• Student contacts and registration numbers exceeded goals at a hallmark 104,351 total student contacts (76,543 without resume referral counts, up 14% from 67,000) and 327,160 with web services.  *Campus professional* registration numbers were at 9,334 complete (12,365 total; up 12%).

• The Golden Key Honor Society leaders recognized the director and the office for outstanding service

• Delivered first dedicated Freshmen career seminar yielding high pre-post test to 29 learning outcomes and 100% rating it as helpful and 4.26 level that it increased their career planning and decision making abilities. “I have made progress on my career action plan (from a 2.79 to a 4.68)! Presented to 80% of the Learning Communities and contacted 1749 students about our services through Get Connected.

• Initiated social network account on Face book and 1204 profiles are on Experience Connections

• Held first Public Services Career Fair yielding 62 organizations and 500 students

• Completed second year of UNC in DC program. 32 selected participants; 129 inquiries to date, 38 full applicants. Intern sites this year: Capitol Concerts, Office of Senator Richard Burr, US Department of Defense, Association for Diplomatic Studies and Training, International Child Art Foundation, Search for Common Ground, Office of Senator Barrack Obama, Creative Differences, Office of Rep David Price

• Leadership and staff service to SAEE, SACE/SWACE, NACE, Univ. of Wyoming, Advising and Transfer teams

• Director participated in Fulbright for International Education Administrators to Germany, Czech Republic.

• 20 Career Exploration/ SII and MBTI sessions were facilitated collaboratively with Counseling Center staff

• Individual career assistance rated highly: (1-5 scale); 4.7 increased career motivation; 4.5 knowledge

• Student earnings through JLD federal program: $468,820; 905 registered. Student participation in part time non career related positions is down but jobs are way up reflecting market conditions (5,722 jobs)

• **9568 students were reached through 365 classroom presentations (up 60% due to strategy to do more through the classroom),** 208 of which were specialized career topics beyond Intro/CD Moments. UNC in DC Moments were introduced in 20 classes. Students reached through all non-web outreach - 497 sessions: 26,075 contacts.

• **1009 Experiential applicants: slightly down, but EL Courses up 14% to 507.**

• **95% of all students graduated with university sanctioned career related experience.** Overall, EL participants rated their experiences highly in terms of assisting them in motivation/ career goal formation: 4.36 (1-5) and 4.26 level indicated they
were more motivated to stay in school: Retention indicator.

- #1 reason for seeking UCC career advising/counseling: help with career options (vs. job search)
- Campus Professional registrants, 31% recent alumni, Masters, & PhD students; 24% underclassmen.
- Conducted successful Employer Advisory meeting, Fulbright session, and new Dress to Impress program; presented to freshman seminar instructors on “Infusing Career Development into the Curriculum”
- Over 51,440 job listings to students directly through career fairs and CP. Conducted 73 company site visits and 939 organizational visits were made to campus (up 23%). On-campus interviews up 33% for full time and substantially up including fairs and EL (6,105 interviews). 942 companies received resume referrals.
- Over 3570 Freshmen and sophomore contacts were reached through class presentations, Get Connected, Discover, workshops, fairs, Campus Professional, Career Prospector, and counseling.
- Measured “employers view of UNC Charlotte students as good source of candidates”, and “students increased career knowledge base” as a result of our services as key assessments; very positive responses (96-99% agreement 4.23avg. 1-5 scale). 34% employers indicate Google/ Facebook screening use
- 87.6% of students attending our programs agreed or strongly agreed (SA) that they were more motivated to take their own career action steps as a result of UCC participation (97% neutral to SA)
- 87% employers indicated they would hire one of our co-op/interns for a full time position
- Top employers overall - AREVA, Family Dollar, Lowe’s, Target, Vanguard Group, Wachovia
  
  EL: TIAA CREF, NC Govt., Naval Research, Family Dollar, Food Lion, Time Warner, Bobcats, GE, Blumenthal.

B. EXECUTIVE SUMMARY OF ANNUAL PROGRESS IN ACHIEVING 2005-2010 STRATEGIC PLAN GOALS

1. OVERALL PROGRESS IN ACHIEVING GOALS IN 2005-2010 STRATEGIC PLAN: Comments on the unit/dept/college or division’s overall progress in achieving goals in the 2005-2010 Strategic Plan. Also See √ √ notations on Strat Plan

a) Goal #1: To help all UNC Charlotte students make and act on career decisions which maximize their potential and long term development; to increase efforts to reach every student at least once, with intent to engage them in services, in their academic tenure. Increase individual career assistance and student awareness of UCC services in career exploration/decision making stages.

Annual Progress Assessment Overview
The majority of the goals for this area are being met and some surpassed except those which are affected by staffing which was not realized for graduate student career center support. We were affected by lapsed salary and staff turnover this year but also gained by having strong internal candidates for director team positions. Web usage numbers were affected by the ability to obtain resources and ITS support to redo our website but year end one-time funds enabled us to get more into position with web tools and a website redesign for Fall 2007 release. The learning outcomes impact of the freshmen career seminar is significant to take into account in future planning and has implications for the need to offer more sections though our first focus will be group career assessment offerings which will reach larger numbers. The overall number of student usage- over 100,000 student contacts- indicates an ever increasing number though we are not able to measure if we have touched unique student users through the classroom or web service as we are through other services.

06-07 Annual Progress Assessment

**Course:** Career Decisions and World of Work course was replaced by concentration on the first Career freshman seminar taught by 2 UCC staff. Delivered first dedicated freshman career seminar yielding high pre-post test to 29 learning outcomes and 100% rating it as helpful and 4.26 level that it increased their career planning and decision making abilities. “I have made progress on my career action plan” (from a 2.79 to a 4.68) pre to post test!

**Usage numbers:** Student contacts and registration numbers exceeded goals at a hallmark 104,351 total student contacts (76,543 without resume referral counts, up 14% from 67,000) and 327,160 with web services. *Campus professional* registration numbers were at 9,334 complete (12,365 total; up 12%).

*My Future* on the 49erExpress and our website overall dropped slightly probably due to the problems we have had getting help to redesign the website to be fresher and easier to navigate but a prototype is now being developed. WCIDWAMI is still the most popular link. Over 3570 Freshmen and sophomore contacts were reached through class presentations, Get Connected, Discover, workshops, fairs, Campus professional, Career prospector, and counseling. Initiated social network account on Facebook and 1204 profiles are on Experience Connections. The Golden Key Honor Society leaders recognized the director and the office for outstanding service.

**Learning Communities**- Career content was delivered to all freshman seminar sections and 80% of the learning communities. Total coverage was limited due to staff vacancies.

**Graduate students**- Special sessions on networking, career decision making, and job search as well as a resume critique sessions which we presented prior, the Graduate School Professional Development Institute canceled when the Assistant Director left. The MBA orientation once covered by our office was attended by their Assistant Director. Graduate student usage of Campus Professional, counseling services, fairs, workshops, attendees, on campus interviewing, Discover/Career Prospector was 2057. Through the Individual Assistance survey, a rating of 4.4 for advisors as approachable, knowledgeable and helpful was indicated on average. Career resources were continued to be added in the career section for careers of greater interest at the grad level, and the Experience Alumni module which will help draw
experienced level jobs was purchased. The director helped the MBA program also get a contract for Optimal Resume software in addition to the one for UCC. We taught a portion of the CNS Graduate Career course by the director, and hired five grad level students, including a summer apprentice. Lastly, the center enabled a second year invitation for our students to join with Chapel Hill, Duke, and UNCG at the PhD fair. Three students also applied to the MBA International fair in Orlando through the UCC. Lastly, the UCC provided consultation for the TIAA CREF Internships connected with the Fellowships for the company and the departments. As a result, Math instituted two grad level Industrial Internship courses.

b) Goal #2: To educate students about and encourage timely involvement in experiential learning and processes. To educate and engage students, faculty, and employers in active participation and an increasing number of quality experiential learning programs. Increase quality experiential learning programs and opportunities.

**Annual Progress Assessment Overview**

Goals On track and surpassed some: While we increased opportunities for students and the percentage being placed, we saw fewer students applying through our programs and more going through increased academic department options. (This is also not unusual in a hot job market where students find more internships on their own.) We assisted in the development of some of these courses and site leads as well as maintain the master list. Thus, we did help effect an overall university wide goal of increasing EL participation-up to 95% engagement and over 500 courses, which way surpasses our goals. UNC in DC participation was up and Ethics scholarship were acquired. We started collecting data regarding the impact of EL (vs. non EL participants), and the overall participant evaluations still show great value and retention as a result of the 49erships/co-ops. Staffing next year will effect our ability to fully realize the Career Prospector goals, as will the ability to start creating an online course scheduled for 2009.

**06-07 Annual Progress Assessment** - Overall, the experiential learning program continues to serve an important role for students to gain quality internship and co-op experience not available through their departments. While the placements and opportunities are strong, it is still difficult to get both the student and employers who are matched to report back to us. Thus tracking has been a challenge now that we have moved to an online system. The EL Team initiated a new initiative this year- the Student Organization Exhibit which involved 8 student organizations representing a cross-disciple of paraprofessional, community and social organizations to provide an opportunity for student organizations to network with employers at the JLD/EL Fair to co-sponsor professional development topics, events and initiative. This program was a prelude event toward planning toward the EL Best Practices/Institute with a roll-out during the 2007-2008 academic year. Discussions are underway by the EL Team to incorporate such event as a part a banquet/best practices recognition ceremony for the EL employers, faculty and students to be unveiled in the 2007-2008 academic year. Total applications for the year were 888, including the UNC in Washington program, a decrease of 9.1% from last year, and 1009 with the Career Prospector program. EL credit courses increased to 507 (up from 443 last year or a 14.4% increase), and a record 95% graduated with university sanctioned EL experience. Over 87% of employers surveyed that they would hire one of our Co-op or 49ership student for a full-time position if available. Experiential Learning Employers indicate that UNC Charlotte is a good source of talent for their organization (Mean 4.33 out of a 5 point scale). A majority of EL students indicated that they feel more motivated to stay in school as a result of participating in
an Experiential Learning experience (Mean 4.28 out of a 5 point scale). Students also indicated that their knowledge base of careers was increased and their motivation to complete career goals/plans has increased as a result of participating in an Experiential Learning experience. (Mean: 4.53 and 4.44 respectively). We assisted with the growing development of Internship courses at the grad level. UNC in DC is a great opportunity for interested students, but is very labor intensive for the few numbers it can serve; however, we are doing well overall in recruiting good students, especially with the addition of the Ethics scholarship and the UNC in DC Class Moments. The EL program also provides valuable service to employers who are seeking to focus their recruitment efforts at this level, with 813 job postings realized (up from 469). There is much opportunity to expand the Career Prospector program and engage more students; the vacancy this year did hinder the development to the degree hoped though there was some growth. Plans which include a videotaping of sponsors were not realized due to staffing, but we will be looking at more group trips and modeling the process for students.

c) Goal #3 To educate and engage students, faculty, and employers in active participation of quality experiential learning programs, career planning, and job search assistance through outreach programming to groups and classes

Annual Progress Assessment Overview
Our significant increase in outreach to the classroom coupled with topical session delivery realized these outreach expansion goals as did the use of PCAs/GA in academic and residence buildings and MGMT 3160. While many of the outreach goals are being reached, we were effected by changes outside our office in offering more services to alumni and graduate students and are still unable to expand this more broadly due to positions not being funded. However, the review and acquisition of the Alumni Experience module will serve a broader group of users and will house more experience level jobs.

06-07 Annual Progress Assessment
The outreach activities were very successful for yet another year in a row even though limited staffing effected individual assistance and EL numbers. Part of this success was due to the training and use of Peer Career Assistants, who also were also rated highly in the Individual Assistance survey for the types of areas they focused on at 4.56 satisfaction levels and 4.7 (1-5 scale) on helpfulness. Overall 862 workshop, info session, classrooms, and co-sponsored sessions were conducted vs. 759 last year, reaching 35,642 students. New areas included the Dress to Impress show, increased COE outreach at multiple buildings, freshmen career course, student organization outreach, less MBA outreach, Public Service Career fair, and International program connections after the director’s Fulbright seminar. We continue to meet our goals of engaging others in our services (i.e. registration, attendance at most events and EL university participation usage numbers are all up) and increase their awareness of the UCC through outreach programs. Areas where we see need to focus more: graduate, alumni, transfer, sophomore levels.

d) Goal #4 To promote among individuals and organizations outside the university community, a receptivity to and involvement with UNC Charlotte, the Colleges, and the students. Package and expand special services to alumni, actively seek career related grants, and explore developing Employer In Residence and family services career programs.
Annual Progress Assessment Overview

Major goals were reached or exceeded as related to employer service, presence on campus, job postings, and relationship building. Some of the other goals in this area are being impacted by staffing so some were not realized such as large increases in service to alumni and graduate students, or grant writing. However, we are still seeing high demand for use and some engagement of these groups. The issue is that we have not been able to tailor many services to their unique needs. We were also impacted by staffing losses in the alumni office.

Annual Progress Assessment

Service demand in external relations was very high due to a strong economy and shortage of labor. With over 1050 (up 22%) recruiter visits to campus, we also saw record numbers at fairs, 1056 On Campus Interviews and over 6,000 reported with fairs, 51,440 job listings to students directly through career fairs and CP, and 942 companies receiving resume referrals. Discussions have begun for Graduate and Alumni expanded career services, plans dependent upon staffing capacity and space. Online services: counseling, e-newsletters, and web design progress made. The Alumni Module was purchased from Experience and will be launched this fall; director supported the Alumni office city visitation in Philadelphia. As a variation on the residence program, plans were in place to have the American Red Cross board rep provide volunteer advising time but at the last minute he needed to decline. A Corporate IT advisor temp was utilized. Public service career fair exceeded goals with over 60 organizations and 500 students. Mock Interview program continued to reach many students and engage employers.

e) Goal #5 (revised) Transfer the Career Assessment instruments and career library resources from the Counseling Center. Research and expand utilization of the SII and other career assessment tools to develop an assessment program, particular targeted for undeclared majors, freshmen and sophomores.

Annual Progress Assessment Overview

With the hiring of the Sr AD for Career Assessment, these revised goals are on course but will be impacted by the ability to acquire operating funds for assessment instruments and GA staffing to help deliver over potentially 130 group sessions.

06-07Annual Progress Assessment

Career center staff collaboratively conducted SII and MBTI career exploration workshops with CNS center staff together as part of the transition. A new position for Senior Assistant Director for Career Assessment was created, funded and filled through a national search. The director participated in the new Advising Center Design Team discussions, Crossroads planning, and discussions in the new Academic Services which will support the development of a pilot and longer term career assessment program. The summer of 2007 will be used to develop intake and assessment administration processes. The career library resources have been moved. Several new tools were purchased and are now featured on the website: Optimal Resume, Bridges (through UNC GA), and Career Spots. SII were given and interpreted for the grad CNS career class. A social networking feature was added to Experience. Minor renovations were carried out to create a new office space and move student workers; however, one of only 4 interview rooms was used which long term may effect the On Campus Interview program.
2. MAJOR NEW ACTION STEPS PLANNED (IF ANY) TO ACHIEVE GOALS IN 2005-2010 STRATEGIC PLAN: Describe major new action steps planned (if any) to achieve goals in the 2005-2010 Strategic Plan. (Note: this section was included in the event that major new action steps became necessary after the 2005-2010 Strategic Plan was finalized. For many units/depts./colleges or divisions, this section will be blank.

e) Goal #5 is new/revised re career assessments and the plan will make reference to the University Career Center for Work, Service and Internships in the new Academic Services division. We are also moving the name of Campus Professional to NinerJobnet.

3. QUALITY ENHANCEMENT PLAN: Develop a Quality Enhancement Plan (QEP) for the coming academic year that identifies a major issue in the unit/dept/college or division critical to enhancing student learning and/or educational quality. The QEP should identify the issue the unit/dept/college or division plans to address, the action steps the unit/dept/college or division will take, and the effectiveness measures that will be used to assess the success of the QEP.

05-06 project continued: The major issue we studied after the Recruiting team was fully staffed was how to streamline the 49ership, full time postings, and Career Prospector online registration and application systems to increase participation and better tracking. Action steps will include review of steps in team meetings and review of study feedback. Increased use and reported ease of use will be measured. We will continue on this project in 07-08. Steps done to date: studied the legalities of changing our forms and consolidating paperwork for EL and full time employers. Plans are also underway to set up an online format with signature accepted this way vs. employers having to fax them in. Now that the Assistant Director for Undeclared Students has been filled and the Career Assessment team is being created, participant and sponsor numbers are expected to increase.

In 07-08 we will look at ways to increase student use of the Career Prospector program and ways to tie students taking assessments and the career course into this next stage of career exploration. The creation of more info interview field trips, target marketing with CD Moments and seminars, feature marketing with sponsors, use of Career Channel examples, and modeling of informational interviews for students will be a measure (i.e., number of instructional and modeling tools created) along with how many students do engage in the program as well as reported helpfulness. Longer term: #/% who did Career Prospector who then do an internship.

C. ANNUAL EVALUATIONS BY UNIT:

Briefly describe annual evaluations conducted by units/depts./colleges or divisions to assess outcomes that are not included in the unit/dept/college or division’s 2005-2010 Strategic Plan (e.g., student learning outcomes, surveys, scholarly productivity, etc.) (Note: Actual outcomes data for student learning outcomes are to be submitted as an attachment to the annual report (see Attachment 2).

The UCC plans to continue the same assessments as written in the original plan with one new pilot. (We had planned to use Student Voice to administer the 2006 (off year) PGS study for just the career related questions, but after research, the Development office was unable to provide emails to support this). 2007-2008:

1. Continue gathering data on new items included in 2005 Post Grad Survey on retention and advising in the 2007 study with outcomes to help provide data for advisors for improvement. Continue separate undergrad and grad and college reports, improve college reports. Work with CPCC Research Center contracted to do the study to look for more correlational data regarding EL and outcomes.

2. Continue use of three key learning outcomes spanning all UCC programs: employer assessment of students as good source of candidates; student increased motivation to pursue their career planning; and student reported increased career knowledge base, as a result of participation in our programs. In 07-08 we will add at least one learning outcome measure to each major topical workshop, class, or orientation feedback form.

3. Annual report using data gathering on activities, student and classroom contacts, employers contacts, experiential learning program satisfaction, etc as well as employer feedback on our students through EL evaluations, career fair feedback, and on campus interviews.
4. Annual report against Banner comparing graduating students on experiential learning participation, to increase beyond 60% by 2007. 95% outcome was realized in 2007!
5. Update EL course master list on number of offerings by college and by EL type—over 500 in 2007
6. Begin gathering data comparing experiential learning participation rates for those students who leave the university vs. those who do not
In addition: 2007-2008
   • Integrate new liberal studies goals items into 2007 Post Graduation Survey—has been set
   • Career course Career Decision and the World of Work evaluations, including value of course and key student learning outcomes; when this is not offered, provide for 29 learning outcomes for the freshmen career seminar
   • Deliver 2007 PGS to colleges/ university senior officers
   • Review 2007 Post Grad survey data on UCC usage, employment rates, EL and advising

D. EXAMPLES OF DATA-BASED IMPROVEMENTS DURING THE YEAR:
Describe 3 examples of how the unit/dept/college or division has used assessment data for the purpose of improvement during the year.

1. Career Assessment
   As a result of years of feedback and demand for career “testing” from our users and strong reports on the Individual Assistance Survey of the value of UCC career advisor sessions, we were able to lay the groundwork for career assessments (specifically the SII) to be moved from the Counseling Center offerings to our office. We co-conducted group interpretations as part of the transition and training and also acquired several new career assessment tools including Bridges, Optimal Résumé which will have this feature, Discover Online and SII on-line. We developed a position and hired the Sr AD for Career Assessment who will also be coordinating a larger plan with the new UAC to administer self assessments to undeclared students. We received great pre to post test results on the career freshmen seminar so we will continue to offer this section in the fall; students did career assessments as part of this class. These are all improvements in UCC service offerings. Given the first dip we also saw in user numbers of some sections of our website we decided to not wait on a new university framework but to go ahead on our own and redo the website which will make it easier for students to access self assessment tools. We have hired a summer intern to help complete the process with us.

2. Workshop and career fair/event evaluation forms
   Last year’s fair data along with verbal feedback showed that parking constraints were among the biggest frustration of visiting employers, thus the “overflow parking plan” was initiated this year with the help of Parking Services to best accommodate employers and clearly mark overflow and shuttle stops en route to the fair.
   In response to qualitative comments in 2005-2006 and previous years primarily from liberal arts students attending Career Expo that could not find employers of interest or employers interested in his/her major, the 1st Annual Public Service Career Fair was offered to highlight non-corporate employers and a heavy concentration of employers interested in liberal arts students. Additionally, for all fairs/programs, listing of “preferred” majors was eliminated from the program to focus more on the job titles/career paths and to encourage students to present themselves (regardless of major) to employers of interest.

3. Experiential Learning—Examples of how Assessments are used for Data-based Changes
   We used employer feedback on the Experiential Learning Student Evaluations to update the Student Experiential Learning Handbook and as a guide for formal discussions with students during Learning Objectives meeting with Career Advisors. Overall our students are rated very highly except in written communication skills (3.97 out a 5 point scale) and career direction/goals (3.97 out a 5 point scale). Career Advisors address issues on an individual basis during appointments and the new Student Experiential Learning Handbook, implemented during the 2006-2007 academic year, contains a section on skill development and workplace expectations based upon employer feedback from the previous academic year.
E. ASSESSMENT OF EVALUATION METHODS

Comment on the strengths and weaknesses of unit/dept/college or division's assessment methods and describe plans (if any) to strengthen outcomes assessment during the coming year. 1 page

Overall our assessments are very effective and helpful, though it is difficult to focus on constant (increased user numbers) growth without resources in many areas. We look forward to building in more learning outcomes questions. The pre post survey for the freshmen career seminar yielded very valuable results. The use of the online system and access database that we use for our monthly reports has been very helpful in capturing year end data.

REQUIRED ATTACHMENTS TO 2005-06 ANNUAL REPORT

1. **ANNUAL PROGRESS ASSESSMENT OF PERFORMANCE OUTCOMES FOR 2005-2010 STRATEGIC PLAN GOALS**: After completing sections III I. and III J. of your 2005-2010 Strategic Plan (i.e., the annual report section of the strategic plan template), print/attach to your Annual Report. *Separate notebook*

2. **OUTCOMES DATA ON STUDENT LEARNING**: Attach outcomes data on student learning.
   - Key three outcomes on increased motivation, employer use of our school as a good candidate source, and student career knowledge base increased (Appendix A)
   - Employer and student feedback on key experiential learning program outcomes (App C)
   - Instructor feedback on students- Bus Communications course for Mock Interviews (App B)
   - 29 measures used for the Freshmen career course (App B)
   - All students are expected to a complete learning outcomes (3 expectations) contract with their employer supervisor and career advisor for their 49ership/ co-ops (see App B)

3. **(FOR DEANS AND ASSOCIATE PROVOSTS ONLY) MEMORANDUMS TO DEPARTMENT AND UNIT HEADS**: n/a