

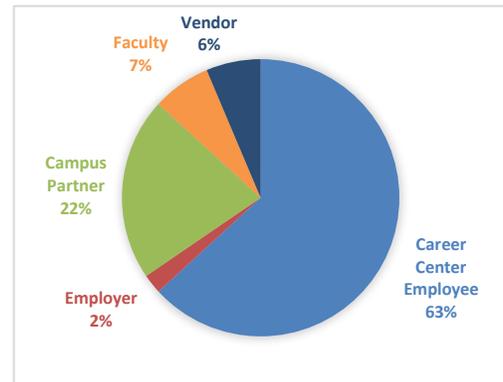
# Event Summary and Survey Results



220 representatives and 94 institutions/organizations from across the country and Canada attended the Competency Symposium 2018. Below is the makeup of the attendees and survey respondents. Following the event, participants received an online survey about their experiences. The following results reflect responses to select close and open-ended questions. Attendees will also receive a survey in four to five month to share their progress.

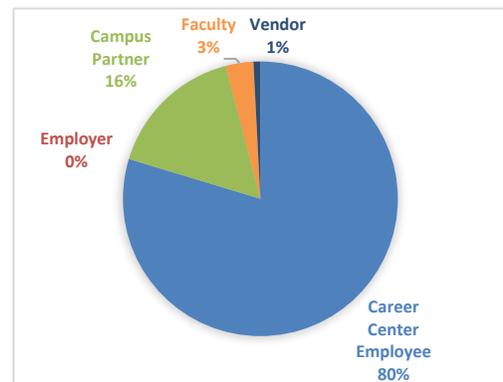
## CONFERENCE REGISTRATION – of those who indicated their area

Count	Percent	
139	63.18%	Career Center Employee
8	2.27%	Employer
48	21.36%	Campus Partner (non-career center administrators and staff)
15	6.82%	Faculty
14	6.36%	Vendor
220		Respondents



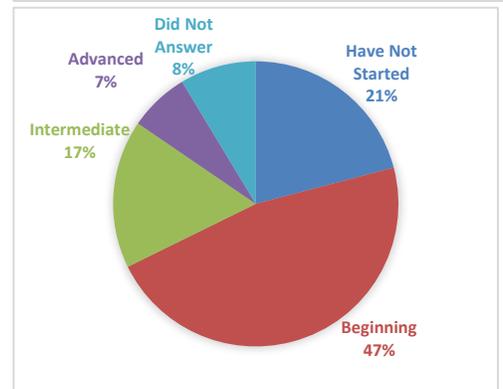
## CONFERENCE SURVEY RESPONSES

Count	Percent	
98	79.67%	Career Center Employee
0	0.00%	Employer
20	16.26%	Campus Partner (non-career center administrators and staff)
4	3.25%	Faculty
1	0.81%	Vendor
123		Respondents



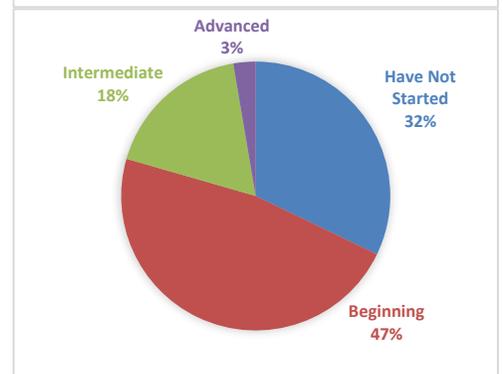
**BENCHMARKING – Registration:** Upon arriving at the symposium, participants indicated their level of development regarding starting a competency development program.

Count	Percent	
46	20.91%	Have not started
103	46.82%	Beginning
37	16.82%	Intermediate
15	6.82%	Advanced
19	8.64%	Did not answer
220		Respondents



**BENCHMARKING – Survey Results:** Upon arriving at the symposium, where were you in starting an institution-wide competency initiative?

Count	Percent	
36	32.14%	Have not started
53	47.32%	Beginning
20	17.86%	Intermediate
3	2.68%	Advanced
112		Respondents



## Moving Forward and Future Planning

**FUTURE VISION:** I have a vision for what an institution wide competency initiative looks like on my campus.

Count	Percent	
4	3.77%	Strongly disagree
12	11.32%	Disagree
76	71.70%	Agree
14	13.21%	Strongly agree
106	Respondents	

**ACTION STEPS:** I have identified action steps towards implementing an institution wide competency initiative.

Count	Percent	
3	2.83%	Strongly disagree
14	13.21%	Disagree
67	63.21%	Agree
22	20.75%	Strongly agree
106	Respondents	

**RESOURCES:** The time and financial resources I spent to attend the symposium were worth it.

Count	Percent	
0	0.00%	Strongly disagree
4	3.77%	Disagree
20	46.23%	Agree
57	50.00%	Strongly agree
79	Respondents	

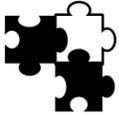
**PILLARS:** Participants selected their agreement with the following statement: After learning about and discussing the four pillars with others, please indicate on a scale of 1-10 where you and your institution are in developing and sustaining each pillar.

PILLAR 1: Competencies are apparent and infused in curriculum and co-curriculum

PILLAR 2: Competencies are a part of the fabric and vocabulary of an institution through cultivating and sustaining relationships.

PILLAR 3: The importance of investment of financial and human resources and educational and work force trends is recognized.

PILLAR 4: The importance of competencies being assessed, measured, and tracked is recognized.

	<b>Pillar 1</b> 	<b>Pillar 2</b> 	<b>Pillar 3</b> 	<b>Pillar 4</b> 
<b>No Action Taken</b>	25.89%	33.93%	32.14%	33.04%
<b>1</b>	29 Respondents	38 Respondents	36 Respondents	37 Respondents
<b>2</b>	31.25%	28.57%	21.43%	18.75%
	35 Respondents	32 Respondents	24 Respondents	21 Respondents
<b>3</b>	8.93%	9.82%	11.61%	8.04%
	10 Respondents	11 Respondents	13 Respondents	9 Respondents
<b>4</b>	6.25%	12.50%	11.61%	11.61%
	7 Respondents	14 Respondents	13 Respondents	13 Respondents
<b>Action Taken but not fully developed</b>	20.54%	8.04%	10.71%	18.75%
<b>5</b>	23 Respondents	9 Respondents	12 Respondents	21 Respondents
<b>6</b>	1.79%	3.57%	5.36%	2.68%
	2 Respondents	4 Respondents	6 Respondents	3 Respondents
<b>7</b>	2.68%	1.79%	2.68%	5.36%
	3 Respondents	2 Respondents	3 Respondents	6 Respondents
<b>8</b>	0.89%	0.00%	1.79%	0.89%
	1 Respondent	0 Respondents	2 Respondents	1 Respondent
<b>9</b>	0.89%	0.89%	1.79%	0.00%
	1 Respondent	1 Respondent	2 Respondents	0 Respondents
<b>Developed and Sustained</b>	0.89%	0.89%	0.89%	0.89%
<b>10</b>	1 Respondent	1 Respondent	1 Respondent	1 Respondent

Highest Number of Responses

Next Highest Number(s) of Responses

# Open Ended Questions

Coding resulted in the below themes.

## All Attendee Responses

**SYMPOSIUM EXPERIENCE:** Please share any additional comments you might have on the above set of questions regarding your learning process or framework.

Really appreciated the workbook and its thoroughness. It could be beneficial to separate questions to discuss now and things to discuss after the symposium

Some teams benefited more from the hearing from other schools and teams while some participants desired more time spent with their individual school's team.

Mixed feedback on allowing attendees to identify individuals to sit with, whether they brought a team or came as an individual. Some feedback suggested having assigned seating for all four pillars.

Tables had difficulty sharing ideas during the sharing time and some wished to have a facilitator to guide conversation at these tables.

The mixed format provided a lot of opportunity to network with colleagues and share ideas.

Really enjoyed having the posters this year but wanted more specifics about timelines and specific programs or activities rather than just an overview of a particular institutions' competencies

Loved the breakouts the first day with examples. Would have enjoyed hearing all of the examples rather than just half.

## Career Services Responses

**NEXT STEPS:** Briefly describe your institution's next steps and plans for the future.

Bring together our team who attended the symposium to revisit our discussions and finalize our action plan.

Ensure all career center staff understand the national conversation around competencies and their importance

Identify common vocabulary and competencies for our institution and develop common language for departments.

Bring together stakeholders and establish a task force and committee for competency development.

Communicate with campus partners to help identify what competencies are relevant and create marketing material.

Purposely reach out to high-level administrations (Provost, VPs, deans, etc...) to get them on board and demonstrate connections to NACE, AAC&U, and CASE.

Gain momentum internally and take idea/template institution wide in order to get comfortable, work out challenges, etc...

Create a long range (even 10 year) plan for initiative

**EXPLANATION OF INTEGRATION:** What was the most important piece of knowledge you gained as a result of the symposium?

We aren't alone in our struggles and accomplishments. It was refreshing to hear that other campuses were experiencing challenges with taking an initiative institution-wide.

In value of bringing a team to this symposium aligns with the value of bringing a team together to work on this initiative. It can't be done by one person or one department. True, intense, purposeful collaboration must occur and be ongoing.

Increased confidence in adapting the competency message to different stakeholders (faculty, families, staff, students, etc)

It is possible to get creative with current human and financial resources rather than having to find new resources

Using common language across departments and activities. This includes the branding of the competency initiative.

Institution wide adoption key for student understanding and engagement.

Learning from faculty for new insight regarding gaining faculty buy in.

Strategies for navigating curricular and co-curricular interests to promote competency infusion.

The importance of narrowing down competencies and choosing competencies that is relevant to your specific school.

## Campus Partner Responses

**OUT OF CLASSROOM EXPERIENCE:** What ideas do you have for how competencies could better be incorporated into the outside-of-the-classroom experience?

Providing professional development activities for student groups that incorporate competencies.

Incorporating the competencies into advising sessions.

Reviewing the competencies in all major touch points for incoming first years including orientation, residence life, and the freshman year experience class.

Align curricular any co-curricular competencies directly so that the same language is used and similar goals are established.

**WORKING WITH CAMPUS PARTNERS:** What can the career center and other campus partners do to better deliver competencies to your students?

Create a brand for the competencies and use videos and media to market the competencies. This will help with branding and determining a common language.

Increased collaboration with departments. Reach out to us!

Collaborate to identify incentives to increase student attendance at career-related events on competencies

Infuse competency language into daily conversation with students, so they are able to understand what skills and knowledge they should be gaining.

Create a speaker series and events based off the competencies.

**ACADEMIC EXPERIENCE INTEGRATION:** What are some ways competencies could be better integrated into the academic experience?

Incorporating competencies in the syllabus in the form of learning outcomes or objectives.

Tying competencies to major assignments within the class.

Using common language to help students better articulate skills.

## Faculty Responses

**CAMPUS WIDE INTEGRATION:** What ideas do you have for stronger competency integration campus wide?

Incorporate competencies into general education requirements and the first year experiences.

Multiple stakeholders can work together to create an agreed upon competency framework that works for our unique regional campus, and then work to professionalize the language around competencies so that the initiative takes hold across campus.

Provide examples of steps being taken with other academic units, and participate in meetings/workshops that we can present this information to faculty

Develop resources to help faculty incorporate the language into what faculty members already do.

Create common language for faculty members to use in syllabi.

**CAMPUS COLLABORATION:** What opportunities do you see to collaborate with career services or other partners to help develop competencies at your institution?

Have more intentional discussion of competencies and their development within career services initiatives

Work closely with career services in our first year experience program to help students learn early what steps they can take to build competencies

Would like to see academic advisors initiate the conversation and introduce the competencies in advising meetings. If advisors can encourage students to critically reflect on their experiences and think about the transferrable skills gained therein, the career services partners can be a specific resource for student referrals (e.g., resume, mock interviews).

Help career services (and others on the student affairs side of the house) frame the discussion in terms of skills/competencies for a fruitful life and not just as skills needed to find a good job

Utilize competency level requirement by job field.

**FACULTY COMPETENCY INTEGRATION:** How do you plan to incorporate campus competencies into your own office?

Incorporate more competency based discussion into individual advising meetings.

Integrate into a faculty development series

Simple as provide links to competencies wherever they will be located on our institution's website

Tie competencies to courses' learning outcomes both in the syllabus and assignments.

## **Final Survey Distribution – Sept 18**

**Plans are in the works for a Competency Symposium 3.0.  
Stay tuned this fall for dates and location.  
Goal is to maintain the 2018 registration cost & group  
discount for 2019.**

### **Links**

<https://career.sites.clemson.edu/symposium/>

<http://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>