College and Career Competency Framework Needs Assessment

Overview

What This Questionnaire Measures

Research has identified teachable, transferable skills that positively impact behavior, academic achievement, graduation rates, and post-school outcomes (National Academy of Sciences, 2012). These competencies are important whether students plan to enter directly into the job market or continue on to post-secondary education.

The College and Career Competency (CCC) Framework Needs Assessment is designed to measure a student's perceived gaps in a set of inter- and intrapersonal competencies that are important for college and careers.

How This Questionnaire Is Accessed

Teachers can launch questionnaires and view both individual and aggregate student results by visiting http://ResearchCollaborationSurveys.org, creating an account, and following the instructions provided on the website. This website is free and available to all educators. Once students have completed the questionnaires, teachers can see graphed results for individual students as well as in aggregate. Teachers can also download a raw data file in MS Excel.

How This Questionnaire Is Completed

Teachers make the questionnaire available to students by providing the URL to the survey site and a survey code. Students then enter the survey code and a student number assigned by the teacher. Students complete the questionnaire by reading definitions of the competencies and then self-rating items on a 5-point, Likert-type scale. This scale ranges from 1 (*Not very like me*) to 5 (*Very like me*). The results are automatically graphed for students and available to them once they complete the questionnaire. This enables them to immediately reflect on results.

Example definitions are shown below:
- *Even when it's difficult, expressing your wants, needs, and thoughts while respecting others.* (Assertiveness)
- *Trying to understand others, and then showing your understanding.* (Empathy)
- *Believing in your ability to accomplish challenging tasks and that your ability can grow with effort.* (Self-Efficacy)

The items on the questionnaire are written at a tenth grade reading level, per the Flesch-Kincaid[1] readability score. Accommodations should be provided when appropriate and can include reading the items aloud, explaining the items, and having a scribe fill in the response option.

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[1] Kincaid, J.P., Fishburne, R.P., Rogers, R.L., & Chissom, B.S. (1975). Derivation of new readability formulas (automated readability index, fog count, and flesch reading ease formula) for Navy enlisted personnel. Research Branch Report 8–75. Chief of Naval Technical Training: Naval Air Station Memphis.

How to Use the Results

The College and Career Competency Needs Assessment results can be used by both teachers and students. To ease interpretation, results are displayed on a 100-point scale. These scores can be interpreted similar to grades (e.g., 70-79 is a C).

Students can use the questionnaire results to reflect on relative strengths and areas for improvement across the intra- and interpersonal competencies that are important for post-school outcomes.

Teachers and administrators can use the questionnaire results to prioritize their efforts, focusing on those competencies in which most of their students need improvement. Teachers can use targeted instruction with guided practice and independent practice to help their students develop the competencies. The College and Career Competency Needs Assessment can then be re-administered periodically to determine whether new needs have arisen. This allows teachers to engage in a process of data-driven decision making in order to build a common language and shared vision for their students' success in-school and post-school. Numerous resources for teaching college and career competencies are available at http://CCCFramework.org/Resources.html.

Technical Information

The College and Career Competency Needs Assessment was developed in 2015 by Research Collaboration (http://ResearchCollaboration.org). An extensive review of related research resulted in the identification of competencies that are important for success in college and career. Following this literature review, it was determined that 18 intra- and interpersonal competencies were especially critical for developing career-equipped, lifelong learners who are socially and emotionally engaged.

The questionnaire is currently being beta-tested with high school and middle school students.

Questionnaire

College and Career Competency (CCC) Framework Needs Assessment

Name: _____   Student ID#: _____

Directions: Success in college and careers depends on more than just good grades. There are many other important skills that are also important for day-to-day opportunities and challenges. Some of these skills and their definitions are listed below. As you read each definition, think about your recent experiences, both in and out of school. Check the box that best describes your skills. Please respond accurately since the information will be used to help you become more prepared for college and careers.

Skill/Competency	What is it?	Not very like me 1	2	3	4	Very like me 5
Curiosity	Seeking information to fill knowledge gaps, and welcoming new experiences.	☐	☐	☐	☐	☐
Initiative	Taking action without having to be told.	☐	☐	☐	☐	☐
Integrity	Behaving according to principles you believe in such as trust, honesty, respect, or justice.	☐	☐	☐	☐	☐
Perseverance	Continuing to work on challenging tasks and goals over time, even when it's tough.	☐	☐	☐	☐	☐
Self-Awareness	Reflecting on experiences to understand your strengths, interests, and challenges and then using that knowledge about yourself.	☐	☐	☐	☐	☐
Self-Care	Understanding things that impact health and taking action to stay physically and mentally healthy.	☐	☐	☐	☐	☐
Self-Efficacy	Believing in your ability to accomplish challenging tasks and that your ability can grow with effort.	☐	☐	☐	☐	☐
Self-Regulation	Making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked.	☐	☐	☐	☐	☐
Sustained Attention	Managing distractions in order to focus on the information you need to complete a task.	☐	☐	☐	☐	☐
Goal Setting	Focusing on your own improvement by identifying goals that are important to you and based on data or input.	☐	☐	☐	☐	☐
Adaptability	Changing your thoughts or behaviors to respond to new information or changing circumstances.	☐	☐	☐	☐	☐
Assertiveness	Even when it's difficult, expressing your wants, needs, and thoughts while respecting others.	☐	☐	☐	☐	☐
Conflict Management	Knowing how you usually respond to conflict, the reasons behind specific conflicts, and taking steps to resolve conflicts.	☐	☐	☐	☐	☐
Communication	Sharing your thoughts through speaking, writing, and gestures; understanding others when they share.	☐	☐	☐	☐	☐
Empathy	Trying to understand others, and then showing your understanding.	☐	☐	☐	☐	☐
Networking	Getting to know people and making connections, using the connections you make when you need help, and supporting others when they need help from you.	☐	☐	☐	☐	☐
Social Awareness	Trying to understand social rules for various situations, and then using that knowledge.	☐	☐	☐	☐	☐
Teamwork	Working with others by sharing ideas, respecting fellow teammates, and doing your fair share of work to accomplish a common goal.	☐	☐	☐	☐	☐

Gaumer Erickson, A.S., & Noonan, P.M. (2016). *College and Career Competency (CCC) Framework Needs Assessment*. Lawrence, KS: University of Kansas, Center for Research on Learning.