5%), inappropriate attire (54.0%), and being late (33.8%) as the three most deadly job interview mistakes.

These are also the most frequently mentioned mistakes by human resource professionals.

**Career Development Offices**

Many career development offices have been undergoing changes over the past several years. A total of 41.1% of them have changed their names. The name change was usually from a generic name to a more focused one.

Offices are doing things to increase their on-campus visibility. The most common actions to accomplish this have been social media marketing (26.0%), classroom presentations (23.7%), and more faculty involvement (20.6%).

## Observations

Observations, based on the research findings, are presented below:

- Career development offices are in agreement with professors and human resource professionals in the qualities that define professionalism. There is some variation in the percentage of each audience naming a specific quality. This is probably due to each audience interacting with students or new employees in different ways. Professors see the same students for an extended period of time and in a different setting than do career development personnel.
- Career development offices are increasingly offering programs designed to increase professionalism in students. This is partially the result of an increased awareness on campuses of the importance of professional development. Many of the career development offices are working in conjunction with other entities on and off campus in their professionalism efforts. It is notable that a large percentage of these offices are in communication with employers on the professional qualities desired in graduates.
- Consistent with the above finding, four of the seven programs considered to be most important offerings by career development offices are related to the development of professionalism. These are: projecting a professional image, dressing appropriately for work, transition from college to career, and the appropriate usage of social media.
- There are interesting differences between public and private institutions. More often, it is private schools that are offering programs related to professionalism. However, a larger percentage of public institutions are experiencing a decrease in the percentage of students exhibiting professionalism.
- When asked why they feel professionalism is decreasing, the most common response refers to technology having a negative impact on communication and interpersonal skills. This is a feeling shared by professors and human resource professionals.

## Observations (continued)

- After students, career development offices see themselves as responsible for developing professionalism in students.
- As in studies with professors and human resources personnel, over half of the respondents believe the sense of entitlement is increasing among students.
- Career development offices are undergoing a transformation. Many are changing their names to better reflect what they are now doing. Over a third report an increase in the number of employees in the office. Efforts are being undertaken to increase the office's visibility on campus. While the programs and services being offered by most of the offices are traditional ones like resume' preparation and conducting a job search, it is highly likely more offices will be creating programs focusing on the qualities of professionalism.

# Programs

### Focus of Career Development Office

Does your career development office primarily focus on undergraduates?

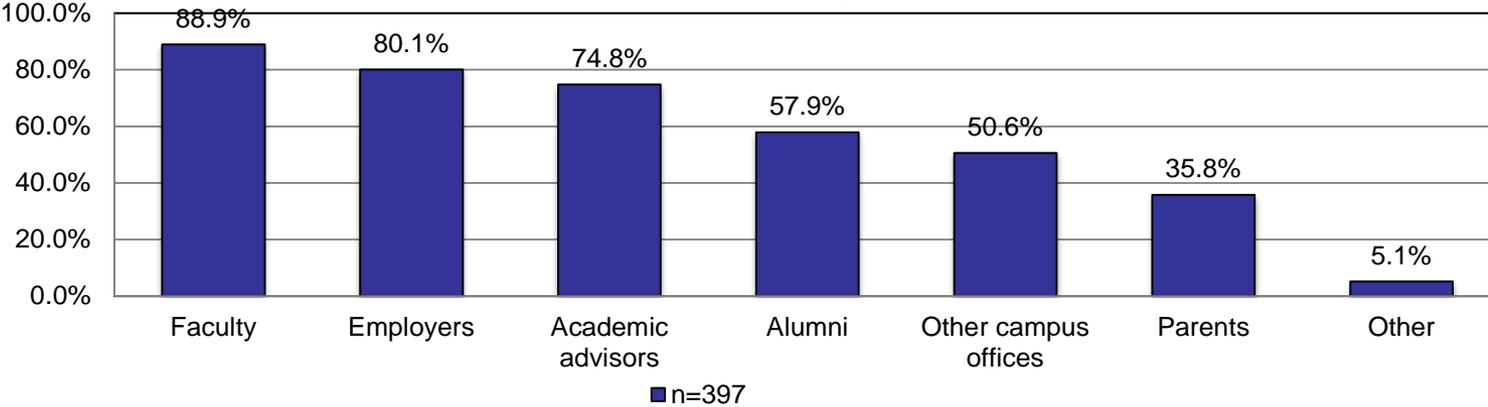
Over three-fourths of the career development offices (76.9%) primarily focus on undergraduates. Schools that have both undergraduate and graduate programs also predominantly focus on undergraduates (70.0%).

### Partners in Career Development

At your institution, which of these partners are directly involved in students' career development? This is in addition to your career development office.

Career development offices use resources outside the office to assist in students' career development. The resources used are most often faculty (88.9%), employers (80.1%), and academic advisors (74.8%).

**Partners in Career Development**



Private colleges are more likely than public institutions to use faculty, employers, alumni, and parents as partners.

	Private	Public
Faculty	93.2%	84.1%
Employers	84.9%	75.1%
Academic advisors	72.2%	77.8%
Alumni	66.8%	48.7%
Other campus offices	53.2%	48.1%
Parents	40.0%	31.7%
	n=209	n=187

## Input on Professional Skills

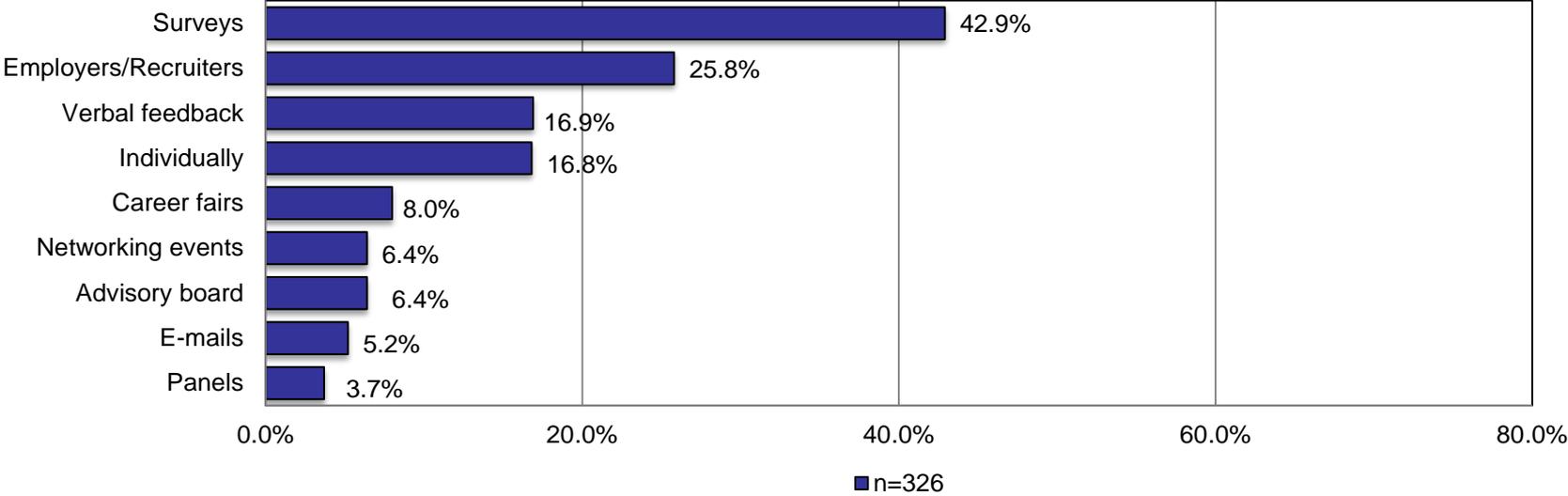
Does your career development office solicit input from prospective employers on what professional skills are wanted in college graduates?

The vast majority of offices (83.6%) solicit input from prospective employers on the professional skills wanted in college graduates.

The input is obtained in a variety of ways. The most common vehicles for obtaining input are shown in the graph below. Surveys are employed most often to discover what qualities are expected in the employee in a professional position (42.9%). This is followed by less formal input either through talking to employers or recruiters (25.8%) or some other type of verbal feedback (16.9%).

The data table shows all the ways input is obtained from prospective employers.

**Means of Soliciting Input on Desired Professional Skills**

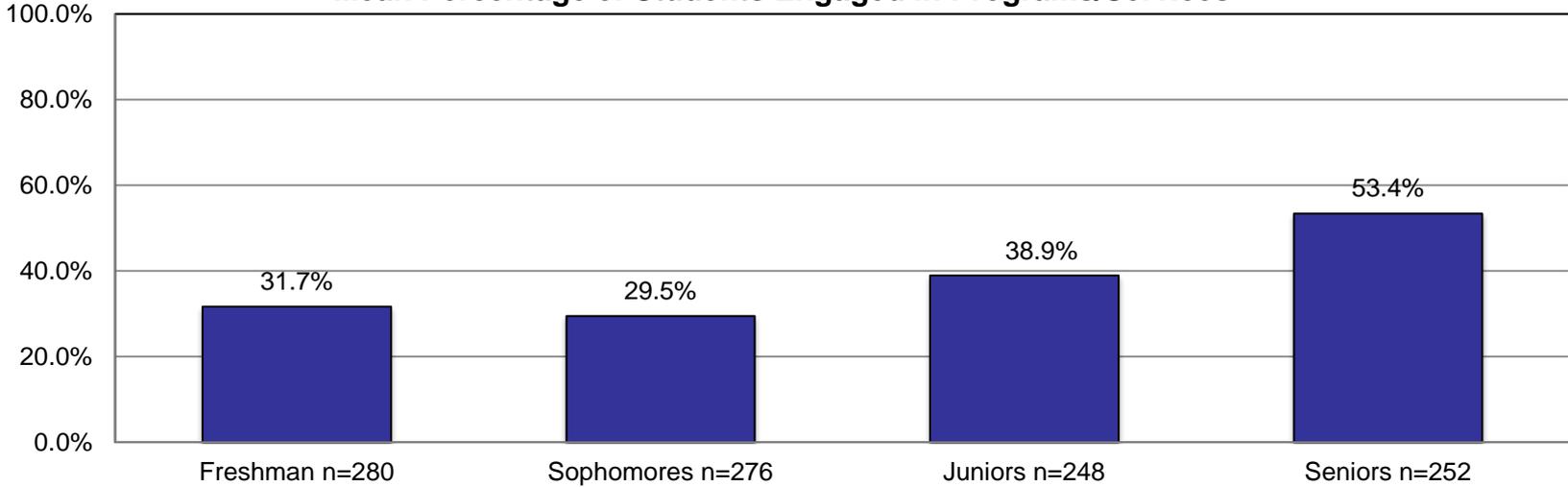


## Student Engagement

Within the last three years, approximately what percentage of students in each class year engage in the programs/services offered by your department?

As would be expected, involvement in career services programs or services increases starting with the junior year. The percentage of students engaged in programs or services peaks at 53.4% in the senior year.

**Mean Percentage of Students Engaged in Programs/Services**



In all classes, the percentage participating in private institutions is higher than in public ones.

	Private	Public
Freshman	33.6% (n=158)	29.1% (n=120)
Sophomore	30.5% (n=157)	28.1% (n=117)
Junior	41.8% (n=159)	33.8% (n=88)
Senior	56.2% (n=159)	48.6% (n=92)

## Services Used

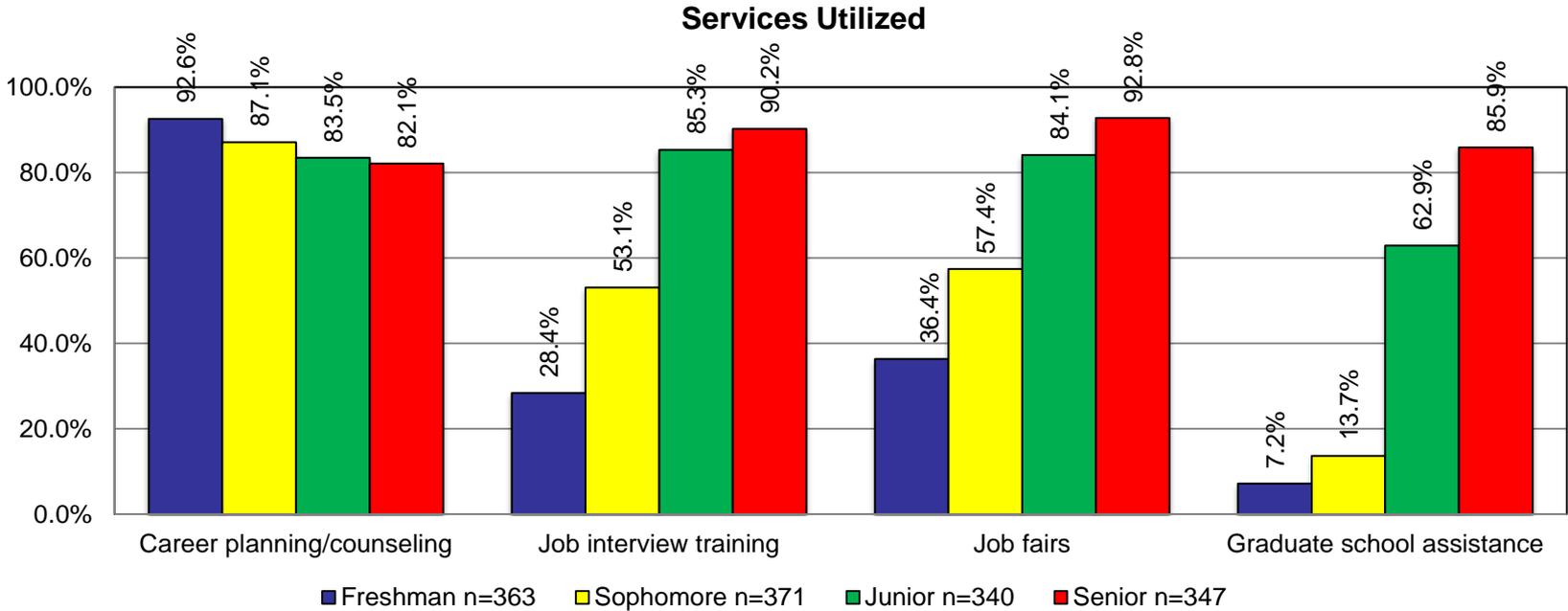
At each class year, what services do your students typically utilize?

Respondents indicated from a list of possible services which are typically used by students at the different class levels.

As students progress through college, the percentage using career planning/counseling services decreases. However, even in senior year, 82.1% are still utilizing this service.

The usage of all other services included in the survey increases from freshmen to senior year.

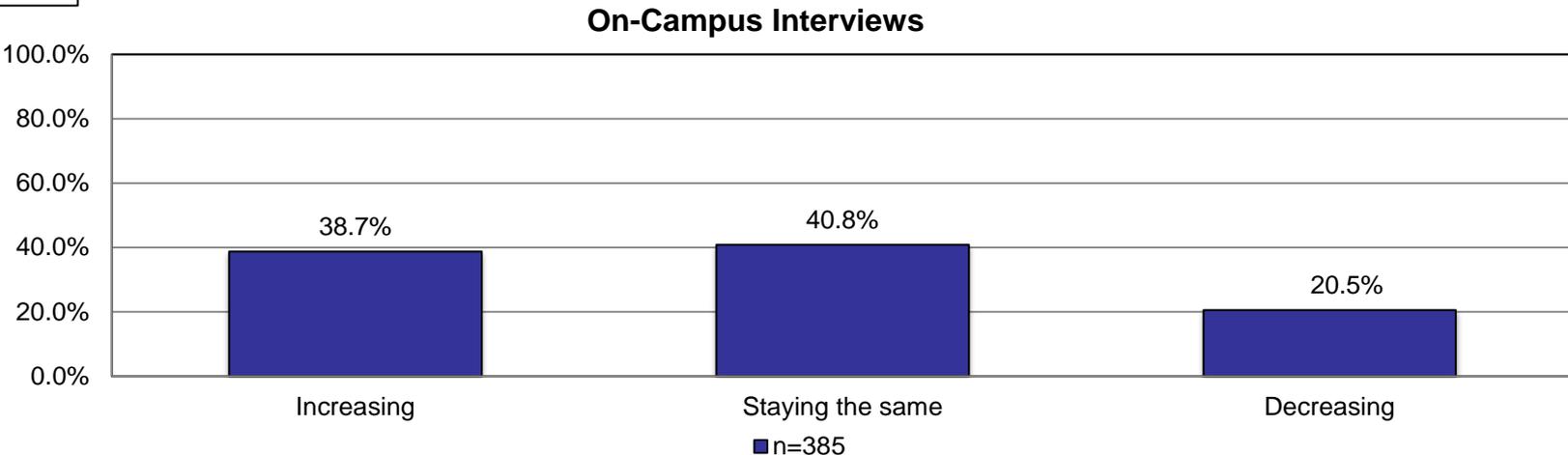
In addition to the services listed on the survey, respondents were able to identify other services being utilized by students. A total of 55 respondents named other services. Mentioned most often was networking. The complete list is presented in the data table. It can be reviewed to generate ideas on other services that can be offered by career development offices.



## On-Campus Interviews

Are your on-campus interviews increasing, staying the same, decreasing?

Over a third of the respondents (38.7%) report that their on-campus interviews are increasing. For a fifth (20.5%), these interviews are decreasing.



A greater percentage of private (24.9%) than public institutions (15.5%) have their on-campus interviews decreasing. This difference is statistically significant. The reasons for this difference are worth exploring.

Respondents who have been in career development for over five years are more likely than newer employees to feel on-campus interviews have decreased (25.6%). Being longer term, they may have more of a historical perspective on this.

	Private	Public
Increasing	34.3%	43.1%
Staying the same	40.8%	41.4%
Decreasing	24.9%	15.5%
	n=201	n=181

## Career Preparation Courses for Academic Credit

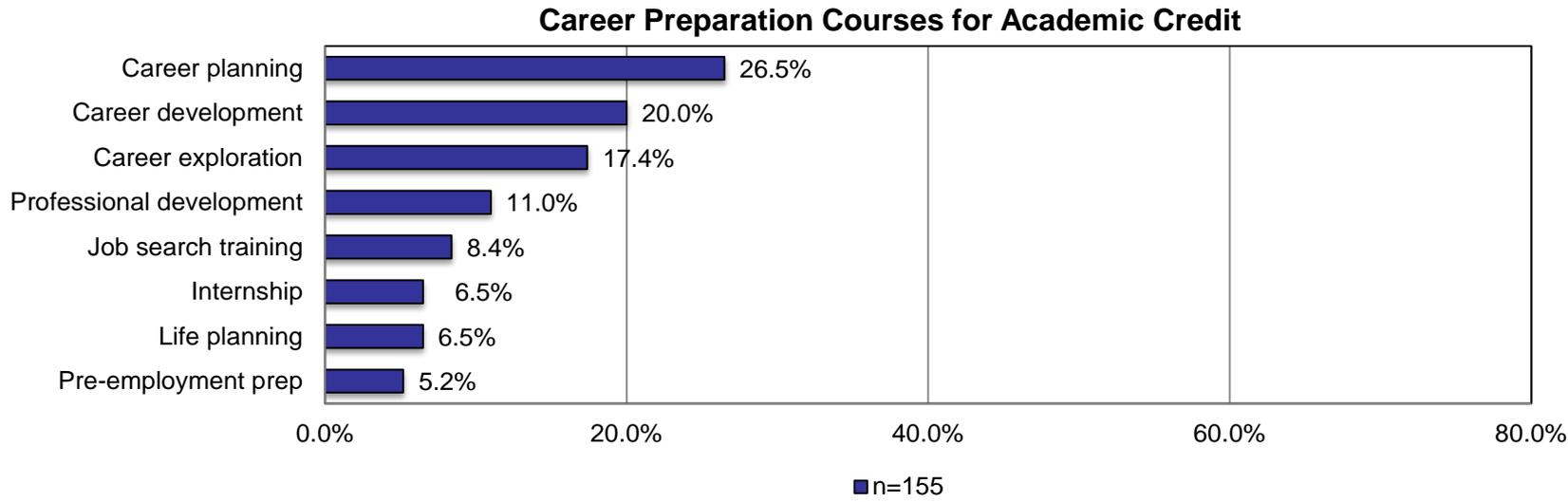
Does your career development office offer college-to-career or career preparation courses for academic credit?

A total of 43.1% of the offices offer college-to-career or career preparation courses for academic credit.

Public institutions (46.6%) are more likely than private ones (40.2%) to offer academic credit for these courses.

The courses being offered for credit vary widely. As seen in the graph, the most common ones are related to careers. These are career planning (26.5%), career development (20.0%), and career exploration (17.4%).

The complete list of courses is found in the data table.



# Professionalism

## Qualities of Professionalism

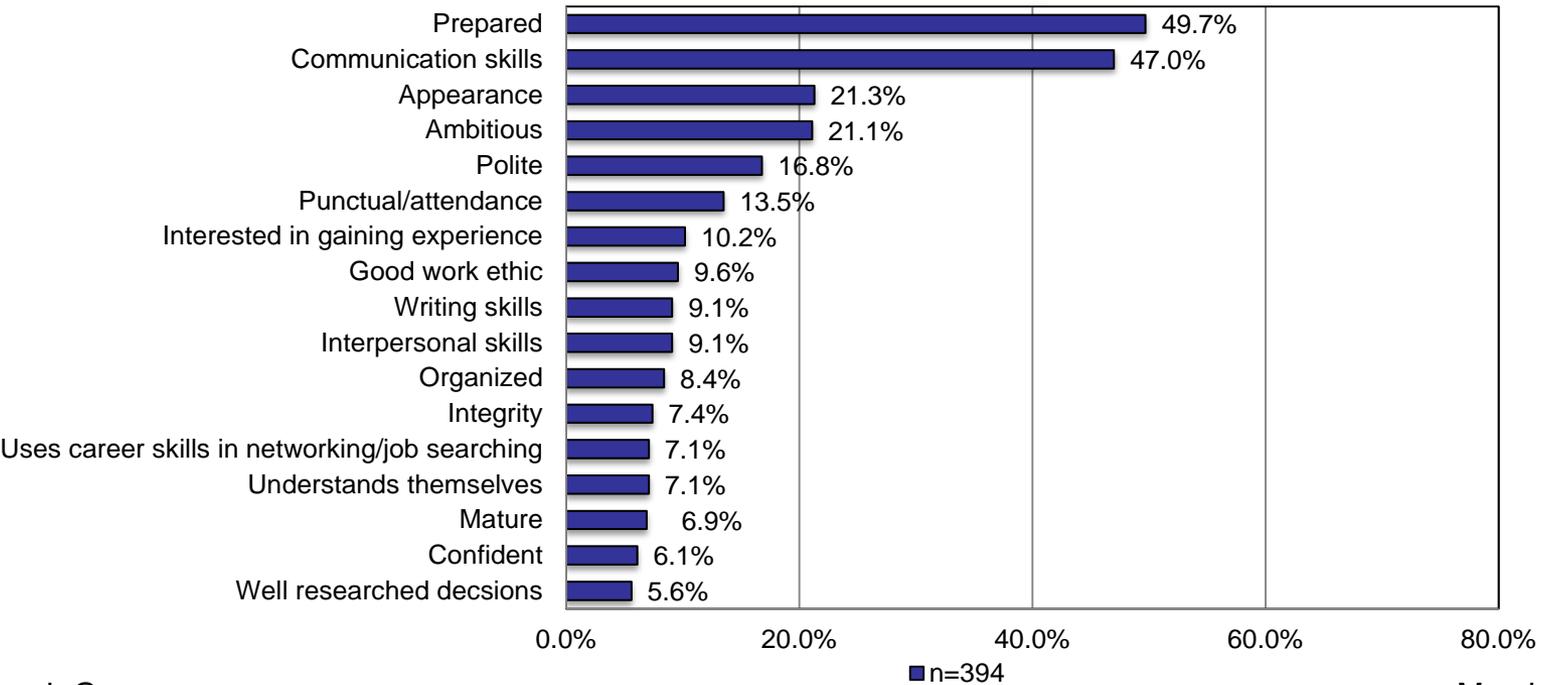
What three qualities or behaviors do you feel best describe a student who you consider to be professional?

The qualities most associated with students considered to be professional are being prepared (49.7%) and communication skills (47.0%). The importance of communications skills increases if writing skills are added to it. When this is done, 56.1% of the respondents make some reference to communication.

These findings parallel those from research with human resource respondents on professionalism in the workplace. The percentage of respondents mentioning the qualities does differ somewhat from a nationwide study of professors conducted last year. This difference is partially due to the interactions which the audiences have with students. Professors most often name personal interactions (37.8%), being focused (27.4%), and working on a task until completed (26.7%) as qualities of student professionalism.

As with other questions, respondents' answers are too numerous to include all of them in the graph. Again, the data table presents the complete list of the qualities defining professionalism.

**Qualities or Behaviors Describing Professionalism in Students**



## Qualities of Unprofessionalism

What three qualities or behaviors do you feel best describe a student who you consider to be unprofessional?

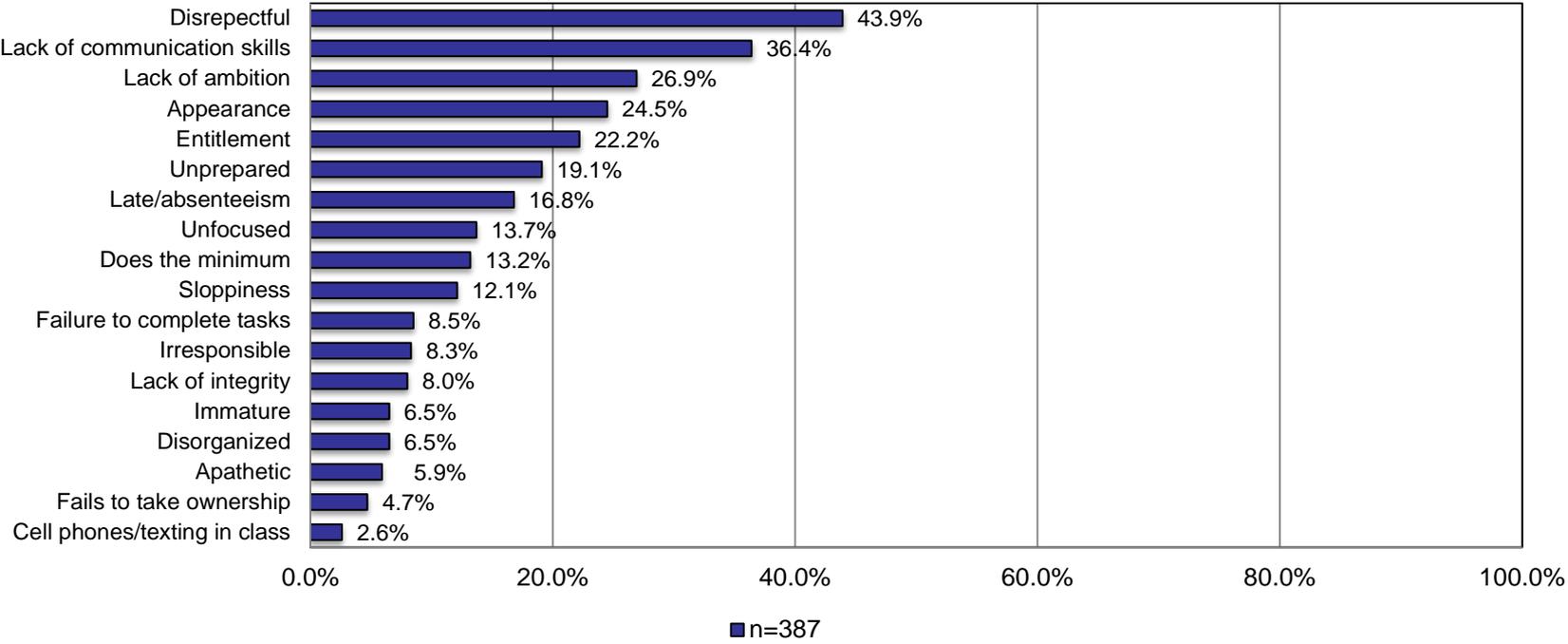
Respondents also described the qualities that describe a student who is unprofessional.

Mentioned most often are failing to show respect (43.9%) and a lack of oral and written communication skills (36.4%). As might be expected, many of the qualities are the opposite of those defining professionalism.

As with professionalism, the percentage of respondents naming the qualities differs from responses by professors in last year's study. Professors, like career services professionals, did most often name being disrespectful (35.2%). Mentioned next most often by professors were unfocused (31.5%) and late/absenteeism (24.6%).

The data table presents all the answers given.

**Qualities or Behaviors Describing Unprofessionalism in Students**



## Percentage of Students Exhibiting Professionalism

Approximately what percentage of your institution's students with whom you interact exhibit qualities you associate with professionalism?

The percentage of students, with whom respondents interact, exhibiting professionalism varies widely.

The most common range is 70 to 79 percent, mentioned by a fifth of the respondents (21.5%).

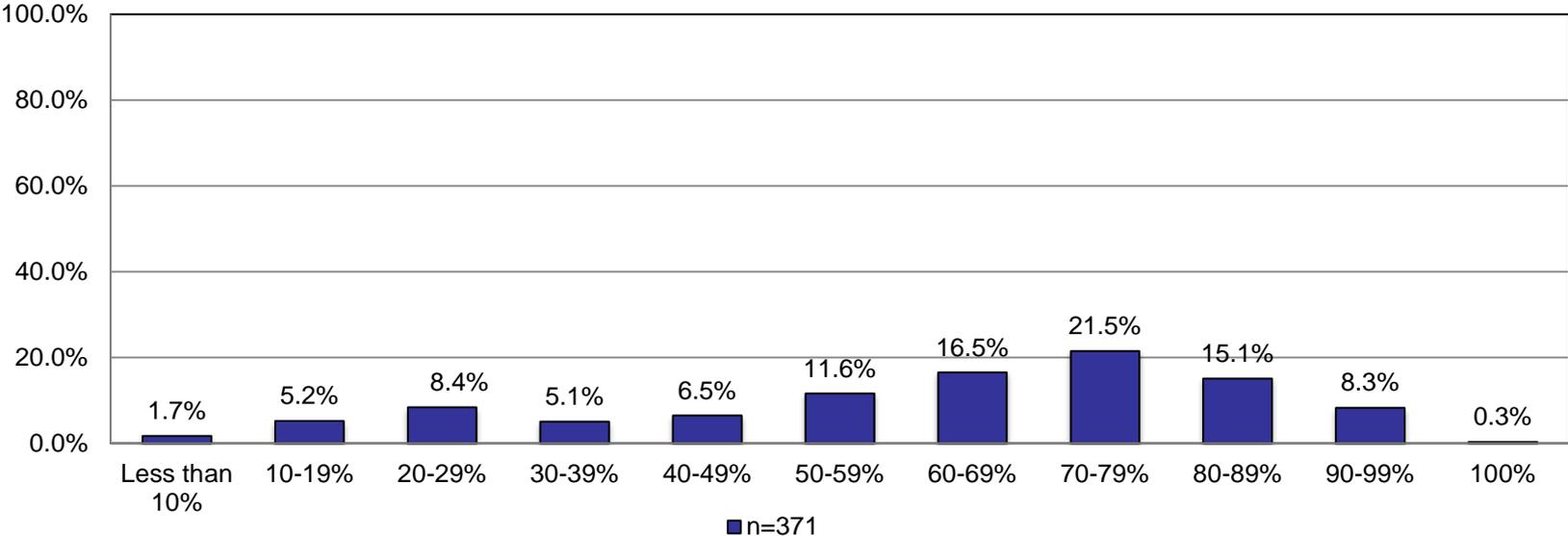
The mean percentage is 58.8 percent.

Students at private institutions (mean=62.5%) are more likely than those at public schools (mean=54.4%) to exhibit the qualities associated with professionalism. This is a statistically significant difference.

Since the study with professors asked about the presence of professionalism in upper classmen, a comparison to that study is not valid. This year's study referred to all college students.

The standards of professionalism may differ in the workplace compared to academia. Human resource professionals felt a lower percentage of new college graduates exhibit professionalism their first year on the job.

**Percentage of Students Exhibiting Professionalism**

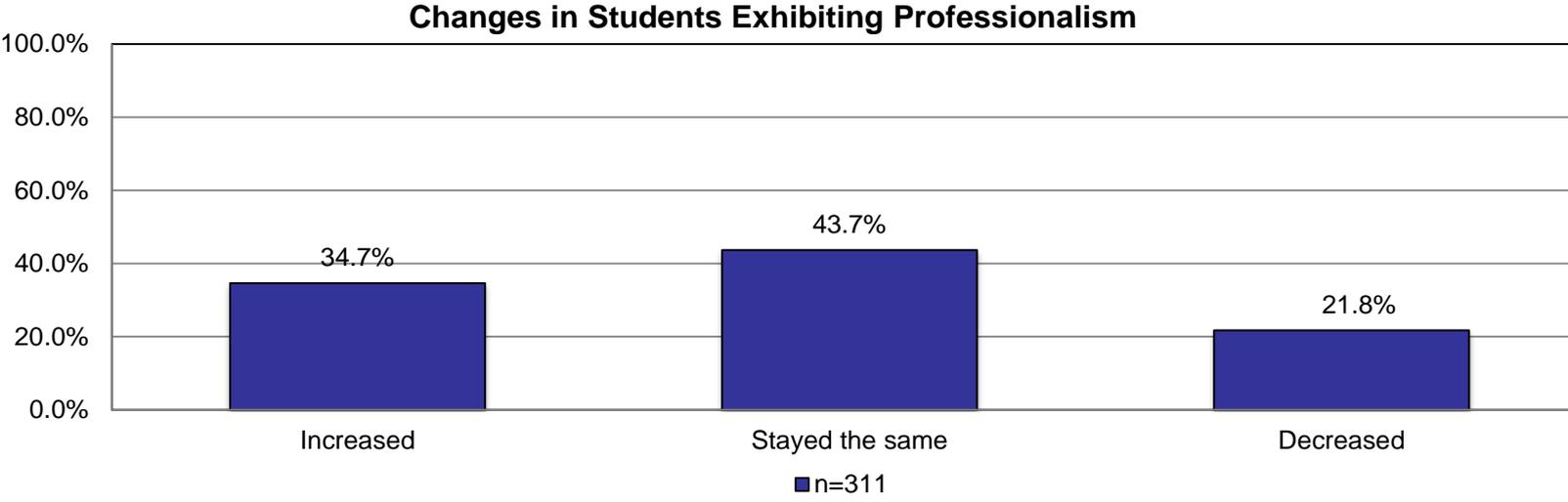


## Changes in Professionalism

Over the past five years, has the percentage of students exhibiting professionalism increased, remained the same, decreased?

The experiences with students exhibiting professionalism are mixed. Over a third of the respondents (34.7%) have seen the percentage of students demonstrating professionalism increase over the past five years. At the other extreme, 21.8% report a decrease in students' professionalism.

These findings differ considerably from professors' responses. In that study, 37.5% reported a decrease in professionalism and 12.3% have experienced an increase. It is likely that professors interact with a broader segment of students than does career services. Human resource professionals made observations similar to professors.



Differences exist between private and public institutions. Public schools (27.3%) are more likely than private ones (17.0%) to feel professionalism among students has declined. This difference is statistically significant.

	Private	Public
Increased	32.7%	36.4%
Remained the same	50.3%	36.4%
Decreased	17.0%	27.3%
	n=165	n=143

## Reasons for Increase

**If increased professionalism:**  
For what reasons do you feel this percentage has changed?

If a respondent described professionalism as increasing or decreasing, they were asked the reasons for making this observation.

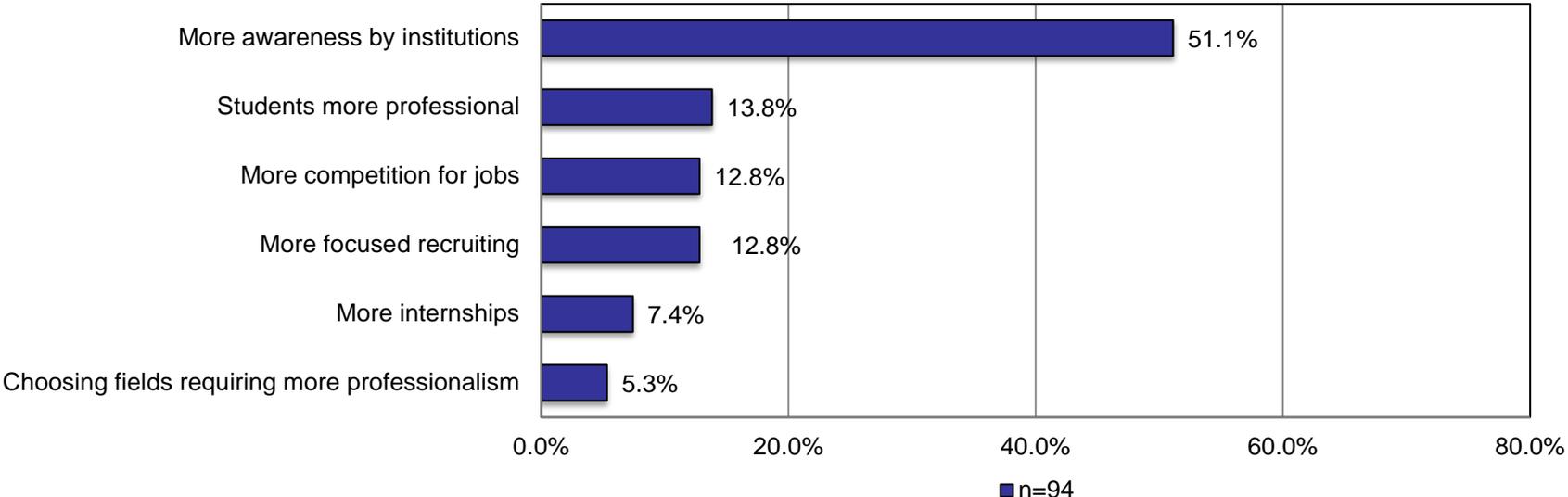
Those seeing an increase in professionalism most frequently referred to colleges and universities becoming more aware of professionalism (51.1%). This leads to better training of students on being professional. This percentage is even higher if the 12.8% who mentioned a recruiting program that emphasizes professionalism is added to the 51.1%.

The increased awareness of the importance of professionalism by institutions is more often seen in private (61.7%) than public (41.3%) schools.

Another 13.8% simply see students becoming more professional.

As seen in previous studies, there are some respondents (12.8%) who feel the competition for jobs given the state of the economy forces students to act more professionally. This could be the silver lining in a tight job market.

**Reasons for Increase in Professionalism**

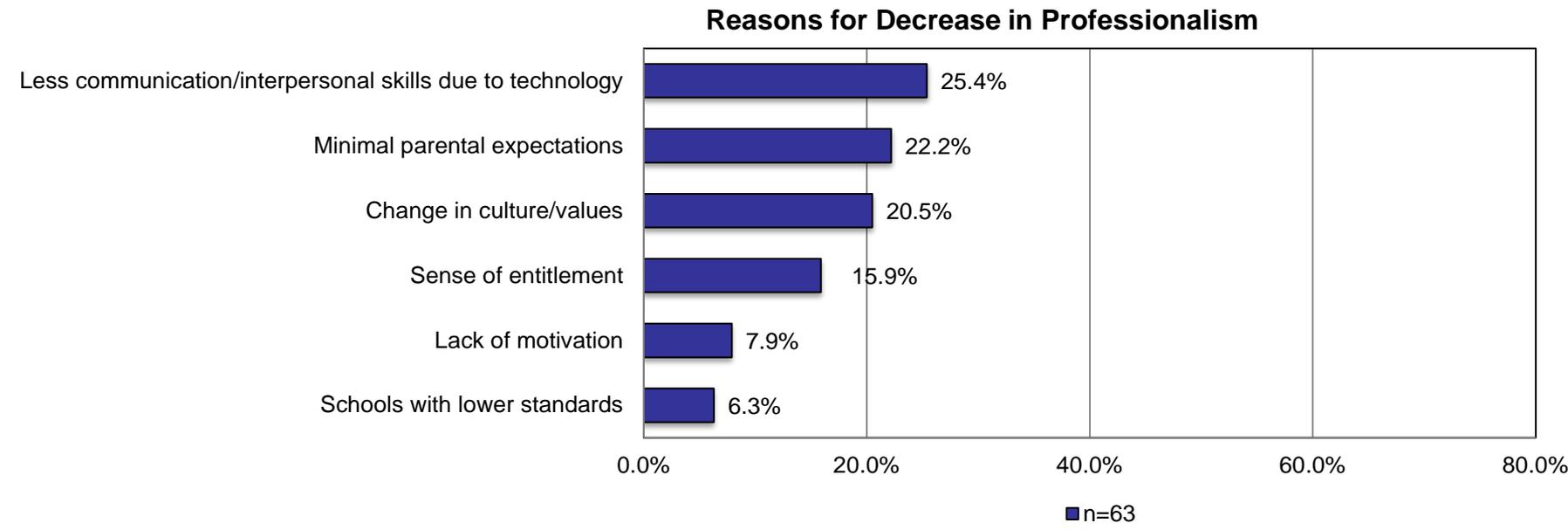


### Reasons for Decrease

**If decreased professionalism:**  
For what reasons do you feel this percentage has changed?

The most common reasons given for a decrease in professionalism are a loss of communication and interpersonal skills due to technology (25.4%) and minimal parental expectations (22.2%).

Similar reasons were cited by professors in the 2013 study.



## Programs on Professionalism

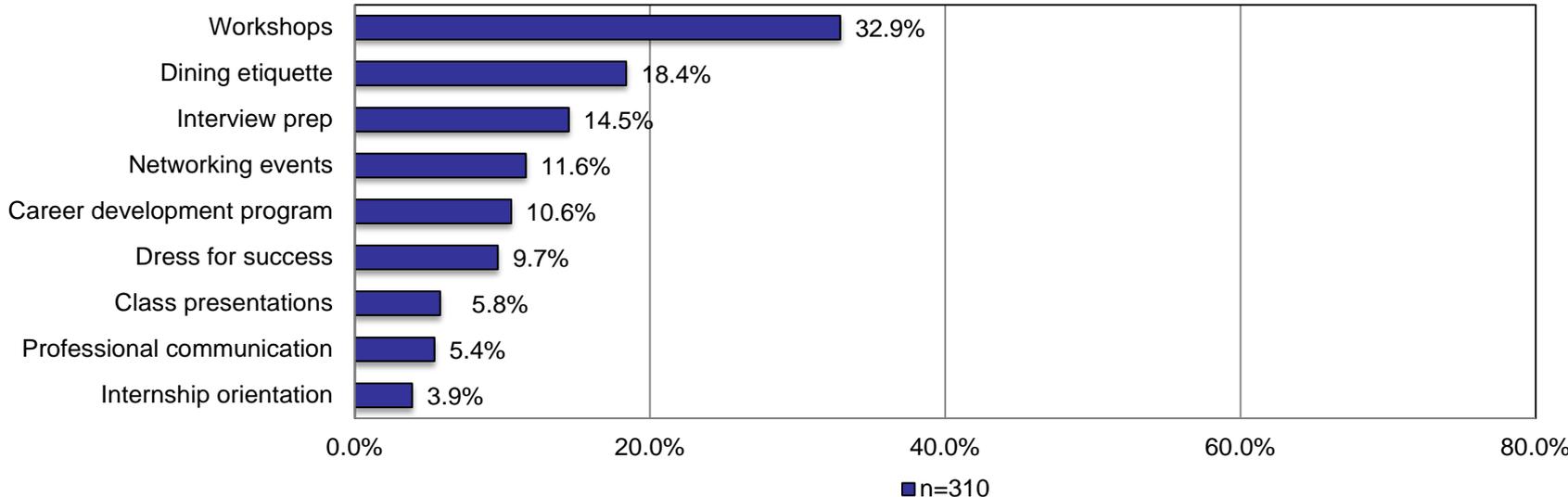
Does your office offer any programs specifically focusing on developing the qualities of professionalism?

The vast majority of respondents (83.3%) indicate their office offers programs that specifically focus on developing the qualities of professionalism.

Nearly a third of the offices (32.9%) with programs related to professionalism have workshops for students. This is followed by dining etiquette (18.4%) and interview preparation (14.5%).

The complete list of professionalism programs is provided in the data table.

**Programs on Professionalism**



Private institutions (85.2%) are more likely than public ones (75.7%) to offer these types of programs. This is a statistically significant difference.

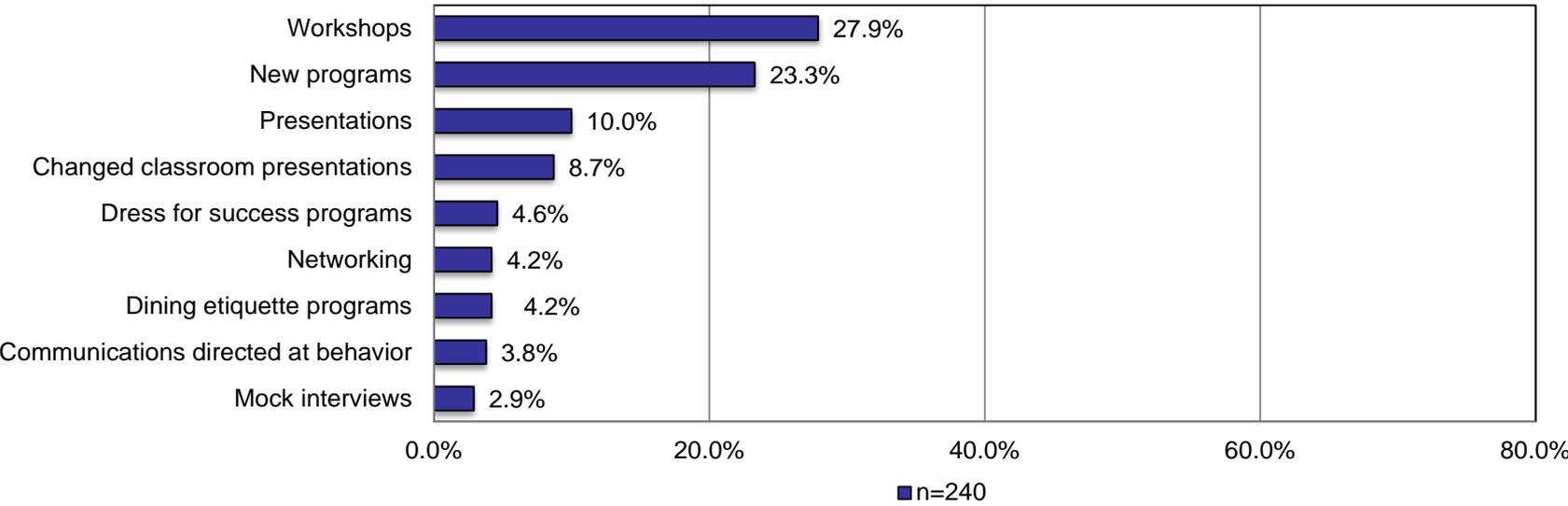
## Increased Focus on Professionalism

In the last 3 years, has your office increased its focus on professionalism?

Two-thirds of the offices (66.3%) have increased their focus on professionalism in the last three years. Private (67.3%) and public (65.8%) institutions are similar in the percentage of offices with an increased focus on professionalism.

The offices are offering a number of different programs on professionalism. The most common are shown in the graph. The programs and activities parallel those mentioned earlier as programs designed to develop professional qualities in students.

**Activities Increasing Focus on Professionalism**



## Other Offices Focusing on Professionalism

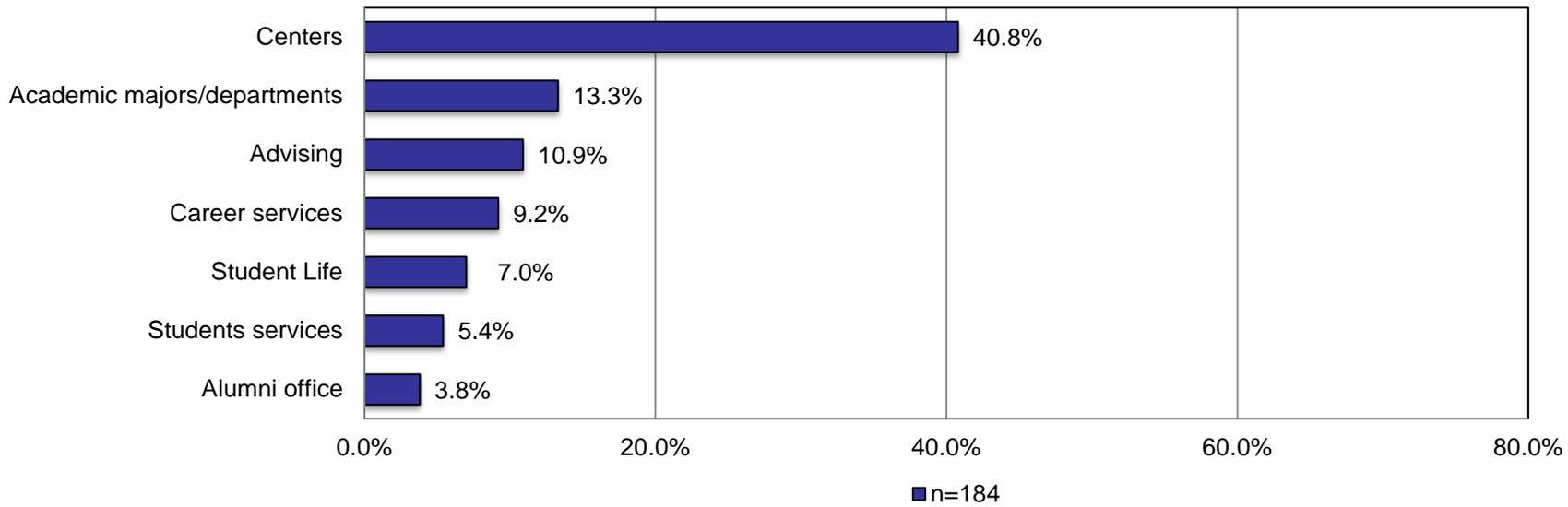
Are there other offices on campus specifically focusing on personal and professional development?

Nearly half of the career development offices (48.3%) are not alone in their efforts directed towards personal and professional development.

The greatest percentage of these institutions have some type of center that includes professional and leadership development (40.8%). In a distant second, academic departments offer programs related to professional development (13.3%).

Once again, the data table should be consulted for the complete list of offices supplementing the efforts of the career development office when it comes to personal and professional development.

Other Offices Focusing on Professionalism



## Responsibility for Developing Professionalism

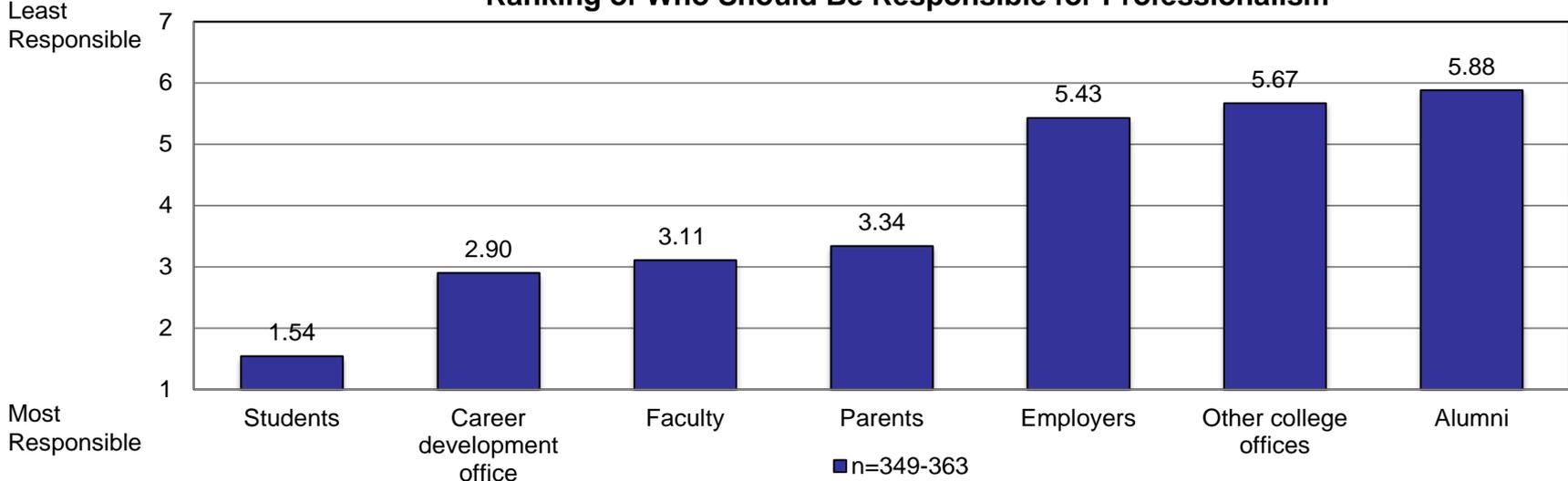
Who do you think should be responsible for developing professionalism in college students?

Respondents ranked seven entities according to who should be responsible for developing professionalism in students. A rank of 1 was given to the entity considered most responsible and a rank of 7 to that which is the least responsible.

Clearly, students (1.54) are seen as being the most responsible for their professionalism. A total of 70.5% of the respondents assign students a rank of 1. Career development offices (2.90) are considered to be next most responsible.

Least responsible for this development are alumni (5.88), other college offices (5.67), and employers (5.43).

**Ranking of Who Should Be Responsible for Professionalism**



Persons under 35 feel students should be more responsible for developing their professionalism than do older respondents. The difference is large enough to be statistically significant.

Respondents were given the opportunity to identify other entities they thought should be responsible for the development of professionalism in students. Mentioned most often were high schools (11.6%), friends (10.5%), academic advisors (8.4%), and community members (7.4%).

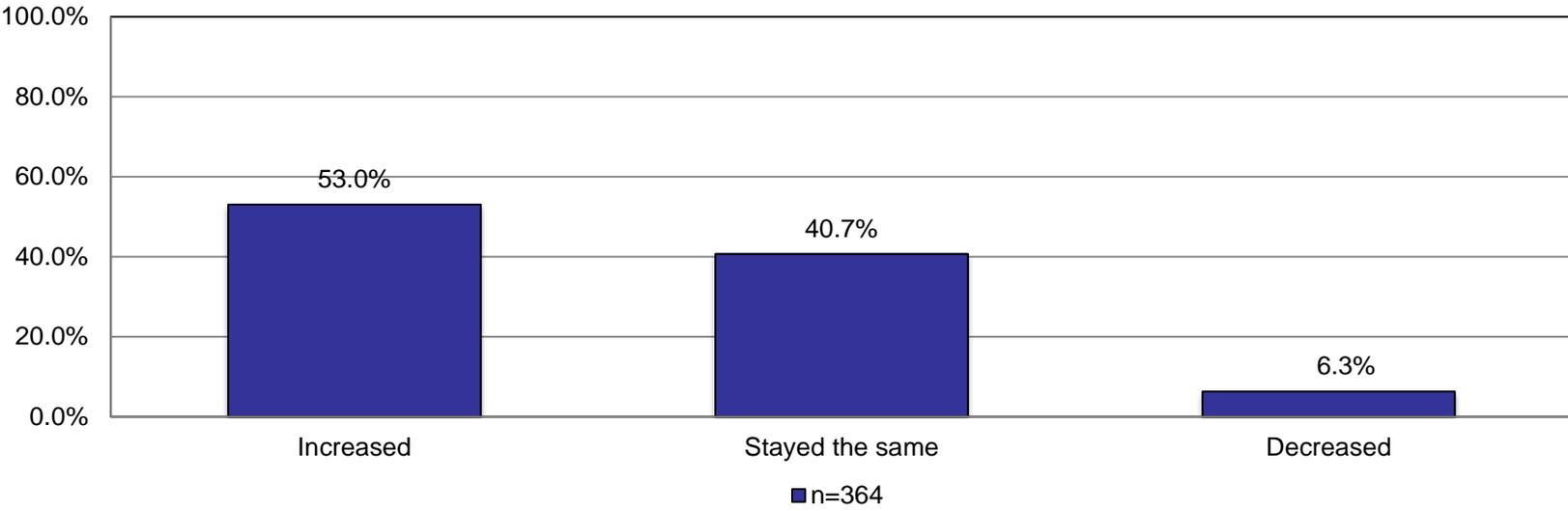
## Changes in Sense of Entitlement

Over the past five years, has the percentage of students exhibiting a sense of entitlement increased, remained the same, decreased?

Over half of the respondents (53.0%) report that the sense of entitlement exhibited by the students with whom they interact has increased over the past five years. Entitlement was defined as expecting rewards without putting in the work or effort to merit them.

These findings parallel those from last year's study of professors and human resource professionals.

### Changes in Students Exhibiting Sense of Entitlement



Respondents in career development for less than two years (70.7%) are significantly more likely to report an increase in entitlement. There is an inverse relationship between age and the belief that a sense of entitlement has increased. As age increases, the percentage of respondents feeling entitlement is more prevalent decreases.

## Importance of Programs

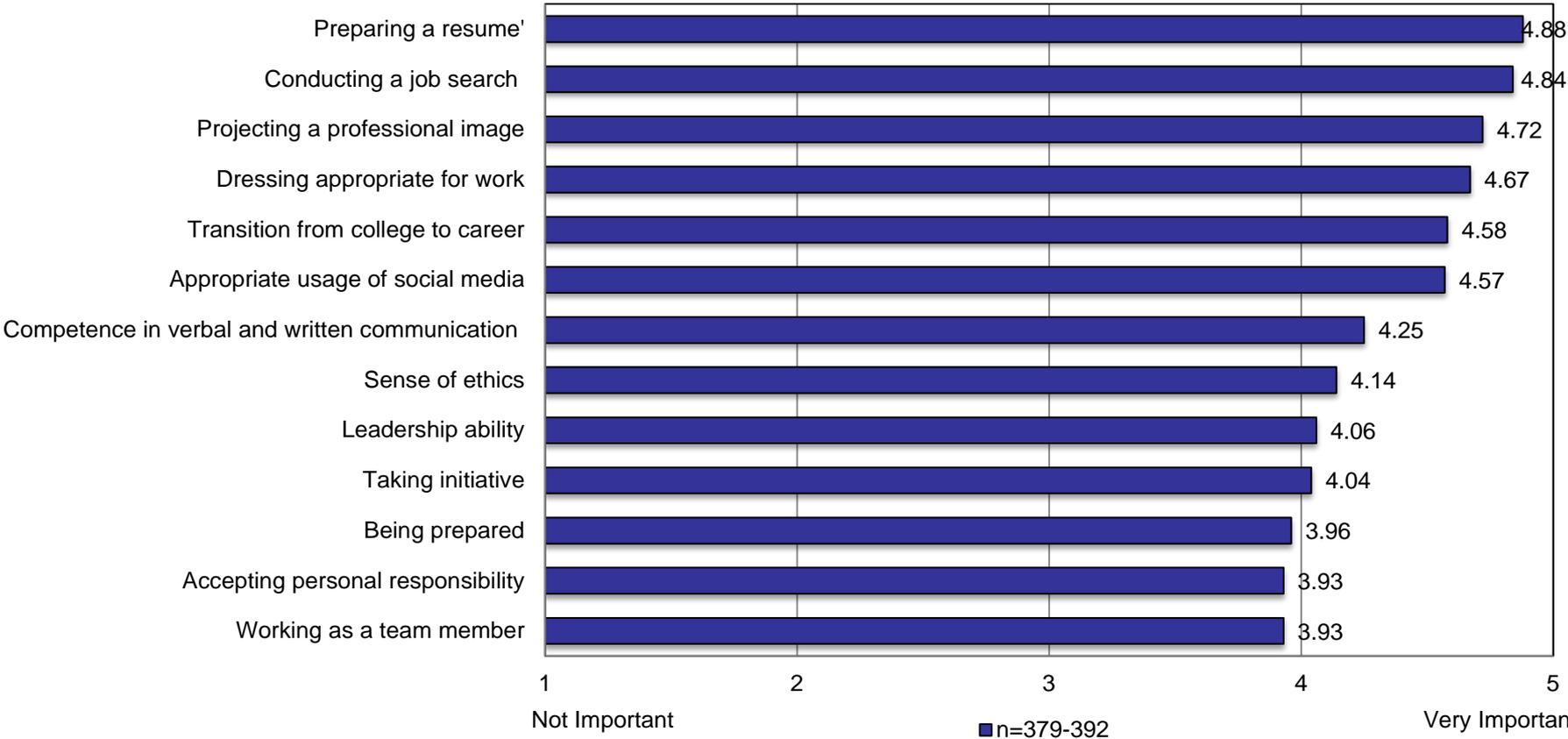
How important do you feel it is that programs be offered on each of these topics by your career development office?

Respondents rated how important it is for career development offices to offer programs on different topics. The rating scale went from 1, not important, to 5, very important.

The programs considered most important are preparing a resume' (4.88) and conducting a job search (4.84). A total of 91.1% of the respondents assigned a rating of 5, very important, to resume' preparation.

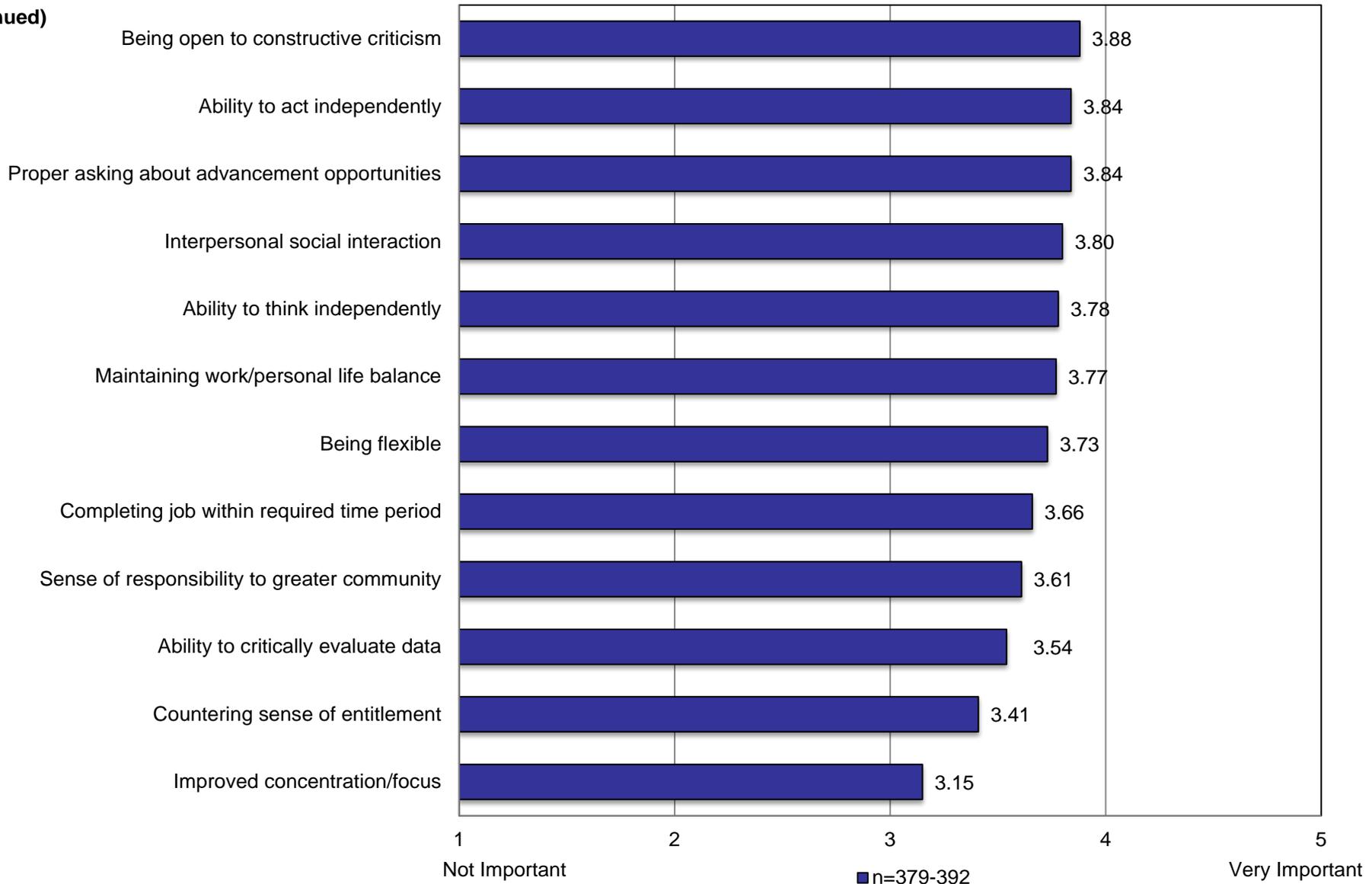
At the other extreme, the least importance was given to improved concentration and focus (3.15).

Mean Rating of Programs' Importance



## Importance of Programs (continued)

### Mean Rating of Programs' Importance



## Programs Offered

Which of these are offered as programs by your career development office?

After indicating how important it is for the career development office to offer certain programs, respondents identified the programs currently offered by that office. The programs are listed in order of their importance rating. To facilitate a comparison of the importance rating with the prevalence with which the program is offered, the rank order of the program according to the percentage of offices offering it and its importance rating are shown in parentheses.

Nearly all of the institutions offer programs in the two topics considered to be most important – preparing a resume’ and conducting a job search.

Generally, there is a correspondence between the importance rating and the percentage of institutions offering a program. Of the ten programs rated as being most important, six are offered by the majority of career development offices. The other four are available at a third or less of the offices. This suggests potential programs for career development offices. It is possible that other entities on campuses are already addressing the topics that would be the focus of some of these four programs.

### Programs Offered by Career Development Office

	Offered by Career Development	Importance Rating
Preparing a resume’	(1) 98.6%	(1) 4.88
Conducting a job search	(2) 96.4%	(2) 4.84
Projecting a professional image	(5) 76.6%	(3) 4.72
Dressing appropriately for workplace	(3) 81.9%	(4) 4.67
Transition from college to career	(6) 66.8%	(5) 4.58
Appropriate usage of social media	(4) 81.6%	(6) 4.57
Competence in verbal and written communication	(7) 32.7%	(7) 4.25

Programs Offered (continued)

## Programs Offered by Career Development Office

	Offered by Career Development	Importance Rating
Having a sense of ethics	(13) 22.5%	(8) 4.14
Demonstrating leadership ability	(8) 31.9%	(9) 4.06
Taking initiative	(15) 19.0%	(10) 4.04
Prepared for meetings, assignments, projects	(16) 18.7%	(11) 3.96
Working effectively as a team member	(17) 16.8%	(12/13) 3.93
Accepting personality responsibility	(12) 23.6%	(12/13) 3.93
Being open to constructive criticism	(18) 16.2%	(14) 3.88
Ability to act independently	(20) 11.5%	(15/16) 3.84
How to ask about advancement opportunities	(9) 29.9%	(15/16) 3.84
Interpersonal social interaction	(10) 26.9%	(17) 3.80
Ability to think independently	(21) 11.0%	(18) 3.78
Maintaining work/personal life balance	(11) 24.2%	(19) 3.77
Being flexible	(19) 12.4%	(20) 3.73
Completing job within required time period	(22) 10.7%	(21) 3.66
Sense of responsibility to greater community	(14) 20.3%	(22) 3.61
Ability to critically evaluate data	(23) 8.5%	(23) 3.54
Countering a sense of entitlement	(24/25) 5.2%	(24) 3.41
Improved concentration/focus	(24/25) 5.2%	(25) 3.15
n=	364	379-392

## Definitions of Professionalism

To what extent do you agree or disagree with the following statements?

To gain insight into how flexible the definition of professionalism should be, respondents indicated the extent to which they agreed with three statements related to changing definitions of professionalism.

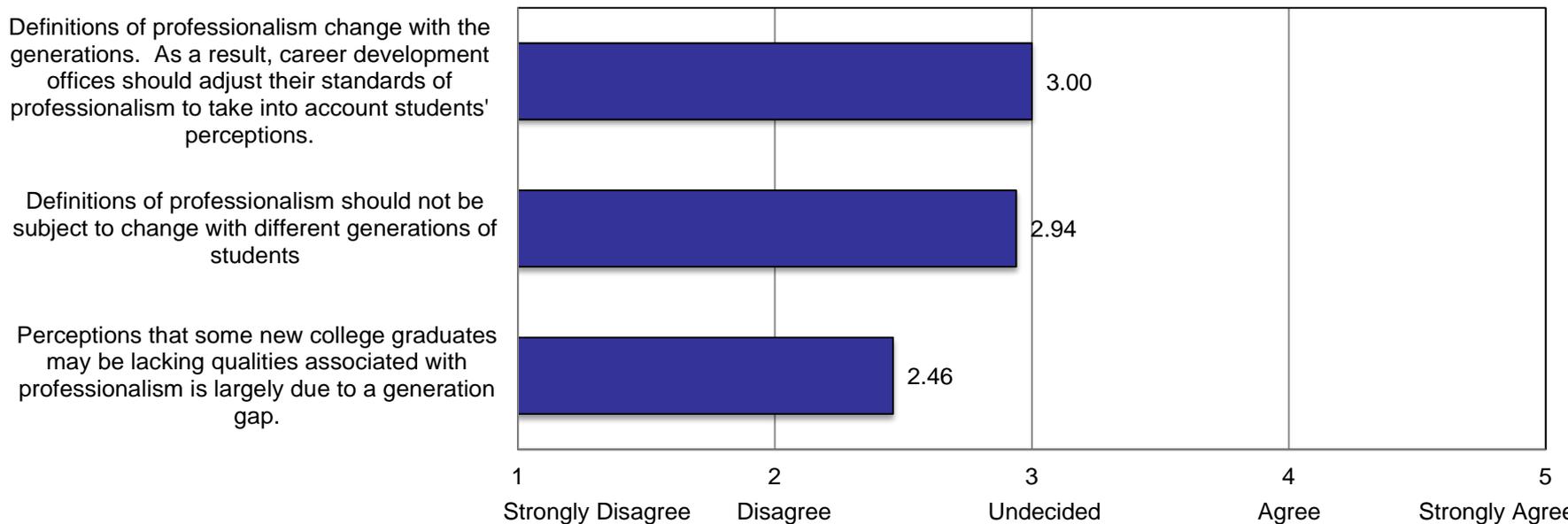
Looking at the mean ratings, respondents do not feel that a perceived lack of professionalism in some students is the result of a generation gap.

Respondents tend to be undecided if definitions of professionalism should change to reflect different generations of students.

In last year's study, professors and human resource professionals were more likely than career services respondents to believe definitions of professionalism should not change to reflect cultural shifts in the generation of today's college students.

There is a direct relationship between age and feeling definitions should change. Younger respondents are more likely to feel definitions should change to reflect the younger generations' perspective.

### Changing Definitions of Professionalism



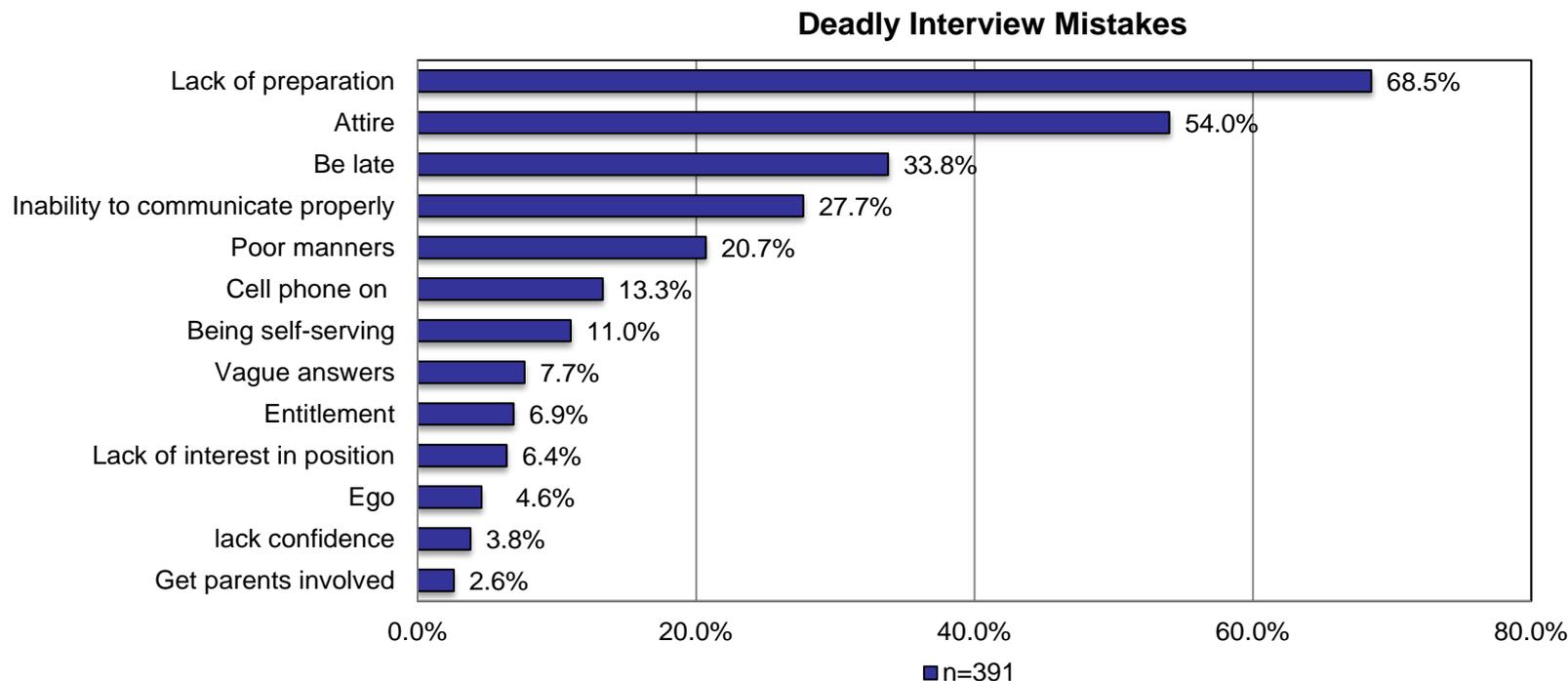
## Job Interview Mistakes

In your experience, what are the three most deadly mistakes a student can make during a job interview for a position requiring professionalism?

According to the respondents, the worse thing students can do is show up for a job interview being unprepared (68.5%). The second most common mistake they can make is wearing inappropriate attire (54.0%).

The data table should be reviewed for a complete list of the deadly job interview mistakes.

These are the same mistakes mentioned most often by human resources professionals in last year's professionalism in the workplace study.



# **Career Development Office**

### Name of Office

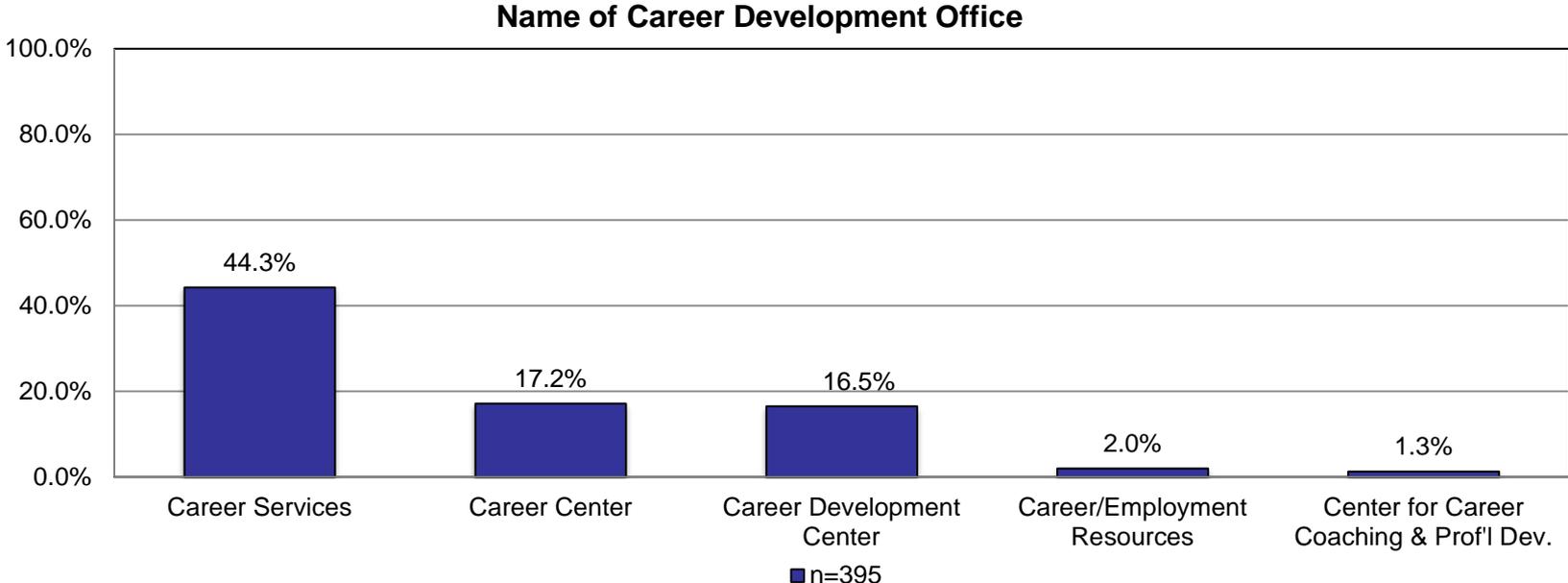
What is the name of your career development office? Has this name changed during the past five years?

During the past five years, 41.1% of the career development offices have changed their names. Usually, the change was from a generic name to a more focused name. The most common former name was "Career Services." This was changed most often "Career Development Center."

However, the second most common previous name was "Career Development Center." Here, the most frequent change was to "Career Center."

Respondents mentioned 52 different names used for their office. As seen in the graph, the most common name uses "career services" somewhere in the title (44.3%).

Reviewing all the names, the word "career" appears in 60 of the names.



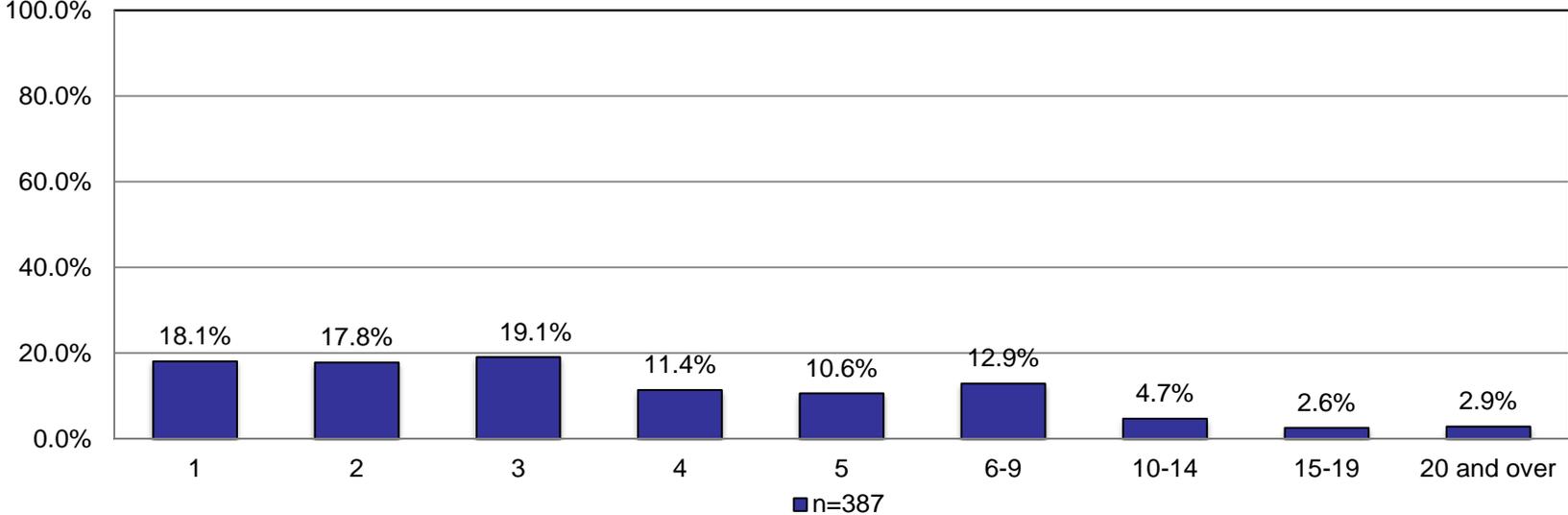
## Structure of Office

Is your career development office centralized on campus or structured around departments/academic programs?

Most of the career development offices (85.8%) are centralized, with only 14.2% being structured around departments or academic programs. Private schools (89.5%) are more likely than public institutions (82.1%) to be centralized. This is a statistically significant difference.

Over three-fourths (77.0%) of the offices have five or less employees who present programs or meet with students. Private and public institutions are similar in the number of these employees.

### Number of Employees in Office Interacting with Students



Changes in Number of Employees

Is your career development office centralized on campus or structured around departments/academic programs?

Offices have mixed experiences with the number of employees who present programs or meet with students.

Almost half (48.5%) report the number of employees has remained the same over the past five years. Comparing public and private institutions, private (37.1%) are slightly more likely than public schools (33.3%) to have had an increase in the number of employees interacting with students.

	Total	Private	Public
Increased	35.6%	37.1%	33.3%
Remained the same	48.5%	48.3%	49.2%
Decreased	15.6%	14.6%	17.5%
N=	390	205	183

The offices with increases in the number of employees interacting with students have had increases ranging from 1 to 150 percent. The most commonly reported increases are 50 percent and 100 percent. A total of 28.7 percent of the offices had increases of 100 percent. Nearly a fifth (18.3%) had increases of 50 percent. Of course, with a low number of employees in an office interacting with students, an increase of 100 percent could mean only a few more employees have been added. For example, if the base number is 2 employees, a 100 percent increase results in 2 more employees.

The decreases also have a wide range going from 1 to 100 percent. The most common percentage by which the number of employees decreased is 50 percent, reported by 30.4 percent of the offices. This means about a third of the offices with decreases saw the number of employees dealing with students cut in half over the past five years.

## Elevating Office's Visibility

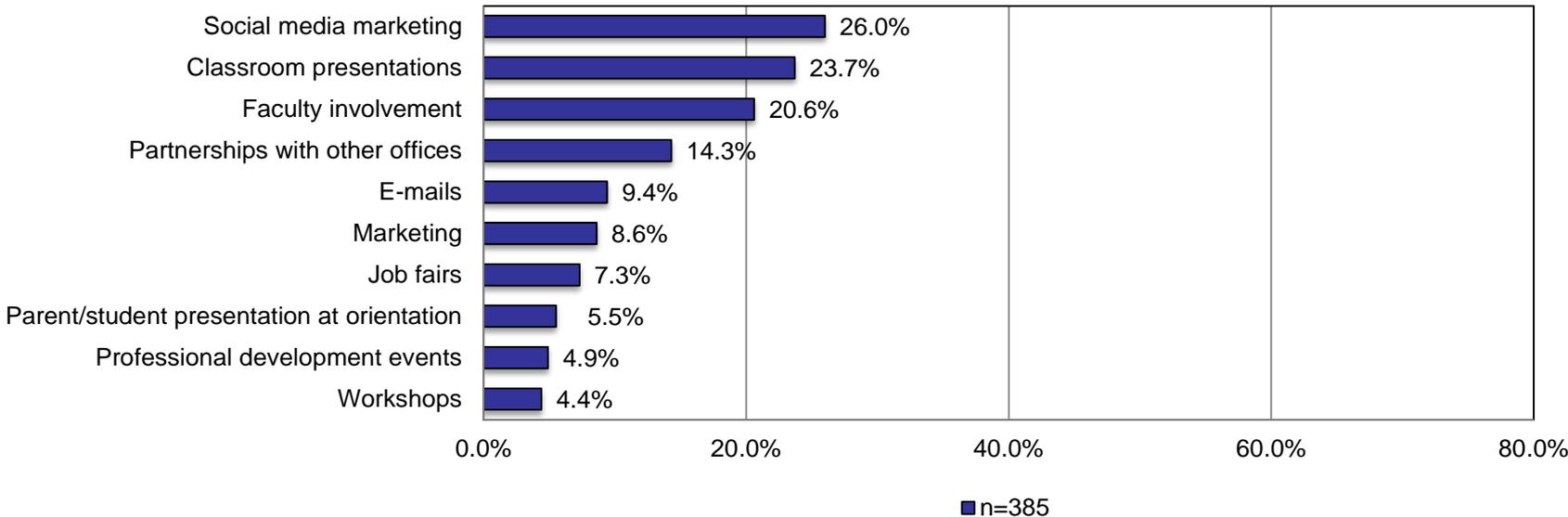
Within the last three years, what opportunities/mechanisms have you found most successful in elevating your career development office's visibility on campus?

Over the past three years, career development offices have done numerous things to increase their on-campus visibility.

The most prevalent activities have been an increase in social media marketing (26.0%) and more classroom presentations (23.7%). Related to classroom presentations, 20.6% of the offices have increased their interaction with faculty.

The complete list should be reviewed in the data table for insight into what is being done on campuses to increase the visibility of the career development office.

Ways of Elevating Office's Visibility on Campus



## Chain of Command

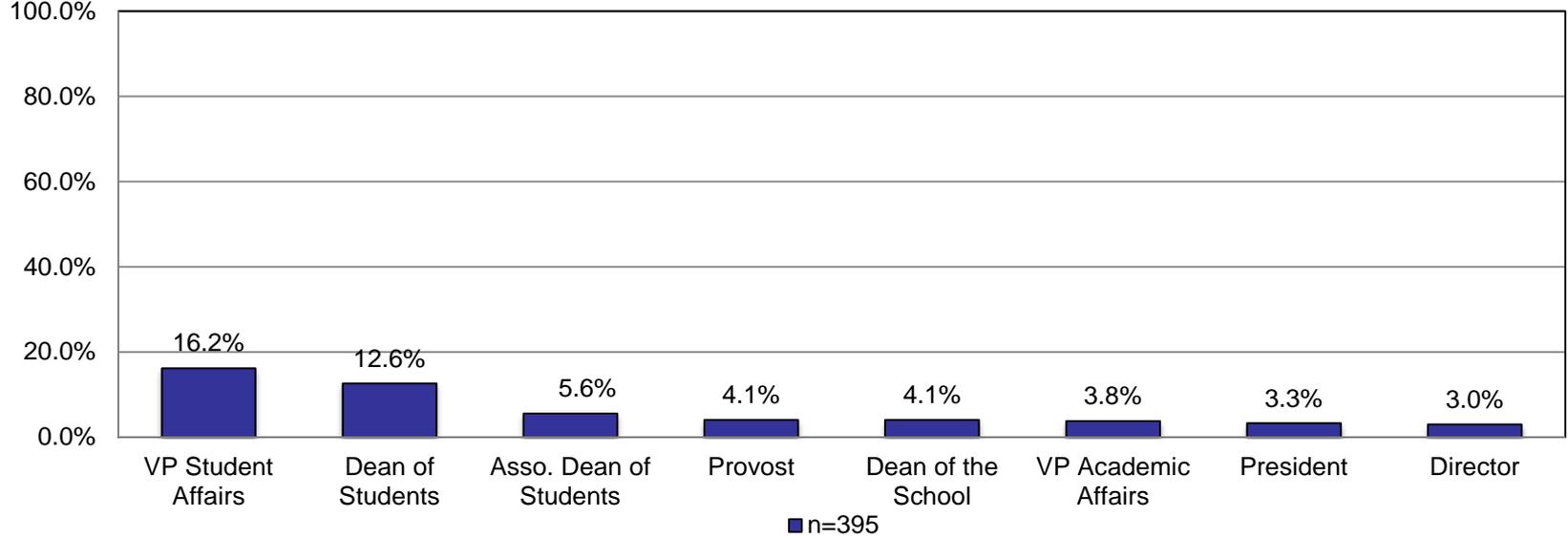
To whom does the head of your career development office report?

Sixty-six different positions were named as the positions to which the heads of the career development offices report.

Most often they report to the Vice President of Student Affairs (16.2%), Dean of Students (12.6%), or the Associate Dean of Students (5.6%).

All positions mentioned are listed in the data table.

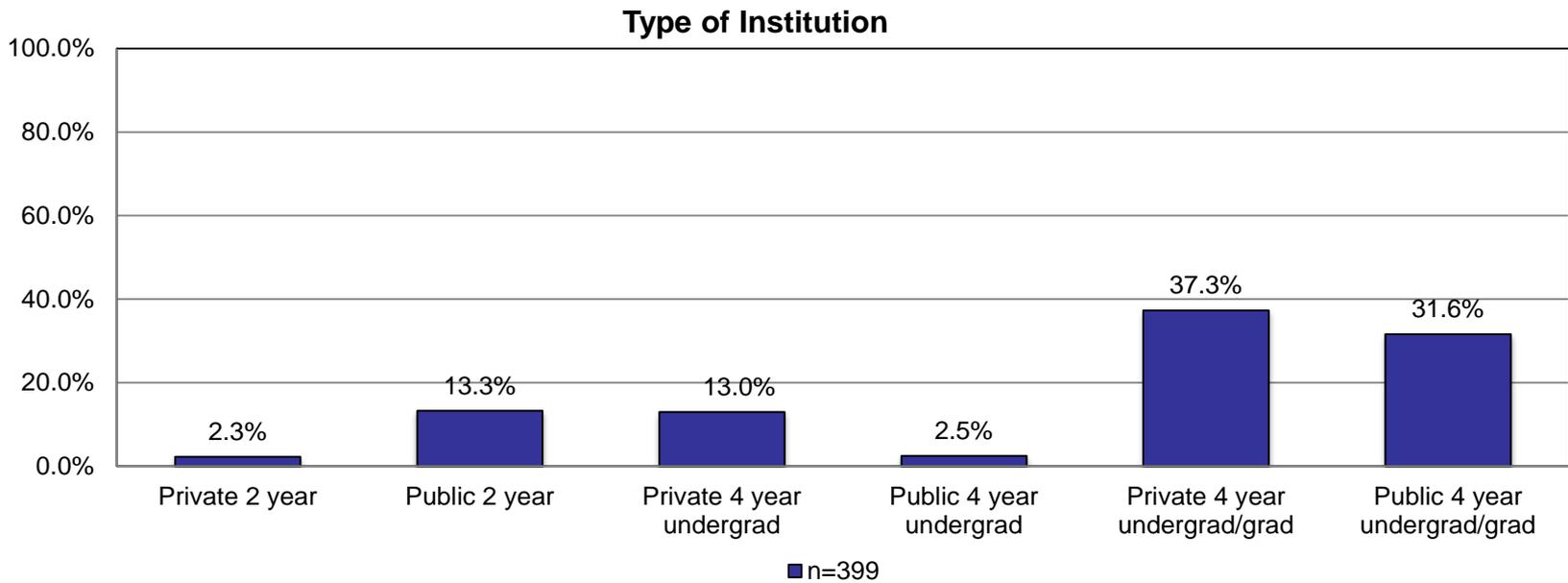
Position To Which Report



## Type of Institution

Most of the respondents are at either private (37.3%) or public (31.6%) four year schools with both undergraduate and graduate programs.

Is your institution...?



**Respondent Profile** The majority of the respondents (63.6%) have been working in career development for over 5 years.

Years in Career Development	
Less than 2	13.5%
2 to 5	23.3%
Over 5	63.3%
	n=400

Most of the respondents are 55 and younger.

Age of Respondent	
Under 35	30.4%
35 to 55	49.2%
Over 55	20.4%
	n=398

Three-fourths of the respondents are female.

Gender of Respondent	
Female	75.7%
Male	24.3%
	n=399

## Respondent Profile (continued)

Respondents have 42 different titles. The most frequently named title is Director (41.8%). The most common position titles are presented in the table.

Position	
Director	41.8%
Associate Director	10.6%
Assistant Director	9.1%
Career Counselor	6.8%
Coordinator	6.8%
Career Advisor	3.8%
	n=397

Over three-fourths of the respondents have a Masters degree (77.5%).

Most Recent Degree	
Masters	77.5%
Bachelors	12.4%
Ph.D.	3.3%
Ed.D.	2.8%
Other	4.2%
	n=395

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