

THANKS FOR JOINING US!
WEBINAR WILL BEGIN SHORTLY



4th Annual
COMPETENCY SYMPOSIUM 2020
Strategies for Institutional-wide Competency Development

Postponed

The University of Texas at Austin
Austin, TX

SAVE-THE-DATE
MAY 26-27, 2021

Technology Housekeeping

- Thank you for remaining on mute
- Recording session and chat – Florida law
- [Copy of the following will be available on the Symposium Website](#)
 - *Slides in pdf format*
 - *Recording of both webinars & chat transcripts*
 - *Blueprints from 2018 and 2019 – note – person may be different*
 - *Workbook*
- Ideas & questions
 - *Use chat feature to:*
 - Share ideas, links, and resources
 - Ask your question – pause at the end of each pillar
 - *Include your name and institution when you ask your question*
 - *Planning Team will monitor and field questions to Tim and Kristin*

SURVEYING THE LAND

ACKNOWLEDGING THE SPACE & WELCOME



4th Annual
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Acknowledging the Space & Time

Thank You

We See You & Your Work

Symposium Architects



- Tracy Austin– Clemson University
- Kathy Horner– Clemson University
- Tim Harding – University of Tampa
- Leigh Lassiter-Counts – Hendrix College
- Robert Vega – University of Texas at Austin
- Dr. Kristin Walker-Donnelly – Clemson University



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Results of Poll Question

- Who is with us today?
 - *Career Center Professionals*
 - *Campus Partners*
 - *Faculty*
 - *Senior Administrators*
 - *Other*

Pouring the Foundation

- Action plans are unique – there is no single model
- Competency development is bigger than one department
- Catalyst for continuing conversations beyond the symposium
- Definitions of “career readiness” and “career”

Pouring the Foundation

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Career Readiness - NACE

the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace

Career - NCDA

the totality of work – paid and unpaid – one does in a lifetime

Resources:

[National Association of Colleges and Employers – Career Readiness](#)

[National Career Development Association - Career](#)

Pouring the Foundation

- Action plans are unique – there is no single model
- Competency development is bigger than one department
- Catalyst for continuing conversations beyond the symposium
- Definitions of “career readiness” and “career”
- Four pillars undergird the sessions/discussions – *few edits for 2020!*

Outline to Guide Today's Webinar

■ Pillars

- *Pillar Definition*
- *Basic Discussion Questions*
- *Pillar to Practice - Ideas and Examples (links where available)*
- *Data from 2019 Surveys*
- *Brief Q&A*

■ Next Steps

- *Qualitative Takeaways from 2019 Survey*
- *Action Planning Documents and Tools*
- *Competency Symposium 2021*

Data

■ Immediate Follow-up

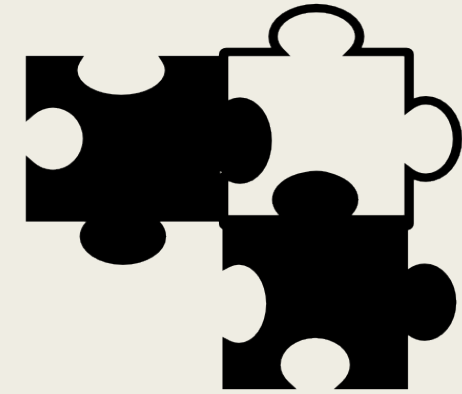
- *Individual Responses - 261 individuals (70.9% - response rate)*
- *Institution Responses - 107 institutions (71.8% - response rate)*

■ Four Month Out Follow-up

- *Individual Responses - 68 individuals (18.5% - response rate)*
- *Institution Responses - 50 institutions (33.6% - response rate)*

Pillar 1

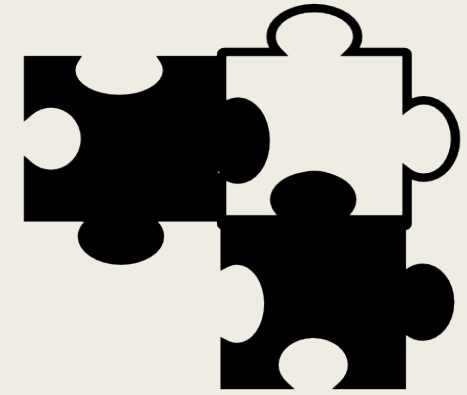
Conceptualization & Planning



- Competency learning, development, and articulation should be made apparent and infused into the **curriculum** and **co-curriculum** to provide opportunities for students to actively demonstrate competency development and readiness. Framing **programs, services, and one-on-one conversations** around competencies provide students with **multiple touchpoints throughout their time** at the institution.

Pillar 1

Conceptualization & Planning

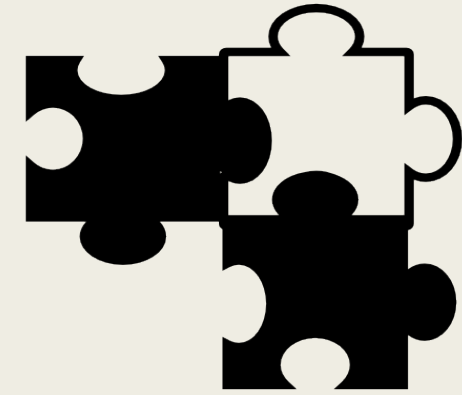


- In what ways can competencies be articulated, discussed and lived institution-wide?
- How do we ensure that every student on our campus or in our community has equal access to competency development opportunities and experiences?
- What are those access points? (Curricular, Co-Curricular, Work-Related Experiences)
- How do you impact culture, so all stakeholders feel ownership of competency integration work?

Additional reflection/discussion questions available in downloadable workbook

Pillar 1

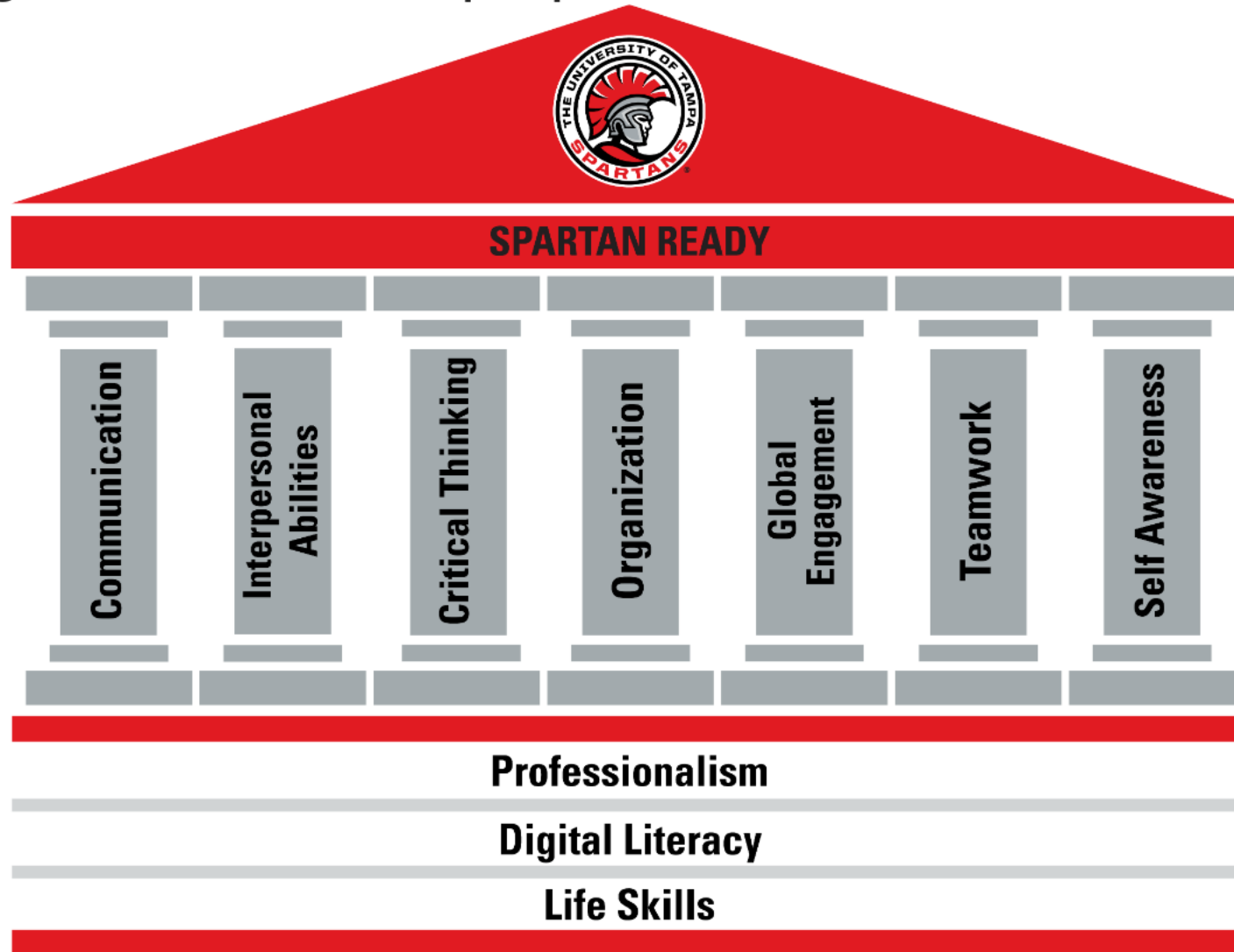
Conceptualization & Planning



Examples

Pillar to Practice

Building a culture of life preparedness and career readiness.



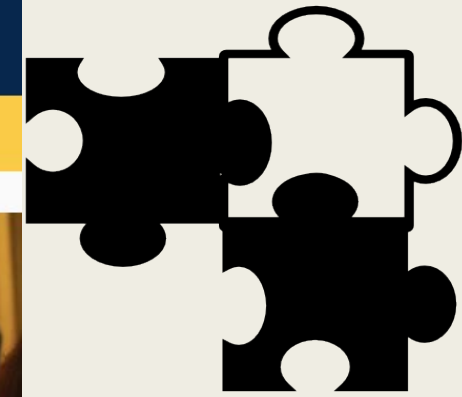
The University of Tampa graduates students who are prepared to be successful individuals with an advanced understanding of their field of study, the interdisciplinary workplace and how to be leaders who contribute to society.

Competency Alignment to Accreditation & Curricula



LEARN, ACT, FLEX SUCCEED

1. Review and understand NACE's career readiness competencies
2. Select sample disciplines for mapping
 - Engineering
 - Business
 - Nursing
3. Locate and thoroughly review accreditation and curricula standards
4. Map to NACE competencies



About This Initiative

What is (M)Talent?

Support the Talent Gateway

[Home](#) > [Academics](#) > [Talent Gateway](#)

Talent Gateway

<https://umdearborn.edu/academics/talent-gateway>



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CAREER READINESS COMPETENCIES

Through strategic partnerships with Academic Colleges, CCD strives to provide opportunities for students to develop seven career readiness competencies through a distinctly Christian lens so that students are equipped to fulfill the development of their God-given potential. These seven career readiness competencies draw upon the AU Common Learning Goals and National Association of Colleges and Employers Career Readiness Competencies.

- 1 CRITICAL THINKING SKILLS:**
Inquiry, Analysis And Creative Problem-Solving
- 2 INFORMATION LITERACY**
- 3 TECHNOLOGICAL AND
DIGITAL LITERACY**
- 4 WRITTEN AND ORAL
COMMUNICATION SKILLS**
- 5 PROFESSIONAL PREPAREDNESS,
INTERPERSONAL AND DIGITAL
COMMUNICATION SKILLS**
- 6 COLLABORATION AND
TEAMWORK DYNAMICS**
- 7 INTERCULTURAL AND
DIVERSITY AWARENESS
AND UNDERSTANDING**

AU PRO

AU PRO will:

- » Provide opportunities for student growth in written and oral communication skills and developing the characteristics of an overall professional image
- » Be co-curricular in nature
- » Engage the lens of the servant leader as it builds capacity for the outer signifiers of professionalism

TWO-PART STRUCTURE

Signature Series

The Signature Series provides concentrated instruction and practice on specific career readiness competencies.

- Year One Written Communication Skills
- Year Two Professional Image
- Year Three Oral Communication Skills

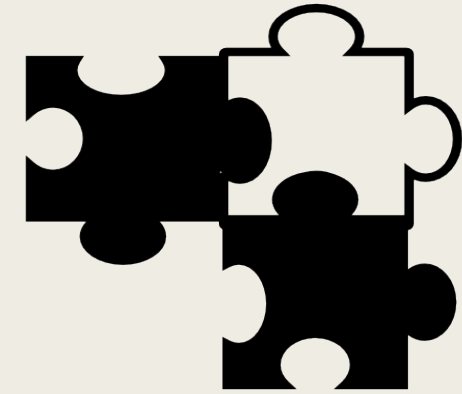
AU PRO Events

AU PRO Events, coordinated by discipline-specific academic liaisons, will provide students with opportunities to network with and learn from alumni and industry leaders in ways unique to their discipline. AU PRO events might include career fairs, networking events, panel seminars, workshops, and job-site tours and training.



CENTER for
CAREER
DEVELOPMENT
CAREER. PURPOSE. CALLING.

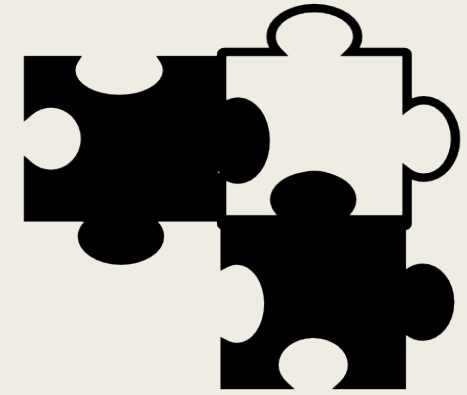
Pillar 1 – Conceptualization & Planning (2019)



	No or Little Action Taken 1-3	Action Taken But Not Fully Developed 4-7	Developed and Sustained 8-10
Immediate	60.53% 138 responses	35.53% 81 responses	3.95% 9 responses
Four Month Out	23.44% 15 responses	65.63% 42 responses	10.94% 7 responses

Pillar 1

Conceptualization & Planning



Pause for Questions

Pillar 2 – Revision for 2020

Coalition Building



- The **value** of an institution-wide competency development and career readiness initiative that supports **overall student success** is apparent when **strategic relationships** result in the initiative being reflected in institution/division/ department **strategic plans and general education**. A **common vocabulary** and definitions for institution-identified competencies provides a **shared understanding, buy-in, and brand**. One area may take the lead in mobilizing stakeholders while refraining from solely owning the initiative.

Pillar 2

Coalition Building



- Who are stakeholders in students developing competencies?
- Who is directly or indirectly affected by the lack of or value of your competency development efforts?
- Who will advocate for this new mindset/approach/framework and who will resist?
- How can you bring stakeholders onboard strategically and at different places on the relationship continuum?

Additional reflection/discussion questions available in downloadable workbook

Competency Relationship Continuum



Unfamiliar

Awareness

Support

Engagement

Collaboration

Partnership

As partners move to the right on the Competency Relationship Continuum, a greater number of people from the organization will be involved.

https://career.sites.clemson.edu/symposium/Competency_Relationship_Continuum.pdf



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COMPETENCY RELATIONSHIP CONTINUUM

	Unfamiliar	Awareness	Support	Engagement	Collaboration	Partnership
Descriptions and Definitions	<ul style="list-style-type: none"> •My department has no awareness of the <i>competencies</i>. 	<ul style="list-style-type: none"> •My department has heard of the <i>competencies</i>. •My department has a rough idea of what the competency development initiative is about. •My department is aware of the purpose of the competency development initiative. 	<ul style="list-style-type: none"> •My department supports competency development. •Members of my department are likely to talk with others about competency development. •Members of my department might explore how our activity contributes to competency development. 	<ul style="list-style-type: none"> •My department promotes competency development. •My department actively refers students to competency development programs/events. •My department invites competency development presenters to work with our students. 	<ul style="list-style-type: none"> •My department co-develops and/or supports campus partner competency development programs. •My department is willing to take leadership roles related to competency development. •My department is likely to commit time and resources to collaborative competency development. •We are likely to commit time and resources to the Career Center. •My department intentionally builds competency development into the student experience. 	<ul style="list-style-type: none"> •My department actively infuses competency development into our classes, programs, events, etc. •My department is able to readily articulate the contribution that we make to competency development. •My department actively assesses the contribution we make to students' competency development. •My department intentionally helps students connect the outcomes from our department with other competency development experiences.
Campus Partners						
Campus Partner Questions (if answer yes to questions or has affirmative responses, partnership moves to the next column.)	<ul style="list-style-type: none"> •Are you interested in learning about competency development? 	<ul style="list-style-type: none"> •Do you understand the importance of university-wide competency development? •Do you believe the competencies can be developed in the curriculum? •Do you believe the competencies can be developed in the co-curriculum? •Do you know people who might be key stakeholders? 	<ul style="list-style-type: none"> •Have you interacted with anyone in a meaningful way about competency development? •Do you see ways in which your students can benefit from university-wide competency development? •Do you refer students to competency development programs/events? 	<ul style="list-style-type: none"> •Do you collaborate on competency develop programs/events with campus partners? •Do you take on leadership roles, including serving on committees and actively collaborating on competency development? •Do you commit time and resources to work with others on competency development? •Do you intentionally build in campus competency development programs into your students' experience? 	<ul style="list-style-type: none"> •Do you actively infuse competency development into your own classes, programs, events, etc.? •Are you able to readily articulate the contribution that your department makes to competency development? •Do you assess the contribution your department is making to students' competency development? •Do you help students connect the outcomes from your department with other competency development experiences? 	

Adapted from UCONN Career Center Internal Relations Continuum Form.

As partners move to the right on Competency Relationship Continuum, a greater number of people from the organization will be involved.

Pillar 2

Coalition Building

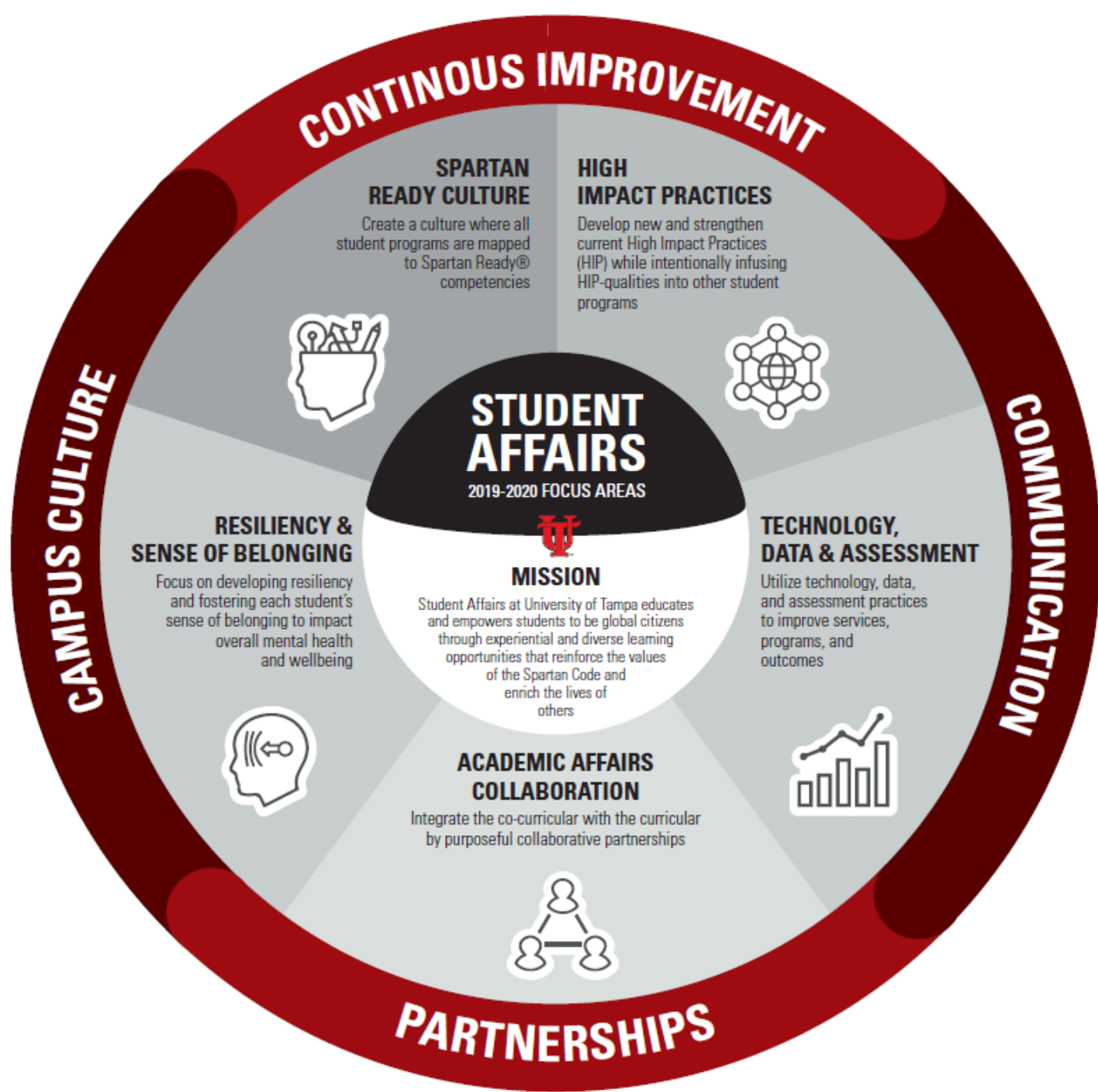


Examples
Pillar to Practice



- Faculty/staff co-chairs
- Competencies review
- Assessment framework
- Area “champions”
- Infusion leaders
- Collaboration opportunities





People. Opportunity. Impact.

What matters most at UT?

People. Opportunity. Impact.

UT is about people who create opportunities and make a positive impact on our world. It's about preparing students and making them Spartan Ready - UT's commitment to developing the whole student.

We invite you to become involved at UT, create your legacy and transform lives. *Spartan Ready Philanthropy needs you.*





Be Hendrix.
Beyond Hendrix.

Hendrix College students develop a breadth of knowledge across the liberal arts and sciences that gives them the potential to explore the present and flexibly meet the demands of their futures.



Critical Thinking/Problem Solving

Hendrix students exercise sound reasoning to analyze issues, make decisions, and overcome problems.



Communication

Hendrix students articulate thoughts and ideas clearly and communicate their findings effectively and persuasively through written, oral, experiential, visual, or other appropriate methods.

- Invited major players to a seminar explaining competencies and collectively generated ways competencies are developed in their work with students as well as ways we could mesh competencies with our strategic plan and accreditation
- Presented ideas to senior leadership and gained permission for a campus-wide faculty AND staff conference to kick off school year in August 2019
- Mapped NACE competencies to Hendrix “Vision for Student Learning” to create six Competencies
- Worked with Assessment Committee to align with HLC accreditation.
- Created naming and branding for the initiative “Be Hendrix. Beyond Hendrix”

College To Career

Quality Enhancement Plan | SACSCOC Accreditation

[About](#)[How This Works](#)[Engagement](#)[CTC In The Majors & Pathways](#)[Faculty Training Tool Kit](#)[CORONAVIRUS UPDATE](#)

FROM COLLEGE TO CAREER

Georgia State aims to make career preparedness a large part of a student's academic pursuits. The College to Career initiative develops curricular enhancements that help students become **aware** of career competencies, **connect** those competencies to the work they do in the major and **demonstrate** their proficiency of transferable skills.

Reminder: Grant Award
Application Deadlines
Extended to April 30th

<https://collegetocareer.gsu.edu/>



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60x30: EDUCATED POPULATION

By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree

60x30TX Goals



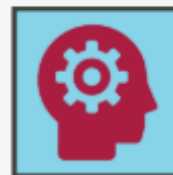
1. 60x30: EDUCATED POPULATION

By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree



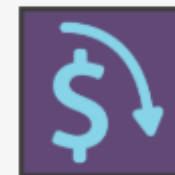
2. COMPLETION

By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas



3. MARKETABLE SKILLS

By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills



4. STUDENT DEBT

By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions

Pillar 2 – Coalition Building (2019)



	No or Little Action Taken 1-3	Action Taken But Not Fully Developed 4-7	Developed and Sustained 8-10
Immediate	71.06% 162 responses	27.62% 63 responses	1.32% 3 responses
Four Month Out	21.88% 14 responses	71.88% 46 responses	6.25% 4 responses

Pillar 2

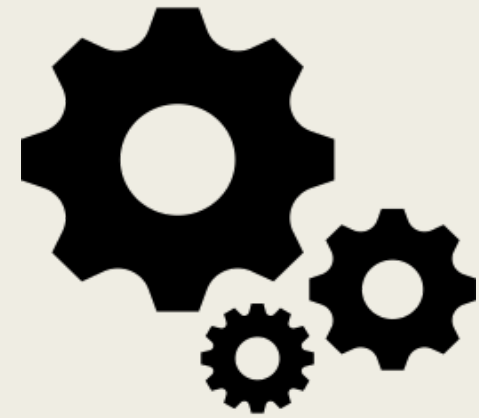
Coalition Building



Pause for Questions

Pillar 3 – Slight revision for 2020

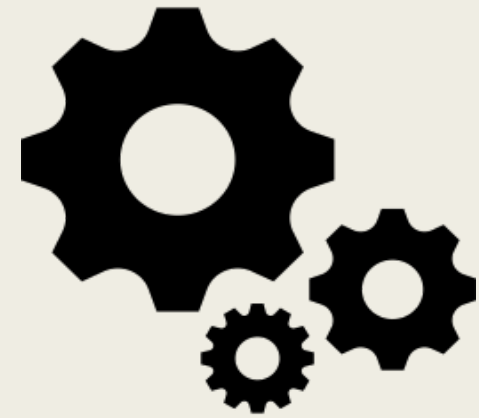
Resources



- Institution-wide competency infusion may be achieved through **new and re-purposed human and financial resources and single departmental or collaborative initiatives**. It is imperative to keep a **pulse on trends and issues** affecting higher education and the evolving world to ensure an institution-wide approach **remains relevant**.

Pillar 3

Resources

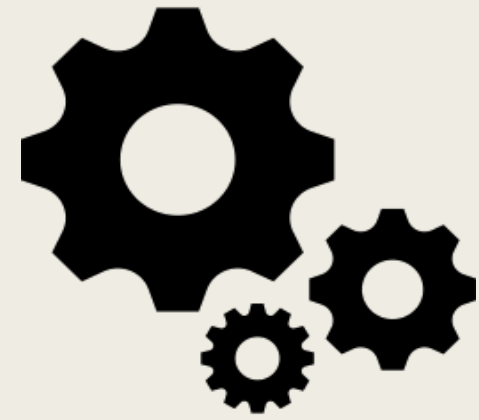


- What existing resources, programs, services and tools already exist on your campus that you have or might leverage?
- What are some free resources that you have used or would like to use to support your initiative?
- Are there grants related to your area that support the idea of competency development or measuring development?
- How are you keeping your campus community informed about trends?

Additional reflection/discussion questions available in downloadable workbook

Pillar 3

Resources



Examples

Pillar to Practice

NOVEMBER 2019

	Date	Time	Event	Location
<input type="checkbox"/>	Nov 1	10am	Friday Flow Fitness Class	Fitness and Recreation Center
<input type="checkbox"/>	Nov 1	12pm	Queenax Strength Fitness Class	Fitness and Recreation Center
<input type="checkbox"/>	Nov 1	6:30pm	Rhythm Power Ride Fitness Class	Fitness and Recreation Center
<input type="checkbox"/>	Nov 3	6:30pm	Full Body Cycle Fitness Class	Fitness and Recreation Center
<input type="checkbox"/>	Nov 4	7am	PowerYoga	Fitness and Recreation Center
<input type="checkbox"/>	Nov 4	7am	CANCELED - Sunrise Yoga	
<input type="checkbox"/>	Nov 4	2pm	Employer Hosted Career Services Drop Ins	Southard Family Building, Room 117
<input type="checkbox"/>	Nov 4	5pm	Cycle and Tone	Fitness and Recreation Center
<input type="checkbox"/>	Nov 4	5:30pm	Gentle Flow Yoga	Fitness and Recreation Center
<input type="checkbox"/>	Nov 4	6:30pm	Full Body Cycle	Fitness and Recreation Center
<input type="checkbox"/>	Nov 4	7:30pm	Zumba	Fitness and Recreation Center
<input type="checkbox"/>	Nov 5	7am	Cycle and Tone Fitness Class	Fitness and Recreation Center
<input type="checkbox"/>	Nov 5	7am	Sunrise Yoga	Fitness and Recreation Center
<input type="checkbox"/>	Nov 5	8am	Queenax HIIT Fitness Class	Fitness and Recreation Center
<input type="checkbox"/>	Nov 5	11:30am	Spartan New Venture Coaching	Lowth Entrepreneurship Center, ICB 8th Floor, Collaboration Kitchen
<input type="checkbox"/>	Nov 5	12pm	PowerYoga	Fitness and Recreation Center
<input type="checkbox"/>	Nov 5	12pm	Rhythm Ride Express Cycling Class	Fitness and Recreation Center
<input type="checkbox"/>	Nov 5	2pm	On-Campus Student Employment Panel	SFB 145
<input type="checkbox"/>	Nov 5	3pm	UT PA Virtual Information Session	Online
<input type="checkbox"/>	Nov 5	4:15pm	Abs and Glutei Fitness Class	Fitness and Recreation Center
<input type="checkbox"/>	Nov 5	7pm	CANCELED - Cycle and Tone	
<input type="checkbox"/>	Nov 6	12pm	MSN Virtual Information Session	Online
<input type="checkbox"/>	Nov 6	12pm	Functional TRX Fitness Class	Fitness and Recreation Center
<input type="checkbox"/>	Nov 6	3pm	Vinyasa Flow Fitness Class	Fitness and Recreation Center
<input type="checkbox"/>	Nov 6	3pm	(Skillshop) Emotional Intelligence	SFB 145
<input type="checkbox"/>	Nov 6	5pm	Cycle and Tone	Fitness and Recreation Center
<input type="checkbox"/>	Nov 6	6:30pm	Full Body Cycle	Fitness and Recreation Center

[Interpersonal Abilities >](#)

[Life Skills >](#)

[Organization >](#)

[Professionalism >](#)

[Self-Awareness >](#)

[Teamwork >](#)

[All Events >](#)

Type of Event

Calendars

- Spartan Ready
- Communication
- Critical Thinking
- First-Year Experience
- Global Engagement
- Interpersonal Abilities
- Life Skills
- Organization
- Professionalism
- Self-Awareness
- Teamwork

Select: [All](#), [None](#)



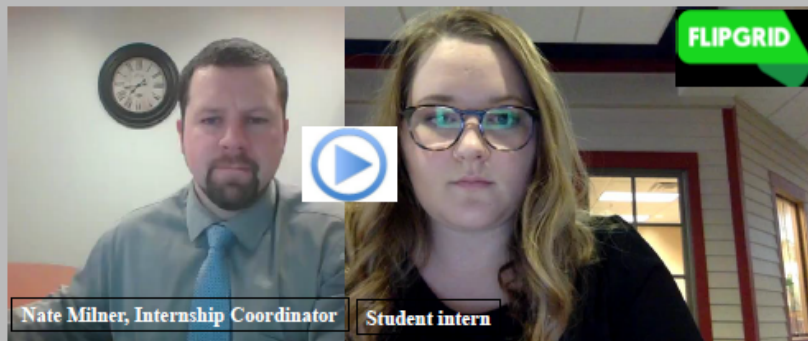
Indiana Wesleyan University Career Development



Internships with NACE Competencies

The Career Development team at Indiana Wesleyan University utilizes the NACE Career Competencies in the internship program through design, reflection, and evaluation.

1. **DESIGN** – Employers submit internship position descriptions with NACE competency framework as a reference.
2. **REFLECT** - Students reflect on competency development in work experience through multiple 90 second video chats with peers and Internship Coordinator who generates a prompt question. (Flipgrid)
3. **EVALUATE** – Employers submit evaluation of student interns based upon NACE competencies (mid semester & end of the semester)



We utilize a free Microsoft platform called **Flipgrid** to capture video questions and answers between the Internship Coordinator and interns. The use of this platform for tracking and staying engaged with student interns was recognized by the NACE Spotlight for Career Services Professional newsletter in February, 2019.



Student Employment Training

Set your career in motion.

Student Employment Training with NACE Competencies

The IWU Career Development office will begin offering a Student Employment Training program (SET) which will offer formalized professional development for our on-campus student employees and our off-campus interns. Campus employment is a proven retention tool helping students make connections on campus and stay on track toward a timely graduation. Our Indiana Wesleyan Career Development team seeks to utilize student employment as a means of targeting our 1,400 student employees for professional development training they would not otherwise receive. The SET program will provide students with progress toward competent career readiness.

One-Hour Paid Workshops: The SET program will offer a series of one-hour workshops for students each month. These workshops will focus on the National Association of Colleges and Employers (NACE) career readiness competencies to help students close the “skills gap.” Workshops will be offered monthly from October to March each academic

Spartan Ready® Skillshop Schedule

Search "Skillshop" on Engage for details



SPARTAN READY

CONFLICT WITH CIVILITY [COMMUNICATION]

Tim Nelson & Morgan Baum
Jan. 23
2:00 - 3:00pm
VC 219

INTERPERSONAL COMMUNICATION: IMPROVING YOUR SOCIAL AND PROFESSIONAL SKILLS [INTERPERSONAL ABILITIES]

Meredith Clements
Feb. 12
2:00 - 3:00pm
VC 219

TEAMS: THE GOOD, THE BAD, THE IMPOSSIBLE [TEAMWORK]

VISTA Gardens
Feb. 26
3:00 - 4:00pm
VC 219

"HE LOOKED JUST LIKE THAT GUY IN THAT MOVIE, YOU KNOW?" VISUAL ANALYSIS 101 [COMMUNICATION]

Dr. Rose Trentinella
March 2
2:00 - 3:00pm
VC 219

ELEVATOR PITCH & PERSONAL BRANDING WORKSHOP

DO NOT FEED THE PHISH! CYBER SECURITY BASICS [DIGITAL LITERACY]

Information Technology and Security
March 30
10:00 - 11:00am
VC 219

ADULTING TRIVIA NIGHT [LIFE SKILLS]

Office of Student Leadership and Engagement
April 2
8:00 - 9:30pm
Spartan Club 2nd Floor

WHAT AM I DOING WITH MY LIFE? [SELF-AWARENESS]

Rachel Killam
Feb. 18 & March 19
3:00 - 5:00pm
SFB 145
*RSVP Required on Handshake

BRINGING UD TO UT: ACCESSIBILITY AND UNIVERSAL DESIGN [GLOBAL ENGAGEMENT]

Liz Schoepp
Feb. 25
11:00am - 12:00pm
VC 219

[PROFESSIONALISM]

Alaina Rahaim
March 3
2:00, 3:00, & 4:00pm
SFB 145

ALL THINGS MARIJUANA [CRITICAL THINKING]

Drug Free America, Inc.
March 23
3:00 - 4:00pm
VC 219

GETTING IT TOGETHER: DONUT STRESS ABOUT ORGANIZATION [ORGANIZATION]

Ryne Burds
March 26
3:00 - 4:00pm
VC 219

PUTTING A ROOF OVER YOUR HEAD [LIFE SKILLS]

Nico Hohman
April 8
11:30am - 12:30pm
VC 219

RESLIFE'S DECLASSIFIED OFF-CAMPUS SURVIVAL GUIDE [LIFE SKILLS SERIES]

Justin Rinaldi
April 22
2:00 - 3:00pm
VC 219

For questions and reasonable accommodations, please contact Amber Myer, amy@ut.edu



THE UNIVERSITY OF TAMPA
OFFICE OF STUDENT LEADERSHIP AND ENGAGEMENT



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Postponed

The University of Texas at Austin
Austin, TX

Spartan Living



Teamwork



Building, leading, managing, motivating and working with others

Live, Learn, Grow

Global Engagement



Understand, appreciate, respect and learn from diverse peoples and their societies

Live, Learn, Grow

<https://www.ut.edu/campus-life/residence-life/spartan-living>

Self-Awareness



Understanding how personality traits and characteristics contribute to personal and professional success

Live, Learn, Grow

Life Skills



Effectively meeting the challenges and expectations of leading a fulfilling life

Live, Learn, Grow

Interpersonal Abilities



Insight to engage with others and create meaningful relationships

Live, Learn, Grow

Pivoting Programs & Experiences

- Academic Success Center Tutors – frame rubrics around competencies
- Peer Mentors – write cover letter to perspective positions to discuss competency development
- Visits to Student Leader Groups – not just services but what they are learning/developing
 - *Orientation Ambassadors, RAs, Tour Guides, FSL*
- Seminar Classes with Career Components

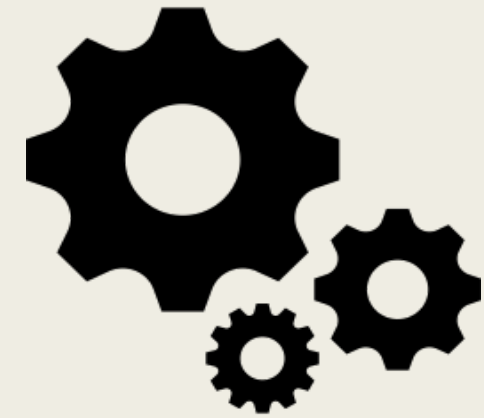
- Two Options
 - *Present the information*
 - *Train the Trainer*



Brain Primer – Ideas for Infusion

- Fraternity/Sorority Life
- Campus Recreation
- Leadership Programs and Experiences
- Awards Criteria
- Senior Capstone Courses
- First Year Experience Courses
- Orientation
- Resident Assistant/Student Employee Selection Processes
- Wellness Programs
- Volunteer and Civic Engagement

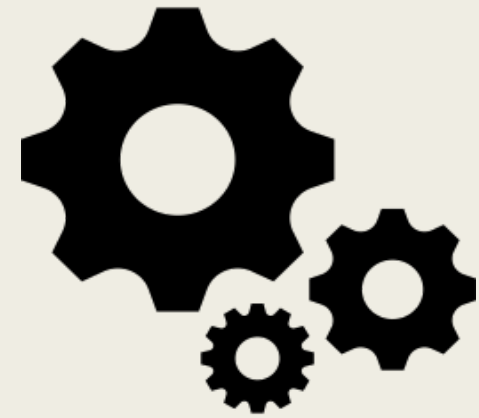
Pillar 3 – Resources (2019)



	No or Little Action Taken 1-3	Action Taken But Not Fully Developed 4-7	Developed and Sustained 8-10
Immediate	60.96% 139 responses	33.33% 76 responses	5.71% 13 responses
Four Month Out	32.81% 21 responses	50.01% 32 responses	17.19% 13 responses

Pillar 3

Resources



Pause for Questions

Pillar 4 – Slight revision for 2020 *Assessment*



- Competency development should be assessed at the micro and macro levels in curricular and co-curricular experiences. Collecting outcomes data will help individual students realize developmental progress and institutions focus on continuous improvement.

Pillar 4

Assessment



- What is currently being assessed at the class, department, division, and university levels?
- What is the competence and confidence of faculty and staff to assess competency development at the micro & macro levels?
- Are there ways to bring enrollment management or institutional research into the conversation along with other partners who have a stake in predictive analytics or big data?
- How can you share data with stakeholders to help tell the story competency development?

Additional reflection/discussion questions available in downloadable workbook

Pillar 4

Assessment



Examples
Pillar to Practice

SKILLSURVEY

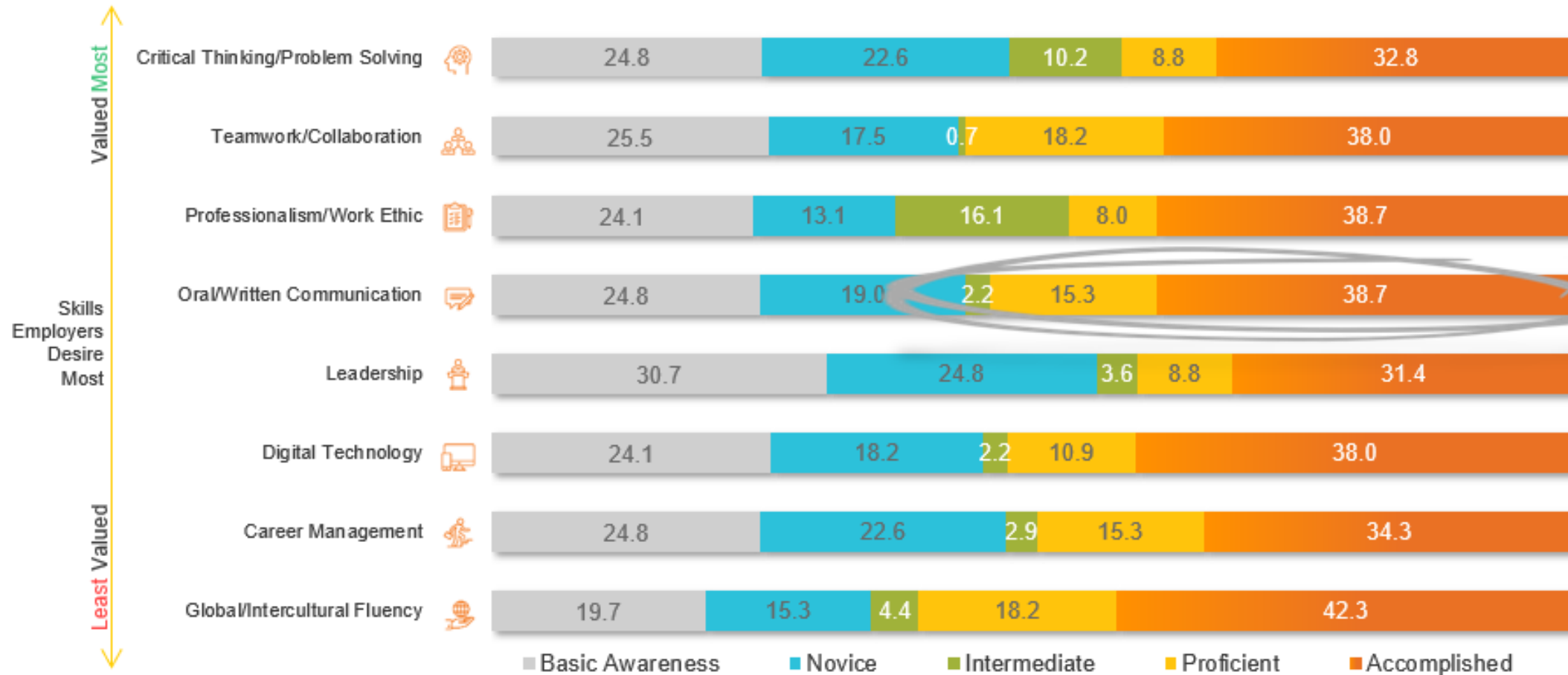


University of Tampa Career Readiness Project

In Partnership with Skill Survey

<https://www.skillsurvey.com/career-readiness-project/>

Your Students Compared to Other Students Nationally



Your Students are strong in Oral/Written Communication

20% of the National Student Sample Falls into Each of the Five Categories

The results in this graph above show how your Students' numeric ratings compared to the ratings of the Representative Student Sample nationally. Specifically, the graph depicts the % of the Students at your institution who fell into each one of the five Career Readiness categories, by each of the 8 NACE competencies. If the values in the segments of the graph are more than 20.0%, this means that compared to the Student Sample, a greater % of the Students at your institution fell into this category. (view slide notes)



Additional Pieces

- Self-Assessment
- On, Off, and International Internship classes
- Post-counseling surveys
- FDS question
- Employer Feedback
 - On-campus interviewing/AFI
 - Employer/recruiting feedback

<https://career.sites.clemson.edu/core/resources.php>

Your Competency Proficiencies

Complete Competencies and Proficiency Packet

Proficiency Self Assessment Answer Sheet

Proficiency Levels Interview Questions

Faculty and Staff Resources

Competency Presentation Slides for Campus Partners: *[PowerPoint]* or *[PDF]*

Integrating Competencies Into Conversations and Programming

Proficiency Levels Interview Questions

Internship or Job Mock Interview Assessment Rubric

Competencies Quick Reference Guide

Competency Program Logos for Faculty and Staff

Print Logo [jpg]

Print Logo [png]

Web Logo [jpg]

Web Logo [png]

Training and Involvement Opportunities

Campus Training Opportunities

How to Join a Student Organization

University of Minnesota College of Liberal Arts Advantage

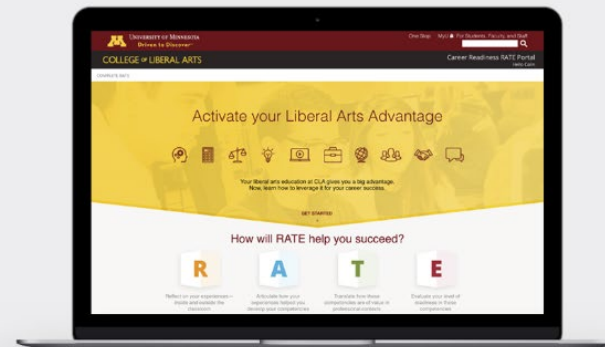
<http://get-ready.cla.umn.edu/>

Your future is waiting. Get ready and grab it.

Your liberal arts education equips you with ten highly desirable Core Career Competencies. Here at Get Ready, you'll unlock your ability to communicate your liberal arts advantage—and realize the opportunities that will pave the way to your future success.



**LIBERAL ARTS
ADVANTAGE**



Accelerate with RATE

Reflect. Articulate. Translate. Evaluate. (RATE)

This reflective and self-assessment framework will help you clearly communicate the value of your liberal arts education, so you can seize crucial career opportunities.

START A RATE →

LEARN MORE →

University
of South
Florida

Career
Readiness
Badging
Program

Career Readiness Badging Program

Career Services / Career Readiness Badging Program / Start Here

START HERE

ESSENTIAL SKILLS

HOW TO ENROLL

PROGRAM PARTNERS

FOR FACULTY

START HERE



BECOME THE MASTER OF YOUR CAREER ...

There are eight essential skills that employers look for when hiring interns or new employees. The good news is you are already learning many of these skills through your coursework, participating in clubs and activities, completing internships, or working while you are in college.

By participating in our Career Readiness Badging Program you will work with the Career Services team and designated campus partners to explore each of the eight essential skills and combine the ones you will need for your future career. You may use coursework, experiences, and activities you are already doing at USF to show employers how you have developed your essential skills. Together, we will make sure you are ready for life after USF!

<https://www.usf.edu/career-services/career-ready/>

K-State 360



K-STATE 360
SIGN IN NOW

Find us on the K-State Mobile App!

K-State 360
111 K-State Student Union

Start Now

Explore opportunities to be involved

Track your progress

Demonstrate your potential to future employers

K-State 360

About 360

K-STATE 360
SIGN IN NOW

Find us on the K-State Mobile App!

K-State 360
111 K-State Student Union
918 N. 17th St.
Manhattan, KS. 66502
785-532-7239
kstate360@k-state.edu



K-State 360 is a program designed to provide students with a well-rounded experience of co-curricular programs with the ultimate goal of helping students stand out to future employers or graduate and professional schools. Out-of-classroom activities are often as important as in-class experiences. K-State 360 helps navigate involvement while tracking progress, transforming students into well-rounded individuals. Activities are placed into a series of categories, guiding students toward an inclusive K-State experience and a developed skillset that will give students an edge. Once students complete all the category requirements, students will gain the K-State 360 designation to share with potential employers and graduate schools. Students learn to communicate involvement and raise their potential through K-State 360.

Objectives

K-State 360 will...

1. Increase student success through exposure to a wide range of experiences.
2. Encourage meaningful engagement through practical applications of skills.
3. Prepare students for their post-undergraduate objectives.
4. Provide connections within the community and decrease feelings of marginality.
5. Further the overall mission of Kansas State University.

K-State 360



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5. Further the overall mission of Kansas State University.

Pillar 4 – Assessment (2019)



	No or Little Action Taken 1-3	Action Taken But Not Fully Developed 4-7	Developed and Sustained 8-10
Immediate	59.83% 67 responses	38.40% 43 responses	1.78% 2 responses
Four Month Out	21.88% 14 responses	59.38% 38 responses	18.75% 12 responses

Pillar 4

Assessment



Pause for Questions

PUNCH LIST

TOOLS & NEXT STEPS



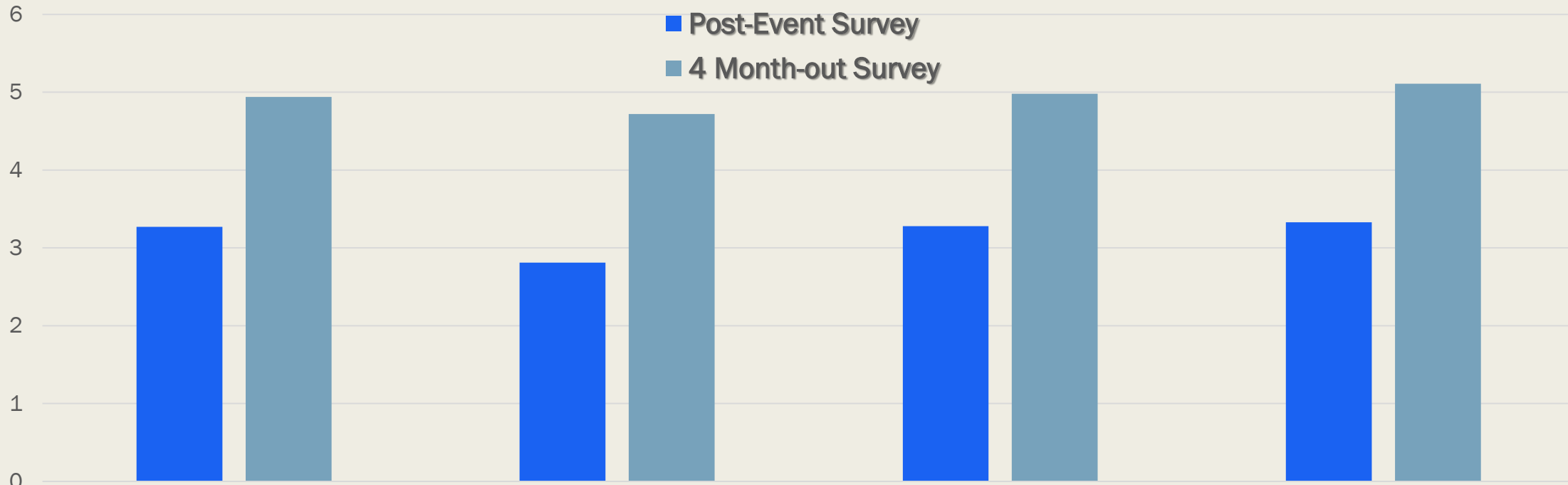
4th Annual
COMPETENCY SYMPOSIUM 2020
Strategies for Institutional-wide Competency Development

Postponed

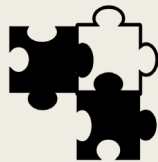
The University of Texas at Austin
Austin, TX

Pillar Comparison – Initial & Follow-up Surveys (2019)

(10 point scale)



Pillar 1



Pillar 2



Pillar 3



Pillar 4



Components of Pillars to Not Overlook

- Upper level administration support
- Slow and steady is okay – realistic timelines
- Awareness of what exists on campus can speed up the process
- Connect with IE/IR or Assessment Committees
- Staffing and home
- Find allies
- Start with why
- Low hanging fruit to build momentum and buy-in

Qualitative Takeaways – Action

- Had strategies & language to appeal to stakeholders – *even faculty!*
- Needed to connect competencies to existing things
- Created a committee
 - *Data collection (focus groups)*
 - *Ongoing meetings*
 - *Variety of representation*
 - *Exploring means to measure progress*

Qualitative Takeaways – Roadblocks

Anticipated

- Staff turnover
- Mistrust of institution-wide initiatives
- Assessment & reporting
- Resistance from naysayers
- Need champion to maintain enthusiasm
- Lack of time

Unexpected

- Leadership changing priorities
- Maintaining consistency across campus (message & verbiage)
- Resistance
- Need someone to manage the initiative
- Lack of time/resources

Tools to Support Your Next Steps

- [Copy of the following will be available on the Symposium Website](#)
 - *Slides in pdf format*
 - *Recording of both webinars & chat transcripts*
 - *Blueprints from 2018 and 2019 – note – person may be different*
 - *Workbook*
- **Workbook**
 - *Questions for Each Pillar*
 - *Goals for the Next Year*
 - *Sharing the Ideas – Discussion Questions & Example Tracking Method*
 - *Investing in the Plan – Discussion Questions & Example Tracking Method*

Additional Resources

- NACE [Career Readiness Defined](#)
 - *Sample Materials*
 - *Sample Assessments*
 - *Practices*
 - *Research*
 - *Share Your Resources*
- NACE Articles
 - [Competencies](#)
 - [Best Practices](#)
 - [Trends and Predictions](#)
 - [Student Attitudes](#)
 - [Internships](#)
- Additional Articles
 - [What a 'Holistic' Student Experience Actually Means](#)
- Webinar - [The Chronicle - The Soft Skills Gap](#) – May 27, 2020 2pm EDT
- Podcast - [The Role of Higher Education in Skills Development](#) (2020)
- Books
 - [A Good Job: Campus Employment as a High-Impact Practice](#) (2018)
 - [Beyond the College Transcript: Innovative Strategies for Assessing and Documenting Student Learning](#) (2020)
 - [Beyond the Skills Gap: Preparing College Students for Life and Work](#) (2019)
 - [Engagement and Employability: Integrating Career Learning Through Cocurricular Experiences in Postsecondary Education](#) (2017)
 - [Higher Education's Road to Relevance: Navigating Complexity](#) (2020)

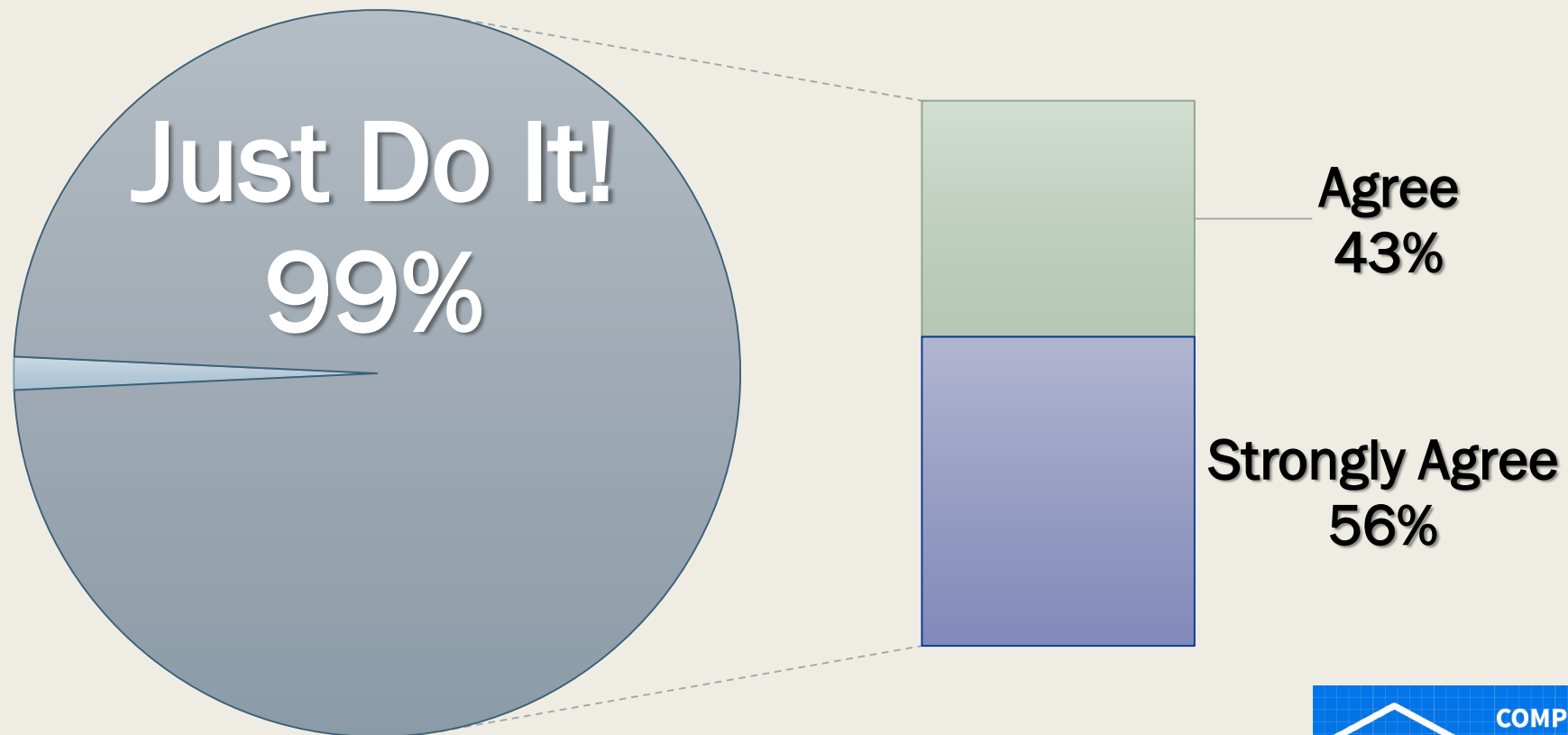
Immediate Symposium Outcomes

Benefits

- We aren't alone in our journey – work is feasible
- Energy, inspiration, and enthusiasm
- Pillars brought a framework to approaching an important topic
- Opportunity to get unstuck and identify solutions to barriers
- Realization that initiatives must take institutional context into consideration
- Practical ideas from everyone – not just the facilitators
- Importance of ensuring faculty are in conversations and part of the solution
- Repurpose resources – don't have to find new
- Benchmark ourselves each year

Four-Month Out Symposium Outcomes

Recommend Competency Related Event





4th Annual
COMPETENCY SYMPOSIUM 2020
Strategies for Institutional-wide Competency Development

Postponed

The University of Texas at Austin
Austin, TX

SAVE-THE-DATE
MAY 26-27, 2021

ADDITIONAL DATA FROM SURVEYS



4th Annual
COMPETENCY SYMPOSIUM 2020
Strategies for Institutional-wide Competency Development

Postponed

The University of Texas at Austin
Austin, TX

SAVE-THE-DATE
MAY 26-27, 2021

Pre-Survey 2019 – All Pillars

	No or Little Action Taken 1-3	Action Taken But Not Fully Developed 4-7	Developed and Sustained 8-10
Pillar 1 Conceptualization & Planning	42.70% 161 responses	47.22% 161 responses	10.08% 38 responses
Pillar 2 Coalition Building	53.19% 200 responses	39.63% 149 responses	7.18% 27 responses
Pillar 3 Resources	51.20% 192 responses	41.87% 157 responses	6.93% 26 responses
Pillar 4 Assessment	56.65% 213 responses	39.09% 147 responses	4.26% 16 responses

Post-Symposium Survey 2019 – All Pillars

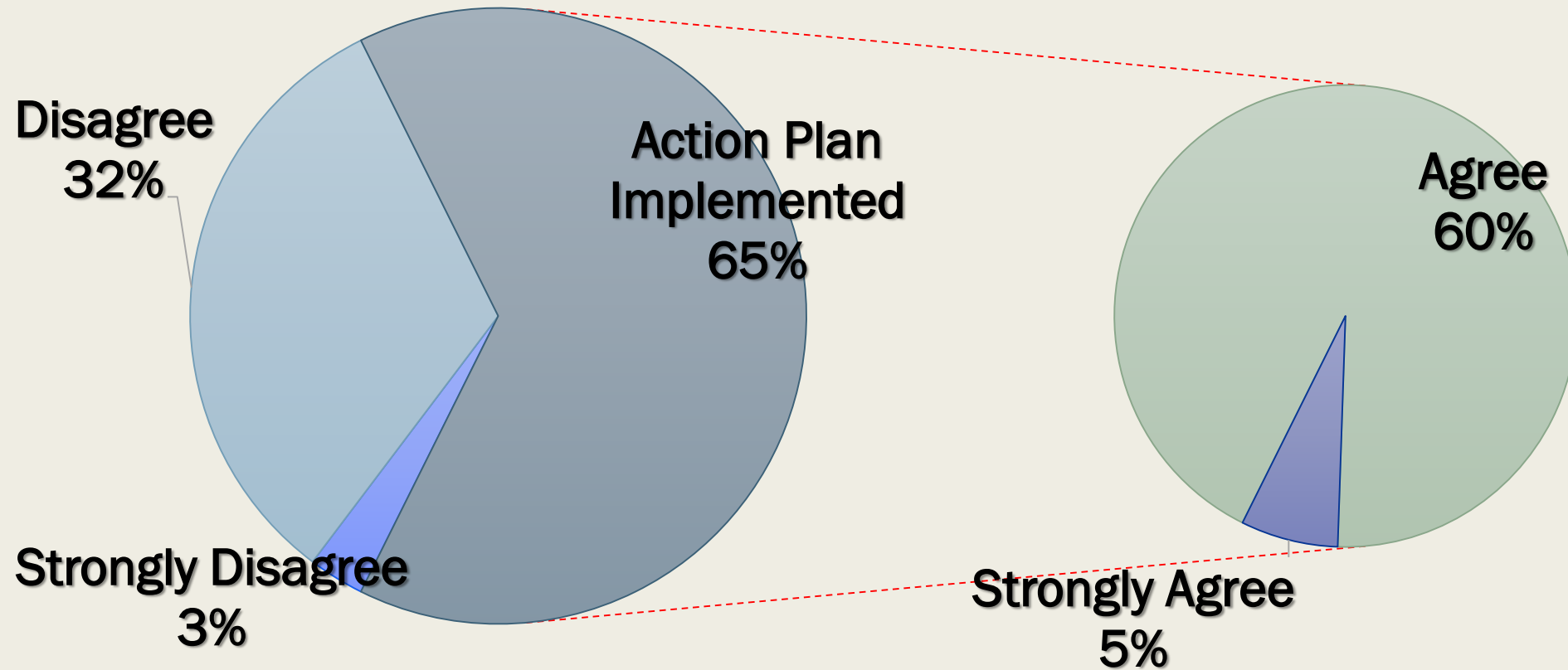
	No or Little Action Taken 1-3	Action Taken But Not Fully Developed 4-7	Developed and Sustained 8-10
Pillar 1 Conceptualization & Planning	60.53% 138 responses	35.53% 81 responses	3.95% 9 responses
Pillar 2 Coalition Building	71.06% 162 responses	27.62% 63 responses	1.32% 3 responses
Pillar 3 Resources	60.96% 139 responses	33.33% 76 responses	5.71% 13 responses
Pillar 4 Assessment	55.26% 126 responses	41.67% 95 responses	3.07% 7 responses

Four-Month Out Survey 2019 – All Pillars

	No or Little Action Taken 1-3	Action Taken But Not Fully Developed 4-7	Developed and Sustained 8-10
Pillar 1 Conceptualization & Planning	23.44% 15 responses	65.63% 42 responses	10.94% 7 responses
Pillar 2 Coalition Building	21.88% 14 responses	71.88% 46 responses	6.25% 4 responses
Pillar 3 Resources	32.81% 21 responses	50.01% 32 responses	17.19% 13 responses
Pillar 4 Assessment	21.88% 14 responses	59.38% 38 responses	18.75% 12 responses

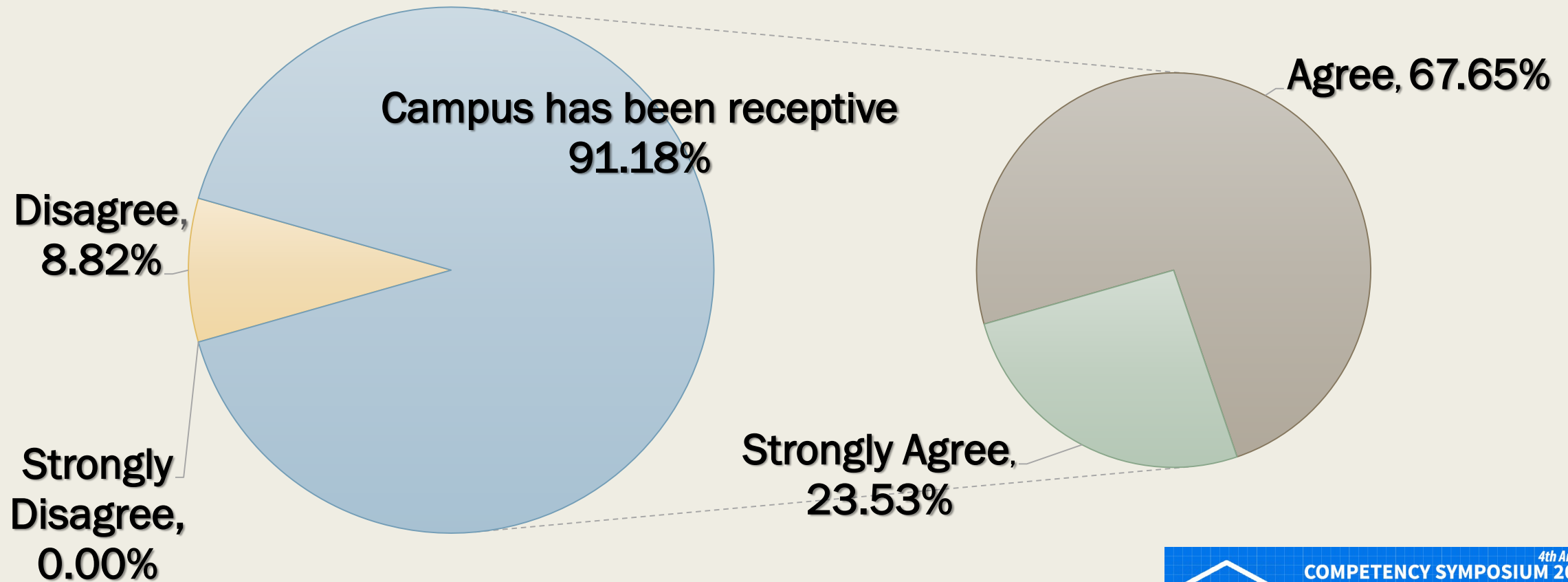
Four-Month Out Symposium Outcomes

Implemented Action Plan



Four-Month Out Symposium Outcomes

Receptiveness of Faculty & Staff



Four-Month Out Symposium Outcomes

Attend Another Competency Related Event

