

Career Exploration Project Assessment Data for FYE 2020

Exploratory Studies/Academic Advising Programs and Services | NC State University
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NC State University

- Public/Research I Land-Grant Institution
- Roughly 36,000 students: approx. 24,000 undergrad
- 47% female, 86% In-State
- 9 Academic Colleges

Exploratory Studies

- Admit 650-750 students annually; First-year exploratory students
- Three pillars of the program: Two semesters of a 1-credit course (instructor is the student's academic advisor); Academic Advising; Living Learning Village

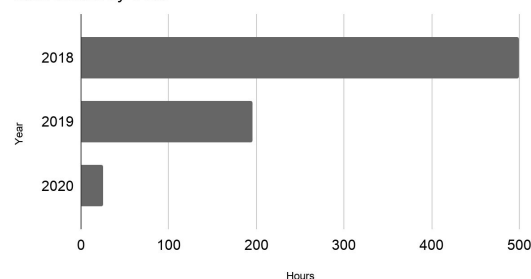
CEP Resources: Budget and Staff Hours

- 2018: \$1920
- 2019: \$1888
- 2020: \$2500

CEP Options 2020:

Career Information Interview; Job Shadow; Career Portfolio

Staff Hours by Year



Student Feedback

- 89% strongly agreed or agreed that the CEP helped them consider their personal values, interests, and abilities in relation to my major/career exploration
- 81.17% strongly agreed or agreed that the CEP enhanced their ability to make a decision(s) around their major/career exploration.
- “This assignment was very helpful and creative as well. It forces students to get involved, meet people, and learn about themselves and what they want to pursue as a career. It is one of the first steps in the 4 years that will set you up for the next 40.”
- “It was so valuable to be able to speak with people in the profession I’m interested in. Being able to actually see and experience the type of work people do through job shadows/interviews is a fantastic way to see if the career path is for you. This project is what ultimately made me decide I want to pursue becoming a physician assistant.”

Panelist Feedback

- 80% of panelists agreed that students were engaged, compared to 62% in previous years.
- 100% of panelists were glad they participated in the event, compared to 97% in previous years

Staff Feedback

- “Compared to last year's event [2018], the CEP seemed to leave a much greater impact on our students. The reflections they shared in their responses were qualitatively much more detailed and there was a greater focus on how the CEP impacted their thinking about potential academic and career paths.”

How we used this information

- Improve our assessments to hone in on what experiences were most impactful for today's students.
- Reallocate the funds back into our students with tools such as the purchase of resources for major/career exploration.
- Build partnerships, enhance our global reach, and expose students to unique career paths.
- Spring 2020 we used assessment data to make the assignment more user-friendly
- Ensure continued alignment with the department/class outcomes
- Increase parent engagement