CAREER CENTER COMPETENCY COMPASS USABILITY REPORT

Submitted to Career Center Staff:

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ENGL 5181 Writing User Documents
April 2022**

Executive Summary

The Career Center asked Professor Gregory Wickliff to assign the students in his ENGL 4181/5181 Writing User Documents course to conduct usability studies of the "Competency Compass" as a course assignment during the spring 2022 semester. The purpose of the course assignment was to develop the skills of the students in conducting usability studies, analyzing the results, developing recommendations, and preparing a usability study report. The goal of the usability study was to discover improvements to recommend to the Career Center to be completed during summer 2022 before the "Competency Compass" is shown to incoming students in SOAR (over the summer of 2022) and returning students in fall 2022.

The method was to present current students, alumni, employees, and others who could benefit from the "Competency Compass" with a series of tasks student users would likely perform in the interface to determine which tasks were successful and which were not and why. After seven participants performed the tasks, the researcher asked a series of questions to gather additional insight into how the product is perceived by users and how they believe it could be improved. Some participants became so involved in the questioning that they talked for over an hour, which yielded rich insights and recommendations.

The major issues with the "Competency Compass" identified by the participants included:
◉ Select a clear, positive name for the application.
◉ Provide a clear explanation of the purpose and contents, including an introduction.
◉ Integrate the application into the Career Center website.
◉ Enable users to begin their search by competency instead of or in addition to activity and class.
◉ Build a search index, so the content can be approached by major, course prefix, tag, and category of activity.
◉ Provide contextualized links to related and authoritative information, such as: the course catalog, NinerEngage, Hire-a-Niner, etc.
◉ Apply the stars and tags consistently, which will require building a taxonomy and applying it to each record.
◉ Market the resource effectively.

Overall, for students to use the interface, it needs organization and a search capability. The researcher hopes this usability study, in combination with the others produced by the class, will be of assistance to the Career Center in improving the interface. UNC Charlotte students will benefit from the wealth of information contained in the "Competency Compass" about activities and classes available on campus for them to build the eight competencies identified by the National Association of Colleges & Employers as expected by employers. Once students are aware of the sample resume bullets and interview questions about the activities they have participated in and courses they have taken, they will be better prepared to succeed in their applications, interviews, and professional positions.

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Introduction

The UNC Charlotte Career Center created the "Competency Compass" interface in 2017 and made slight revisions to it in 2020. The purpose of the interface is for undergraduate students to learn how course material and co-curricular activities help them build the eight competencies identified by the National Association of Colleges & Employers (2021; 2022) as the most important competencies employers are looking for in recent college graduates. Through the application, students can search for classes to take or that they have taken and activities to join or that they have participated in and find out about how they build certain competencies. Once the student engages in a specific activity or class, they can find sample resume bullets and questions interviewers might ask to which they could mention the specific activity or class. The eight competencies include: career and self-development, communication, critical thinking, equity and inclusion, leadership, professionalism, teamwork, and technology.

The Career Center engaged Associate Professor of English Dr. Gregory Wickliff to ask students in his spring 2022 ENGL 4181/5182 Writing User Documents course to conduct usability testing on the application to inform improvements to be made in summer 2022 before the "Competency Compass" is presented to incoming freshmen and transfer students in summer SOAR sessions.

Prior to beginning the usability testing, the class interviewed Curtis Kurlaski, Data Analyst for Career Services, on March 16, 2022, to find out more about the purpose, conceptualization, structure, and marketing of the interface. Curtis was extremely forthcoming and provided additional information after the interview.

The researcher recruited seven individuals to participate in the usability tests. They included one retired programmer who had designed stand-alone interfaces, conducted usability tests, and hired programmers; two current employees who had recently graduated from UNC Charlotte; three undergraduate students; and the liaison librarian to the Career Center.

The findings detailed in the following report provide a deep dive into the strengths and weaknesses of the current version of the "Competency Compass" and resulted in ten recommendations that the researcher hopes will guide the Career Center to improve the interface and help students embrace it and derive greater benefit from its rich content.

Methodology

The researcher recruited participants by personal request to the individual or by seeking approval from the supervisor and then approaching the individual by email. I recruited seven participants and conducted the tests between March 20 and 28, 2022. The tests took between 30 minutes and 1 hour 45 minutes to complete as several participants elaborated extensively on their opinions about what would improve the interface. **See Table 1** for the demographics of the participants.

Table 1 Demographics of Participants

Participant→ Question↓	1	2	3	4	5	6	7
UNCC relationship	*None; Retired Programmer, Usability Tester, and Employer*	*Alumni; Staff*	*Undergraduate Student; Senior; Employee*	*Undergraduate Student; Freshman; Employee*	*Undergraduate Student; Sophomore; Employee*	*Alumni; Faculty*	*Alumni; Staff*
Field of Study	*Computer Science*	*Psychology*	*Psychology*	*Pre-Economics*	*Psychology; Political Science*	*Political Science/History; American Studies*	*Dance; Psychology*

The researcher designed a series of six demographic, pre-test questions, 11 tasks, and 8 post-test questions to form the usability test.

The usability sessions were designed to last approximately 30 minutes, but some ran far longer (**see Table 2**).

Table 2 Length of Test

Participant→ Question↓	1	2	3	4	5	6	7
Length of Test	1:47	1:15	:45	:35	:45	1:20	1:02

The sessions were recorded in Zoom with the participant sharing their screen displaying the Career Center website and the "Competency Compass." Some sessions were recorded with both the researcher and the participant in the same room (4), but because of audio feedback the rest of the tests were conducted remotely.

The test began with the researcher reading the introductory portion of the script (**see Appendix A Introductory Script**), including the Informed Consent, and then asking for a verbal agreement to record the session. All participants agreed to recording.

Next, the researcher asked the participants a series of 6 pre-test questions to understand the demographics of the group and the technology platforms they used for the usability test. **See Appendix B Pre-test Survey Questions** for the list of questions and **Table 2** for the responses.

Table 3 Pre-test Question Responses

Participant→ Question↓	1	2	3	4	5	6	7
Type of Computer	*Macbook Pro*	*Windows*	*Windows Surface*	*Macbook Aire*	*Macbook Pro*	*Windows*	*Windows*
Laptop	*Laptop*	*Laptop*	*Laptop*	*Laptop*	*Laptop*	*Laptop*	*Laptop*
Browser	*Safari*	*Chrome*	*Chrome*	*Safari*	*Chrome*	*Firefox*	*Chrome*
Center	*No*	*2X/semester*	*No*	*2X/semester*	*Never*	*2+/semester*	*1X (Never)*
Competency	*No*	*No*	*No*	*No*	*No*	*Yes*	*No*

The researcher then introduced the tasks (**see Appendix C Script Transition to Tasks**), provided the task list in written form either on a hand-out if we were in the same room or a Google doc if the test was conducted remotely and the individual had a second monitor (**see Appendix D Task List**). The researcher re-read the task if requested by the participant. The participant spoke out loud as they worked through the tasks while the researcher took notes and timed some of the tasks. **See Table 4** for how long it took for each participant to complete the timed tasks.

Table 4 Participant Time to Complete Tasks

Participant Time to Complete Tasks - Competency Compass Usability Test - ENGL 5181 Spring 2022 Anne Moore							
Participant→ Task Time (Minute:Second)↓	1	2	3	4	5	6	7
1. Find a list of competencies employers look for among recent college graduates regardless of major on the University Career Center website (https://career.charlotte.edu/).	:53	1:25	1:41	2:44	:42	1:52	:10
2. Find a couple of sample behaviors demonstrated by those who have the "Communication" competency.	:25	:10	:05	:07	:01	:04	:02
3. What does the page say the "Competency Compass" is or does?	Failure	:49	Failure	:10	Failure	:25	:15
5. Locate a video that introduces the "Competency Compass" from the Career Center website.	:05	:05	:32	:01	:03	:01	:03
6. What happens when you access the "Competency Compass"? What did you do next and why?	:05	:05	:05	:45	:02	:06	:05
7. Find a list of classes that help you build and demonstrate that you are competent in "critical thinking."	:05	:05	:05	:05	:05	:05	:04
8. Find a list of activities you can participate in or perform on campus that would help you develop your "teamwork" skills.	Failure (can't see white text)	:05	Failure (can't see white text)	:20	Failure (can't see white text)	:05	:03
9. Is there a way to search the website?	:02	:02	:01	:01	:01	:03	:01

Following the test, the researcher posed the post-test questions (**see Appendix E Post-test Questions**), which allowed the participant to reflect on the experience and to identify the most useful, intuitive, and confusing features of the "Competency Compass" and what might be added. The participants provided analysis and emotional responses regarding their experiences and projected how students might perceive the interface.

Finally, the researcher thanked the participant and concluded the session (**see Appendix F Wrap-Up Script**).

After completing the tests, the researcher reviewed her notes and the recordings, analyzed the results, drafted recommendations, wrote the report in Google Docs, and then assembled the final report in Adobe InDesign version 17.2.

Findings

Note: Numbers in () refer to the participant number.

The Findings are organized into categories to help the Career Center staff understand the input.

Career Competencies Page (**Career Competencies page** from University Career Center website) This researcher began the usability tests by asking the participants to locate the "Competency Compass" from the Career Center webpage. Since the shortcuts are off the screen below the image/marketing announcement, only one participant found the icon labeled "Competency Compass" (7). Most of the participants looked under "I want to.." and found nothing (2, 3, 6). One participant who started from "I want to…" clicked on the "Find A Job or Internship," then "Apply for Jobs," and then saw "Career Competencies" on the left menu (6). One participant looked under "Students & Alumni" and scrolled down to the "Prepare for Interviews" button (5). One participant looked under "Employers" because they thought that a list of competencies that employers are looking for would be found there (4). Then, when I reminded them they are a "student," they clicked on "Students & Alumni" and eventually (it is a very long list) saw "Career Competencies" on the left menu and clicked on it (2, 3). Overall, four of the seven participants took more than one minute to locate the "Competency Compass" from the main webpage (**see Table 4**).

Recommendations:
Confusion in location the "Competency Compass" might be resolved by:
1. Changing the name of the "Competency Compass."
2. Improving marketing, so students recognize it as an entity and will click on the named icon.
3. Adding a dedicated explanatory page for the interface on the Career Center website.

Once on the Career Competencies page, the participants learned about career competencies with a brief introduction followed by a list of each of the competencies with an explanation and an icon at the top. Nearly every participant wanted to click on the name of each competency and the icon to see more information. One participant recommended that the long page of competencies be converted to a Drupal accordion list of the names of the competencies (6). A click on one of the names of a competency or its icon would open the full description (**see Figure 1 for an illustration**). This new structure of the webpage would bring the introduction to the "Competency Compass" much higher on the page or preferably link to another page focused on the "Competency Compass."

There is no introduction to the "Competency Compass" other than the video and the text at the bottom on the Career Competencies page. With the introduction so buried on the page, few students would find the "Competency Compass" independently and figure out what it is. One participant said they would not have scrolled to the bottom of the page and would have missed the entire introduction of the "Competency Compass" as well as the video (6). Three of the participants failed to find the introduction and access to the "Competency Compass" from the Career Competencies page (**see Table 4**). The video is really the best introduction. From the name alone, one participant thought they would find sample resumes as well as lectures, videos, and Canvas courses to explain and explore the competencies as well as actual jobs (7).

Recommendation:
Abbreviate the Career Competencies page using Drupal's accordion menu to list the competencies plus descriptions (**see Figure 1 for an illustration**) and link to a separate landing page to introduce the "Competency Compass" (**see Figure 2 for an illustration**).

Figure 1 Suggested New "Career Competencies" Webpage

COMPETENCY COMPASS

Using the Career Center's Competency Compass, UNC Charlotte students can explore campus activities and courses that align will the eight different career competencies. By engaging in these campus activities and courses, students can grow in these skill areas, which will prepare them for life after college.

Freshmen and Sophomores:
Competency Compass helps you...

- explore the unique activities, organizations and classes you can become involved in while attending UNC Charlotte
- try out some interest areas you may be considering for major/career choices
- build your resume by allowing you to see what you want to get involved in
- gain leadership experience!

Juniors and Seniors:
Competency Compass helps you...

- explore ways to stand out for an employer
- see examples of ways to include your on-campus experiences on your resume
- learn about new ways to build experiences on your resume
- explore potential interview questions you may be asked about your experiences
- understand what competencies you did learn or can learn within different activities
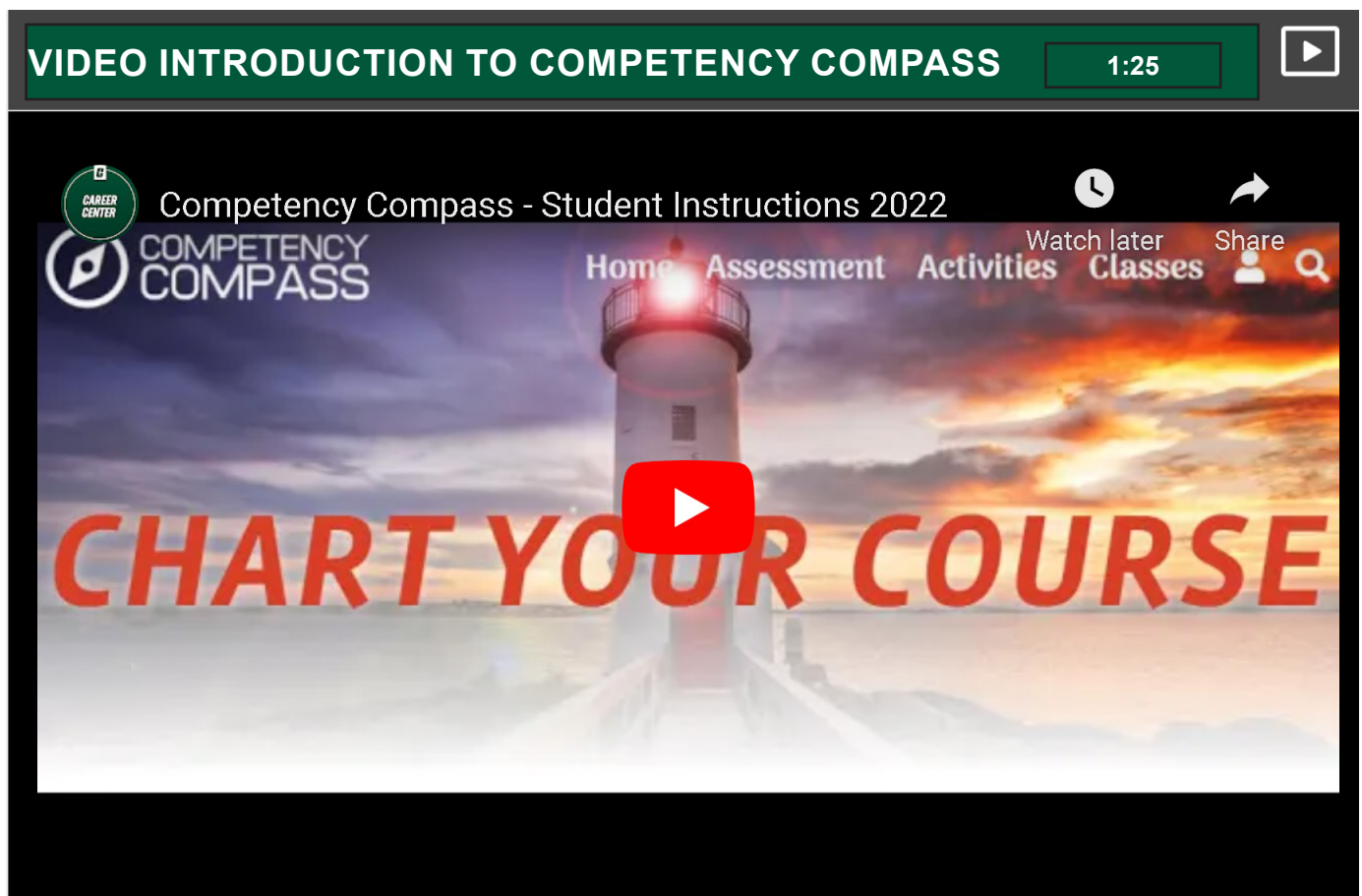
VIDEO INTRODUCTION TO COMPETENCY COMPASS   1:25   ▶

Figure 2 Create "Competency Compass" Introductory Page

Competencies

One must start from "Activities" or "Classes" to find a list of items under one of the competencies. Why wouldn't starting from each "competency" be a better approach or at least an option since the competencies are what the students are approaching the system to develop? All participants tried to click on a competency and find both classes and activities for that competency and expressed frustration ("why can't I click on "Crtitical Thinking" and get a list of activities and classes to develop that competency" (5; Task 7)) when they were forced to approach the content by classes or activities. Since the "activities" category contains so many different types of things they might do, the participants did not understand why they could only approach the content from the two categories listed in the menu.

Recommendation:

Restructure the application, so that the list of competencies are clickable and go to a list of the

Video

The videos found on the Career Competencies page are extremely helpful to explain the NASE competencies and the purpose of the "Competency Compass." The video called "Introduction to Competency Compass" is perhaps better at explaining the application than the paragraph at the bottom of the Career Competencies page or anything on the "Competency Compass" itself. However, the videos are not clearly labeled as a videos. They each have an icon like an audio file rather than like a video (1, 2, 3, 7). The video at the bottom of the page on the "Competency Compass" does not have a description indicating it is a place to learn about the purpose and use of the application. Participants suggested renaming the video something like "Video Introduction (Orientation) to Career Competencies" and expanding the video for improved visibility and recognition and so that the length of the video (1:25) is visible (**see Figure 2**). It might also be promoted as a source to help you get the most out of the application.

Recommendation:

Highlight the video by showing it full screen, giving it a more accurate title, displaying the length of the video (**see Figure 2**), and marketing it as a quick introduction/overview.

Name

The word "compass" means giving directions or pointing in the right direction (1, 5) and is perhaps not the best name for this site, which gives options for UNC Charlotte students to review for things to do while at UNC Charlotte that might help them develop the NASE competencies as well as provide sample resume bullets and interview questions that might be used in preparing for the job search and interview process. Self-improvement, self-development, or career development are really the focus of the site as are personalized development of desired skills and expertise (1). One student expected "personality quizzes" from the site (4). The application does not provide direction or guide students; hence, participants did not know what the application was or would do for them. One participant thought the "Competency Compass" would be about her values and morals and didn't know what the words competency compass meant when put together (3).

The name "Competency Compass" is really awkward to say out loud (5) and is a "poor name choice" (2). "Competency" has a minimal or negative connotation (5) and did not have meaning for the participants. Competency seems like a broader term that applies to more than just career competencies.

Career is not a part of the name and does not appear anywhere on the application, except for the Career & Self-Development competency. "Competency Compass" is a totally stand-alone application ("portal", 6) and does not link to anything outside of it.

Suggestions for elements of a new name included:

- ⊙ Add the word "career" to the title (1); "doesn't say it is about careers" (2).
- ⊙ Career & Self-Development, which is one of the NASE competencies, might be a better term with the other 7 competencies being beneath the umbrella competency (1).
- ⊙ Ignite your career (6).
- ⊙ Career Compass (6).
- ⊙ "Career skills inventory" (4).
- ⊙ "Inventory" might be a more appropriate word instead of compass (4).
- ⊙ "Career experience compass" (2).
- ⊙ "Skill Map" (5).
- ⊙ Other words that were mentioned for the title: self-Improvement, self-development, career development and develop your skills (1).
- ⊙ Other suggested terms were skills or expertise (7).

Recommendation:
Consider renaming the application with a more descriptive, positive, and appealing name and include the word "career." Provide a link to and from the Career Center website to more fully integrate the application into the other Career Center offerings. Add Career Center branding (6). The researcher recommends **"Career Readiness Skills"** as the new name.

Activities and Classes
The two organizing elements: "activities" and "classes" might not be clear to all participants:
Activities might be better named "opportunities" as not everything listed is an activity (1, 5).
Several participants were confused by the variety of different types of activities and recommended dividing "activities" into categories such as: jobs, learning communities, internships, student organizations/clubs/groups, volunteering, in-class assignments, etc.; perhaps a drop-down menu could appear when you click on activities, so students could select the desired category (2, 6) (**see Figure 3 for an illustration**). Classes might be more accurately named courses - as a class is just one session/meeting of a course (1), but student participants understood "classes."

When participants clicked on "Classes," they noticed a helpful introduction; however, "Activities" does not have an introduction that explains what is included in that area (6). An introduction under "Activities" could clarify what it includes.

Recommendation:
Add an introduction to "Activities." Divide "activities" into categories (**see Figure 3**) such as jobs, groups and organizations, learning communities, internships, in-class assignments, etc.
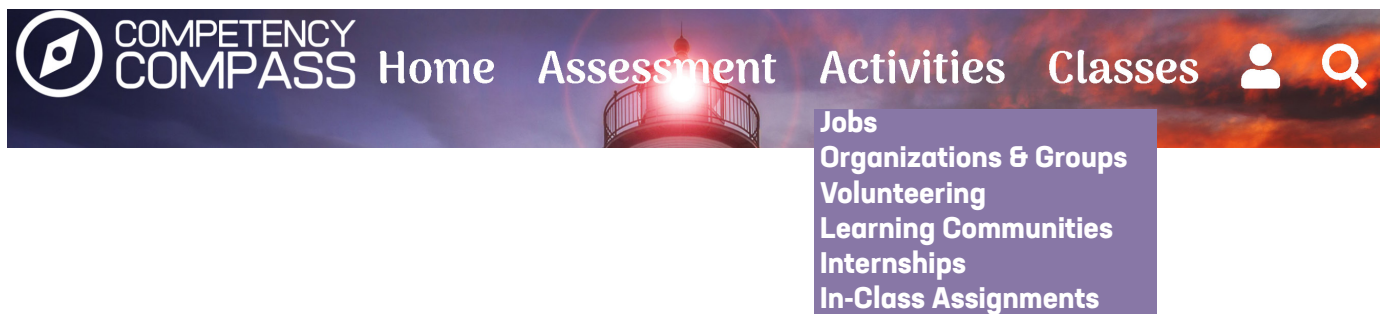

Figure 3 Divide Activities into Categories

Descriptions of Activities and Classes
Some participants preferred to see the official catalog description for courses rather than the informal description that a faculty member wrote in the "Competency Compass" entry. Alternatively, participants suggested a link could be provided from the "Competency Compass" entry to the catalog entry.

One participant (5) suggested that students be allowed and encouraged to add entries for student groups and organizations as their descriptions would be more accurate for students. Several participants were extremely pleased to find activities or classes they had participated in or taken and then got excited about the application. But then, they did not agree with the narrative describing the activity and number of stars assigned by the faculty member. Then they wanted a link to the actual description of the class from the catalog, the organization from NinerEngage (5), or the job from Hire-A-Niner.

Recommendation:
Connect entries to the official catalog description of classes, the website for an organization or group (NinerEngage), and Hire-A-Niner for a job. If direct links cannot be inserted at the individual entry level, link within the "Competency Compass" to other sites that closely relate to content that is in the "Competency Compass": Hire-A-Niner, NinerEngage (5), and the course catalog for fuller descriptions of the "classes'' listed.

Specific Entries
Once the participants got to the entry for a single class or activity, the label "How much are you using?" for the competencies and the number of stars assigned to each one was not clear to them. The phrase suggested to several participants: "how much am I using the skill listed in my life right now before engaging in a class or activity" (1). One participant thought it was a survey question she was to answer(6). The label should indicate that this activity/class focuses on developing the listed competency to the extent indicated by the number of stars. Perhaps something like: "Helps you develop…," "Helps you develop competency in…," (**see Figure 4 for an illustration**) "To what extent would you develop these competencies in this activity or class?," "How much are you using these competencies in this class?" (6), "What competencies are you using in this class or activity?" (7), "What skills are you gaining?" (4), "Competencies developed in this class or activity" (2), or "Main types of competencies used" (3). One participant recommended rephrasing the label away from the question format (7).

Recommendation:
Rename "How much are you using?" to more accurately describe that what follows are the competencies and the extent to which you would develop them in this "class" or "activity."
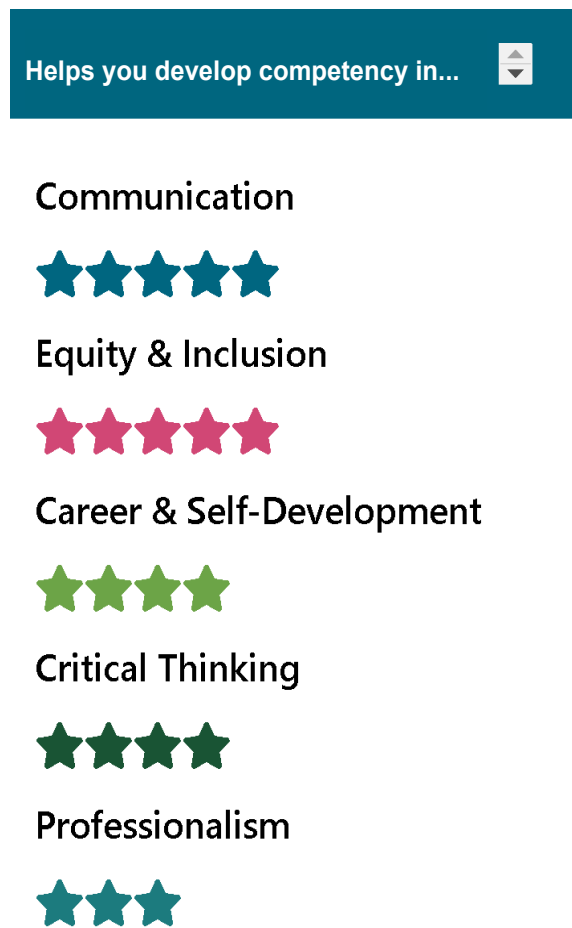
Figure 4 Rename "How Much Are You Using?

Stars

According to the participants, the stars are inconsistently applied. They based this observation on entries for classes or activities in which they had participated. According to the students, sometimes the competency with the largest number of stars was not the most-emphasized or developed competency in the actual course. On entries that list a large number of competencies, they are not always listed in order by the number of stars, which is highly confusing (see Introduction to Outdoor Adventure (KNES 1231); or Knowledge and Reality (PHIL 3410); 4) (**see Figure 5 for an illustration**). Once a participant noticed the inconsistency in the application of the stars, they stopped looking at them (as with the search feature). One sophomore said the stars were "not helpful" (5).

Recommendation:

Apply the stars to activities and classes more consistently or list them in order with the highest number of stars first and the lowest number of stars last (**see Figure 5**). Those applying the stars need more training. Establish a review process.

Knowledge and Reality (PHIL 3410) ♡

Instructor: Pitts, Andrea

This course is a survey of topics within contemporary social epistemology. Throughout the course, we will examine topics such as: ☐ Ignorance/Agnotology ☐ Epistemic Injustice ☐ Rationality and Eurocentrism ☐ Race, Gender, Sexuality, and Knowledge The course readings draw from a number of philosophical traditions, including African American, Indigenous, African, U.S. Latinx, and U.S. Anglo-American traditions of philosophy.

How much are you using? ⬍
Communication
★★★★
Critical Thinking
★★★★★

Tags ⬍

Figure 5 Stars Not Ordered Most to Least

Tags

The tags are rarely used, but several participants thought they would be highly useful if applied consistently throughout the application. Participants wanted to search by "activity," "clubs & organizations," etc. and recommended they be applied consistently to every record or indexed so they could be searched in the "Search" feature. One participant wanted to see a tag for activities and classes appropriate for a student's year in school (freshman, sophomore, etc.) (5).

Recommendation:

Create a taxonomy of tags and apply them consistently to every record.

Self-Assessment

While all of the participants selected "Remind Me Later" because of the time pressure during the usability test, they were frustrated by being prompted to take the Assessment every time they clicked the "Home" button. One participant said there should be a check-box option, so users can select not to be prompted again. Another participant said the prompt to take the assessment should only appear once per session (3). The presence of the "Assessment" button at the top of all screens re-emphasized that they could easily take the assessment whenever they wanted. Several participants said they would not take the assessment unless there was an explanation of why it was important (motivation) to get the most out of the application (6) and they would need to be referred by an academic advisor to take the self-assessment (1). Naming the link "Self-Assessment," the title of the page, might help students know what it is. Two participants thought taking the assessment was important to get the most benefit out of the application and said they would go back and take it later.

Recommendation:

On the menu bar, rename "assessment" to "Self-Assessment." Allow students to check that they do not want to be reminded to take the assessment or at least show the reminder only once per session.

Search

There is no explanation of what the Search does or what it should be used to accomplish. It does not make any suggestions or auto-correct typos. It retains previous search terms, which is helpful and was noted by the participants. Nearly all of the keywords the participants entered came up with zero results, which led them to question its utility. Participants wanted to search by major (political science; psychology), course prefix, course title, or an activity they had participated in during their time at UNC Charlotte. **The search function was very important to all the participants.**

When participants had search results showing and clicked the back button, they sometimes got a form submission error (document expired) and had to click a second time to get back to the search box (6). The error happened unpredictably, except It happened the first time the participants clicked the back button consistently in Chrome and sometimes in Safari. On subsequent attempts to click the back button to return to the Search results, it appeared to work. The previous search string remained in the Search box, so they could easily re-run the search, which was helpful.

Recommendation:

Build the search index to include all UNC Charlotte course prefixes, majors, tags, and categories of "activities."

Marketing

Several participants said they would not use the "Competency Compass" unless they were directed to it by an academic advisor or in a face-to-face session. Even when in the "Competency Compass," the participants had a very difficult time understanding what it is for and how they would use it. According to the participants, it needs to be more fully and clearly explained on the Career Center website, on the introductory page, in the "Competency Compass" itself, and in introductory sessions with students. One participant suggested promoting the "Career Competency" in SOAR, with advisors, in the Career Center and its programs (such as Meet-Ups), and in a required orientation to the Career Center for some courses (6).

Recommendation:

After providing a fuller introduction on the Career Center website and the application itself, conduct a full marketing campaign to bring it to the attention of students. Improved marketing is essential to helping students understand what the "Competency Compass" is and when they might use it as well as recognize the icon and click on it.

Minor Issues

1. There is no way to log off the site or get out of it without closing the browser window (1).
2. On a Macbook Pro using Safari, the "e" in "Chart Your Course" was not visible on the screen. On a Microsoft Surface Pro, the "se" in "Chart Your Course" were not visible on the screen (**see Figure 6 for an illustration**).
3. On results screens with a white background, users cannot see the menu items in white text (**see Figure 7 for an illustration**). Lack of contrast caused three of the participants to fail Task 8 as a result (**Table 4**).
4. Clicking the back button from a search result often results in a form submission error.
5. Some participants liked the themed graphics (6) while others disliked them intensely. One participant thought the images should be smaller, but the navigation bar larger (6).

Figure 6 Minor Issue 2: Letters Cut Off on Right

LEAD Team

♡

The Leadership Education And Development (LEAD) Team is a group of student leadership ambassadors who are trained to facilitate workshops on a variety of topics. LEAD team members provide workshops for the PILOT program and are also able to present workshops for classes, clubs, and student organizations on campus. This program improves public speaking skills and overall knowledge in specific leadership areas. LEAD enhances student organizations' leadership standards and general functioning while inspiring UNC Charlotte students' leadership potential, which fosters positive contributions to campus life.

How much are you using? ⬍

Leadership

★★★★★

Professionalism

★★★★★

Figure 7 Minor Issue 3: Menu Text Invisible on White Background

RECOMMENDATIONS

1. Restructure the application, so that users can click on a competency from the home page and see a categorized list of activities and classes.
   a. As part of the restructuring, divide "activities" into categories such as jobs, groups and organizations, learning communities, internships, volunteer opportunities, in-class assignments, etc. (**see Figure 3 for an illustration**).
   b. Add an introduction to the "Activities" page (when you click on "Activities" in the menu bar).
2. Consider renaming the application with a more descriptive, positive, and appealing name and include the word "career," perhaps **"Career Readiness Skills."**
3. Provide a link to and from the Career Center website to more fully integrate the application into the other Career Center offerings. Add Career Center branding (6).
4. Build the search index to include all UNC Charlotte course prefixes, majors, tags, and categories of "activities."
   a. Create a taxonomy of tags and apply them consistently to every record.
   b. Apply the stars to activities and classes more consistently or list them in order with the highest number of stars first to the fewest number of stars last (**see Figure 5 for an example**). Those applying the stars need more training. Establish a review process.
5. Connect entries to the official catalog description of classes, the website for an organization or group (NinerEngage), and Hire-A-Niner for a job. If direct links cannot be inserted at the individual entry level, link within the "Competency Compass" to other sites that closely relate to content that is in the "Competency Compass": Hire-A-Niner, NinerEngage (5), and the course catalog for fuller descriptions of the "classes" listed.
6. Condense the Career Competencies page using Drupal's accordion menu for the competencies (**see Figure 1 for an illustration**).
7. Create a separate landing page dedicated to introducing the "Competency Compass," which is linked from the Career Competencies page (**see Figure 2 for an illustration**).
   a. Highlight the video on the new "Competency Compass" introductory page by showing it full screen (re-record the video with each major revision of the "Competency Compass"), giving it a more accurate title, displaying the length of the video, and marketing it as a quick introduction/overview.
8. After providing a fuller introduction to the "Competency Compass" using a dedicated introductory page on the Career Center website and in the application itself, conduct a full marketing campaign to bring it to the attention of students. Improved marketing is essential to helping students understand what the "Competency Compass" is and when they might use it as well as recognize the icon and click on it.
9. In the individual entries, rename "How much are you using?" to more accurately describe that what follows are the competencies and the extent to which you would develop them in this "class" or "activity," perhaps "**Helps you develop competency in.... (see Figure 4 for an illustration**).
10. On the menu bar, rename "assessment" to "Self-Assessment." Allow students to check that they do not want to be reminded to take the assessment or at least show the reminder only once per session.

CONCLUSION

One participant was highly supportive of the "Competency Compass" as a concept and thought it could become a co-curricular transcript for students of the activities and classes they had participated in while at UNC Charlotte. It would have to be a comprehensive inventory of what is available at the university. To be successful, the application would require dividing activities into sub-categories and building a search index to include all UNC Charlotte course prefixes, majors, tags, and categories of "activities." But marketing it this way might be more successful with students (2).

APPENDICES

Appendix A Introductory Script

Introduction

Thank you for agreeing to meet with me today for not more than 30 minutes. My name is Anne Cooper Moore. I am a student in ENGL 5181 Writing User Documents. The University Career Center requested the class conduct usability testing of their "Competency Compass" as a course assignment. The Career Center wants to gather input from potential users of the website: UNC Charlotte students, alumni, and others who interact with students who might use the website. I am not associated with the Career Center and do not have any ties to the website you will be testing. The purpose of the usability test is to get your feedback on what works, what doesn't work, and what might be improved. Don't worry if something doesn't work. This is a test of the website. Your skills, knowledge, and performance are not being tested. There is nothing you can do wrong. Don't be nervous.

You do not need to prepare for the usability test. You will visit the website on your computer while in Zoom. During the test, I will record your face, audio, and the screen in Zoom, take notes, and record time. Please follow the task list as you perform the tasks on the website. If you get stuck, just move on to the next task. As you move through the tasks, please speak out loud what you are thinking and doing and any comments that come to you. Throughout the test, you will work independently. I will not help you navigate the interface. I will ask a few questions about your experience at the end of the usability test. Before you start the tasks, I will ask you a few demographic and background questions, which I am asking each participant.

Informed Consent

Today you will participate in a usability study of the "Competency Compass" website. As mentioned earlier, I will record the session on Zoom, take notes, and keep time, so I do not miss any of your interactions with the system and your comments. I may incorporate snippets from the Zoom recording into my report to support the recommendations to improve the website. All of your feedback is anonymous and confidential. You will not be personally identified. Our interaction will be kept confidential. We can stop at any time if desired. Now that you have heard the guidelines, do you have any questions or concerns? Do you provide your oral consent to continue with the test?

Appendix B Pre-test Survey

Pre-Test Survey:
1. What is your UNC Charlotte relationship status? (Check all that apply).
    a. Current undergraduate student.
    b. Current graduate student.
    c. Alumni.
    d. Employee.
    e. Other.
    f. None.
2. What is/was your field of study?
3. What type of computer will you use today?
    a. Mac or Windows?
    b. Desktop or Laptop?
4. What browser will you use today?
5. How often do you use the Career Center (including the website)?
    a. Never.
    b. A few times a semester (2 or more).
    c. A few times a month (2 or more).
    d. A few times a week (2 or more).
    e. Daily.
6. Have you used the "Competency Compass" before?
    a. Yes
    b. No

Appendix C Script Transition to Tasks

Transition to Tasks
Now I will give you a list of the tasks you are to perform beginning from the University Career Center website (https://career.charlotte.edu/). During the test, you can stop at any point. If you cannot complete a task, just move on to the next task. It is important for you to say your thoughts aloud as you are working through each task because it will give me valuable information about the usability of the website. Please keep in mind that it is the website that is being tested, not you. Do you have any questions before we begin?

Appendix D Task List

Tasks
1. Keeping in mind that you are a student at UNC Charlotte, find a list of competencies employers look for among recent college graduates regardless of major on the University Career Center website (https://career.charlotte.edu/). Click on the link. (Note: Ignore "Competency Compass" at the top of the page for right now)
2. Find a couple of sample behaviors demonstrated by those who have the "Communication" competency.
3. Remaining on the same page, take a look at what is on the page. What does the page say the "Competency Compass" is or does?
4. What does the name of the website (Competency Compass) make you think you will find on the website?
5. Before you go into the "Competency Compass," locate a video that introduces the "Competency Compass" from the Career Center website.
6. What happens when you access the "Competency Compass"? What did you do next and why?
7. Enter the "Competency Compass" and find a list of classes that help you build and demonstrate that you are competent in "critical thinking." Click on one of the classes, review the description, and note the stars on the right. What do you think they mean?
8. Scroll to the top of the webpage and find a list of activities you can participate in or perform on campus that would help you develop your "teamwork" skills.
9. On this webpage, is there a way to search the website? Search for "toastmasters." How do you interpret the result? Click on the result. Now how do you interpret this result? Hit the back button and try another keyword or phrase search about something you might be interested in finding on the site (perhaps your major).
10. Imagine you are a senior preparing your resume to begin applying for your first job after graduation. How would the "Competency Compass" help you? Feel free to look around the site more to answer this question.
11. Now that you have explored the "Competency Compass," return to the Career Center website from the "Competency Compass."

Appendix E Post-test Questions

Post-Test
Now that you have completed the tasks, I have a few follow-up questions to ask:
1. Would you use the "Competency Compass"? (Yes/No) Why/Why Not?
2. If you are a current UNC Charlotte student, what have you already done on your own to find out about activities, courses, and careers? If you are an alum, staff, or non-UNC Charlotte affiliate, what did you do to find out about activities, courses, and careers when you were in school?
3. Which features are the most intuitive and useful? Why/Why Not?
4. Which features are confusing or difficult to use? Why/Why Not?
5. Are there any features that should be added?
6. What would you name the "Competency Compass" website?
7. Are Activities and Classes the right terms for their respective sections of the site?
8. Do you have any other suggestions to improve the service or interface?
If you think of anything else in the next few days, please let me know. (Provide an email address if the

Appendix F Wrap-Up

Wrap-Up
I will analyze the data gathered from the usability tests I conduct and present recommendations for improvement to the designers of the "Competency Compass" at the end of this semester. They hope to integrate the changes before the fall semester begins.

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