

# CAREER RESOURCE CENTER ANNUAL REPORT

2005-2006

# ANNUAL REPORT

## 2005-2006

**Wayne Wallace, Ph. D.**

Director

Editor

**William V. Carnes, M.A.**

Associate Director for Operations Support

Designed by

**Rachel Newell**

© 2007

**University of Florida**

**Career Resource Center**

CR-100 J. W. Reitz Union

Post Office Box 118507

Gainesville, Florida, 32611-8507

Phone 352.392.1601

Fax 352.392-3810

[www.crc.ufl.edu](http://www.crc.ufl.edu)

Special Thanks to Jason Walker, Melissa Stauble and Nadene Francis

This publication is available in an alternative print format upon request, and may also be viewed on our Web site at [www.crc.ufl.edu/crcinfo/documents/AnnualReport05-06.pdf](http://www.crc.ufl.edu/crcinfo/documents/AnnualReport05-06.pdf)

## MISSION STATEMENT

The mission of the Career Resource Center is to educate University of Florida students to advance their career goals in a global community by engaging them in career planning and employment opportunities.

## INTRODUCTION

This report details the period generally from September 2005 through August 2006, except where noted. Thus the period encompasses the traditional 2005-2006 Academic Year, a time frame chosen to make this report compatible with previous Annual Reports, as well as being the traditional method of viewing this institution's academic production.

## Table of Contents

<b>2</b>	Mission and Introduction
<b>4</b>	Executive Summary
<b>5</b>	Staff Accomplishments
<b>6</b>	Career Development
<b>12</b>	Career Networks
<b>16</b>	Information Technology
<b>18</b>	Operations Support

## Charts and Graphs

<b>2</b>	CRC Organization Chart
<b>12</b>	Top 10 Recruiting Companies
<b>14</b>	On-Campus Interview Statistics
<b>14</b>	Career Events Participation
<b>16</b>	CRC Web Site Statistics
<b>20</b>	Gator Career Partners
<b>21</b>	Summary of Activity 2005-2006

# CRC ORGANIZATION, SEPTEMBER 2006

**Wayne Wallace, Ph.D.**  
Director

## CAREER NETWORKS GROUP

**Thomas J. Halasz, M.Ed.**  
Associate Director for Career Networks

**Saranette M. Williams, M.A.Ed.**  
Senior Assistant Director for Employer Relations

**Kimberly S. Raymond, M.A.**  
Assistant Director for Experiential Education

**Heather B. White, M.S.**  
Assistant Director for Experiential Education

**Lindsay Seaborn, M.S.**  
Assistant Director for Employer Relations & Special Projects

**Kristin Muire, B.A.**  
Assistant Director for Career Events

**Kevin L. Guthrie, B.A.**  
Assistant Director for Employer Relations & Student Services

**Judy Arzie**  
Co-op/Internship Coordinator

**Phyllis Peña**  
Scheduling Coordinator

**Kelly Fera**  
Career Information Coordinator

## CAREER DEVELOPMENT GROUP

**Farouk Dey, M. Ed., M.B.A.**  
Associate Director for Career Development

**Lauren Pasquarella Daley, Ph.D.**  
Assistant Director for Career Development & Graduate Services

**Jennifer R. Sokas, M.S.**  
Assistant Director for Career Development & Education

**Anide Harrigan, M.Ed.**  
Assistant Director for Career Development & Diversity Programs

**Russell E. Woodruff, M.S.**  
Assistant Director for Career Development

**Lennette Reshard**  
Credentials & Resource Information Manager

## OPERATIONS SUPPORT

**William V. Carnes, M.A.**  
Associate Director for Operations Support

**Nadene R. Francis, B.S.**  
Assistant Director for Public Relations

**Linda K. Adams**  
Office Manager

## INFORMATION TECHNOLOGY

**William K. Lewis, A.S., MCP, MCT**  
Assistant Director for Systems Management & Development

**Narasinha S. Kamat, B.S.**  
Computer Programmer-Analyst

**David J. Cortes, B.A.**  
Computer Support Specialist



*note from*  
**THE DIRECTOR**

The University of Florida and the students who make up our enrollment have much to offer the state and nation. Through its efforts in research, teaching and service, UF has become a significant contributor to our social and economic needs as well as our health and well being.

More than 13,000 degrees at all levels were conferred during the academic year 2005-2006, which was 43% more than the total 10 years earlier. The quantity increased dramatically, but quality has continued to climb as well, since only one out of four applicants is accepted from the very top of our high school graduate pool.

Not only does UF enjoy athletic success and recognition, our programs and students are well respected. As a significant engine of creativity, professors generate ideas which may translate into new industries. Likewise, our graduates at every level are targeted by employers and graduate schools. It is an extremely unique circumstance to have such productivity and quality for the fourth largest university in the country. The Career Resource Center itself is proud to be a contributor in this enterprise and continues to seek out what is best for our university, students and the employers and graduate school with which we serve.

Wayne Wallace, Ph.D.  
Director

# Executive Summary

The health of our economy and the resultant increase in demand continues to expand as evidenced by an 8.9% increase in the number of employers visiting campus. It seems that almost every sector is experiencing positive growth including education, health care, engineering, business, accounting and government. Our students have a multitude of opportunities, if they are prepared, organized, and motivated to engage their future.

With the increase of retirements by the “baby boomer” generation about to launch, the demographic “repositioning” of the work force will continue to provide plentiful choices for college graduates. Affected employers will be pressured to identify talent earlier, and build attractive recruiting and retention systems to hold onto an ever mobile work force. We are already witnessing more diverse recruitment activity utilizing Web sites, internships, hiring bonuses, and early offers.

Technology impacts and generally improves upon the efficiencies of student learning, and connecting to employers. Our own Web site experienced growth of 10.5 million “hits” over that of last year, for a total of 24.5 million! There are now literally thousands of job boards and almost every employer has a job site. This has tremendously “diffused” the relationship between and among our students, employers, and the CRC. There is no longer a singular employment pathway and job information access is wide open. This has implications for all of us and will continue to impact how the CRC will design and deliver services.

Finally, the global marketplace is a significant reality for the private sector and the nature of work, and where it will occur, impacting a rising generation. It is very difficult to predict what major, industry, or opportunity will prevail in the years ahead. Change can be rapid and dramatic, thus the “life-long learner” as a competitive advantage continues to be valuable.

It has been a busy year for the CRC, and the following Annual Report will chronicle our key activities.

## CRC 2005-2006 GOALS

The CRC goals for the 2005-2006 reporting period are described below. As you can see from the following, we have either dramatically achieved those objectives, or made significant headway in the more subjective areas:

### 1a. Increase outreach and educational programming to undergraduates by 5%

We increased the number of presentations by 257.9% and the number of attendees at those presentations by 37.2%.

### 1b. Increase outreach and educational programming to graduate students by 10%

In the area of graduate advising, we saw a 40% increase in clients, and an increase of 246% in outreach attendees, despite the maternity leave of the Assistant Director for Graduate Services during this period.

### 2. Increase utilization of web-based learning and advising by 5%

In fact, Web site usage increased by 80% from 14 million “hits” in 2004-2005 to nearly 24.5 million this past year.

### 3. Increase campus-based recruitment by 5%

There was an 8.9% increase in the number of employers visiting campus, with a slight .78% increase in schedules (a schedule normally consists of 11-12 individual interviews).

### 4. Increase Gator CareerLink® registration by 5%

Due to the timing of the transition in the spring of 2006 from NACELink® to the new Career Services Manager® System by Symplicity®, there was the loss of much demographic data during the migration from the old to the new system.

### 5. Develop a comprehensive employer development program to increase contacts

Currently a work in progress, but that will improve in the coming year thanks to several staff changes due to departures and retirements and the subsequent redefinition of those positions’ duties.

### 6. Move toward a campus-wide adoption of a comprehensive post-graduation outcome survey

See “Destinations” in the Information Technology section on page 16. This project requires the participation and cooperation of various colleges and administrative authorities on campus, and the job of “promoting” its capabilities and benefits continues and will be intensified in the coming year.

### 7. Build a solid base for globalization efforts for staff and students

We have added special international-focused resources to our web site, increased the number of international publications and materials for our library in our new International Connection section, and will continue our exchange program with the University of Leeds, which staff member Saranette Williams visited in the spring of 2005.

## STAFF CHANGES

As mentioned briefly in the last Annual Report, when Farouk Dey was promoted to Associate Director for Career Development, his previous position was filled on an interim basis by Russell E. Woodruff. That assignment has been confirmed, and “Rew” remains with us in this key position.

Within the Career Networks Group, in November 2005 recently-hired Lisa Wiseman resigned as our Assistant Director for Employer Relations & Client (now Student Services) to pursue a career in

special education with the local school district, and was temporarily replaced in December by Kevin A. Guthrie, first as interim, and then confirmed in May 2006.

After several months with temporary staffing, we hired Kelly M. Fera, a recent UF graduate, as our Career Information Coordinator – she began working with us in January 2006.

Our Assistant Director for Career Events, Kristin E. Muire, departed in early March for a similar event coordinating career in Tallahassee, followed a week later by Lindsay C. Seaborn, Assistant Director for

## Staff Accomplishments



**Saranette Williams**, Scholarship Committee, Southeastern Association of Colleges & Employers (SACE). Presented “Secrets of Recruiting Young Talent: How to Recruit College Graduates,” to HR Florida State Council (state affiliate of the Society of Human Resource Management (SHRM)) Conference in Orlando, May 5, 2006.



**Lauren Pasquarella Daley**, received Doctor of Philosophy (Ph. D.) in Counselor Education, University of Florida, December 2005. Co-author with Clark, M. A.; Brooks, M.; Lee, S. M.; Crawford, Y.; and Maxis, S., of article “Factors Influencing the Educational Success of Minority Pre-Service Educators,” *Journal of College Student Retention*, August 2006, 121-135.



**Farouk Dey**, CRC, received the Volunteerism Award from the American College Personnel Association (ACPA) at their 2006 Annual Convention, Indianapolis, IN. Presented “Improving Students’ Time to Graduation: A Career Development Issue,” at American College Personnel Association (ACPA) 2006 Annual Convention, Indianapolis, IN.



**Lindsay Seaborn**, Newsletter Editor, Southeastern Association of Colleges & Employers (SACE).



**Thomas Halasz**, CRC, presented “Tapping the College Talent Pipeline, What Will It Take to Keep ‘em Here?” at the Florida Economic Development Council/Workforce Florida, Inc. (FEDC/WFI) First Annual Summit in Orlando, June 26, 2006. Completed the one-year Graduate Leadership Gainesville Program, Class 32.



**Kimberly Raymond** & Thomas Halasz, CRC, co-presented “The S.M.I.L.E. Program” (Sharpening My Interviewing skills to Lure Employers) to the Society of Human Resource Management (SHRM) Annual Conference & Exposition in Washington, D.C., June 2006.



**Wayne Wallace**, CRC, Logistics Chairman, National Association of Student Personnel Administrators (NASPA) International Education Symposium.

Employer Relations & Special Projects, who took a new job in human relations with a major construction firm in Birmingham, Alabama. Recruiting action for these two vacancies began immediately, and they were filled in June 2006 by Ja’Net Glover, most recently the Gainesville Heart Association, as the Assistant Director for Career Events; and Beth Hanneman, of the University of Tennessee career center, joined us as our re-defined Assistant Director for Employer Relations ~ Engineering.

Nancy Leitner, Information Specialist, retired at the end of May 2006, concluding a distinguished 37-year career at UF, exclusively at the CRC. Her position was reclassified as an Assistant Director and in June Eric T. Hall was hired from the University of Connecticut career center as our new Assistant Director for Employer Relations ~ Business.

# Career Development

The mission of the career development team is to facilitate the personal and professional growth of UF students by engaging them in the career development process through educational programs, resources, counseling, and advising to become competent leaders in the global community.

**Students' personal and professional growth will encompass the following areas:**

Self Awareness  
World of Work Awareness  
Life and Career Skills  
Career Self-Efficacy and Confidence  
Life and Career Readiness/Maturity  
Global and Diversity Understanding

**In order to fulfill its mission, the Career Development Team provides the following services to UF students:**

Individual career counseling  
Individual career advising  
Outreach programs  
Career Ambassador program  
Extreme Resume Makeover  
The Mock Interview program  
S.P.A.C.E (Students Pursuing Avenues through Career Exploration)  
Diversity Connections  
Gator Launch Minority Mentoring program  
Career Exploration Community at Graham Hall  
Career Planning & Job Search Strategies academic courses  
SLS 2301 and SLS 2302  
Library services  
Online tools and resources  
Credentials  
Staff development

## INDIVIDUAL CAREER COUNSELING

The Career Development team manages and staffs all career counseling services at the CRC. Students have access to career counseling through walk-in hours and follow-up appointments in order to address their career planning, exploration and decision-making needs.

The Career Development team currently consists of the Associate Director, four assistant directors and advanced counseling graduate students from Doctorate and Masters programs in the Department of Counselor Education in the College of Education, and the Department of Counseling Psychology in the College of Liberal Arts & Sciences. The Career Development counselors rely on a variety of theoretical foundations, creative tools and techniques and genuine care for students to assist them with their career planning, exploration and decision-making needs.

The 2005-2006 academic year witnessed another increase in demand for individual career counseling service. With a full career counseling staff, we were able to provide career counseling to 1,790 students (954 in walk-in sessions and 836 follow-up appointments), an increase of 10.9% from the previous academic year. Providing these services would not have been possible without the help of the Graduate Career Counselors who saw 686 students - 12% of the total career counseling appointment

## INDIVIDUAL CAREER ADVISING

Career advising is largely offered to students who need help with preparation for the job search process. This consists of resume and cover letter reviews, job search strategies, interviewing preparation, navigating career fairs and job offer negotiation. This service is largely offered by Career Ambassadors as well as CRC members who act as liaisons to specific colleges on campus.

During the 2005-2006 academic year, the CRC staff provided career advising services to 2795 students, 68% of which were resume and cover letter critiques. The Career Ambassadors provided 97% of the career advising services provided during the 2005-2006 academic year.

## OUTREACH PROGRAMS

The Career Development team's goal was to increase the number of undergraduate and graduate students we engaged in outreach and programming activities by 5%. With the assistance of Career Ambassadors and all CRC staff members, we exceeded this goal and engaged a total of 16,824 students in 423 presentations and programs around campus. This represents an increase of 37%. The Career Ambassadors contributed to 20% of this effort by reaching a total of 3,161 students.

Thanks to the tremendous efforts of Dr. Lauren Pasquarella Daley, the Assistant Director for Career Development - Graduate Services, we were able to engage 778 graduate students in programs and presentations around campus, an increase of 254% from the previous year. However, the Career Development team was able to provide individual career counseling and advising to only 405 graduate students, a decrease of 32% from the previous year. The drop was due to Dr. Daley's maternity leave for several months during the academic year. Although Dr. Daley was on maternity leave, she was still able to meet with large crowds of graduate students and introduce them to the many services the CRC offers them through seminars and online tools.

Thanks also to the efforts of Rew Woodruff, the Assistant Director for Career Development, we were able to engage hundreds of students from the College of Liberal Arts and Sciences CRC programs and services. Contacts were developed and maintained with various departments of the college including: Anthropology, Chemistry, Criminology, Economics, English, Geography, Geology, History, Mathematics, Philosophy, Physics, Psychology, Political Science, Romance Languages & Literatures, Sociology, Speech Pathology, the Honors Program and Academic Advising.

Anide Harrigan, the Assistant Director for Career Development, Diversity Programs, increased the spectrum of her outreach efforts to students of diverse backgrounds to include international students, LGBTQ students, students with disabilities and students of various ethnic and racial backgrounds.

Efforts were also made to reach students in the College of Business Administration through a new and innovative seminar series titled "POWER Lunch Hour Series," offered throughout the semester during lunch hour. The program was received favorably by students. 89 students from the College of Business Administration registered for the program. The majority (27 students) were majoring in Finance. 56 were women and 42 were men. 34 were seniors and 31 were juniors. The series was designed to equip students with effective job search strategies and skills.

### OUTREACH TO GRADUATE STUDENTS

There were two main workshop series for graduate students: "So You Want to Work in Academia" and "Graduate Students Leaving Academia" with sessions structured to assist students pursuing doctoral and master's degrees with their career decision-making and job search needs. In the Summer of 2006, we developed a master's student workshop series consisting of two workshops "Career Paths for Master's Students" and "Interviewing Tips for Master's Students." One of these programs was presented and assessed for fine tuning for the upcoming year.

### OUTREACH TO LIBERAL ARTS AND SCIENCES

The 4:05 Career Seminar Series for Liberal Arts and Sciences was designed to educate students majoring in Liberal Arts and Sciences about the value of their degree, the marketability of their skills, the career opportunities available for them, and how they can conduct a successful job search and career preparation. The series was also designed to help Liberal Arts and Sciences students learn about their career interests, career values and careers related to their passion. Approximately 230 students participated in the 4:05 Career Seminar Series of 14 different subject areas during Spring 2006.

### OUTREACH TO STUDENTS OF DIVERSE BACKGROUNDS

Outreach to students of diverse backgrounds included programs and seminars for international students, LGBTQ students, students with disabilities and students of various ethnic and racial backgrounds. In addition, substantial efforts were made to reach employers, faculty and staff to increase experiential and employment opportunities for minority students.



### CAREER AMBASSADOR PROGRAM

In Spring 2004, the CRC hired a group of 15 competent undergraduate students to serve as Career Ambassadors (CAs). They underwent formal training to gain appropriate knowledge in career related topics and current issues and skills to be able to provide career advising and programs in the campus community. The CAs' roles are to serve as links between the Career Resource Center and the campus communities, provide programming and outreach activities to various classes and student organizations, as well as provide career advising services in the CRC library.

During the 2005-2006 academic year, the Career Ambassadors provided career Advising services to 2,703 students, which represents 97% of the total career advising traffic and 48% of total one-on-one contact with students. They also facilitated 94 presentations and programs reaching a total of 3,161 students, which is nearly 20% of the CRC's total outreach efforts to students.

### EXTREME RESUME MAKEOVER

Each semester during the week before Career Showcase, the Career Development team hosts Extreme Resume Makeover to help students prepare their resumes and cover letters for Career Showcase. With the help of the Career Ambassadors, CRC staff, and staff and faculty from various departments and colleges, we assisted 762 students (476 in the fall and 286 in the spring) with resume and other correspondence preparation, a slight increase of 1.6% from the previous year.

### THE MOCK INTERVIEW PROGRAM

The Mock Interview program continues to be one of the most popular services provided by the Career Resource Center. The program provides students with the opportunity to practice their interviewing skills in a safe environment with a Career Ambassador. The prospective candidate is interviewed and given constructive feedback about his/her presentation using video taping equipment and interviewing flashcards. Areas of particular strength and weakness of the interviewee are noted.

The Career Ambassadors conducted 287 mock interviews during the 2005-2006 academic year, a decline of 8% from the previous year. The decline was due in part to the unexpected departure of two career ambassadors during the year.

The College of Engineering was the greatest user of the mock interview program, comprising 36% of those conducted, with the College of Business a close second at 28%. Fourth-year students comprised 47% of the interviews, and third-year students comprised 11%. A survey of interviewees resulted in the following average rankings (scale of 1-5, with 5 the highest) of satisfaction with the program:

Relevance of feedback	4.89
Professionalism of staff	4.89
Would recommend to other students	4.82
Relevance of questions asked	4.89
Helpfulness of strategies offered	4.89
Increase in interviewing confidence	4.68
Helpfulness of video taping	4.82

In addition, the Ambassadors updated the Mock Interview sign-up procedures, interview questions and additional resources to help students get the most out of their mock interviewing experience. Students scheduled their mock interviews using the on-campus recruiting tool Gator CareerLink®. During mock interview sign-up, students were directed to an interviewing tutorial on the CRC Web site, which allowed them to better prepare for the mock interview.

## S.P.A.C.E

### STUDENT PURSUING AVENUES THROUGH CAREER EXPLORATION

The S.P.A.C.E program is another innovative program that the Career Development team developed to meet the career exploration needs of undergraduate students. A pilot program was offered to a limited number of students in Spring 2006. 100 students registered for five cohorts that met for five consecutive weeks to learn about UF academic majors, career values, skills, interests, and pertinent career information. 35% were freshmen and 33% were sophomores. Surprisingly, there were some juniors and seniors who registered for the program (22% and 8%). 55% were from the College of Liberal Arts and Sciences and 26 were from the College of Business Administration. 69% were women and 31% were men. 57% were white, 17% were Hispanic, 11% were black, and 11% were Asian. Only 56% of students who registered for the program fully participated in the program and attended all sessions.

Prior to registering, students were asked to answer a few questions about their career explorations needs. Their responses as shown below confirm the need for career development programs such as S.P.A.C.E that help students explore career options:

44% do not know how to gather information about careers they are interested in

60% do not know what academic major to pursue

76% do not know what career path to pursue

34% do not know what their interests are

36% do not know what their skills are

Only 9% feel comfortable with the academic major they have chosen

Only 8% feel comfortable with the career options they believe they qualify for

30% report that the major/career decision making process has a negative impact on their mood

The goal of the S.P.A.C.E program is to help students make an informed decision about their academic major at UF and potential careers to get involved in. Students responded favorably and felt that the program helped them learn more about themselves and make educated decisions upon entering the world of work.

A survey of program participants resulted in the following average rankings (scale of 1-5, with 5 the highest) of satisfaction with the program:

Better awareness of interests, skills and values ..... 4.12

Increase in confidence about abilities to choose a major/career ..... 3.94

More informed about potential career options ..... 3.75

Increase in ability to remain on track for chosen academic major ..... 3.56

Increase in confidence about ability to apply skills and academic major in the world of work..... 3.94

Based on the feedback received, the Career Development team will continue offering the S.P.A.C.E program, but further restructuring of the curriculum will be necessary to meet the needs of students.

## DIVERSITY CONNECTIONS

Diversity Connections (formerly known as the Cultural Diversity Reception) is a networking event held each semester in conjunction with Career Showcase. As companies and organizations strive to diversify their workplaces, the Career Resource Center provides opportunities for employer representatives to make contact with ethnic minority groups and students of special populations at the University of Florida. This year, the program was not held during the fall semester.

The staff used the semester to evaluate and renovate programming. The program was launched this past spring with a new name and new activities. Participating student organizations are now required to attend a mandatory orientation session, in which participants learned of employer expectations and how to make the best of the event. This spring was the first time the program was held as Diversity Connections. Students and employers responded well to the renovations. Employer registration increased significantly from 50 companies in spring 2004 to 98 companies in spring 2005. The number of participating campus organizations also increased. In spring 2004, 43 organizations registered as compared to 49 organizations in spring 2005. In total, Diversity Connections hosted 175 employer representatives and 250 student participants.



## GATOR LAUNCH MINORITY MENTORING PROGRAM

The Gator Launch Career Mentoring program is designed to assist the University of Florida community with recruiting and retaining students from diverse populations. Gator Launch focuses on two key dimensions in college student retention: career development and mentoring. In addition to the Assistant Director for Diversity programs, the staff also includes a graduate student who serves as the Gator Launch Coordinator.

This year, 85 students registered to participate in the program through the Gator Launch online registration system. After submitting an application, nearly 70 students went through an interview screening process with the Gator Launch Coordinator, from which 42 students were selected to participate for the fall and spring semesters.

Students were paired with mentors in their fields and made initial contact at the Gator Launch Kick-Off Reception. Following the reception, students and mentors continued their relationships and met at least once a month. Students also attended bi-weekly career development seminars in a wide variety of subject and interest areas at the Career Resource Center.

This year, the Gator Launch Program hosted the first Gator Launch Cultural Day seminar. Students and mentors brought a dish or an artifact representing their particular culture. A five-minute presentation was made informing attendees of the culture and students and mentors had a chance to share cultural traditions. Students said the event was informative and allowed them to learn more about other cultures.

During this period, the Gator Launch staff also distributed the first monthly newsletter, which kept mentors and students abreast of events and successes that took place throughout the year. The newsletter was distributed to all current and former students, mentors, and the general community.

The program closed with our spring banquet on April 10, 2006 at the Emerson Alumni Center. Gator Launch mentors, students and staff celebrated the success of another great year and reflected on the year's activities. Outstanding students and mentors were also recognized for their participation in the program this year. Dr. Terry Mills., Associate Dean/Associate Professor of the College

of Liberal Arts and Sciences was our guest speaker. A mentor of the year was selected and two mentors received the Excellence in Mentoring Award. Two students were also recognized and given an award of excellence and the other, student of the year. The end-of the year banquet was featured on the local news station WCJB TV-20 in an effort to promote and inform the community of the program.

The CRC measured the effectiveness of the Gator Launch Program using the Career Decision Scale - a 19-question survey developed to assess the current status of career decision making. Students fill out the survey upon entering and completion of the program. In addition, students share their questions, experiences and thoughts in weekly online journals that allow them to reflect on their experiences and normalize their fears. The journal entries also provided qualitative data that help document students' progress.

The results from the Career Decision Scale and the journal entries provide quantitative and qualitative data that shows that the Gator Launch Program has accomplished the following:

**25% Increase in students' self-efficacy**

**50% Increase in students' ability to make career decisions**

**50% Increase in the level of students' self-awareness and self-appraisal**

**42% Increase in the amount of information about careers and academic majors gathered by students**

This year, the CRC developed The Gator Launch Peer Mentor Program, which allowed all graduates of the Gator Launch Program an opportunity to become peer mentors to incoming Gator Launch students. Through the peer mentor program, former participants provide guidance, friendship and knowledge about career life and career resources to the incoming class. Peer mentors also get an opportunity to co-present various Gator Launch seminars and coordinate Gator Launch events. About 50% of this year's class will return as peer mentors.

## CAREER EXPLORATION IN GRAHAM HALL

In 2003, The Department of Housing and Resident Education and the Career Resource Center at the University of Florida teamed up to create a living learning community to enhance the students' experience by providing a supportive



and interactive environment where residents have the opportunity to explore their interests, passions, skills, abilities, and potential majors and careers.

The mission of the Career Exploration Living Learning Community Program is to create a supportive and educational living learning environment that facilitates the career exploration process for first-year students at the University of Florida. The goals of the Career Exploration Community are:

Provide first-year students with the tools and resources to learn how to make rational and thoughtful career and life decisions.

Help students become more aware of themselves, the world of work and how their current decisions impact their future.

Assist first-year students in making a career development plan.

Promote involvement with the campus community through residence hall activities, student organizations and interaction with faculty, staff, and other students.

Sixteen students registered for the SLS course in Fall 2005, taught by Farouk Dey. The course included many interactive activities and employer panels that facilitated

the exploration process.

### CAREER PLANNING & JOB SEARCH STRATEGIES ACADEMIC COURSES (SLS2301 & SLS2302)

The CRC Education Program continues to offer two courses for all University of Florida undergraduate students. The Career Planning Course (SLS 2301) focuses on first-year and sophomore students who need assistance in exploring career paths and learning more about themselves. A large portion of the course concentrates on self-assessment, including values, interests and skills. The Job Search Strategies Course (SLS 2302) is geared more toward junior and senior students who would like to learn how to search for jobs and internships, build interviewing skills, and how to transition into a full-time position.

The Career Development team offered a total of five sections of academic classes: three SLS 2301 sections (one of which was offered as part of the Career Exploration Community program) and two SLS 2302 sections. The total enrollment for the academic year was 228 (122 in Fall 2005 and 106 in Spring 2006), a drop of 7% from the previous year.

The curriculum for both SLS classes was modified during the 2005-2006 academic year and incorporated more in-class activities and discussion. The classes also utilized the Career Decision Scale® to do a pre and post-survey to analyze students' abilities to make major career/academic decisions.

The 2005-2006 academic year continued to see also incorporation of WebCT into the courses to not only post grades confidentially, but create on-line discussions and post classroom presentations. Career Development Classes are taught by advanced graduate students who participate in weekly training sessions conducted by the Assistant Director for Career Education (Jennifer Sokas). During these sessions, instructors participate in discussions about instructional design, teaching philosophy and student development.

Because the Career Decision Scale® was incorporated for the first time into the SLS classes, a pre and post-test was administered to each section to determine if there were any changes in career indecision and certainty. A total of 73 students in SLS 2301 and 78 students in SLS 2302 completed both pre and post-tests in the academic year. In SLS 2301, there was a decrease of 15.62 percentile in indecision and an increase of 23.48 percentile in certainty. In SLS 2302,

there was a decrease of 6.05 percentile in indecision and an increase of 20.77 percentile in certainty. As this was the first time the Career Decision Scale® was incorporated into the classes, it will be intriguing to compare upcoming years.

### LIBRARY SERVICES

The CRC library offers information in many areas pertaining to academic and occupational exploration including majors and career fields, internships and co-ops, graduate school, employers and companies, and books regarding job search strategies and skills. An estimated 65,000 or more students visited the CRC library during the 2005-2006 academic year, which represents a decrease of only about 5.4%. Although the CRC has seen an increase in programming and counseling activities, fewer students visited the CRC library than last year. This is partly due to more programming outside of the CRC in addition to an intentional move of a large portion of library holdings to the World Wide Web in order to meet students' needs. The CRC library currently holds a total of 2,137 books, 287 company files and 193 company applications.

### ONLINE TOOLS AND RESOURCES

The Career Development team continued to bring innovative resources and tools online to engage more students in the career development process. The VAULT online library continues to be a very successful tool for undergraduate students to research careers and industries. Students also continue to utilize the free online assessments that help them explore their values and skills and sort through UF academic majors.

During the 2005-2006 academic year, web pages were developed to serve the needs of UF undergraduate students. Thanks to the efforts of Dr. Lauren Daley and the Information Technology team, a specific Web site was developed to provide graduate and doctoral students with information about careers, choosing between industry and academia, Curriculum Vitae writing, and specific industry information. The Web site can be accessed at [www.crc.ufl.edu/grad\\_services](http://www.crc.ufl.edu/grad_services).

Dr. Daley also worked with Anide Harrigan and the Information Technology team to design and develop a new Web site to serve students with international interests. The Web site, which can be accessed at [www.crc.ufl.edu/international](http://www.crc.ufl.edu/international),

provides information for international students interested in working in the United States, and students interested in working abroad. The Web site covers a variety of issues, including resume writing, immigration policies and cultural considerations. Students can also continue to visit a new Web site that was developed and launched to better serve Liberal Arts and Sciences students. Students may access this Web site at: [http://www.crc.ufl.edu/ufguide/liberalarts/las\\_main.php](http://www.crc.ufl.edu/ufguide/liberalarts/las_main.php).

### CREDENTIALS

The CRC Credentials service provides students and alumni with the ability to have an accredited location from which to send their job or college applications, teacher evaluations or reference letters. During the 2005-2006 academic year, the Credentials staff process 1,791 requests, a 12% increase from the previous year.

Although the Credentials service provides an important need for graduate students and post doctoral students, the Career Development team has decided to phase out the program out and discontinue it after June 1<sup>st</sup>, 2007. After thorough review of the Credentials program, it became apparent that the program does not fit with the overall mission and vision of the CRC and the Career Development team. Furthermore, a thorough analysis of the Credential program showed that the majority of requests came from a single department in the College of Liberal Arts and Sciences. This information showed that the CRC was subsidizing the needs of a single department on campus, and thus, the decision to phase the program out was announced.

Students were given a full academic year to transfer their files to different provider such as Interfolio at [www.interfolio.com](http://www.interfolio.com).

# Career Networks

The Career Networks Group is involved in a wide range of activities, all of which involve facilitating connections between students/alumni and employers. Within this organization are three sub-groups: (1) Co-op and Internship Programs, (2) Employer Relations, and (3) Career Events. The Career Networks Group's mission is to help students capitalize on their career decisions by assisting them to gain career experience, contact companies or organizations with whom they might wish to work, and to facilitate their job search and interview process.

During the 2005-2006 academic year, the Career Networks Group focused on assisting students connect with an increased number of employers returning to campus, particularly employers attending our career events. The hurricanes that plagued the state the previous year were thankfully not a problem this year. The number of employers recruiting on-campus; employers attending Fall Showcase, organizations and students attending Graduate and Professional School Day, employers attending Spring Showcase, employers and students attending Summer Camp Day; and students taking part in experiential education opportunities all increased.

Much of the year was spent in preparation for the new Gator CareerLink system. Staff participated in the development and schedule for implementation. The enhanced system will provide a complete career services management process for use throughout the office. Implementation is scheduled for July 2006.

## *Top Ten Companies*

in numbers of Gators hired this year:

1. PRICEWATERHOUSECOOPERS
2. PULTE HOMES
3. KPMG
4. ERNST & YOUNG
5. GENERAL ELECTRIC
6. KIMLEY-HORN
7. FLORIDA POWER & LIGHT
8. LOCKHEED MARTIN
9. MICROSOFT
10. EXXON MOBIL

## EMPLOYER RELATIONS

### EXPANDING RELATIONSHIPS

Similar to last year, employer outreach and development increased. The much anticipated recovery of the job market was more broadly realized this year; with significant hiring in the home building sector, aerospace, retail, civil engineering, bio-technology, accounting and finance.

### RECRUITMENT ACTIVITY

Recruiting at the University of Florida showed marked increases in activity. A total of 412 employers ran 1,035 interview schedules, resulting in 7,540 individual interviews being held at the CRC. The chart on page 14 shows the statistics for on-campus interviews for this year versus the prior academic year with the percentage of change this year.

While the number of on-campus schedules continued to increase; the number of interviews conducted fell. This reflects the reduced number of students actively searching for a job, having accepted a job offer earlier in the recruiting season or as a result of an internship or co-op.

The focus of the Fall semester was working with the increased number of employers interested in recruiting at the University. The focus for the Spring semester was on the transition of the Gator CareerLink® system.

## EXPERIENTIAL EDUCATION PROGRAMS

These programs provide a link between academic studies and work through career-related experience opportunities. These opportunities, in turn, allow students to explore or confirm a career choice, gain experience in a particular field, increase their marketability in the job market, develop a professional network and perhaps earn money or college credits.

Programs offered by the Career Resource Center include Cooperative Education and Internships. Both programs are partially supported by a Job Location & Development (JLD) grant as part of the Federal Work/Study Program, and are geared toward providing off-campus, career-related experience opportunities for students prior to graduation. These programs are not based on a financial need, and are open to any student enrolled at the University of Florida. The activities of both programs for 2005-2006 are described below, along with supporting data in chart form.

The Experiential Education area was very pleased to have Sarah Milligan join the group as the Graduate Assistant.

### INTERNSHIPS

During the 2005-2006 academic year, Experiential Education continued its joint program with the Gainesville Area Chamber of Commerce, **B.R.I.D.G.E.** (Building Relationships through Internships Development with Gainesville Employers).

In the fall of 2005, 72 local listings were input by Experiential Education staff members, and 350 students participated. These listings were representative of a diverse pool, ranging from marketing, journalism and public relations to experience and sports science and cardiology! The spring of 2006 drew 78 new listings from the Gainesville area. Mirroring the fall listings, opportunities ranged from health to public relations. A total of 354 resumes were submitted for these spring positions. The partnership with the Gainesville Area Chamber of Commerce is an important avenue to developing local internship options for University of Florida students and in maintaining good relations with the local business community.

The Internship Program continued to utilize the Gator CareerLink® system. Students have the option of either registering formally with the CRC (via Gator CareerLink®) to take advantage of on-campus interviewing activity and resume referrals, or not registering formally but still using the internship database listings to locate and apply to internships of interest. For the 2005-2006 academic year, 5,032 internship opportunities were listed, a decrease of 14%. This decrease is a reflection of transitioning into the new Gator CareerLink® system; internship postings were not available through the system during that time period.

## COOPERATIVE EDUCATION

The Co-op Program provides opportunities for students to gain paid, practical work experience as part of their education. Within the alternating program, students work in full-time, career-related positions and alternate between semesters of work and school, while in the parallel program students work in part-time positions

During the past year, student participation in the Co-op Program increased significantly, with 122 compared to 98 in 2004-2005. This increase reflects the recovering job market and the recognition of the value of experiential education opportunities in the early identification of candidates.

The Internship and Co-op Programs offer students opportunities to explore career options and to gain career-related experience. The increased use of internships and co-ops in the early identification of candidates for full-time positions should result in a greater number and variety of opportunities for University of Florida students. The University initiative encouraging students to gain experience through internships continues to have the primary developmental focus. With the continued partnership with the Gainesville Area Chamber of Commerce, local opportunities will continue to grow.

The Experiential Education programs and services will continue to offer students a wide range of options to explore and gain experience. These experiences, in turn, will enhance their career decision-making skills and increase the employability of UF students.

### CAREER DAY PROGRAMS: EMPLOYER & STUDENT ATTENDANCE

Activity	2004-2005		2005-2006	
	Employers	Students	Employers	Students
Fall Career Showcase	324	4,051	366	4,230
Graduate and Professional School Day	115	434	102	482
Spring Career Showcase	280	4,447	315	3,866
Agriculture & Natural Resources Career Day	51	420	55	445
Education Recruitment Day	44	290	48	216
Summer Camp Day	22	170	18	180
<b>Totals</b>	<b>836</b>	<b>9,812</b>	<b>904</b>	<b>9,419</b>

### ON-CAMPUS INTERVIEW STATISTICS

	2004-05	2005-06	% of Change
Visiting Employers	378	412	+ 9.0
Schedules	1,027	1,035	+ 0.75
Students Interviewed	8,750	7,540	- 13.80

## CAREER EVENTS

As the overall job market continues pick up strength, companies find that University of Florida career events offer them high visibility, affordability and give them the opportunity to identify students to interview during the company's on-campus interview visit(s). Opportunities include Cooperative Education positions, Internships and full-time employment. It should also be noted that the CRC's events offer UF students the ability to develop leadership experience as volunteer directors.

During the 2005-2006 academic year, the Career Resource Center hosted six events. The CRC-hosted events continued to be independently successful, although total student participation decreased by 40.3% from the 2004-2005 participation level. Company registration increased this year by more than 12% for the Fall and Spring Showcase events. The chart on page 14 shows student and employer attendance for all of our career events for the past two academic years.

### CAREER FAIR DESCRIPTIONS

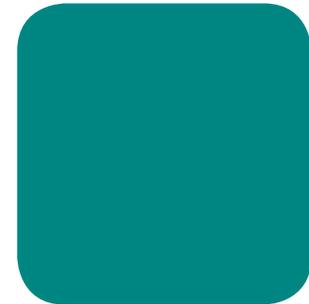
**Career Showcase** is traditionally held each September and January in the Stephen C. O'Connell Center, and it is preceded by a week of events to educate and inform students about their career development and job search. Activities include Extreme Resume Makeover and critiques of student resumes by employers. Showcase offers students and alumni a chance to discuss opportunities for Internship, Cooperative Education, and full-time career and employment positions with employers. In recent years, about 300 companies and 5,000 students attend each semester.

**Agricultural & Life Science Career Expo**, held in February, is a specialized fair that is targeted to employers and students in the agriculture, agribusiness, and natural resources industries. The CRC collaborates with the College of Agriculture to host the event, with the CRC providing assistance in planning and event day support. Between 30-50 employers and 350 students attend this event.

**Summer Camp Recruitment Day** is primarily for education, recreation, fine arts, counselor education, health-related, nutrition and other majors wishing to work in a summer camp environment. Twenty organizations normally attend.

**Graduate & Professional Schools Day** is in late October/early November for students interested in attending graduate school or other advanced degree training programs after completing their baccalaureate degree. About 100 institutions attend.

**Education Recruitment Day** is held each April. This event attracts 40-50 school districts and educational institutions from Florida and Georgia. Employers can connect with a diverse representation of students who are interested in teaching all disciplines and grade levels.



# Information Technology

The Information Technology group consists of the Assistant Director for Systems Management & Development, a Computer Programmer-Analyst and Computer Support Specialist, with several part-time student assistants. The group has managerial and technical oversight of all computer equipment, networking systems and electronic devices used by the Center, as well as the maintenance and enhancement of the CRC's web presence. The IT group's principal role is to support the Center's mission statement in providing comprehensive state-of-the-art resources to our staff, students and the university at large.

## DESTINATIONS

During the reporting period, a great deal of effort was put into two projects by the IT department. The first project is "Destinations". What are the University of Florida student's doing after graduation; are they going to Graduate school, did they get a job, or are they just going to take some time to roam around the world? Currently there is no comprehensive way for anyone to know. We have found that offering a voluntary mechanism does not get the response rate we would like so we had to find a way develop a mandatory service. In order to accomplish this, we

created a web based tool that will allow an entity (college, department or administrator) to create a survey. Since most departments already do this, in at least paper form, we felt that if we provided a global mechanism that was intuitive and robust, departments would make the service a mandate for students prior to graduation. This new service provides the surveying entity the ability to create a digital version of their paper based surveys, and at the same time the CRC asks "what's next after graduation". All answers to the CRC questions are available to the surveying entity, with all of the data from their local survey while protecting student privacy. The "survey builder" is intuitive and can be used by departments to evaluate programs, classes, faculty or projects. Data can be manipulated and reports generated on the fly with the ability to aggregate sections of information on a local, departmental, college and university level. Not only can we pull out and aggregate post graduation plans, each academic "layer" can aggregate their own data needs. We are very excited about the acceptance so far and look forward to additional Colleges and Departments coming on board. If you are interested please go to [crc.ufl.edu/Destinations](http://crc.ufl.edu/Destinations) and click on the "New Users" link.



## CRC WEB SITE STATISTICS 2005-2006

Total "hits" on the site	24,470,014
Average "hits" per day	66,857
Average "hits" per visitor	28.88
Total number of "visitors"	847,231
Average visitors per day	2,314
Total unique IPs for the period	202,374

## PERSPECTIVES

Perspectives is a second project that we feel has made a great impact on the day to day operations within the Center. Perspectives is a tool that has been designed to help the CRC gather information on student advising needs and is equipped with a built in survey tool to help measure the effectiveness of our services. The student walks in and at any of our service counters they can “sign in” electronically. The system allows for the student to fill out a short demographic section and will be prompted with a series of check boxes listing services the student needs help with and upon submission, is entered into a waiting queue. An adviser is then able to see a student in the queue and assists. Once a student is in the system, card swipe access for multiple services is allowable. This can be used for tracking of any program or service with reporting capability to segment who is doing what with our center – matched with a push email evaluation system per counselor, activity or program. The CRC is committed to giving a high level of service and is confident that this measuring tool will only strengthen our ability to serve our student population.

## SYSTEM ENVIRONMENT

The Information Systems group within the CRC is responsible for all the electronic devices used by the Center. Our role is to support the Center’s mission statement in providing comprehensive, state-of-the-art resources to our staff, students, and the university at large. Our goal is to always give innovative, creative and quality services to all of our constituents. We are made up of three full-time staff, one graduate and one undergraduate part-time student workers.

The Center’s Computer Network is presently comprised of:

54	Desktop Computers
15	Laptop Computers
32	Desktop Printers
3	Network Printers
10	Network Servers
4	Gigabit Ethernet Switches
1	RAS Dial-in Servers

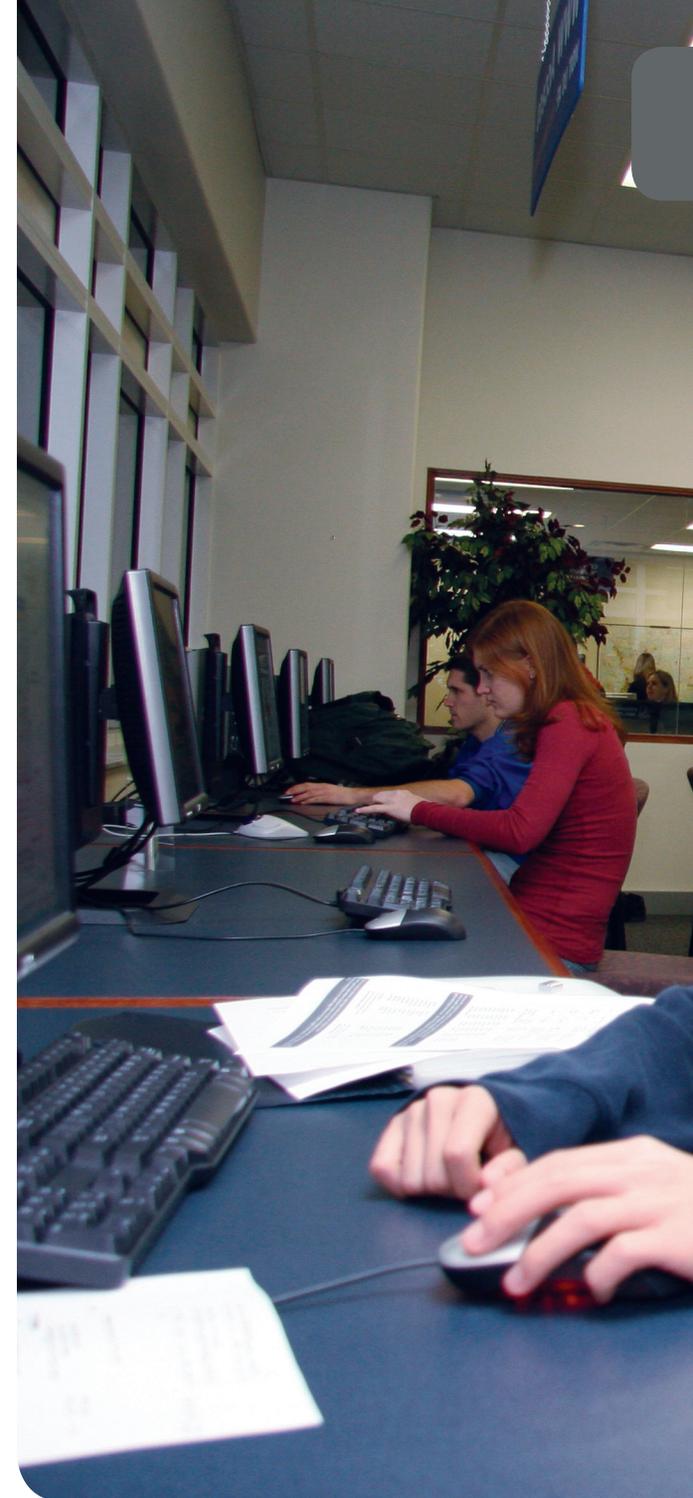
The CRC’s computer operations run primarily on Microsoft’s Windows XP. All servers are running Windows 2000 Server or Windows 2003 Server with full implementation of Active Directory. Predominantly driven by Dell PowerEdge servers, the CRC utilizes the following specialty software including (but not limited to):

- Microsoft Active Directory Server
- Microsoft Exchange 2000 Server
- Microsoft SQL 2000 Server
- 1.5+ TB NAS Server
- IIS 6.x Server
- WebSurveyor

The CRC’s IT staff continues to work very closely with the Career Networks group, NACE association representatives, and technical support personnel to ensure the accuracy, viability, and efficiency of the NACELink™ system, as it pertains to the CRC to ensure that it meets often changing needs.

## WORLD-WIDE WEB

For nearly a decade, the CRC has managed its Web site through a World Wide Web Committee, consisting of members from each of the Center’s functional areas, especially the IT staff, which includes the person responsible for the technical development of the CRC’s site – the Webmaster. The CRC Director serves as a de facto member of the committee, and each member functions as the liaison between the committee and his/her group regarding the functional content relative to CRC programs, services and resources on the site. The committee as a whole serves as the governing body of the site, with authority to regulate the content, consistency, quality and appearance of the CRC’s presence. This past reporting period, there were more than 24 million individual “hits” on our Web site, making it one of the most active and visited sites on campus.



# Operations Support

The Operations Support Group, consisting of the Associate Director for Operations Support, Assistant Director for Public Relations, the Office Manager, and a small staff of part-time student assistants, remains responsible for the following key functions and programs:

- All administrative activities, to include incoming and outgoing correspondence, documentation, forms, records management, and other such functions not delegated or assumed elsewhere in the CRC. Completes all recurring reporting actions and responds to data requests or questionnaires from outside agencies.
- Fiscal operations, including budgeting, purchasing, invoicing, accounting, receipt of materials, disbursement of funds, and the provision of fiscal analysis and reports to the CRC decision makers, along with recommendations and options. Responsible for nearly a dozen separate accounts and their subordinate sub-categories: state, auxiliary, Job Location & Development (Federal JLD grant funds), two UF Foundation accounts, a Foundation clearing account, a state carry-forward account, and an agency/tax account.
- Oversight of payroll actions for permanent staff, student assistants, and paid graduate students. Under PeopleSoft®, individual staff members and students enter their own “time and labor” and “leave,” but the Office Manager is the official “Timekeeper” and makes corrections and generally manages the process. This group also handles the coordination of payroll actions for graduate assistants, when assigned, vis-à-vis their sponsoring colleges or departments. Oversight of all leave activities, which under PeopleSoft® are also entered into the system by individual staff members.
- Publications and arts & graphics support to CRC staff members and programs, events and activities sponsored by the Center. This includes development and publication of such materials as advertisements, flyers, brochures, forms, documents, manuals, reports, signs and similar items, as required. Operations Support is specifically responsible for the Gator Career Planner, Employer Resource Guide, Focus on Your Future, Estimate of Graduates, Invitation to Recruit, You Can Make a Difference (fund-raising brochure), this Annual Report, and others in the process of development.
- Management and inventory of all equipment and real property items assigned to the center.

## PUBLICATIONS & GRAPHICS

A key function of Operations Support is the design, development, preparation and production of sophisticated graphics and publications to support both general CRC operations and programs, as well as for individual staff members and their activities and events. We are also charged with adherence to the University of Florida graphics and format guidelines to support the new public relations and “branding” initiative introduced in July 2006.

During the period of this report, we continued to refine and reformat many of our print materials. The following have been especially noteworthy:

**Gator Career Planner:** In its fifth year of production, this invaluable planning calendar and CRC information guide once again had a new look and covered its production costs through corporate and campus advertising. More than 10,000 were printed and distributed to students and organizations by the end of the fall semester. Due to its popularity, we will likely increase the size of next year’s order.

**Employer Resource Guide:** Its modular format proved its worth once again, as minor changes had no significant impact on the overall composition of the subject pages, which featured more expansive changes in the summer of 2006 thanks to the introduction of the new NACELink/Symplicity Career Services Manager (CSM) system.

**Estimate of Graduates:** The 2006-2007 forecast remains one of the subject pages of the above *Employer Resource Guide*, and the information is again accessible by employers on our Web site. The information provided is always reflective of the many changes in academic majors and their titles each year, and the data provided by the colleges is useful to employers in preparing their recruiting strategies and target colleges and majors.

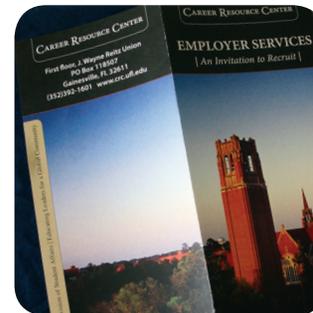
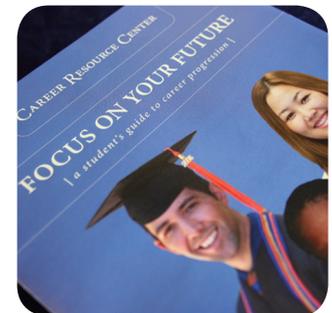
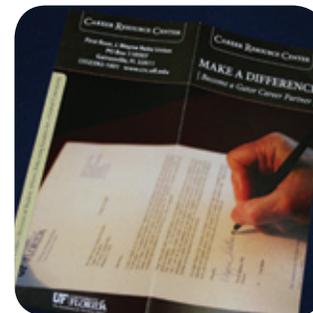
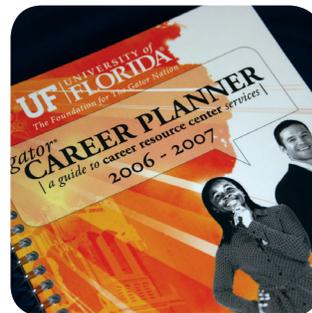
**Focus on Your Future:** A completely new four-part folding format debuted this year, with a more sophisticated photo-filled design and the introduction of an easy-to-follow, color-coded “Career Progression Cycle” to assist everyone from the freshman to the fifth year graduate students.

**Invitation to Recruit:** Very similar in appearance to last year’s version, this little tri-fold brochure is the prelude to the *Employer Resource Guide* and is a primer to conducting on-campus interviews at UF.

**You Can Make a Difference:** Our fund-raising brochure is also similar in appearance to last year’s, and it continues to assist us in providing information to employers interested in supporting the CRC’s programs and activities with financial support.

## PHYSICAL FACILITIES

Once again this past year, there were virtually no alterations to the CRC’s interior configuration, other than the relocation of furniture due to the reassignment of some staff functions to other office spaces to accommodate a realignment of duties, as well as the introduction of several new staff members in the summer 2006.



## Sponsors of Distinction 2005-2006\*

PHILIP MORRIS USA (PLATINUM)\*\*  
ENTERPRISE RENT-A-CAR (GOLD)  
MASCO SERVICES (GOLD)  
FACS GROUP FOUNDATION (SILVER)  
PROCTER & GAMBLE FUND (SILVER)  
TARGET STORES (SILVER)  
VECTOR MARKETING (SILVER)  
SOUTHWESTERN COMPANY (BRONZE)

## The Top 10 Recruiting Companies\*\*\*

PRICEWATERHOUSECOOPERS  
PULTE HOMES  
KPMG  
ERNST & YOUNG  
GENERAL ELECTRIC  
KIMLEY-HORN & ASSOCIATES, INC.  
FLORIDA POWER & LIGHT COMPANY  
LOCKHEED MARTIN  
MICROSOFT  
EXXON MOBIL CORPORATION

\* Fiscal Year July 2005 – June 2006

\*\* Bronze <\$2,000, Silver \$2,000-\$5,000, Gold \$5,000-\$10,000, Platinum \$10,000>

\*\*\* Based on hires reported by employers for Academic Year August 2005 – May 2006

## SUMMARY OF ACTIVITIES 2005-2006

Current Year & Change from 2004-2005

### CRC TRAFFIC

General Visitors.....	120,000+	- 10.25%
CRC Library Traffic .....	65,000+	- 5.5%

### CAREER NETWORKS & EMPLOYMENT ACTIVITY

#### All Career Events

Employer Participants.....	904	- 7.53%
Student Attendance.....	9,419	- 4.3%

#### On-campus Interviews

Employers .....	412	+ 9.0%
Interview Schedules.....	1,035	+ .75%
Individual Interviews.....	7,540	- 13.8%

Co-op Education Participants.....103 ..... + 18.4%

Internship Listings.....5,848 ..... - 14.0%

### CAREER DEVELOPMENT & PROGRAMMATIC ACTIVITIES

Walk-in Advising.....2,795 ..... - 57.4%

All Counseling .....1,790 ..... + 10.9%

Extreme Resume Makeover (by CRC Staff) .....762 ..... + 1.6%

Mock Interviews.....287 ..... - 8.0%

#### PREVIEW 2006 (23 sessions)

Students.....7,350 ..... - 7.8%

#### Diversity Connections (Spring 2006 only)

Student Attendees .....	250	+ 105.0%
Student Organizations.....	43	0%
Employer Attendees.....	175	- 32.5%
Companies Represented.....	98	- 7.5%

### CAREER DEVELOPMENT & PROGRAMMATIC ACTIVITIES continued

#### Gator Launch Program

Participants.....	42	+ 44.8%
Mentors .....	35	+ 20.7%

Library Holdings.....2,617 ..... + 6.9%

Credentials Requests.....1,791 ..... + 12.2%

CRC Classes SLS-2301 & SLS-2302 (9 Sections) .....228 ..... - 6.5%

CRC Outreach Presentations .....423 .....+ 257.9%

Attendees.....16,824 ..... + 37.2%

#### Graduate Student Outreach

Individual Counseling/Advising.....405 ..... - 31.6%

Outreach Attendees .....778 ..... + 254%

#### CRC Workshops

Number Presented .....37 ..... - 41.3%

Student Attendance .....1,054 ..... - 8.6%

#### Employer-hosted Workshops

Workshops Presented.....67 ..... + 6.3%

Student Attendance.....1,228 ..... + 6.5%

### CRC WEB SITE ACTIVITY

Total "Hits" on CRC Web Site.....24,470,000+ ..... + 52.9%

Average "Hits" Per Day.....66,857 ..... + 3.5%

Average "Hits" Per Visitor.....28.88 ..... - 2.7%

Total Number of "Visitors".....847,231 ..... + 41.2%

Average Visitors per Day.....2,314 ..... + 6.4%

Total Unique IPs for the Year.....202,374 ..... + 46.7%

