Articulating Competency Development & Proficiency

**Challenge**
- Map content and activities to defined objectives and specific competencies
- Integrate competencies into curricula
- Address the idea that competencies aren’t a “I have it” or “I don’t”
- Promote life-long learning and opportunity for competency development
- Provide platform to reflect, self-assess and articulate examples that demonstrate development

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**Initial Idea**
- developed five proficiency levels for Clemson's Core Competencies (awareness, basic, intermediated, advanced, and expert)
- vetted by faculty
- used in internship course evaluations for students to self-assess (platform - CampusLabs)

**Verified Hunch**
- saw very little difference between pre and post self-assessment
- verified students overinflated where they were in their development
- brainstormed more effective approach for self-assessment that also promoted reflection (Kolb Learning Cycle)

**Adapted Approach**
- turned bullet statements describing each proficiency level into behavioral interview questions
- allowed students to tell a story of how they demonstrated the knowledge, skills, and behavior gained
- achieving desired outcome

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**Lessons Learned & Next Steps**
- Invested time in drafting proficiency levels – appreciated by faculty
- Repurposed existing assignments and current technology
- Used internship team retreat to adapt proficiency levels into questions
- Sharing with experiential education partners as a tool they can use

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