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1 Introduction
Research conducted over the past several years by many scholars in higher education has shown that student engagement and involvement are key success factors not just in preparation for life after graduation but also in a meaningful, well rounded student experience.

Students take part in involvement opportunities for a variety of reasons and in doing so provide invaluable contributions to the university community. Many of these students do so at the expense of other aspects of their university career such as academics, and do so willingly because they see a tangible and meaningful benefit. UBC has supported the notion that student involvement is important through many key steps, placing experiential learning in strategic documents and creating physical space and resources to facilitate involvement. One area we have not seen much progress in has been a component to involvement that, while students may not actively seek it out, is important to establishing a solid culture for engagement and involvement – recognition.

There are two main UBC mid-level strategies contained in Place and Promise that display a commitment by the institution towards fostering a campus of engagement and involvement. The Student Learning and Community Engagement strategies contained in Place and Promise identify a desire to enrich the student experience outside of the classroom and identify the need to recognize the contributions made to the university by students both on and off campus respectively.

Across North America the concept of a co-curricular record or transcript has become increasingly prevalent. Many institutions across Canada have turned to this formal mechanism to recognize student involvement in both academic and non-academic extracurricular activities. This report includes research conducted into CCR programs at various institutions across Canada and provides an analysis of the strengths, weaknesses, and key success factors of this type of recognition tool.

This report is comprised of four sections. The first examines the current state of student involvement and recognition at UBC. The second identifies the needs to be addressed and explores the benefits and opportunities that recognizing student involvement provides. The third section provides a summary of research conducted on co-curricular record programs implemented at other institutions across Canada with a final analysis addressing the strengths, weaknesses, and key success factors of a CCR program. The final section includes a potential option for offering credit based recognition system for higher forms of student involvement based on a process that could be uniquely developed for UBC. This report aims to start a conversation around the current state of recognizing students for their contributions and provide some key considerations to spark discussions.
2 Current State

2.1 Overview

UBC has taken great strides to highlight the importance of experiential learning for students in *Place and Promise* through a commitment to E3’s (enriched educational experiences) and an entire subsection of the plan dedicated to Community Engagement. Through innovative approaches such as the Centre for Student Involvement and the Student Leadership Conference, UBC has taken steps towards creating a culture of involvement on campus that aims to highlight and recognize student who make a positive contribution to the university community.

As UBC continues to strive for a student body that is engaged and involved, the question arises of how this culture will be fostered throughout the university career of a student. We have seen a great shift in the programming and messaging of Imagine UBC, the first year orientation program, to promote the importance of student involvement. Student involvement is cited as a key success factor and an essential part of the UBC experience. Upon entering this institution, students hear from their peers, student leaders, staff, faculty, and university administration about the importance of getting involved and how important involvement is to the culture of this institution. However, as students continue down their paths this message becomes less clear and less enforced. As much as students hear that the university values all forms of student involvement, the reality is that this is not completely reflected in the way that student involvement is recognized.

2.2 UBC’s Commitments

2.2.1 Enriched Educational Experiences – E3s

UBC’s commitment to student learning both inside and outside of the classroom is highlighted as a mid-level strategy in *Place and Promise*. One key component of this strategy is the commitment to enriched educational experiences, opportunities which provide students with the chance to expand their learning beyond the classroom and apply the knowledge and skills they gain through their academics. *Place and Promise* cites a goal of the university to provide “all students with at least two enriched education opportunities during their course of study.”

While the plan highlights a few examples of E3s including research, international learning, community service learning, and short term work experience, there is no clear definition from a student perspective in relation to what constitutes an E3 and how student led initiatives and leadership play into the sphere of experiential learning. A recent UBC report on E3s cites that there is agreement that research intensive experiences, first year seminars, community service learning, co-op, field research, practicums and internships are institutionally defined E3s however there is little agreement on where student led activities stand. According to the institutions definition of E3s, data collected from the 2012 UBC Undergraduate Experience Survey suggests that, in all categories measured, student demand for E3s exceeded supply, with 22% of 4th year students having participated in no E3s during their time at UBC.

UBC’s commitment to E3s is a strong indication that the university places great value on learning outside of the classroom. The question that remains to be answered about E3s is how non-institution driven

1 http://strategicplan.ubc.ca/the-plan/student-learning/
3 Ibid
activities which fall into the student definition of an enriching experience will be measured and recognized. Currently, there is no process in place for students to self-report or self-reflect on E3s that are student led. This produces a strong bias of recognition and support towards student involvement that is university programmed and administered.

Another key aspect highlighted in Place and Promise that further supports the need to explore mechanisms of recognizing all student involvement is the third goal in the Student Experience strategy. This goal aims to “support student well-being, personal development, and positive affiliation with UBC through outstanding campus life programs and service excellence.”\(^4\) It specifically notes the need to “support student led initiatives to create a campus culture of involvement.”\(^5\)

While recognition is by no means the driving factor behind student involvement, it is a factor which should be viewed as a priority for the university. Time and time again, students will cite that the community they value most at this institution is the community created by students from the ground up through student led initiatives, clubs, and events. These contributions made by students are the core of the thriving campus culture at UBC and are the elements that will fuel and maintain a campus culture of involvement.

### 2.2.2 Community Engagement

The Draft Community Engagement Strategy\(^6\) developed in March 2012 highlighted a commitment to developing processes for acknowledgement of contributions made by faculty, staff, and students towards institution goals around community engagement. The strategy viewed recognition as a means for the university to provide formal acknowledgement to the work that members of the institution do to further its mission to engage with the broader community. The strategy pointed out the need to view community engagement, in relation to students, on a broader level beyond formal curriculum related work. Specifically, the plan cited that:

“Student community engagement initiatives that are integrated in the curriculum are recognized on the academic transcript. There has been considerable discussion about channels to recognize students’ co-curricular and non-curricular activity.”

Included in the discussion around how the institution recognizes community engagement were the following proposed initiatives:\(^7\):

- Assess merit and evaluation processes to determine if they reflect the unique demands of community-based scholarship.
- Explore opportunities to recognize student participation in non-academic community engagement.
- Identify existing community engagement awards and recognition offered across the University and explore the merits of a university-wide recognition program for faculty, staff, students, alumni and community partners that support and complement existing initiatives.

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\(^5\) Ibid


\(^7\) Ibid
Through these proposed initiatives, the strategy touched on the need to review the current process in place and explore the potential for redefining the way recognition is achieved at this institution to provide a broader mechanism of acknowledgement.

2.3 Involvement Culture

2.3.1 Messaging to Students
Messaging on the importance and value of involvement is communicated to students through various channels. Rightfully so, the university places a strong emphasis on the importance that a balanced university experience has on student success. Career and Leadership is one of six categories of information highlighted on the Student Services website\(^8\). This page links out to career resources as well as to information about Involvement Coaching, the Student Leadership Conference and the Centre for Student Involvement, to name a few.

The Centre for Student Involvement and Involvement Coaching in particular are resources that are emphasized to incoming first year students. Through various components of the orientation process, students are exposed to student leaders, staff, and faculty that encourage students to become involved. The institution has done a great job in sending this messaging to incoming students in a consistent manner which encourages students to become involved in activities that they enjoy. Hosting the Imagine Day Main Event and Faculty Fairs are great examples of how the messaging is not only verbal; it is also mirrored in making opportunities and resources directly available to students. This active method of messaging has been well integrated and proves to have an impact on first year students.

2.3.2 Visible versus Invisible Involvement
The current state of involvement at UBC shows a separation between visibly involved students and invisibly involved students.

Visible student involvement is involvement which is directly noted and noticed by UBC staff and faculty or involvement that is closely linked to larger student organizations. This includes positions in student societies which interact with higher levels of administration and positions within peer programs or activities housed in the CSI which interact directly with Student Development and Services staff.

Invisible involvement consists of opportunities which do not directly work with UBC staff or faculty. This includes AMS clubs and student led initiatives which focus mainly on connecting with students. These groups play a significant role in creating a community for thousands of students. The events and programs they lead, while not always widely visible, provide unique and beneficial opportunities for many students.

There is a disproportionate level of recognition and notice taken of the contributions that are made by students in visible involvement positions. These students tend to be the ones targeted with institutionally funded student professional development opportunities, and the ones who are recognized in recognition events that are based on staff and faculty referrals. While students in visible leadership positions make outstanding contributions to the university community, students who are in roles that are not visible by the institution provide equal value to the community. Currently there are no

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\(^8\) [www.students.ubc.ca](http://www.students.ubc.ca)
institutional mechanisms to seek out and recognize the contributions made by students in these “invisible” leadership positions. For an institution that strives to communicate the important of all levels of involvement, the methods of recognition are not reflective of this.

2.3.3 Broad Based Admissions
With the recent implementation of institution wide broad based admissions policies, all prospective students are required to complete a personal profile which is intended to help the university “identify those who will flourish at UBC, not just because of high grades but because of the experiences and ambition they bring with them.” The personal profile encourages students to reflect on areas of experience including:

- Leadership/group contributions – e.g., student government experience, community involvement, family responsibility, etc.
- Academic achievements – e.g., research projects, success in contests, prizes won for high standing, etc.
- Sports involvement – e.g., membership on teams, participation in competitions, etc.
- Creative and performing arts experience
- Work experience
- Volunteer experience and service to others

The introduction of the broad based admissions and personal profile signal to incoming students that the university values well rounded candidates who can demonstrate ambition and passions beyond what is reflected on their academic transcript. The institution has received positive feedback from various stakeholder groups on the progressive steps the admissions office has taken towards attracting students who will thrive in the UBC environment. However, broadly the institution has not taken steps to reflect the value that is placed on well-rounded students in other aspects of the university. Students are still entering an environment where the only thing formally recognized by the institution is the academic transcript. Upon entering the institution they will again be given the message through orientations that they are here because of the value they provide beyond their academic capabilities. The institution needs to address the questions of whether we are bringing in well-rounded students only to place them into the same mould of grade based recognition.

2.4 Key Considerations

2.4.1 Consistency in Messaging
Students are reminded every September about the importance of a well-balanced university life, one in which involvement is key. However, the messaging students receive for the duration of the year continues to place an almost exclusive emphasis on academics and grades being an indicator of success. As the institution strives to attract well rounded students and tells students they are at this institution because they bring more than a strong academic background, steps need to be taken to show that co-curricular excellence is valued.

9 https://you.ubc.ca/ubc/vancouver/onlineapplication.ezc
2.4.2 Equality in Recognition
Visibility of involvement plays a large role in institutional recognition. Student in visible roles are more likely to be nominated for awards that rely heavily on nominations from faculty and staff. This is problematic because it unconsciously, and inaccurately, creates a hierarchy of what types of leadership or involvement roles are “valued” by the institution. Each leadership position a student takes on adds a piece to the puzzle of the overall student experience. As recognized by the Community Engagement Strategy, UBC benefits immensely from students acting as agents of the institution in various community based endeavours.

2.4.3 Measuring and Celebrating Success
While institutional commitments have been made towards enriching the educational experience of students and towards increasing the level of community engagement, there are not any formal mechanisms in place to measure the institution’s success in these areas. Beyond measuring success through data collection or surveying, there is also a need to celebrate the success of the institution and continue to remind the community that a well-rounded student experience is important to the institution.
3 Needs Assessment
This section provides a high level needs assessment to highlight areas that are not currently being addressed by the institution on a broad level.

3.1 Student Needs

3.1.1 Recognition
Providing recognition, however small the mechanism may be, lends students encouragement and validation. It encourages students to continue their contributions to the university community and beyond by sending a direct message that expresses the university’s acknowledgement of their contribution. Recognition also serves as a means to validate the efforts and time that students commit to their extracurricular activities. Students who engage in these activities make a conscious decision and commitment to balance academics and the extracurricular. This is a task that can be difficult and one which should be rewarded and recognized.

Currently only a small percentage of students on campus actively engage in the community beyond academics. A key part of creating a campus culture of involvement is encouraging students who are not engaged to become engaged through incentive mechanisms that provide value to students. For example, a formal mechanism of recognition may serve to provide additional value to students who seek out a supplement to their academic transcript.

The current measures for recognition are not wide reaching and disproportionately favour students in visible leadership positions. They are also few and far spread and do not provide an accurate picture of the diversity of involvements and experiences that could be recognized.

3.1.2 Reflection
Reflection is key for students who seek out involvement experiences for personal and leadership development. In order to fully understand the benefits of an experience, reflection is both necessary and beneficial. Many students will tend to move from one activity to another without taking the time to reflect on current and past involvement. Often, students will recognize that they have developed in many ways from first year to graduation; however there is little reflection on what opportunities and experiences led to this development. Reflection is essential in providing students with the skills to leverage their involvements in their future endeavours. By providing a structure for students to engage in reflective exercises and providing cues and benchmarks for assessing the impact of an experience, the university could assist students in developing key skills in self-reflection.

By instituting a formal mechanism for recording and recognizing student involvement, the university is also presented with the opportunity to help guide students through the reflection process. By incorporating reflection and experience analysis, this mechanism can provide an avenue for students to recognize the skills they have gained through their involvement. This reflection process enables students to critically assess their learning outside of the classroom and inform their future involvement choices. In addition to providing a means for self-assessment, it also assists students in developing the ability to engage in self-reflection and assessment of an experience and the outcomes achieved through a process, both skills which are relevant post-graduation.
3.1.3 Professional Development
In a time of increasing competition in the job market, and the increase in the number of students choosing to attend post-secondary, there is a greater need for students to differentiate themselves. The ability to provide a tangible reflection and record of one’s involvement paints a broader picture of a student’s university experience. In the current state there is an apparent gap in the ability of students to effectively present and leverage their involvement experience when developing their careers.

While formal documentation from the university acknowledging the students contribution to the community provides a valuable addition to a student’s application for both advanced education purposes and career purposes, a simple document does not serve the purpose of providing students with the knowledge and skills to leverage their experiences.

3.2 Institutional Needs

3.2.1 Alumni Relations
One of the key connecting points between alumni and the university is the link that alumni feel to the organizations they were members and leaders of during their time at the institution. A formal record of the involvement opportunities that each alumni participated in while attending the institution will allow the university to better engage alumni in service opportunities that are targeted to their interests and their roots at the institution. By recognizing what shaped the university experience of an alumnus, the university will be better able to develop mechanisms for continuous, meaningful engagement of its alumni base.

3.2.2 Monitoring Student Engagement
Currently the university lacks a clear mechanism for measuring and assessing student involvement and engagement at the institution. There are few methods beyond general quantitative surveys in place to accurately assess UBC’s success relating to commitments on community engagement and enriched educational experiences from a student perspective.

In order to direct funding, resources, and efforts in the right place in relation to student involvement, it is key for the institution to have data to inform decisions. The culture and direction of student involvement at the institution is an ever-evolving picture that is led by students. Often, the university is not able to identify these shifts in culture until they are well underway. Having access to these records will enable the university to be closer to the pulse of the student experience and in turn allow it to direct efforts in the right direction.

3.2.3 Fostering a Culture
In order to foster a thriving culture of student involvement, the institution must show a firm and far reaching commitment to the student body. With the introduction of broad based admissions and a new emphasis placed on drawing in a diverse and well-rounded student body, the university is faced with an opportunity to redefine the culture around student involvement and engagement within the institution.
4 Co-Curricular Record

Post-secondary institutions in Canada over the last 8 years have begun to implement new programming and mechanisms to increase and recognize student engagement. A key element integrated into increasing student engagement has been recognizing the involvement and contributions that students make to their institution. Many of the top institutions in Canada have explored and/or implemented the idea of a co-curricular record or transcript to provide formal recognition of student contributions to their campus.

Co-curricular records are official university branded documents which outline a student’s self-reported and/or institutionally reported co-curricular activities. These documents are generated through the use of co-curricular program software which enables students to provide a report of their activities. This typically involves a student reporting a summary of the involvement, learning outcomes, and hours of service. The reported activities are then verified through a system which the institution puts in place for validation. Once the activities are validated, the student has access to an electronically generated co-curricular record which they can access at any time and include along with their resume or transcript.

4.1 Content and Inclusion

Co-curricular transcripts vary in the information and amount of detail they contain depending on the institution. Institutions must determine what types of activities they will recognize in a co-curricular record and how these activities will be reported and verified. Most institutions will establish criteria for what is considered a recognizable activity and typically divide activities into designated categories that are displayed as such on the CCR. Some common areas of recognition include:

- Leadership and involvement
- Academic activities and achievements
- Professional development
- Sports and recreation

Another consideration is whether the record will include both on campus and off campus activities. This is a decision which should be framed with institutional priorities in mind and with an understanding of where student involvement at the institution is based. Maintaining only on campus positions may be easier from an administrative point of view, however there is a risk of alienating students who choose off campus opportunities.

Most programs also have a strict timeframe under which activities for a given academic year must be entered. It is up to the institution whether they are willing to retroactively include student activities from before the establishment of the formal CCR program.

4.2 Reporting and Verification

Co-curricular records contain both student reported and institution reported activities. Institution reported activities may include scholarships or other formal recognitions awarded to the students, career development workshops, event participation, etc. These activities and achievements are already verified by the institution but would require validation from the student that they do in fact want these items included on their CCR. Student reported activities require a system of verification to validate that the information provided by the student is an accurate reflection of their involvement.
There are two distinct approaches that can be taken with verification. One is a centralized process in which students report their involvement information along with the contact information of an individual who can be called upon to verify their involvement. The institution will then develop mechanisms to either contact a verifier for each activity or conduct "random checks". With this method, there is more administrative burden on the institutional staff to ensure that information provided is verified.

The second approach is a decentralized process in which students report their information and input a contact email for a verifier. The verifier is then sent the information that the student provided through an automated process and is provided with a process to verify the activity based on the information provided by the student. With this approach, the onus is on the student to ensure that their reporting is an accurate reflection and to have the activity verified. This option also keeps the verifiers’ contact information in tow so that “random checks” for additional verification can be conducted as the institution sees fit.

4.3 Software

The implementation and administration of a CCR program require the use of a software system that houses the capabilities necessary to run a comprehensive CCR program that meets the institution’s needs. Institutions have the option to either build custom software in-house or purchase external software. Common external software providers for CCR programs at Canadian institutions include Orbis Communications, OrgSync, and CollegiateLink.

4.4 Overview of CCR Programs at Other Institutions

In order to better identify whether the CCR is a sound approach to pursue for recognizing student involvement, it is important to explore the value and response that has been seen at other institutions that have employed such programs.

For the purpose of this report, research was conducted on co-curricular record programs implemented in institutions across Canada through a survey of their websites and an email request for information. Some institutions agreed to provide more information through a phone interview. The results of this research are provided in summary format below. The availability of information for each section was dependent on the contents of the website and the amount of information the institutions were able to provide. Based on the information collected through email requests and phone interviews, an analysis was conducted to identify the themes that emerged in relation to implementation approaches and key success factors of CCR programs.
### 4.4.1 University of Alberta

| Student Population | 73.91% Domestic – Alberta  
| 10.95% Domestic – other  
| 15.14% International  
| 38,348 (FT, PT and Auditor Only)  
| 31,001 Undergraduate  
| 7,347 Graduate |

| Implementation Year | 2010 – pilot project |

| Background | Student engagement task force proposed a CCR to “encourage student engagement activities on campus” and recommended further development to “highlight leadership activities” which would provide data to celebrate student engagement and leadership\(^{11}\). This recommendation was included in a paper about Student Engagement which served as a companion document to the 2011-2015 Academic Plan of the institution. This document aimed to re-define the institutions view on the student experience by “moving from attendance to engagement and from engagement to leadership” by going beyond a curriculum based mission. The context for the CCR was derived from three areas outlined in the University of Alberta’s strategic plan, *Dare to Discover*\(^{12}\).  

“The context for the CCR was derived from three areas outlined in the University of Alberta’s strategic plan, *Dare to Discover*\(^{12}\).”  

“Create: An exceptional and life-changing university experience for students through curricular and extra-curricular offerings that integrate learning, discovery, and citizenship to develop the intellect and the imagination, educate leaders, and enhance a global perspective.”  

*Engage:* Students through mentorship and peer-based activities such as clubs, athletics, and social events to inspire high achievement, improve retention, and enhance graduation rates.  

*Inspire:* Students, faculty, and staff alike to engage in activities that develop leadership, foster social and moral responsibility, and contribute to the further development of our society and its institutions.”\(^{13}\) |

| Overview of Program | Project began as a pilot in 2010 as a joint project between Student Services and the University of Alberta Students Union. The program was administered using a database that was developed in house under the leadership of the Dean of Students Office. The program has remained in the pilot project phase until this year as the institution explored other options for the purchase of a third party software to |

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\(^{13}\) [http://alberta.collegiatelink.net/organization/ccr/about](http://alberta.collegiatelink.net/organization/ccr/about) (accessed August 31, 2012).
 administer the program. The institution is now working on a full launch of the program with software from CollegiateLink.

Activities recognized on the CCR are limited to on-campus activities through the Students’ Union and University Student Services. Once the program is officially out of the pilot phase the range of activities covered may be expanded.

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Response</td>
<td>While there was strong interest in a CCR program from students at the University of Alberta, the program was held in a pilot project phase for a significant amount of time which resulted in an inadequate amount of marketing of the program to students. This resulted in a low level of uptake from students. Student who did use the program however, had a positive response. With the purchase of the new software and an evolution out of the pilot phase the institution aims to increase student awareness and uptake.</td>
</tr>
<tr>
<td>Faculty and Staff Response</td>
<td>A positive response from faculty and staff was observed and there has been a keen interest across campus from individuals who would like their organization to be included in the list of recognized CCR activities.</td>
</tr>
</tbody>
</table>
| Challenges with Implementation | • Program was stuck in pilot phase for over two years  
   • Verification and validation process are now moving towards a decentralized approach  
   • Determining criteria of what activities to include  
   • Software initial in house developed software was not sufficient.                                                                                       |
| Statistics around Student Usage | Not available.                                                                                                                                                                                                                                                                                                                                                                                                               |
### 4.4.2 University of Calgary

| Student Population<sup>14</sup> | 31,328 Enrolment Fall 2011  
25,278 Undergraduate  
6,049 Graduate |
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Implementation Year</td>
<td>2009</td>
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</tbody>
</table>
| Overview of Program | University of Calgary was the first institution in Western Canada to launch a CCR Program. The CCR is funded through a grant provided by the University of Calgary Students’ Union. Aimed at recognizing the “out of classroom experience”, the CCR only includes activities that are connected to the institution through a university department, faculty, the Students’ Union or the Graduate Students’ Association. For an activity to be recognized, a student must commit 20 hours/academic year to the activity.  

The reasoning for only recognizing on campus activities is stated as: “The CCR is a University of Calgary document; thus, it can only recognize U of C related events/organizations”<sup>15</sup>.  

Students create an account, and record activities online. A validator (staff, faculty member, or designate validator within each club/for each activity) will confirm the activity. Students can then access and print validated activities. Students may also choose activities to include in each CCR printout.  

In addition to providing information about their activities, students are also required to identify learning outcomes associated with the activities they took part in. Some of these learning outcomes include:

- Effective Communication  
- Leadership Development  
- Clarified Personal Values  
- Collaboration  
- Appreciating Diversity  
- Civic Engagement  
- Spiritual Awareness  
- Intellectual Growth  
- Enhanced Self Awareness  
- Healthy Behaviour  
- Meaningful Interpersonal Relationships  
- Personal/Educational Goals  

This adds an element of reflection and also provides students with information that can be valuable in leveraging their involvements in the future. |

### 4.4.3 University of Toronto

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Enrolment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>66,419 Undergraduate</td>
</tr>
<tr>
<td></td>
<td>57,480 Domestic</td>
</tr>
<tr>
<td></td>
<td>8,939 International</td>
</tr>
<tr>
<td></td>
<td>15,803 Graduate</td>
</tr>
<tr>
<td></td>
<td>13,833 Domestic</td>
</tr>
<tr>
<td></td>
<td>1,970 International</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Campuses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. George (6,350 students in residence)</td>
</tr>
<tr>
<td>Scarborough (765 students in residence)</td>
</tr>
<tr>
<td>Mississauga (1,537 students in residence)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Student Clubs:</th>
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</thead>
<tbody>
<tr>
<td>707 student clubs across 3 campuses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementation Year</th>
<th>Currently in Development</th>
</tr>
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<table>
<thead>
<tr>
<th>Background</th>
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</thead>
<tbody>
<tr>
<td>In 2010 the University of Toronto released a document entitled <em>In Their Own Words: Understanding the Undergraduate Student Experience at the University of Toronto</em>, the results of a qualitative assessment conducted by the Vice-Provost Students Office. This assessment was aimed at providing more in depth information that would serve as a supplement to quantitative data collected through surveys such as the National Survey of Student Engagement. Following the release of this report, the University of Toronto released a response to <em>In Their Own Words</em> which included strategies to improve the student experience at the institution. This document was drafted by the Council on Student Experience.</td>
</tr>
</tbody>
</table>

One strategy identified in the document was to explore the feasibility of developing a CCR. The report cited:  

“A robust co-curricular record (CCR) has the ability to prioritize the importance of co-curricular involvement at U of T; has the capacity to recognize, celebrate and make sense of co-curricular experiences, helping students relate to, reflect on, and learn from co-curricular involvement. The record of co-curricular experiences should be a useful reference in a student’s community, workplace, scholarly, professional and personal life.”

<table>
<thead>
<tr>
<th>Overview of Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>This project is aimed at creating an institutional document that recognizes co-</td>
</tr>
</tbody>
</table>

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16 Quick Facts University of Toronto 2012-2013 [http://www.utoronto.ca/about-uoft/quickfacts.htm](http://www.utoronto.ca/about-uoft/quickfacts.htm)

17 "In Their Own Words: Understanding the Undergraduate Student Experience at the University of Toronto" (2010) [http://www.viceprovoststudents.utoronto.ca/Assets/Students+Digital+Assets/Vice-Provost$12c+Students/In+Their+Own+Words+-+Understanding+the+Undergraduate+Student+Experience+at+the+University+of+Toronto.pdf](http://www.viceprovoststudents.utoronto.ca/Assets/Students+Digital+Assets/Vice-Provost$12c+Students/In+Their+Own+Words+-+Understanding+the+Undergraduate+Student+Experience+at+the+University+of+Toronto.pdf) (accessed September 4, 2012).

curricular involvement and also links each involvement to associated learning outcomes. The project, aimed to be completed by the summer of 2013, is committed not only to providing a CCR type program but also providing students with the tools to leverage their own experiences.

According to the project overview, the project will provide:

- A supplementary document for notations verified by institutional records which complements the Academic Transcript.
- A method to validate and acknowledge the learning outcomes gained by participating in approved co-curricular activities at the U of T.
- Language for students to reflect on and market their co-curricular competencies.
- A mechanism to encourage students to engage in co-curricular activities.\(^{19}\)

### 4.4.4 McMaster University

<table>
<thead>
<tr>
<th><strong>Student Population</strong>&lt;sup&gt;20&lt;/sup&gt;</th>
<th>28,482</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Implementation Year</strong></td>
<td>2006, discontinued in 2008</td>
</tr>
<tr>
<td><strong>Background</strong></td>
<td>The CCR program at McMaster, referred to as MacStar, was implemented in 2006 through the university Student Affairs department in collaboration with students. The program was funded as a special project by the Student Union and Student Affairs and coordinated on behalf of both by Student Affairs.</td>
</tr>
<tr>
<td><strong>Overview of Program</strong></td>
<td>The CCR recognized student involvement and student academic achievements as well as service based learning. The CCR was designed to recognize activities not already recognized on the academic transcript. The program was administered using a database developed in house which required a significant amount of maintenance. The CCR displayed learning outcomes associated with each activity listed and verification was conducted through a decentralized process.</td>
</tr>
<tr>
<td><strong>Student Response</strong></td>
<td>The program was well received by students however there was not a significant amount of buy in or wide spread marketing. For this reasons, the CCR did not become a part of the campus culture so it was not a natural part of the student involvement process for students.</td>
</tr>
</tbody>
</table>
| **Challenges with Implementation** | • Did not become a part of the campus culture  
• Was not integrated into co-curricular activities across campus  
• Maintenance of software system |
| **Lessons Learned**           | The CCR needs to be strongly incorporated into campus activities so students can understand how and why to use it. It should be integrated across campus so it becomes part of the campus culture and increases buy in from students. The CCR itself needs to serve as a tool for acknowledgement and for reflection. To make the CCR more than just a list of involvements, there should be a component of reflection and a real discussion about the value of the learning outcomes. |

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4.4.5 Brock University

<table>
<thead>
<tr>
<th>Statistics</th>
<th>18,190 Students (FT, PT)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16,656 Undergraduate</td>
</tr>
<tr>
<td></td>
<td>1,534 Graduate</td>
</tr>
<tr>
<td></td>
<td>7.8% International students</td>
</tr>
<tr>
<td></td>
<td>13.1% Student living in residence</td>
</tr>
</tbody>
</table>

| Implementation Year | 1999 |

| Background | The idea for a CCR at Brock University was started in 1999 by the Associate Vice President Student Services. It started off as a community initiative that received seed money from the government for development and launch. The program is currently run through the university Career Services and is part of a comprehensive suite of career programming for students known as experience plus. |

<table>
<thead>
<tr>
<th>Overview of Program</th>
<th>Activities that are recognized in the Brock University CCR include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• On campus employment</td>
</tr>
<tr>
<td></td>
<td>• Internships as part of courses</td>
</tr>
<tr>
<td></td>
<td>• Volunteer placements as part of coursework</td>
</tr>
<tr>
<td></td>
<td>• Service learning coursework</td>
</tr>
<tr>
<td></td>
<td>• On or off campus volunteer work in general</td>
</tr>
<tr>
<td></td>
<td>• Professional development opportunities such as case competitions, research papers, poster presentations</td>
</tr>
<tr>
<td></td>
<td>• Certificates and awards</td>
</tr>
<tr>
<td></td>
<td>• Specialty workshops</td>
</tr>
<tr>
<td></td>
<td>• Athletics</td>
</tr>
<tr>
<td></td>
<td>• Student club involvement (and level of service example – executive, general member, volunteer etc)</td>
</tr>
</tbody>
</table>

The record itself displays hours associated with each activity but does not include learning outcomes. The program does however have a skills checklist for positions from the Conference Board of Canada which is displayed with the record.

The verification process employed is a combination of centralized and decentralized with a role for both the CCR staff and employers/supervisors of activities. Students can also bring in documentation to the office to verify their involvements. The program has a system set up with departments and groups on campus that has an auto tracking function, in which these organizations can automatically send in lists of students involved with their activities for streamlined verification.

The CCR program started with a manual tracking pen and paper system, then an in-house database developed by the university IT department. The current system being used is built to the needs of the program through Student Information Systems. The software used is most similar to the one employed by Orbis Communications.

| Student Response | Student response on the concept and implementation has been positive from the |

beginning. The challenge with students is helping them understand how to use the CCR as a career tool.

<table>
<thead>
<tr>
<th>Faculty and Staff Response</th>
<th>Response has been positive.</th>
</tr>
</thead>
</table>
| Challenges with Implementation | • Helping students understand how to use the CCR  
• Technology |
### 4.4.6 University of Windsor

| **Student Population** | 14,058 Undergraduate  
1,637 Graduate  
11% International students |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Implementation Year</strong></td>
<td>2009</td>
</tr>
<tr>
<td><strong>Overview of Program</strong></td>
<td>The CCT (co-curricular transcript) at the University of Windsor is run using Orbis Communications software. In order for a position to be included on the official document from the institution it must be verified by a university faculty or staff member.</td>
</tr>
<tr>
<td><strong>Student Response</strong></td>
<td>Students have taken positively to having the ability to showcase their involvement on an official document from the university.</td>
</tr>
<tr>
<td><strong>Faculty and Staff Response</strong></td>
<td>Faculty and staff are supportive as it now provides them with a means to recognize student involvement and contribution that they could not otherwise recognize.</td>
</tr>
<tr>
<td><strong>Challenges with Implementation</strong></td>
<td></td>
</tr>
</tbody>
</table>
- Difficult to get information from and teach faculty and staff how to use program  
- Takes significant amount of time to decide what activities qualify |
| **Statistics around Student Usage** |  
2009/2010 - 244 positions  
2010/2011 - 383 positions  
2011/2012 - 433 positions |

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### 4.4.7 Dalhousie University

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Implementation Year</th>
<th>Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>16,693 Students</td>
<td>2011</td>
<td>The concept of a CCR at Dalhousie was first brought up by students four years ago. Students were interested in developing a service that would provide a record of students out of class experiences. The institution included a question to gauge student interest in a “leadership transcript” in a student survey conducted by the Office of the VP Student Services. The key results of the 2008 survey were:</td>
</tr>
<tr>
<td>12,825 Undergraduate</td>
<td></td>
<td>• 57% of students indicated a co-curricular record would be useful personally</td>
</tr>
<tr>
<td>3,868 Graduate</td>
<td></td>
<td>• 64% of Faculty of Science students were interested</td>
</tr>
</tbody>
</table>

The institution picked up the idea in 2010 and drove the implementation. A Steering Committee was established to guide the direction, development and implementation of the CCR. Representation on this committee included the AVP Student Affairs, the President of the Student Union, the Manager of the CCR Program, and reps from Career Services, Academic Success Services and one student representative from King’s Student Union.

<table>
<thead>
<tr>
<th>Overview of Program</th>
<th>The CCR aims to recognize activities that:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Relate directly to a student’s experience while at Dalhousie University</td>
</tr>
<tr>
<td></td>
<td>• Encourage and support student growth and development</td>
</tr>
<tr>
<td></td>
<td>• Contribute to the life, atmosphere and culture of the university</td>
</tr>
<tr>
<td></td>
<td>• Promote new learning opportunities for students to complement their overall experience</td>
</tr>
</tbody>
</table>

The CCR at Dalhousie consists of five categories:
1. Leadership – residence life, student societies, student union
2. Athletics and recreation
3. Campus and community engagement
4. Training and development – leadership training courses, workshops through university community
5. Course-related service learning or experiential learning – internships, co-op, research

Awards that do not appear on the academic transcript are also acknowledged on the CCR. The record displays the title of the position and a brief description as well as learning outcomes. The institution places an emphasis on adding a component of

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24 Fall 2008 Dal Connections Survey, Office of the Vice-President (Student Services)
reflection to the program through learning outcomes and aims to communicate to students the importance of these in leveraging their experiences for the future. The institution verifies through a decentralized process which gives listed verifiers the opportunity to approve or decline the information provided by students.

| Student Response | The response from students was very positive and is credited to the collaborative approach that was used to develop the program. The steering committee brought together 12 stakeholders from across campus representing a diverse group. Representation from a large portion of the future users of the CCR helped significantly with creating buy-in for the program and also assisting with promotion. There was a positive response from students to promotion and marketing for the program with wide reaching advertisement including a key presence on the student unions website. |
| Faculty and Staff Response | Faculty and staff also had a positive response to the program which is credited in large part to the pre-existing culture at the institution of acknowledging the value of co-curricular experiences. The process of development also attempted to engage faculty members. There is also a unique category recognizing course related experiential learning or service learning which was perceived positively by faculty as it assists them in encouraging students to take more courses which incorporate these components. |
| Challenges with Implementation | • Building a database  
• Getting verifier to take the time to verify positions  
• Keeping up with all activities on campus |
| Statistics around Student Usage | Since Feb 2011:  
• Over 1300 students accessed system  
• 785 unique opportunities were recorded  
• 365 have printed their record  
• Broad usage was observed – approximately 75% undergraduate, 25% graduate |
| Overview of Program | The CCR at Wilfred Laurier was designed to enhance the culture of involvement at the institution. According to the students union, the creation of the CCR falls in line with the messaging of the institution around the importance of out of the classroom involvement and also aligns with the institution's mission of “inspiring lives of leadership and purpose.” The purpose of the CCR has been identified as:  
- To encourage and recognize meaningful student involvement  
- To maximize and support intentional learning that occurs as a result of student involvement  
- To complement the academic experience by encouraging further involvement and purposeful reflection  
- To serve as a search tool for students wishing to connect with a multitude of involvement opportunities at Laurier |
| Student Population | 11,689 Undergraduate  
729 Graduate |
| Implementation Year | 2009 (with new software) |

WLU has a complete document available to students online which provides a detailed explanation of what is recognized in the CCR and why. In general, any activity included must fulfill the following 4 criteria points:

1. Activity provides students with meaningful learning opportunities  
2. Activity is co-curricular in nature and is not required for academic credit  
3. Activity meets validation process requirements  
4. Activity supports and fosters transformational experiences as opposed to transactional services

Once students submit an activity to the database, the institution assesses it against the criteria listed above. If the activity does not fit or the activity as not be submitted to the database by the listed validator it is not included in the CCR. In addition to general information about the activity, the CCR also includes learning outcomes for each activity.

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26 CCR Inclusion Guide (2011-2012)  
### 4.4.9 York University

<table>
<thead>
<tr>
<th>Student Population</th>
<th>Implementation Year</th>
<th>Overview of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>14,072 (FTE)</td>
<td>2012</td>
<td>Students provide the title and a brief description of the position referred to as a “reflection piece.” This statement is intended to highlight duties, skills acquired and major accomplishments. The CCR information guide for the institution takes great care in providing information to students on how to write a good reflection piece that is accomplishment focused rather than duty focused. When reporting activities, students are also required to submit learning outcomes. The program has adopted learning outcomes established by the Council of Advancement of Standards. The institution is in the process of developing an advisory committee to establish how learning outcomes should be attributed to positions. The CCR is used by the York Career Centre as a tool to help student build their resumes, professional or grad school applications etc.</td>
</tr>
<tr>
<td>11,129 Undergraduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2,378 International Students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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4.5 Key Success Factors

Providing a means to equally recognize all student involvement paints a complete picture of the student experience, one that is a function of more than just learning in the classroom as reflected by the academic transcript. Rather, this recognition provides students with a strong signal that is in line with the consistent communication from the university to students on the importance of involvement.

While a co-curricular record provides a viable solution to recognizing the co-curricular achievements of students, our research has shown that it is not always the best solution for all institutions. Based on our exploration of other co-curricular programs, some key success factors have emerged that should be considered when opening discussions about a co-curricular record at any institution.

4.5.1 Identifying Value to Students

Before there is a commitment to the development of a CCR, the institution must engage in discussion and consultation with students to determine whether students who are already involved and engaged outside of the classroom would find this tool to be beneficial. Students should be able to see a clear value added of employing such a program and students should also view the CCR as an adequate mechanism for recognizing their involvement. Another group to consult are of students who are not currently involved in co-curricular activities. This group should be asked what barriers they face in becoming involved, and whether the creation of an institution wide recognition program will in fact provide them with an incentive or strong signal to become more engaged in co-curricular activities.

4.5.2 Cross Institution Collaboration

The program must take into account the variety of activities that students engage in. While student involvement is heavily rooted in the Student Development/Student Affairs portfolio, there is a need to involve the academic side of the institution in conversations to recognize areas such as community based or service learning in curricula, undergraduate research, academic achievements, and awards. The academic side of the institution should also be included in order to help weave a culture of involvement across the campus. It is important for faculty to recognize the benefits that students gain from co-curricular involvements and also understand where students are spending their time outside of the classroom. This level of understanding will help bridge the gap between academics and involvement and will help to move the institution closer to the ideal of a well-rounded and engaged student body.

There is also an opportunity to involve the alumni relations and development side of the institution to determine wider benefits that the institution can gain from tracking student co-curricular involvement data.

4.5.3 Program Built to the Needs of the Institution

It is important to design both the program itself and the software that will be used to administer the program to fit the needs of the institution. Taking a cookie cutter approach to develop CCR programs is an undesirable method. The institution must be in tune with the needs of students, faculty, and staff from the beginning of the development process.

If the software employed is not easy to use and navigate for students, the uptake of the program will significantly suffer. The software program chosen must take into account the specific needs of the
institution and should have aim to make the verification process streamlined. This is especially important for larger institutions which may experience high submission volumes during a given period.

4.5.4 Clear Definition and Rationale for What is Included
To avoid confusion among students, it is important to clearly define what activities will be included in the CCR. If the institution does not have a clear vision of what the CCR will look like and what will be recognized in it, this could translate into low student uptake of the program. There should also be clear rationale provided to students on why certain activities are included and why others are not. For example, if the institution chooses to only recognize on campus involvement the reasoning behind such a decision should be communicated to students.

4.5.5 Reflection Component
In order for students to derive the most benefit from a CCR, there must be a reflection component incorporated into the program. This component will allow students to reflect on their involvement experience and hence enable them to better leverage these experiences in the future. Without an aspect of self-reflection, the CCR becomes another iteration of a resume in which students will simply list their involvements and achievements.
5 Academic Credit for Student Driven Experiential Learning

5.1 Rationale
One key consideration in recognizing student involvement and creating an expectation of students to excel both within their curricular pursuits and their co-curricular pursuits is whether we are setting students up for an ideal that is not easily attainable. Such a culture places an enormous amount of weight on students in an already high pressure post-secondary environment.

Many students rarely see an intersection between their extracurricular involvements and their academic career. This causes a disconnect in the messaging that the institution sends to students. With curricular and co-curricular achievement set up in a way that is parallel rather than intertwined, students are faced with a dilemma of competing interests. Given a fixed amount of personal resources, students must decide how to balance both. While life balance is a skill that students should strive to acquire through their university career, students who are heavily involved outside of the classroom should have the opportunity to be recognized, rather than penalized for their involvement.

One option for recognizing student involvement that connects student involvement and academics is to provide academic credit for designated co-curricular activities. Offering course credit for approved co-curricular involvements can provide an intersection between the curricular and co-curricular in a meaningful way. This system would offer a mechanism for students to engage in experiential learning initiatives outside of the classroom without compromising their academic careers. Such a system would also send a clear and consistent message to students that their learning outside of the classroom is valued and held in high regard by the institution. This system could provide more than just recognition through a list of verified activities. Rather, it could create a culture of involvement where students are encouraged to think outside of the box when selecting their involvements and to self-reflect when assessing what they will gain from a co-curricular experience.

5.2 UBC Context
Currently, there is a UBC Senate Policy on courses taken for Credit/D/Fail. Students have an opportunity to take courses outside of their program of study, usually elective courses, for credit with no percentage grade assigned on their transcript. Students are able to take up to 12 credits of electives for Credit/D/Fail during their time at UBC, and can take no more than 6 such credits per session. The purpose of implementing this option was to promote interdisciplinarity among students by encouraging them to explore subjects outside of their program of study without fear of impact on their academic transcript and average.

By offering students an opportunity to gain credits, not percentage grades, for designated co-curricular involvements, students can have an opportunity for a set numbers of credits in their degree program to be achieved through enriching experiences outside of the classroom. In order to ensure that students still fulfill the necessary academic standings, there should be a maximum of 12 credits which can be allocated towards Credit/D/Fail courses or co-curricular credit (or a combination of both).

UBC currently offers two programs which enable students to receive academic credit for initiatives that are student driven with institutional guidance. The two programs that can be looked towards as potential models are the Directed Studies programs offered in most degree programs and Student Directed Seminars. Both

programs include a requirement for application, approval, monitoring and supervision as well as final assessment. Both programs require students to secure a faculty member to supervise their activity and both are restricted to upper level students.

5.2.1 Directed Studies
The directed studies program offers students an opportunity to take part in a research project that is supervised by a faculty member and receive credit for the work they do with the project. In order to enroll in directed studies programs, students must have a minimum academic average to be eligible. Students are responsible for contacting faculty members to supervise their project. Once a student has secured a supervisor, they complete an application form that is submitted to a designated departmental office for review. Application forms typically include a summary of the proposed project, learning outcomes, the work involved and assessment criteria.

5.2.2 Student Directed Seminars
SDS are an extension of directed studies that enables students to design a small sized seminar course on a topic not currently being offered at the institution. Students secure a supervising faculty member who assists them in developing a course outline, learning outcomes and a syllabus. Proposed courses are submitted to a Student Directed Seminars Advisory Committee which selects a number of courses to be offered for credit. The student applicants act as a facilitator in the seminar and also take the course for credit.

5.3 Proposed Overview
Activities to be recognized should be those which display an exemplary commitment, innovation and can be defined as an experiential learning opportunity. Criteria and learning outcomes should be established for different categories of curricular involvement, which must be assessed by a designated body to ensure that the criteria are fulfilled before credit is awarded. In order for such credit based program to be effective, the activities recognized should be diverse and should not bias certain forms of involvement/activities over others. These activities should be assessed based on objective criteria that evaluate what a student has learned through an activity, rather than the nature of the involvement. In order to fit this model, the current institutional definition of experiential learning will need to accommodate the diverse range of student interests at the institution.

The credit awarded should be placed on par with other academic credits that are not percentage based, such as Credit/D/Fail, and should be denoted on the academic transcript as a specially defined form of credit. The credit(s) awarded should count towards general graduation requirements. In order to maintain the academic integrity of the transcript and ensure that there are sufficient percentage grade courses on a students transcript, there should be a set number of credits which, at a students discretion, can be achieved through Credit/D/Fail or co-curricular activities. Governing policy should be established as joint effort between the UBC Vancouver Senate and the Vice President Students Office. This will ensure that the academic integrity of the transcript is maintained, but it will also ensure that the policy incorporates the flexibility that is necessary when discussing the matter of students involvement and the student experience, an expertise that is well situated in the Vice President Students Office.

In order to ensure that activities or projects have clear learning outcomes and meet the necessary criteria, students could be required to secure a supervisor who is either a faculty or staff at UBC or another approved
verifier. Potential activities could be adjudicated through a joint committee with representatives from the academic community, the VP Students Office and students, similar to the process employed for Student Directed Seminars.

5.4 Connecting the Curricular and Co-Curricular

A recent report by Dr. Allen Sens and Dr. Margot Fryer regarding UBC’s commitment to Enriched Educational Experiences highlighted that there is strong support within the institution to expand and enhance E3’s. The report also noted that “a focus on E3s presents the opportunity to create an inclusive and holistic discussion about teaching and learning…and the interplay between curricular and co-curricular learning opportunities.”

In the development of the report, the authors consulted with the UBC community to identify some of the barriers associated with expansions and participation in E3s. Some of the challenges identified in the report that serve as barriers for students in taking part in E3s included time constraints and academic demand on students, citing that there is a “low academic credit to time investment ratio”. Both these barriers point to a need to offer a strong intersection between curricular and co-curricular learning to alleviate the trade off that students are faced with.

The report also pointed to a need for more work to be done in the area of recognition. In the recommendations provided in the report, a suggestion was made to “consider providing additional academic credit for course based E3s” as well as “consider officially recognizing the value UBC assigns to E3s” through an official record, akin to a CCR. The recommendations also highlighted the need for the institution to allow students to record their participation and describe the nature of their activities – i.e. to provide a mechanism for reflection.

As noted in the report, there needs to be an institution wide discussion on how there can be a meaningful intersection between the curricular and the co-curricular. As long as a separation between these two realms exists, students will continue to face barriers and trade offs when deciding to engage in E3s or other activities outside of the classroom. A system that provides credit for co-curricular activities poses an exciting opportunity for UBC to blaze a new trail in the area of recognizing student involvement that goes beyond the co-curricular record that is currently dominating much of the landscape across Canada. A system like this could redefine the way that co-curricular activities are recognized and valued in the academy.

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6 Recommendations

A well balanced and well-rounded student experience is clearly a priority of this institution, and rightfully so. There has been a strong push for student engagement in the campus community and beyond, much of which has had a positive result. However, while the institution places a significant emphasis on this aspect of the student experience, in practice students are still living in a reality where the academic transcript is seemingly the only representation of their university experience. We tell our students that involvement is important, and we have even taken strides to recruit and admit students who are a reflection of this well-rounded vision. The message is there, the opportunities are there, however the piece that is missing is the celebration and recognition of their contributions and effort.

The implementation of a CCR program or credit based recognition system could be options to address some of the gaps in student involvement at this institution; however, any steps towards addressing these gaps will require a tailored institution specific approach. While the ideas raised in this report provide a starting point for discussion, this is very much a broader UBC wide discussion. In order to begin to address this topic, student at large should be engaged in the conversation – both students who are currently involved in co-curricular activities and those who are not. This is the key to painting an accurate picture of the current state of student involvement at UBC.

This report recommends:

1. That a consultation of the student body be conducted to identify gaps and challenges in the current methods employed by the institution in recognizing student involvement.
   a. This consultation should include components tailored for students who are currently involved in co-curricular activities and those who are not, to identify the needs of each group.
   b. This consultation should include the collection of both quantitative and qualitative data.
   c. The results of this consultation should be used to inform institution wide discussions about cultivating and recognizing a culture of student involvement.

2. The institution, in partnership with student groups, engage in discussions of how to bridge the gap between visibly and invisibly involved students.

3. The institution consider the culture that currently exists at UBC relating to student involvement vs. academics, and evaluate the impacts on incoming cohorts of students admitted through the broad based admissions program.

4. The institution strike a working group consisting of representation from students, the VP Students Office (Student Development & Services) and the academic community to explore the concepts of a co-curricular record and academic credit based recognition at UBC.
   a. This working group should be informed by the results of recommendation 1.