

# College and Career Competency Framework Needs Assessment Technical Report

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## Overview

### What This Questionnaire Measures

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

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

### How This Questionnaire Is Accessed

Teachers can launch the Needs Assessment and view both individual and aggregate student results by visiting <https://www.cccstudent.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 questionnaire, teachers can see graphed results for individual students as well as in aggregate. Teachers can also download a raw data file in MS Excel.

The questionnaire can be cited as:

Gaumer Erickson, A. S., Soukup, J. H., Noonan, P. M., & McGurn, L. (2016). *College and Career Competency Framework Needs Assessment* [Measurement instrument]. College & Career Competency Framework: Student Assessments. <https://www.cccstudent.org/>

This technical report can be cited as:

Gaumer Erickson, A. S., Noonan, P. M., & Miller, E. (2022). *College and Career Competency Framework Needs Assessment technical report*. College & Career Competency Framework. <https://www.cccframework.org/wp-content/uploads/CCCNNeedsAssessmentTech.pdf>

### 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 displayed for students and available to them once they complete the questionnaire. This enables them to immediately reflect on results. The items on the questionnaire are written at a 10th-grade reading level, per the Flesch-Kincaid<sup>1</sup> readability score.

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<sup>1</sup> 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). Naval Air Station Memphis.

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.

## 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 5-point scale. The competencies with the lower scores are competencies in which the students determined they need more guidance.

Students can use the questionnaire results to reflect on relative strengths and areas for improvement across the intrapersonal and interpersonal competencies that are important for postschool 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 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 postschool. Numerous resources for teaching college and career competencies are available at <https://www.ccfamework.org/resources/>.

## Technical Information

The College and Career Competency Needs Assessment was developed in 2016 by Research Collaboration (<https://www.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.

### Reliability

The CCC Needs Assessment demonstrates strong reliability across domains and grade levels. All valid responses ( $N = 18,551$ ) received from 2016 to 2022 were utilized to examine reliability estimates. Internal consistency, as measured by Cronbach's coefficient alpha, is strong in each domain and for the subgroups of educational level served. As shown in the following table, the reliability of Intrapersonal and Interpersonal subscales was determined as well as overall reliability of elementary students, middle school students, high school students, and all students. The Intrapersonal scale contains 10 items, and the Interpersonal scale contains of eight items.

Domain	Items	<i>N</i> Elementary	$\alpha$	<i>N</i> Middle	$\alpha$	<i>N</i> High	$\alpha$	<i>N</i> All Levels	$\alpha$
Intrapersonal	10	1,431	.81	6,526	.82	9,440	.85	18,551	.84
Interpersonal	8	1,431	.81	6,526	.80	9,440	.83	18,551	.83
Overall	18	1,431	.89	6,526	.89	9,440	.90	18,551	.90

### Substantive Validity

The CCC Needs Assessment underwent extensive review prior to full release. In 2015, a survey draft was sent to a wide variety of educators and state and national leaders for feedback. These groups included a social-emotional growth workgroup, State Personnel Development Grant evaluators, family engagement specialists, higher

education researchers, professional development providers, state department of education leadership, school and district administrators, school counselors, and general and special education teachers. Iterative revisions were made to item wording based on all input and feedback. Overall, the individual reviewers unanimously agreed that the items on the Needs Assessment would solicit valuable information on students' perceived strengths and needs regarding intrapersonal and interpersonal competencies.

In 2018, a full analysis was completed on all Needs Assessment item responses. Additionally, leadership from the College and Career Competency Framework, school administrators, counselors, and educators provided feedback after administering the questionnaire and reviewing the results with students. The individual reviews agreed that the measure promoted students' reflection and guided school-level decision making when prioritizing competency instruction.

### **Structural Validity**

The domains were purposefully determined based on research across initiatives that focus on skills needed for success in college and in careers beyond school. Research guides on each intrapersonal and interpersonal competency as well as numerous resources for teaching college and career competencies are available at <https://www.cccframework.org/resources/>. Research Collaboration leadership provided item wording to align with established research. Additionally, the measure was reviewed by educators in multiple states who gave feedback on validity. As shown by the reliability analyses, each scale demonstrates strong internal reliability.

### **Generalizability Validity**

The CCC Needs Assessment is a population measure as opposed to a sampling measure—all students in a classroom are asked to reflect on their personal perception of their skills. The CCC Needs Assessment produces strong generalizability for educators, representing the on-the-ground implementation and perceptions of students.

### **Fairness**

The CCC Needs Assessment has been utilized by urban, suburban, rural, and remote school districts. District demographics range from affluent to the majority of students eligible for free or reduced lunch rates and homogeneous to strong diversity in race/ethnicities. The data maintains reliability when administered in upper elementary, middle, and high school settings. Results are applicable for decision making in classrooms and schools regardless of student demographics.

## 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 <span style="font-size: 2em;">→</span> Very like me 1      2      3      4      5				
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Curiosity</b>	Seeking information to fill knowledge gaps, and welcoming new experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Initiative</b>	Taking action without having to be told.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Integrity</b>	Behaving according to principles you believe in such as trust, honesty, respect, or justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Perseverance</b>	Continuing to work on challenging tasks and goals over time, even when it's tough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Self-Awareness</b>	Reflecting on experiences to understand your strengths, interests, and challenges and then using that knowledge about yourself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Self-Care</b>	Understanding things that impact health and taking action to stay physically and mentally healthy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Self-Efficacy</b>	Believing in your ability to accomplish challenging tasks and understanding that your ability can grow with effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Self-Regulation</b>	Making a plan, monitoring that plan, making changes to stay on track, and reflecting on what worked.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Sustained Attention</b>	Managing distractions in order to focus on the information you need to complete a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Goal Setting</b>	Focusing on your own improvement by identifying goals that are important to you and based on data or input.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Adaptability</b>	Changing your thoughts or behaviors to respond to new information or changing circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Assertiveness</b>	Even when it's difficult, expressing your wants, needs, and thoughts while respecting others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Conflict Management</b>	Knowing how you usually respond to conflict, determining the reasons behind specific conflicts, and taking steps to resolve conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Communication</b>	Sharing your thoughts through speaking, writing, and gestures; understanding others when they share.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Empathy</b>	Trying to understand others and then showing your understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Networking</b>	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Social Awareness</b>	Trying to understand social rules for various situations, and then using that knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Teamwork</b>	Working with others by sharing ideas, respecting fellow teammates, and doing your fair share of work to accomplish a common goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>