



CCR Community of Practice

Research and Assessment: Institutional Unit and Competency Frameworks Report

The Co-Curricular Record/Transcript (CCR/T) Research and Assessment Workgroup conducted a survey with different institutions across Canada and parts of the US during the 2021-2022 academic year to review competency data provided in the institutional profiles and the institutional structure of the CCR/T portfolio.

Our goal is to create a reference resource for institutions with or looking to implement a CCR/T to:

- explore frameworks and models used to develop institutional structures which support a CCR/T
- review institutional structure and changes over time for where the CCR/T portfolios are located
- map out competencies with particular consideration for labor market needs across North America
- highlight common themes of competencies between institutions

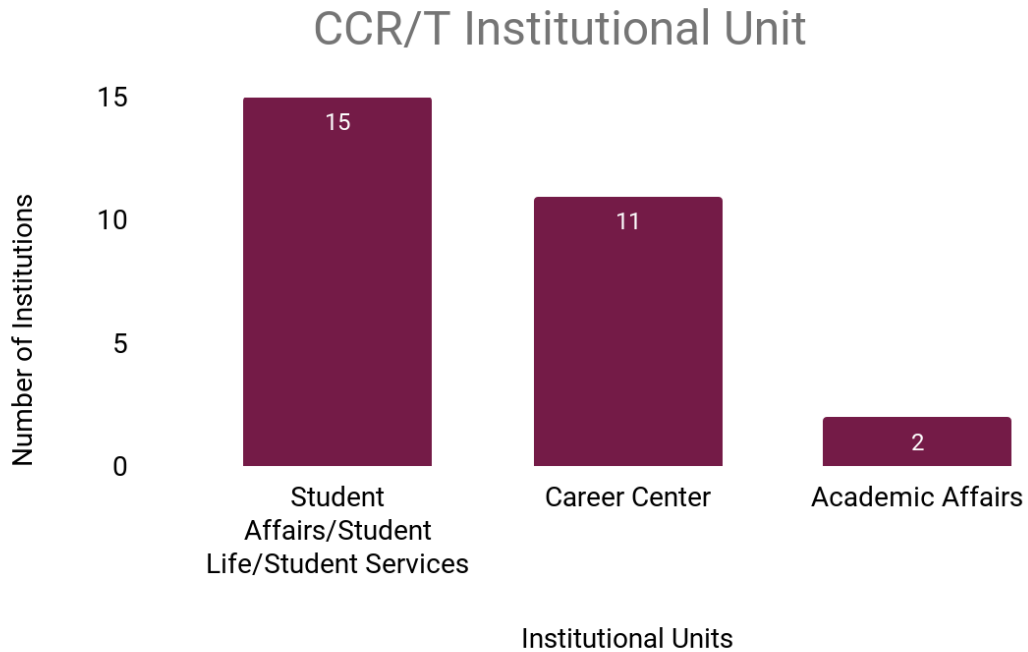
We hope to continue to build relevant and useful best practices from within our CCR/T community to allow a better understanding of the impact of our work and how it has changed over time to better inform the focus of our collective work and the evolution of CCR/Ts.

Workgroup Members

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Institutional Unit

The majority of institutions reported that the CCR/T Program is housed within their Student Affairs, Student Life, or Student Services unit, followed by the Career Center. Both Michigan State University and University of California San Diego CCR/T programs are housed in Academic Affairs.



Student Affairs

- Algonquin College
- Bow Valley College
- Concordia University
- Conestoga College
- Confederation College
- Georgian College
- Mohawk College
- Trent University
- Université de Montréal
- University of Calgary
- University of New Brunswick
- Nipissing University
- Fleming College
- University of Toronto
- Cape Breton University (Our Career Services Dept. resides within Student Affairs)
- Ontario Tech University

Career Centre

- Cambrian College
- Loyalist College
- MacEwan University
- Memorial University
- University of Saskatchewan
- McGill University
- University of Victoria
- Dalhousie University
- Institution Name
- Wilfrid Laurier University
- Saint Mary's University
- Cape Breton University
- Sheridan College

Academic Affairs

- Michigan State University
- University of California San Diego

Institutional Structure Changes

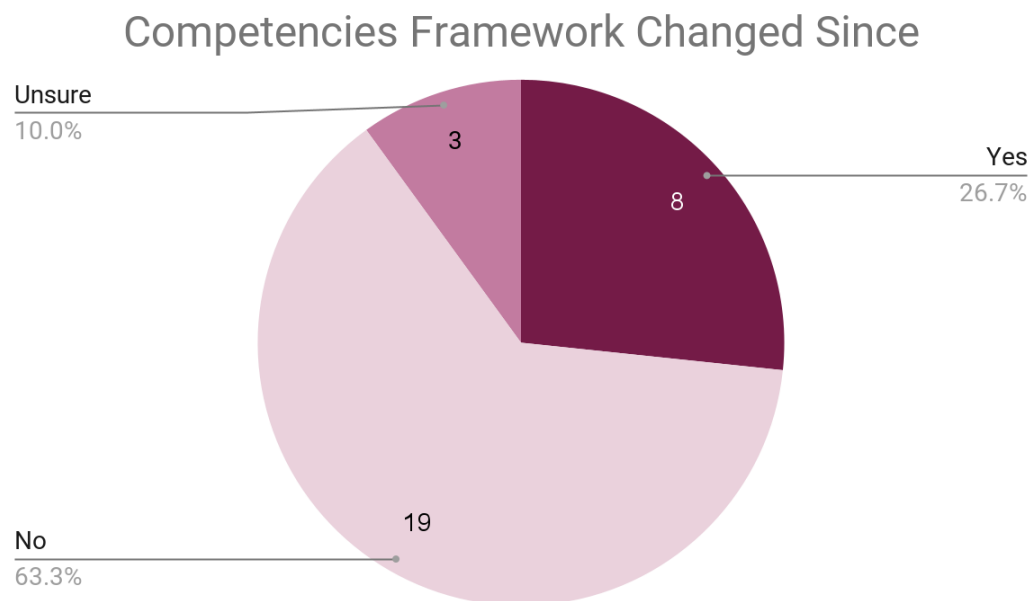
Nineteen percent of the institutions surveyed have changed the institutional unit housing the CCR/T portfolio. All of the departmental changes have been toward the Career Centre, with the primary reason being a division/unit reorganization.

Institution	Original CCR/T Unit	Current CCR/T Unit	Reason for Change
Memorial University	Student Experience Office	Career Center	- Division/unit reorganization
Wilfrid Laurier University	2003-2017 Student Affairs	2017-present Experiential Learning and Career Development	- Institutional restructuring - Broaden CCR focus to co-curricular and curricular experiential learning
McGill University	Assessment and Evaluation within Student Services	2018-2019 Career Center (Career Planning Service)	- Division/unit reorganization - For better alignment with student career readiness
MacEwan University	Student Affairs	Since 2020 Careers and Experience	- Division/unit reorganization
University of Saskatchewan	University Registrar's Office	Career Services	- Division/unit reorganization - Restructuring of Career Services allowed for moving where CCR was housed
Sheridan College	Student Affairs, changed in 2018	Career Integrated Learning	- Institutional restructuring

Institutional Competencies Framework Changes

Eight institutions indicated they made changes to their competencies framework since its been implemented:

- Bow Valley College
- Concordia University
- Dalhousie University
- Saint Mary's University
- Sheridan College
- University of Saskatchewan
- University of Toronto
- Wilfrid Laurier University



Primary considerations and reasons for competencies framework change for each institution included 5 institutions that made edits to language and/or added/removed competencies, 1 institution aligned their competencies with employability needs, 1 institution for institutional competency framework alignment, and 1 institution to accommodate Work Integrated Learning strategy. The overall cited reasons for the changes include:

- Alignment with labour market needs and ensure competencies/skills align with current employability skills and standards.
- Accurate reflection of opportunities offered by the institution.
- Ensuring that diverse students' needs are met.
- Accommodate Experiential Learning and Work Integrated Learning strategies.

Institution alignment with specific frameworks or models

There were 14 frameworks and models included in the survey for institutions to select from. The top 3 frameworks and models used were 1) the [Council for the Advancement of Standards in Higher Education \(CAS Learning and Development Outcomes\)](#), 2) [National Association of Colleges and Employers \(NACE\) Career Readiness](#), and 3) [Ontario Ministry of Advanced Education and Skills Development](#). There were 5 institutions that indicated they did not use a listed framework and model:

- Cambrian College
- George Brown College
- Seneca College
- St. Thomas University
- University of Saskatchewan

Frameworks and Models Used to Develop Institutional Framework

