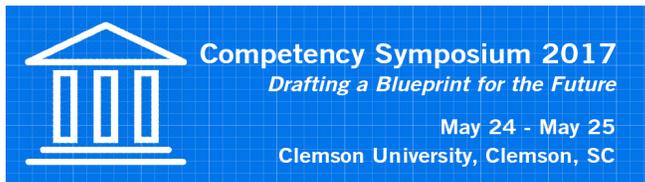


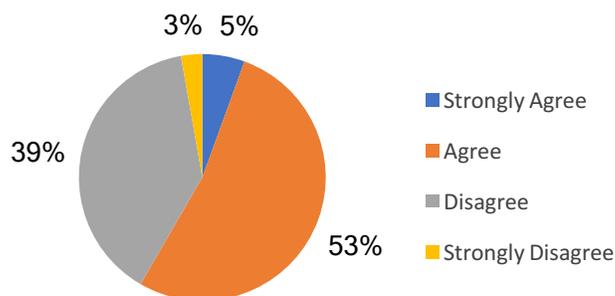
Four Month Post-Event Survey Results

Over 180 representatives and 60 institutions/organizations from across the country attended the Competency Symposium 2017. Four months following the event, participants received an online survey to gauge where they were in developing a competencies program. The following results reflect responses to select closed and open-ended questions.



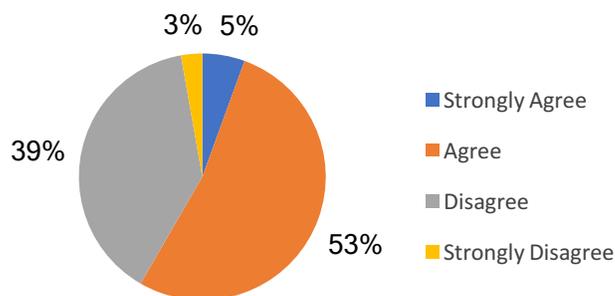
ACTION PLAN – The action plan with which my institution left the symposium has been implemented.

Count	Percent	
2	5.56%	Strongly Agree
19	52.78%	Agree
14	38.89%	Disagree
1	2.78%	Strongly Disagree
36		Respondents



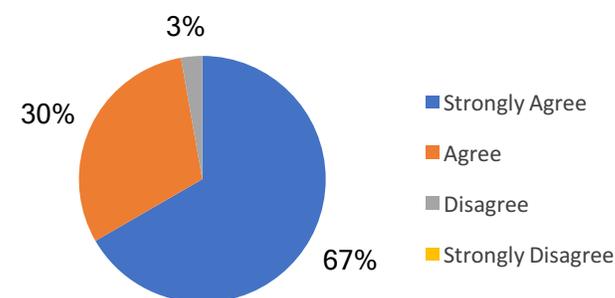
CAMPUS RESPONSE – Other on-campus staff and faculty have been receptive to ideas I brought to my campus.

Count	Percent	
6	16.67%	Strongly Agree
28	77.78%	Agree
1	2.78%	Disagree
1	2.78%	Strongly Disagree
36		Respondents



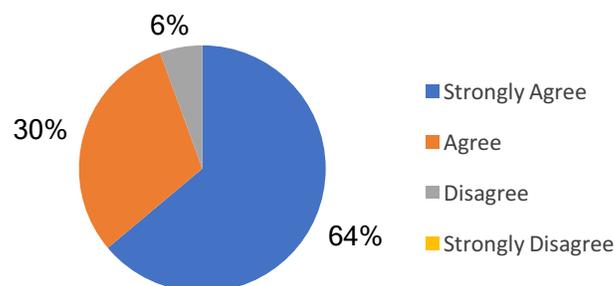
WORTHWHILE INVESTMENT – I consider the time and financial resources I spent to attend the symposium worth it.

Count	Percent	
24	66.67%	Strong Agree
11	30.56%	Agree
1	2.78%	Disagree
0	0.00%	Strongly Disagree
36		Respondents



FUTURE ATTENDANCE – I would attend another competency related event like this one to continue to develop ideas and engage with others.

Count	Percent	
23	63.89%	Strongly Agree
11	30.56%	Agree
2	5.56%	Disagree
0	0.00%	Strongly Disagree
36		Respondents



Continued Future Planning

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.

	Pillar 1 	Pillar 2 	Pillar 3 	Pillar 4 
No Action Taken	8.57%	14.29%	14.29%	14.29%
1	3 Respondents	5 Respondents	5 Respondents	5 Respondents
2	14.29%	17.14%	11.43%	5.71%
	5 Respondents	6 Respondents	4 Respondents	2 Respondents
3	14.29%	28.57%	20%	17.14%
	5 Respondents	10 Respondents	7 Respondents	6 Respondents
4	14.29%	11.43%	14.29%	17.14%
	5 Respondents	4 Respondents	5 Respondents	6 Respondents
Action Taken but not fully developed	31.43%	17.14%	20%	22.86%
5	11 Respondents	6 Respondents	7 Respondents	8 Respondents
6	0%	5.71%	2.86%	2.86%
	0 Respondents	2 Respondents	1 Respondents	1 Respondents
7	11.43%	0%	5.71%	5.71%
	4 Respondents	0 Respondents	2 Respondents	2 Respondents
8	2.86%	2.86%	2.86%	8.57%
	1 Respondents	1 Respondents	1 Respondents	3 Respondents
9	0%	0%	2.86%	0%
	0 Respondents	0 Respondents	1 Respondents	0 Respondents
Developed and Sustained	2.86%	2.86%	5.71%	5.71%
10	1 Respondents	1 Respondents	2 Respondents	2 Respondents

Open Ended Questions

Responses from: All Attendees. Coding resulted in the below themes.

ADDITIONAL COMMENTS: Please provide any additional comments regarding any of the above statements (attending a competency-related event).

Helping create buy-in and generate conversations

Provoking discussion of campus-wide initiative

Creating a committee to discuss competency initiative

Receiving approval/support from upper level administrators and/or deans

Starting curricular incorporation or conversations with departments and/or colleges

IMPLEMENTATION OF ACTION PLAN: What elements of your initial action plan have you been able to implement?

Mapping competencies into existing and planned events

Initiating conversations with campus partners and administrators about competencies

Creating competency-related resources, handouts and/or presentations

Connecting competencies to academics, Gen Ed courses, and co-curricular activities

Hosting focus groups and conducted surveys of constituencies

ROADBLOCKS: What roadblocks did you anticipate?

Experiencing faculty and administration resistance and mistrust

Creating buy-in and securing resources/funding/time

Managing diverse stakeholders/opinions

Encountering new leadership

Reporting assessment and outcomes

ROADBLOCKS: What are some unexpected roadblocks you faced?

Determining who will manage the initiative and lack of time/resources

Maintaining consistency of message and terminology across campus

Understanding new leadership priorities

Combatting silos and disjointed efforts

Facing faculty resistance and pushback from unexpected sources

Additional Survey Comments

"I am hopeful you will host another competency symposium. I attended this year's mostly to gather information and to build a case for developing a plan based on how impressed I was with your SoACE breakout. Now we have a committee comprised of key people in Student Affairs and buy-in from the division. I'd love for our whole committee to hear from you all."

"Our institution just put together a committee involving constituents from all over campus. The information was received well by leadership. We are currently now looking into creating the competencies and implementation process (buy-in) from campus. The symposium was so helpful in putting this initiative ahead."

"We are in the planning phase for our office by defining/determining what the core competencies will be for our Career Center. We are currently working on the language and creating the image(s) for our Career Readiness Competencies. We are brainstorming ways to measure/track our students' progress with each competency through our services, programs and career fairs. We are planning to involve campus partners and academic colleagues to hear and learn how to infuse Career Readiness Competencies in the work they do in the Spring semester."

"A university-wide steering committee has been formed co-chaired by a faculty member and a student affairs staff member. The competencies are being infused into the First Year classes. The University calendar has been set up to tag programs and events that are mapped to each of the competencies."

"We have modified our original action plan based on student surveys, focus groups, employer needs/concerns, University leadership requests, as well as time and cost factors."

"We implemented a competency based mock interview program for staff to use with students. We will also use this program for employers when they conduct mock interviews. Our next step is to analyze data at the end of the semester to determine if this activity is measuring competencies in the way we had imagined."

"Current roadblocks are in the sustainability - particularly with respect to the development of new courses - over time, and any costs associated with the instruction of the course and any guest speaker honorariums."

"Discovering that other departments on campus are working in silos and implementing similar plans while utilizing completely different sets of soft skills/terminology and assessment tools without considering a campus-wide approach."

"Keeping in mind the language and experiences/culture of an institution is important. You have to look for how the competencies align to institutional culture."

"One major concern that came up from our faculty/staff in proposing a campus-wide initiative was how can we expect faculty/staff to help students with soft skills development when they may be lacking these very skills themselves. Therefore, it was proposed that we consider assessments and training for faculty/staff to identify soft skills weaknesses and opportunities to build these skills."

"Don't try to do it by yourself. Collaboration is the key. Be willing to release control while still being involved. Focus on what you can do and where you can get it implemented, small steps are progress, even if it is not institutionally embraced yet."

"Have conversations and do research before trying to implement any changes. Look for ways to integrate with what is already happening."