The Co-Curricular Transcript as Evidence in Quality Assurance Assessments

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Abstract

All colleges in the Ontario college sector are required to participate in the College

Quality Assurance Audit Process (CQAAP) in order to ensure a level of quality for the student

experience is maintained in the sector. Auditors review quality processes used to develop, review

and renew programs and curriculum at the college. Colleges are required to provide evidence of

how they meet the 6 Standards and 32 Requirements of the CQAAP audit. This study used

document analysis via a qualitative data analysis software, NVivo, to explore how one non-

academic program, the Co-curricular Record (CCR) could be used as evidence of meeting these

Standards and Requirements.

Question one attempted to ascertain the overlap between the CCR and the CQAAP

Standards and Requirements. It was determined that the overlap existed between Standards 1 and

Standards 3, with specific emphasis around the Essential Employability Skills (EES) aspects of

the Requirements. Question 2 asked how the CCR could be used as evidence of the quality

experiences that occur at the college. The CCR learning outcomes as provided on the CCR

Submission form were mapped onto the EES defining skills and learning outcomes to verify the

conceptual connection between the two sets of concepts. An 82% overlap was identified

between the CCR and the EES. This established the validity of using the CCR as evidence in

meeting CQAAP Requirements 3.2,3.3 and 3.4. Gaps were identified in this process, which can

be used by Q-college during the review and renewal of the CCR program.

A framework analysis was conducted on the CQAAP Standards and Requirements,

mapping the viability of applying them to the CCR program. Seven of the 32 Requirements

were currently applicable, and 20 out of the 32 CQAAP Requirements had the potential to apply

to the CCR. The key issues preventing these 20 from being currently applicable were based on

the lack of formal policy and procedure for the CCR program, lack of information about the development and renewal process, as well as a low staffing ratio to maintain the program. If the college can meet these gaps, these 20 Requirements can be met and applied to the CCR.

Overall, the CCR has the ability to be used as evidence of meeting the Requirements in the CQAAP audit in two ways. The first, as evidence of the students achieving competence in the mandatory EES skills; the second, in applying the same rigour to the CCR program as is applied to the rest of the institutional programming, the CCR can be used as evidence in meeting the institutional level quality assurance requirements.

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Chapter 1: The Problem Defined

Experiences in postsecondary education, both academic and non-academic, intertwine and culminate in a holistic transformation of a student across all aspects of student development (Skipper, 2005, p.105; Love & Love, 1995, as cited by Skipper, 2005; Elias & Drea, 2013, para. 3). The learning that occurs during this transformation expands beyond discipline specific classroom experiences, transcending all activities students choose to engage in during postsecondary studies (Astin, 1984, as cited in Bergen-Cico & Viscomi, 2012). Astin's (1985) theory of involvement explores this, proposing that the student learning and the extent that college experiences change student thinking is dependent upon the level of involvement the student chooses to engage in with the institution (as cited in Pascarella & Terrenzini, 2005). Studies have built upon this research and demonstrated the opportunities that co-curricular activities provide for integrating learning (Barber, 2012), exploring the concepts of differentness (Keen & Hall, 2009), developing a sense of self-guided thinking, or self-authorship (Barber & King, 2014), critical thinking (Gellin, 2003) and leadership (Haber, 2011). As a result, student affairs offices responsible for guiding the planning of these co-curricular activities are increasingly being included in the quality map (Kettunen, 2008) and strategic planning of the institution. In addition, co-curricular transcripts or records (CCR's) have been developed over recent years to track and encourage student engagement (Elias & Drea, 2013). Institutions in the Ontario College sector describe the CCR as a tool that supports applications to potential employers, graduate schools or awards by providing evidence of participation in out of classroom co-curricular activities (Algonquin College, 2016; Conestoga College, n.d.; Georgian College, 2015; Humber College, 2016; Niagara College, 2012).

These two developments are important considerations for the postsecondary sector as it continues its focus on quality assurance and governments increase the demands for accountability on institutions of higher education (Hernandez, Hogan, & Hathaway & Lovell, 1999). The Ontario College Quality Assurance Service (OCQAS), which provides quality assurance oversight to the Ontario community college sector, requires the colleges to provide evidence that their policies, processes and practices as they relate to internal and external quality assurance meet a number of benchmarks (OCQAS, 2016c). These benchmarks, or standards, are outcomes based and provide the framework from which the institution can prove their quality systems "ensure that all programs and support services are well designed and achieve the expected outcomes" (OCQAS, 2106c, p. 5). Although research suggests the important role that co-curricular activities play in student learning and development (Barber, 2012; Elias & Drea, 2013; Haber, 2011; Hernandez et al, 1999; Keen & Hall, 2009;), the current quality assurance standards do not specifically require evidence of the quality of these activities (OCQAS, 2016e). Given the evidence provided of learning outside of discipline specific educational opportunities, and the fact that institutions have flexibility in the selection of evidence they can provide to prove the existence of their quality systems, the question arose as to how the co-curricular transcript can be leveraged as evidence in the quality assurance process in Ontario colleges.

Background and Setting

Since 2010, fifteen (15) out of the twenty-four (24) publicly funded Colleges of Applied Arts and Technology in Ontario (MTCU, para. 2) have launched a co-curricular record (CCR) for their students. The college of focus for this study launched their CCR as of September 2015. The transcript consists of a list of activities created in an ongoing manner by students, staff and faculty at the college. Upon completion of an activity, students select the learning competencies

they believe they have met during their participation in that activity and submit their CCR for

review by a validator who authenticates that the identified competencies have been achieved

(Georgian, 2015, p. 13). Once confirmed, the record is available for use by the student.

The competencies within the transcript were developed using the foundational guidelines set out

for the role of campus activities programs in the Council for Advancement of Standards in

Higher Education (CAS) handbook (Council for the Advancement of Standards in Higher

Education, 2012) (C. Drea, personal communication, October 19, 2015; B. Muscat, personal

communication, November 9, 2016). The CCR team, therefore, based the foundation of the

program upon industry standards and evidence-based practices. In conjunction with that, the

CAS also identify within their contextual statement around the role of campus activities

programs a link to quality assurance, saying "[t]he role of campus activity advisors is certainly

linked to the quality of a student's involvement experience and thus a student's development"

(Council for the Advancement of Standards in Higher Education, 2012, p. 92). The CAS

standards and guidelines support the development of "quality campus activity programs that are

engaging, developmental and experiential" (Council for the Advancement of Standards in Higher

Education, 2012, p. 92). Thus, quality assurance is an important piece to consider in the co-

curricular activities offered on campus.

      Another consideration for the college under study is that this college was the first Ontario

College of Applied Arts and Technology (CAAT) to pilot new quality assurance standards with

the OCQAS. Each standard contains a number of requirements that are more specific for

evidence of meeting the standard. The requirements for these standards do not touch on the co-

curricular programming of the institutions under review beyond ensuring that staffing

complements are adequately qualified and screened (OCQAS, 2016e, p. 6). Therefore, a careful examination of the requirements is timely and relevant for current research.

Problem Statement

The problem explored in this study was how co-curricular transcripts can be used as evidence in providing proof in quality assessment activities for community colleges in Ontario. According to the OCQAS College Quality Assurance Audit Process (CQAAP) Guidelines and Framework (2016c), each college auditing team uses an outcomes based approach to assessment in order "to determine whether the institutions quality systems are sufficiently robust and effective to ensure that all programs and support services are well designed and achieve the expected outcomes" (p. 5). An outcomes based co-curricular transcript, such as the one used by the college under study, provides evidence of student learning, as they develop new skills and practice essential employability skills outside of the classroom context (Elias & Drea, 2013; Dura, 2016). For this reason, the CCR is a relevant piece of evidence available for use by the institution during the audit process. OCQAS has taken an approach to quality assessment that allows for individual differences between colleges in terms of mission, vision, priorities and evaluation methods (OCQAS, 2016c, p. 5) which allows latitude for the college being audited, in terms of how and where the evidence can be applied against the standards and requirements.

Purpose of the Study

The purpose of this study was to explore how co-curricular records (CCR's) can be leveraged by one mid-sized central Ontario College (heretofore referred to as Q-College) to be used as evidence of quality in their programming during quality assessment activities. The study explored the relevant links between the quality assurance standards and benchmarks, as well as the applications of the co-curricular transcript to the standards and requirements in the College

Quality Assurance Audit Process (CQAAP) (OCQAS, 2016e). This included a close comparison via document analysis between the competencies developed by the college for use by the co-curricular transcript and the standards and requirements of the CQAAP (OCQAS, 2016e). The 'outcomes-based evaluation approach' (OCQAS, 2016e) adopted by the quality assurance agency lends itself to a close comparison of these two documents. The researcher attempted to address this purpose with the research questions below.

Research Questions.

The research questions addressed in this study focused on one area of impact for the co-curricular record: documents. The questions addressed are as follows:

1. Where do the co-curricular transcript competencies overlap with the quality assurance standards and requirements?

2. Where can the co-curricular transcript be used as evidence for this institution of the quality of the programming provided both academically and non-academically?

Definition of Terms

This study used terms according to the following definitions:

Accreditation. This is an assessment method used to ascertain whether the institution "meets threshold quality criteria…encompassing the mission, resources and relevant processes of the institution" (Law, 2010, p. 70).

Assessment. The focus of assessment is on performance outcomes, and is judged as either a pass or fail (Law, 2010, p. 70). This term was used in this study to reflect the overall process of measuring the quality of the institution.

Audit. An audit is a type of quality assessment that focuses on the processes of the institution that provide the framework for programming (Harvey & Newton, 2010, p. 150; Law, 2010, p. 70).

Co-curricular activity. Any activity outside of academic, discipline specific curriculum.

Co-curricular record (CCR). The document created by students upon completing and entering co-curricular activities in the portal of a postsecondary institution. The transcript provides evidence of learning outside of the discipline and academic curriculum and can be used to augment applications or resumes.

Co-curricular transcript. This is the same as the co-curricular record (CCR).

Competency. An ability or skill (Competency, n.d.).

Essential employability skills (EES): "Particular life skills essential for both personal and career success in the areas of communications, mathematics, information management, interpersonal, personal, and critical thinking and problem-solving. Required in [Ontario College] certificate, diploma, and advanced diploma programs." (Georgian College, n.d.).

Learning Competencies. This study adopted the definition provided by Q-College who defines it as "[t]he abilities, skills and/or knowledge a student can obtain by completing an activity or position" (Georgian College, 2015, para. 4).

Learning Outcomes. "Measurable statements of student knowledge (what successful students should know) and skills (what successful students should be able to do" (Lennon et al, 2014, p. 3).

OCQAS. The Ontario College Quality Assurance Service. This is the postsecondary education, quality assurance agency, responsible for quality assurance assessments of the college sector in Ontario.

Quality assurance. This study adopted the definition provided by OCQAS (2016c) as "the mechanism or procedures used to assure or measure the level or existence of quality" (p. 3).

Student Engagement. The definition of student engagement used in this study was borrowed from Kuh (2009) who defines it is as "the time and effort students devote to activities that are empirically linked to desired outcomes of college *and* what institutions do to induce participation in these activities" (p. 683). These student activities, for the purposes of this study, included co-curricular activities as defined above.

Framework

This study was approached within a competency framework, relying on the competencies utilized by the institution to confirm the achievement of learning outcomes of co-curricular activities. These competencies were the common reference point for assessment during the study. A competency framework also allowed for the development of common language around the subject matter to enable generalizability across the sector (Ganzglass, Bird & Prince, 2011, p. 7).

Delimitations

There were a number of choices made by the researcher to limit the scope and breadth of the study. All co-curricular activity, regardless of whether it requires active or passive participation, was considered as equivalent based on the study by Bergen-Cico & Viscomi (2012) who found that passive participation resulted in a positive correlation between grades and participation. The researcher also disregarded student enrollment type as Tan (2007) discovered that non-traditional or non-full time students also considered co-curricular activity to be an important aspect of their postsecondary experience.

Limitations

The limitations that applied to this study included a number of issues related to time constraints. Although there are 15 colleges in the province that utilize co-curricular records, the researcher was only able to effectively analyze one college's experience. This reduced generalizability across the province, as the institutional size, student population and strategic directions will vary from institution to institution. The CQAAP's goal is to allow flexibility in the institutions ability to represent evidence specific to their missions, vision, goals and strategic directions (OCQAS, 2016c) so this study was specific to one college's ability to use the co-curricular record as evidence for their quality assurance purposes.

A second limitation was the researcher's bias. The researcher has extensive experience in the volunteer sector and attributes the volunteer roles held during the course of their lifetime to the development of required skills that enabled them to obtain gainful and fulfilling employment. Consequently, the researcher approached this study with a view that these transcripts provide evidence of the value added to the educational experience by co-curricular activity, providing evidence of the transformative nature of postsecondary educational experiences. This value-added concept is well established in literature (Bennett, 2001; Dew, 2009; Harvey & Green, 1993; Law, 2010) and will be explored further in the following literature review.

The study was also limited by the fact that it only included document analysis and did not include interview data from student participants, industry representatives or employers, College staff or administrators, nor the quality assurance agency. This type of data might have provided insight into the intentions of the agency or the institution as they apply to the CCR, as well as student perceptions as to the relevancy and application of the CCR and employer

perceptions as to if and how the a CCR was perceived by them as they filtered through potential

employee applications.

Assumptions.

A number of assumptions were made by the researcher for this study. In the first place, it

was assumed that the college has not previously applied the CCR to the quality assurance

processes and assessments completed in recent years. It was also assumed that neither the college

nor the quality assurance agency have considered the application of the CCR as a piece of

evidence during the quality assurance assessment process.

Chapter 2: Review of the Literature

The focus of this research study is to examine how co-curricular records (CCR's) can be leveraged by one mid-sized central Ontario College (heretorefore referred to as Q-College) to be used as evidence of institutional and program quality during quality assessment activities. The Ontario College Quality Assurance Service (OCQAS) currently operates within an audit format, developed "to ensure quality and continuous improvement in Ontario's colleges" (OCQAS, 2016b, para. 1). It has been suggested that the sector move to an accreditation model as the framework for its quality assurance assessments (OCQAS, 2015); however, this transition has been delayed, pending completion of the new college audit process by all colleges in the province, and a review of the process by the Committee of President's (CQAAP, 2016a).

Quality Assurance in Postsecondary Education

Quality assurance as it is recognized today initially developed in the business world as an attempt to optimize profit margins through improved product control and production efficiencies (Government of Canada, n.d.). Although models of quality assurance can be identified in educational institutional history from as far back as the middle ages (Amarel, 2014) and accreditation of educational institutions dates back over a century in the United States (Eaton, 2014), quality became a public concern in the postsecondary sector in the 1980's. At this time, government spending came under fire and scrutiny on the public sector intensified (Amarel, 2014). As the concept of quality became a cornerstone of the post-secondary sector (Amarel, 2014; Eaton, 2014), the challenge arose as to how to adequately and consistently define a concept exemplified differently by the multitude of stakeholder groups across the sector, as well as by individual stakeholders within the each group (Bennett, 2001; Dew, 2009; Houston, 2008; Law, 2010). Students, parents, faculty, administration, government, and industry stakeholders

value different aspects of the educational experience and therefore have very different definitions of quality for postsecondary institutions. This issue was explored by Harvey and Green (1993), who developed the most commonly adopted definition of quality in this sector, defining quality as "fitness for purpose" (as cited in Law, 2010, p. 66). This is the definition adopted by the Ontario College Quality Assurance Service (OCQAS) in 2006, when the formal quality assurance processes began in the Ontario college sector (OCQAS, 2017). In the Guidelines and Framework document for the Ontario College Quality Assurance Audit Process (CQAAP), OCQAS describes the goal of the audit as an attempt to ensure "alignment and consistency of the learning environment with the institutions vision, mission and goals" (OCQAS, 2016c, p. 4). Fitness for purpose within this context refers to the quality of the program as it achieves the goals and outcomes it is designed to achieve (Law, 2010, p. 66). For OCQAS, this means ensuring that the credentials being granted by the colleges meet the requirements of the Ontario Credentials Framework (OQF) as established by the Ministry of Advanced Education and Skills Development (MAESD) (OCQAS, 2016c) and the Minister's Binding Policy Framework for Programs of Instruction (MTCU, 2003).

In adopting the definition of quality as fitness for purpose, the sector has moved forward to meet the demands of a culture of accountability. In an attempt to establish measurable criteria in quantifiable terms that are understood by both academics and non-academics alike, the result has been the application of terms from the industrial sector that do not appropriately overlap to education (Law, 2010; Houston, 2008). Law (2010) summarizes this issue as he describes the:

> Industrialization of the language for education, through which students become
> 'customers' or 'consumers', the curricula are not taught but 'delivered', aims and

objectives of courses are changed to 'learning outcomes', and understanding and

knowledge are replaced by 'competence' and 'information. (p. 64-65)

These terms are becoming familiar in the lexicon of the postsecondary sector, and in fact, appear

to be driving some of the research agenda. As demonstrated in the learning outcomes projects led

by HEQCO (HEQCO, 2015; Goff et al, 2015) and the LEAP project led by the American

Association of Colleges & Universities (American Association of Colleges & Universities ,

2015), the sector has begun to adopt and apply terms that are being forced upon it by

accountability agencies. OCQAS provides evidence of the use of this language as well,

describing the "Outcomes-based Evaluation Approach" that auditors are expected to take as they

complete quality audits (OCQAS, 2016c). These terms have even filtered into the institutional

level, as the co-curricular transcript at Q-college refers to the learning competencies achieved

upon completion of activities, following suggested best practices (Georgian College, 2016, para.

6). This consistent use of terminology can be seen as evidence of the shift towards a common

language for the definition and understanding of quality within the sector.

This shift, although a step towards unification, still results with same elusive definition of

quality as an educational concept. Researchers feel that the focus on accountability that has

caused this shift has removed the impetus towards improvement, which was the original spirit of

quality assurance (Carmichael, Palermo, Reeve & Vallence, 2001; Dew, 2009; Law, 2010;

Houston, 2010). The concept of 'value added' is being missed, and represents the true nature of

quality in education (Bennett, 2001; Dew, 2009; Law, 2010). 'Value added' refers to the change

that occurs in a student between the time of arrival on campus and the date of graduation, with

the change being a result of the experiences at the postsecondary institution (Bennet, 2001, p.

40). This view presents outcomes assessment as a valid option for truly measuring a quality

educational experience. The difficulty with this definition is in the development of measurable criteria that can accurately assess and reflect changes in a student, the implementation of the assessments at both the beginning and the end of a program, as well as the inability to compare results between students, graduates and across courses and programs. Value added is a stakeholder specific definition and complicates the accountability agenda.

Current Trends. Quality assessment of postsecondary education is currently undergoing a close inspection and overhaul in both Canada (OCQAS, 2015; Deller, Brumwell & MacFarlane, 2015) and the United States (American Association of Colleges & Universities, 2015). OCQAS (2015), the American Association of Colleges & Universities (2015) and the Higher Education Quality Council of Ontario (Deller, Brumwell & MacFarlane, 2015) have all identified the need for a set of common learning outcomes for all graduates in order to establish quality standards across the sector. This fits with the movement towards a common language to unify the sector, as previously discussed. The challenge exists in the assessment of student achievement of these competencies (Deller, Brumwell & MacFarlane 2015). With the increased focus on accountability (Law, 2010; OCQAS, 2016c), it appears that learning outcomes are becoming the new way to assess quality in the postsecondary sector. They address the fitness for purpose definition of quality (Law, 2010, p. 66) as well as the value-added criteria (Bennett, 2001) presented in the literature. As a result, the original industrial language is evolving and adopting a more educational tone.

This change in language has allowed the focus of quality assessment to move from education for rote learning to education for employment, as skills identified by the current research hones in on broader concepts of development (American Association of Colleges & Universities, 2015; Dellar, Brumwell & MacFarlane, 2015). In the research conducted by the

American Association of Colleges & Universities (2015), four (4) essential learning outcomes were identified in its LEAP project (p. 9) as necessary achievements for all graduates. These outcomes include generalizable concepts related to critical thinking and civic duty. This same document identifies that 91% of employers place higher value on a graduate's ability to access critical thinking skills, and think in creative, innovative ways. In other words, to use abilities that should have been developed during the postsecondary educational experience (American Association of Colleges & Universities, p. 3).

A similar finding has recently been made by the Higher Education Quality Council of Ontario's consortium on Learning Outcomes (HEQCO, 2015). This team has identified four classes of learning outcomes as essential for Ontario graduates, including critical thinking and soft skills learned during study but not necessarily explicitly taught (such as time management) (Dellar, Brumwell & MacFarlane, 2015, p. 5). Their current work is focusing on examining how to best assess and demonstrate achievement of these outcomes. The Assessment of Higher Education Learning Outcomes project attempted to establish common learning outcomes in an international context, to standardize learning outcomes on a global scale (OECD, 2012); however, due to the breadth of the project, it was halted for further study.

These core skills are also reflected in the essential employability skills identified by the Ministry of Advanced Education and Skills Development (MAESD, 2017). All graduates of Ontario College Certificates, Diplomas and Advanced Diplomas must demonstrate competency in the six identified employability skill categories of communication, numeracy, critical thinking and problem solving, information management, interpersonal and personal skills. The Minister's Binding Policy Directive, Framework for Programs of Instruction mandates these skills into college programming (MTCU, 2003) and the OCQAS ensures they are included as part of

college credentials during the CQAAP audit assessment (OCQAS.2016c, p. 3; OCQAS, 2016d, p. 4). The skills included as essential have been identified as soft skills, and are considered essential for success in the current knowledge economy (Conway, Campbell, Hardt, Loat & Sood, 2016, p. 2 and p. 10; Carey, 2014, p. 14; Wagner, 2014). Hiring managers specifically identify communication, teamwork and analytical skills as three of the top six skills they look for in job candidates (AON Hewitt & Business Council of Canada, 2016, p. 4). It is these essential employability skills that employers consistently complain are missing in new graduates (Markowitz, 2017), although it is unclear whether there is a skills gap or an awareness gap on the part of the candidates, in not recognizing that they have developed these transferrable skills but lack the skills to market them appropriately (Harrison, 2017; Markowitcz, 2017).

These skills, whether called essential employability skills or transferrable soft skills, are clearly identified as part of the postsecondary experience for Ontario college students. The next section will explore co-curricular transcripts as they adopt the language shift of the quality assurance frameworks, linking learning outcomes in the assessment of the academic programming of an institution and the competencies, or learning outcomes, assigned to the activities in the co-curricular record. This link demonstrates the validity of using co-curricular transcripts in the quality assurance process, as it demonstrates the learning, application and practice of transferable essential employability skills. The standardization of the language should allow for an evaluation of co-curricular activities in ways previously unavailable, and therefore should provide evidence of institutional quality in meeting requirements for program delivery.

Co-Curricular Activities

Co-curricular activities are the opportunities for student engagement that are essential for student success (Astin, 1985; Kinzie & Kuh, 2004). Astin's (1985) theory of involvement states

that "[s]tudents learn by becoming involved" (as cited in Pascarella & Terenzini, 2005, p. 53). His research indicates that the more students get involved in the academic institution, the more successful they will be in their academic studies. According to Astin, the "quality and quantity of the student's involvement will influence [their] capacity for…learning and development" (Bergen-Cico & Viscomi, 2012, p. 331). Tinto (1993) expanded upon his findings, developing a theory of student departure that states that the lack of student engagement emotionally and cognitively leads to the student's loss of interest and eventual departure from studies (as cited in Pascarella & Terenzini, 2005, p. 54). Co-curricular activities provide opportunities for students to get involved in their educational institution, engaging in a way that can make the academic experience more meaningful, support retention and empower student success (Elias & Drea, 2013).

Co-curricular activities also provide experiential learning opportunities. Kolb's (2015) theory of experiential learning defines learning as "the process whereby knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Kolb's (2015) experiential learning model (Figure 1) portrays four modes of learning required for an individual to process and integrate new knowledge. Learners must process the experience and reflect upon it in order to integrate the experience into new or transform previous knowledge, enabling them to act upon that knowledge in future encounters (Kolb, 2015, p. 51). From involvement in leadership activities such as student government, to planning a club fundraiser, or playing on a varsity team, co-curricular activities provide this unique set of circumstances from which students can construct and transform their understanding of their world and the role they play in it (Elias & Drea, 2013). The development of the co-curricular record allows students to turn these previously undocumented experiences into a transcript of articulated competencies (Elias &
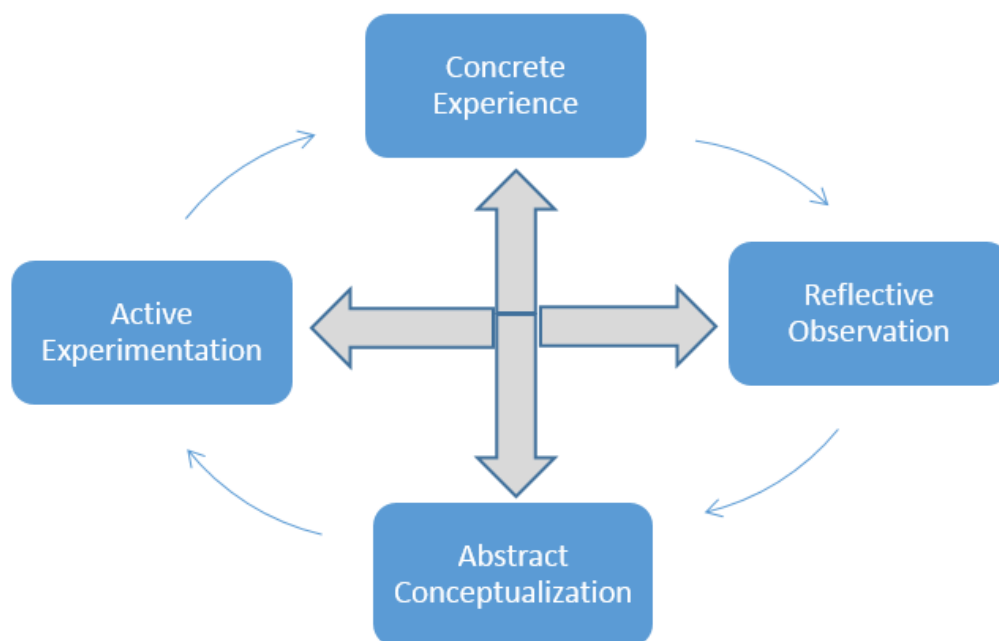
Figure 1 Kolb's Experiential Learning Cycle (Kolb, 2015, p. 51)

Drea, 2013; Stirling & Kerr, 2015). This is an important connection, as the value of experiential

learning is gaining more public attention with a recent special task force report published

recommending that every postsecondary student in the province receive at least one experiential

learning opportunity during their studies (Conway, Campbell, Hardt,, Loat and Sood, 2016).

Co-curricular activities correspondingly play an important role in a number of other

aspects of student development (Barber, 2012; Barber & King, 2014; Bergen-Cico & Viscomi,

2012; Gellin, 2003; Keen & Hall, 2009). Primarily, they provide the opportunity for students to

apply, practice and integrate new and previously understood knowledge (Stirling & Kerr, 2015).

This can be applied to both active and passive student participation in co-curricular events. As

demonstrated by Bergen-Cico & Viscomi's (2012) study into the correlation between passive

student engagement and grade point averages, students did not have to actively engage in club

membership or sports activities to gain the benefits of engagement. Their attendance at

institution-sponsored events resulted in a positive gain in grade point averages as long as they

maintained a balance between the number of activities they attended and their studies. This finding expands the scope of the definition of engagement to include co-curricular activities with both active and passive student participation.

In another realm of student development, Barber (2012) linked student involvement to opportunities for integration of learning in his grounded theory analysis of student learning. He developed a theory of integration of learning with three categories: establishing a connection, application across contexts and synthesis of a new whole (p. 603-606). Co-curricular activities provided some of the opportunities for this integration to occur, with the caveat that reflection was required to process the material and move through the categories. This was supported by the research conducted by Keen & Hall (2009) on co-curricular service learning programs. Their recommendations also included the suggestion to include journaling or some type of reflection in order to fully process any learning that has occurred during the activity. Stirling and Kerr (2015) expand upon this recommendation, with their model of learning-centred co-curricula in higher education (p. 7) (Figure 2). This model takes the concept one step further, to include a pre-activity to prepare the student for the learning experience as well as a formalized reflection activity prior to adding the competencies to a portfolio or transcript document. The opportunity for the learner to formally reflect on the experience is an important consideration for the evaluation of co-curricular activities.

The importance of co-curricular participation is well documented. Keen & Hall (2009) describe the benefits co-curricular service-learning programs on diversity issues. The value of co-curricular participation is not limited to traditional and non-traditional students (or part time) (Tan, 2007). Haber (2011) researched the role that co-curricular activities play in leadership

CURRICULAR LEARNING ⟷ PROFESSIONAL PRACTICE

CO-CURRICULAR PRE-TRAINING
Co-curricular training that <u>may</u> occur prior to the student's engagement in a specific co-curricular activity. Examples:
- Job training
- Team building exercises
- Leadership training
- Ethics & diversity training

PURPOSIVE CO-CURRICULAR PARTICIPATION
(Concrete Experience/Reflective Observation)
Example activities:
- Club/activity participant
- Student leadership
- Volunteer experience
- Work-study
- Casual staff employment

Includes facilitation of *surface reflection*.
Should *learning agreements* be used?

APPLY   REFLECT

CO-CURRICULAR PORTFOLIO
(Active Experimentation/Abstract Conceptualization/Reflective Observation)
Critique of practice examining co-curricular experiences within theory related to the intended learning outcome(s) and application of co-curricular experience/ learning to future learning/work-setting:
- Describe, Examine, Articulate learning
- What? So what? Now what?

INTEGRATE

PROFESSIONAL DEVELOPMENT WORKSHOPS
(Reflective Observation/Abstract Conceptualization)
Student development workshops that facilitate *deep reflection* on co-curricular experiences and integrate theoretical knowledge related to intended learning outcome(s).

Adapted from Koh, 2008; Kolb 1984.

Figure 2 Model of learner-centred co-curricula in higher education (Stirling and Kerr, 2015)

development, making a recommendation for learning outcomes to be incorporated into training

programs proposed for peer mentor trainees. Barber & King's (2014) research into self-

authorship identified co-curricular activities as the second most impactful activity on students'

development of self-authorship, or independent thought. In a meta-analysis of 10 years of

literature on the impact of co-curricular involvement in critical thinking, critical thinking gains

were attributed to involvement in co-curricular activities (Gellin, 2003). Gellin (2003) suggests that:

> Student affairs administrators may use this research to illustrate how they and academic affairs administrators share a common goal of helping students develop their critical thinking ability as well as to link curricular activities to co-curricular activities to help develop the critical thinking skills. (p. 758)

As discussed earlier, employers are specifically looking for these skills (Conway, Campbell, Hardt, Loat & Sood, 2016, p. 2 and p. 10; Carey, 2014, p. 14; Wagner, 2014).

Summary

In summary, this chapter has provided an overview of the challenges in quality assurance and the evidence that co-curricular activities offer student-learning opportunities. Quality assurance processes in the province of Ontario are in the midst of changing in response to stakeholder demands and an emphasis on globalization (OCQAS, 2016c). Current trends in the field indicate that learning outcomes are fast becoming the most effective method of assessing the quality of an educational experience (HEQCO, 2015; American Association of Colleges & Universities, 2015; Bennett, 2001). The evolving language of the field may provide the opportunity to use the co-curricular transcripts as evidence in the quality assurance audit framework.

In order to use the transcripts, it is important to recognize the evidence the literature provides for the effectiveness of student co-curricular activities in achieving learning outcomes. Research confirms that they provide ample opportunity for integration of learning (Barber, 2012), leadership skill development (Haber, 2011), critical thinking (Barber & King, 2014; Gellin, 2003) and if optimized, can affect grade point averages (Bergen-Cico & Viscomi, 2012).

There is also evidence of a connection between the language developing in the quality assurance field and that used in co-curricular record tracking. The focus on learning outcomes fits nicely with the competency framework used to evaluate co-curricular activities. There is also convergence across the needs of employers and the skills developed during participation in the co-curricular activities (Gellin, 2003; American Association of Colleges & Universities, 2015). This study aligns well with the changes in the sector and the quality assurance field and the needs of the institutions to provide increasingly more effective pieces of evidence to demonstrate how they meet the new accreditation standards.

Chapter 3: Methodology

Chapter two reviewed the background and relevant literature as it relates to co-curricular transcripts and the relevant aspects of quality assurance. Research demonstrated that student learning occurs in all aspects of postsecondary educational experiences, across academic focused and co-curricular activities. Quality assurance has begun to change the language used by the postsecondary sector, evolving the industrial concepts that were superimposed when the quality movement began (Law, 2010). Terms are becoming standardized and are increasingly effective for use across the institution.

The Problem Restated

This study explored the reliability and validity of the use of co-curricular records (CCR's) by one mid-size, central Ontario College of Applied Arts and Technology as evidence of their quality assurance mechanisms during the College Quality Assurance Audit Process (CQAAP). The launch of a new set of standards in the spring of 2015 by the Ontario College Quality Assurance Service (OCQAS) has a primary focus on college development and continual improvement (OCQAS, 2016e). This placed this research at the front of industry policy and practice as a new chapter in quality assurance is unfolding with the recent suggestion to move to accreditation by the OCQAS (OCQAS, 2015). Research has demonstrated the link between co-curricular activity and student learning (Barber, 2012; Bergen-Cico & Viscomi, 2012; Haber, 2011; Keen & Hall, 2009) and with a new focus on experiential learning at the provincial level (Conway, Campbell, Hardt, Loat & Sood, 2016), this research is both current and relevant for the Ontario College sector.

Research Methodology

The research for this study was initially conducted using document analysis. Bowen (2009) defines document analysis as "a systematic procedure for reviewing or evaluating documents" (p. 1) that can help to "uncover meaning, develop understanding, and discover insights" (p. 29). Document analysis for this research study employed analyzing documents that were publicly available and was intended to discover insights into the connection between two documents.

A secondary methodology, framework analysis, was used to complete the comparison of the CQAAP standards and requirements to the CCR from a program level. Framework analysis is an ideal methodology for applied policy research attempting to "describe and interpret what is happening in a particular setting" (Thomson, 2009, p. 73). As described by Thomson (2009), framework analysis is best suited for research with a defined timeframe, specific questions, a set sample and an issue that needs to be examined. There are five steps identified in the process of conducting a framework analysis: familiarization; theme identification; indexing; charting; and mapping and interpreting (Thomson, 2009, p. 75). The first step, familiarization, was completed during the initial document analysis process comparing the CQAAP standards and requirements to the learning outcomes in the CCR Submission Form (see Appendix B). The themes identified were the level of applicability of each requirement for the CCR program. Indexing and charting were completed using an Excel spreadsheet, with the mapping and interpretation completed as the results were generated and interpreted.

Conceptual Framework

This study was approached from within the conceptual framework provided by the CQAAP (OCQAS, 2016e). The six (6) standards included in the CQAAP process, along with the

requirements within them, provided the structure that informed and guided the researcher as

competencies are compared during the document analysis process.

Data Collection

This study employed one type of data collection: document analysis. Data collection

began with the submission of an ethics application to Central Michigan University's Institutional

Review Board. Once approval was received, a letter was sent to the researcher's manager for

permission to proceed with the research project at Q-College. The researcher then submitted a

research ethics application to Q-College Research Ethics Board (REB). Upon receipt of approval

to conduct the research project from the REB, an email was sent to the Associate Vice President

and Dean of Students, including the letter of approval from the manager and the two (2) REB

approval documents. The email requested access to the complete list of co-curricular transcript

learning outcomes. The Associate Vice President forwarded the full list of learning outcomes for

use per the request. The CQAAP Standards and Requirements (OCQAS, 2016e) (see Appendix

A) were retrieved from the OCQAS website and the EES (MAESD, 2017) (see Appendix B)

were retrieved from the MAESD website.

Document Review: The CCRLO's (see Appendix B) at the college studied were

compared against the CQAAP standards and requirements (OCQAS, 2016d) (see Appendix A)

using a document analysis methodology. The EES (see Appendix D) was compared to the

CQAAP Standards and Requirements as a correlation was identified between the CCR and the

EES during the initial mapping process. A secondary analysis was conducted in the same method

comparing the CCRLO's to the EES prescribed by the Ministry of Advanced Education and

Skills Development (MAESD) (MAESD, 2017). The results of the mapping were exported into

an Excel spreadsheet for more detailed analysis and report generation. Finally, a comparison

between the CQAAP standards and requirements was completed against the CCR as a program

using a Framework Analysis.

   Document Review Procedure. The documents were compared using the qualitative data

analysis software, NVivo. This software was designed to identify themes and similarities in order

to make generalizations in qualitative data (NVivo, n.d.). In order to conduct the analysis, the

CQAAP Standards (OCQAS, 2016e) (see Appendix A) and the CCR Submission Form (see

Appendix B) were imported as pdf documents and saved as separate external sources in the

NVivo software. The document analysis began with the identification of themes in the data. In

the case of this research, initially the themes identified were the standards and requirements

within the CQAAP (OCQAS, 2016e). Each CQAAP standard was designated as a node, with the

corresponding requirements within each standard identified as a sub-node, or child node. The

CCRLO's were compared against these nodes for alignment. If an alignment was identified, the

CCRLO was coded to that node by highlighting the section of the CCRLO in the CCR

Submission Form text and dragging it to the applicable node (CQAAP Standard or

Requirement). A CCRLO could overlap or align with more than one standard or requirement,

allowing it to be coded multiple times. During this process it was identified that the CCRLO's

were too specific for this type of comparison, so the CCR as a program was considered and the

title of the document was mapped onto the CQAAP Standards and Requirements were an overlap

was identified. As a result of this shift in perspective, a connection was identified between the

CCRLO's and the EES (see Appendix D), as they EES are specifically mentioned in a few of the

CQAAP Requirements. The EES were copied from the MAESD website (MAESD, 2017) into a

Word document and imported into NVivo for inclusion into the analysis. A similar approach was

taken during this initial mapping and the EES was considered as one document and the document title was mapped, or coded, to the applicable CQAAP Standards and Requirements.

As the researcher became familiar with the documents during this thematic analysis, the connection between the EES and the CCR was strengthened. As such, a decision was made to explore this link more closely. A new NVivo project was created for this analysis. The EES were copied from the MAESD website (MAESD, 2017) and saved as a Word file. This Word document was imported into the NVivo project and saved as an external source. The CCR Submission Form (see Appendix B) was also imported and saved as a separate external source. The analysis began with identifying the EES skill categories, defining skills and learning outcomes as the main themes in the research. Each EES skill category was designated as a node, with the corresponding defining skills and learning outcomes identified as child nodes. The CCRLO's were then compared against the EES skill categories, defining skills and learning outcomes for alignment. If an alignment was found to exist, the CCRLO was coded to that node by highlighting the section of the CCRLO and dragging it to the node or child node that it mapped onto. A CCRLO could overlap or align with more than one EES skill category, defining skill or learning outcome, allowing it to be coded multiple times.

The final step in the research was the comparison of the CQAAP standards and requirements and the CCR. Reflecting on the CCR from a program level allowed a determination to be made as to where identified quality assurance processes currently exist for the program and where they could be developed. Looking at the program from this level, each CQAAP standard and requirement was considered as it would apply to the CCR program, from within the researchers scope of understanding based on the documents and literature publicly available for the CCR program at Q-college. An Excel spreadsheet was created (see Appendix C), listing the

standards and the requirements for the CQAAP. Each Requirement was interpreted as it might

apply to the CCR as a program and allocated one of three categories: currently applicable,

potentially applicable, or not applicable. If the CCR program currently met the CQAAP

requirement based on the guiding information and examples provided in the CQAAP document

(OCQAS, 2016d), the requirement was classified as currently applicable and the corresponding

cell in the column was colour coded green. If there was uncertainty about whether processes,

policies or practices were in place that allowed the CCR to meet the CQAAP requirement, it was

classified in the second category, potentially applicable, and the cell was colour coded yellow.

The final category, not applicable, applied to the CQAAP requirements that did not or could not

be applied to the CCR program, with cells colour coded red for this category. Questions, gaps in

understanding or known gaps in processes, policies and practices were noted during the process.

The spreadsheet was completed, considering how the CQAAP standards can be applied to the

CCR program, using the CQAAP Standards with Guiding Information and Examples of Quality

Assurance Mechanisms (OCQAS, 2016d) as a reference.

   Document Review Data Analysis. The results of the CQAAP (OCQAS, 2016d) and CCR

(see Appendix B) comparison were exported as visual reports from NVivo.

The results of the comparison between the EES (MAESD, 2017) (see Appendix D) and CCR

(see Appendix B) comparison in NVivo were exported as graphical reports from NVivo. An

export of the results into a spreadsheet format was also completed for deeper analysis of the data.

The Excel spreadsheet report was to configure graphical images and visual reports at more

granular level, from different perspectives.

The framework analysis of the CQAAP and CCR was completed in Excel. The number of standards and requirements that fell into each category were tallied, and a simple descriptive analysis (percentages) was applied. Graphical reports were generated from these results.

Ethical Review

As the first step in ethical approval, CITI training was completed by the researcher in the fall of 2015 (see Appendix H). The Canadian version of ethics training, TCPS2 Core, was completed in the late summer of 2016, as part of the ethics approval requirement for Q-College's Research Ethics Board (Georgian College, 2013, p. 4) (see Appendix I).

The next step was to complete an Administrative Approval of Research Form (M. Whittaker, personal communication, August 31, 2016), to request for approval from the researcher's manager (see Appendix G). Once completed, this approval form was submitted along with the Research Review Application (Central Michigan University, n.d., para. 3) (see Appendix E) and the CITI training certificate, through Central Michigan University for approval.

The final step to obtain approval was to apply through Q-College's Research Ethics Board (REB). Although this research did not require ethics approval as it does not include human subjects (Georgian College, 2013), the Research Ethics application was completed and submitted to ensure the college was aware that the research was being conducted (see Appendix G). The submission included the approved Administrative Approval of Research Form (M. Whittaker, personal communication, August 31, 2016); the TCPS2 Core certificate; the approved Central Michigan Research Review Application (Central Michigan University, n.d., para. 3); and the completed Research Ethics application (Georgian College, 2013). After a brief telephone call with the chair of the research ethics board to confirm details about the research project, the research was approved via an expedited review on October 20, 2016.

Chapter 4: Results

This qualitative research project explored the opportunity to use the Co-Curricular

Record (CCR) at one central Ontario College as evidence in the College Quality Assurance

Audit Process (CQAAP) conducted by the Ontario College Quality Assurance Service (OCQAS)

(OCQAS, 2016b). The questions addressed in this study focus on one area of impact for the co-

curricular record: documents. The questions addressed are as follows:

1. Where do the competencies in the CCR overlap with the quality assurance standards and

    requirements?

2. Where can the Co-Curricular Transcript be used as evidence for this institution of the

    quality of the programming provided both academically and non-academically?

The CCR Submission Form (see Appendix B) from Q-college was mapped to the CQAAP

Standards and Requirements (see Appendix A) using the qualitative data analysis software,

NVivo. The CQAAP standards were classified as the main themes, called nodes within the

software, against which the learning outcomes in the CCR learning competency categories were

compared.

The same process was conducted using the Essential Employability Skills (EES) (see

Appendix D) identified as a graduation requirement for all Ontario College Certificate, Diploma

and Advanced Diploma credentials (MTCU, 2003). In this analysis, the EES skill categories

were identified as main themes, or nodes within the NVivo program, with the EES defined skills

and learning outcomes identified as sub themes, or child nodes, in NVivo. The CCR learning

outcomes (CCRLOs) were compared against the identified nodes, or themes, and mapped

accordingly. The report exported from this process was further explored, with descriptive

analysis applied to yield the results for the research questions discussed below.

A final review of the CQAAP standards and requirements was conducted using a framework analysis approach, applying them to the CCR as a program. From this program level perspective, the CQAAP requirements were identified as either currently applicable, potentially applicable or not applicable to the CCR. The comparison resulted in the charts discussed in the results below.

Question 1: Overlap of CCR and CQAAP

To answer the first question, "Where do the competencies in the CCR overlap with the quality assurance standards and requirements?" the CCR Submission Form (see Appendix B) for Q-college was mapped to the CQAAP Standards and Requirements (see Appendix A) using the qualitative data analysis software, NVivo. The initial comparison of the CCR learning competency categories and their affiliated learning outcomes resulted in the identification of the connection between the CCR and the Essential Employability Skills (EES) (MAESD, 2017). As such, the EES (see Appendix D) as a concept was also mapped to the CQAAP Standards and Requirements. This mapping revealed the connections between the CCR, and CQAAP Standard 1, Requirement 1.1 and between the CCR, EES and CQAAP Standard 3, Requirements 3.1, 3.2 and 3.3.

Figure 3 demonstrates the overlap between the CCR and the CQAAP Standards, including the corresponding overlap between the EES. Standard 1, Program Quality Management System, stipulates that "[e]ffective quality assurance mechanisms ensure the quality of a program management system and demonstrate continuous improvement" (OCQAS, 2016e, p. 1). Requirement 1.1 states "[a] college-wide program quality management system: [f]acilitates the evolution of programs to maintain their relevance and fitness with the College Mission: (OCQAS, 2016e, p. 1).
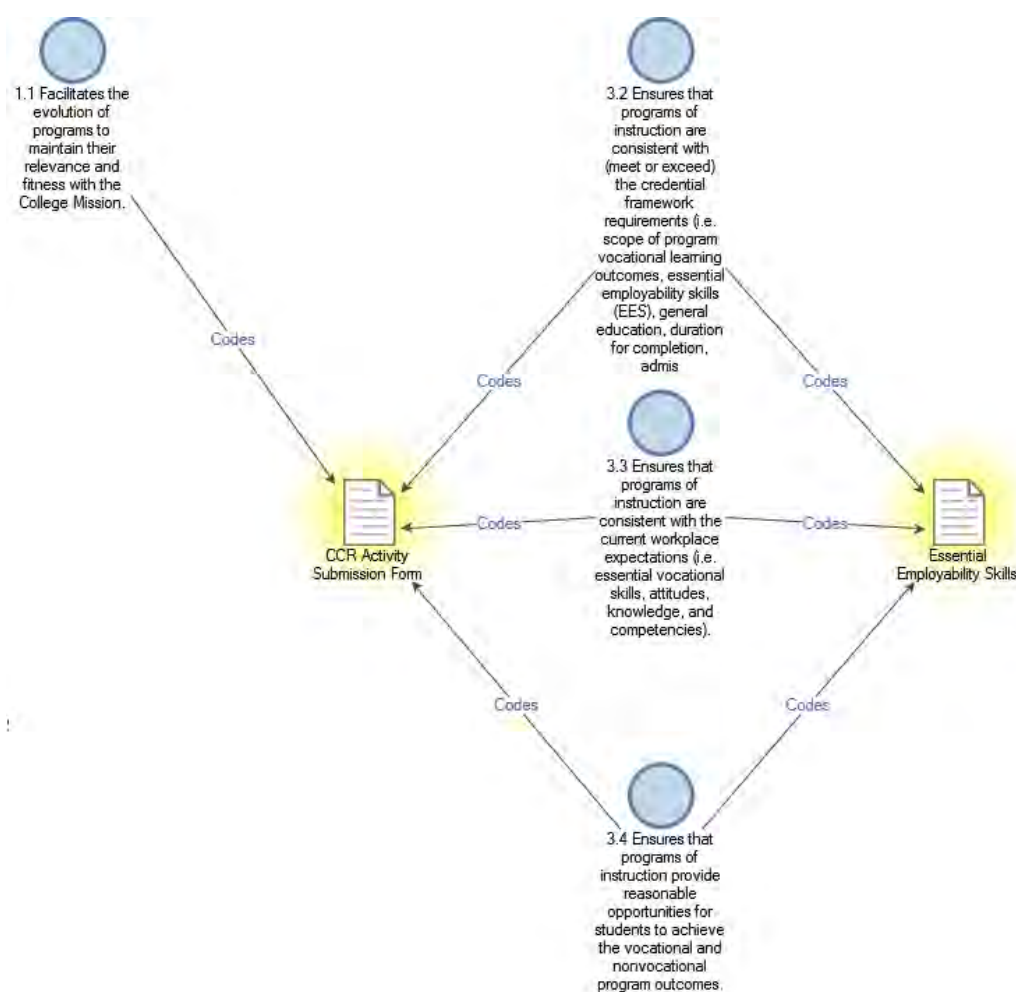
Figure 3 Overlap of the CCR and EES to the CQAAP Standards and Requirements

Standard 3, Conformity with Government Requirements, states "[e]ffective

quality assurance mechanism ensure the conformity of programs of study with relevant

government requirements and demonstrate continuous improvement" (OCQAS, 2016e, p. 3).

The relevant requirements in this Standard are Requirements 3.2, 3.3 and 3.4:

A college wide program implementation system:

(3.2) Ensures that programs of instruction are consistent with (meet or exceed) the

credential framework requirements (i.e. scope of program vocational learning outcomes,

essential employability skills (EES), general education, duration for completion,

admission requirements, name of credential)

(3.3) Ensures that programs of instruction are consistent with the current workplace

expectations (i.e. essential vocational skills, attitudes, knowledge, and competencies).

(3.4) Ensures that programs of instruction provide reasonable opportunities for students

to achieve the vocational and nonvocational program outcomes. (OCQAS, 2016e, p. 3).

The alignment of the CCR and EES documents to these CQAAP Requirements comes under the

consideration of how they help the college to achieve the goals each Requirement describes. The

CCR and EES aligned closely when comparing each of them from a conceptual level, rather than

at the granular, learning outcome level. Figure 3 demonstrates where the concepts within the

CCR, EES and the CQAAP overlap, as well as the relationship of the CCR and the EES on a

conceptual level. This identified relationship led to the results in the next section.

Question 2: CCR as Evidence

The second question asked, "Where can the Co-Curricular Transcript be used as evidence

for this institution of the quality of the programming provided both academically and non-

academically?" In order to answer this question, two analyses were conducted.

Analysis 1: Essential Employability Skills (EES). The first step taken to answer this

question was to conduct a document analysis comparing the Essential Employability Skills

(EES) (MAESD, 2017) to the Co-curricular Record. The comparison of these two documents

was conducted as a result of the correlation identified between them during the document

analysis process used to answer question one. The learning outcomes of each of the CCR

learning competency categories in the CCR Submission Form (see Appendix B) were compared

to the EES skills categories, defined skills and learning outcomes (MAESD, 2017) (see

Appendix D) using the qualitative data analysis software, NVivo. The mapping process was completed using the EES skill categories, defining skills and learning outcomes as the thematic nodes that the CCR learning outcomes were mapped onto. Reports were created by extracting a spreadsheet formatted report from the NVivo software. The data was prepared and sorted and a pivot table was created to generate visual reports.

EES skill categories. There are 14 CCR learning competency categories identified within the CCR, constituted of 80 CCRLO's (see Appendix B). These were mapped against the six EES skill categories and their 38 defining skills and affiliated learning outcomes (MAESD, 2017) (see Appendix D). This mapping resulted in an 82% overlap, with the CCRLO's mapping to 31 of the 38 EES defining skills and learning outcomes.

Figure 4 presents the breakdown of this coverage by EES skill category, displaying the percentage of the 316 CCRLO references that were made to each of the six EES skill categories.
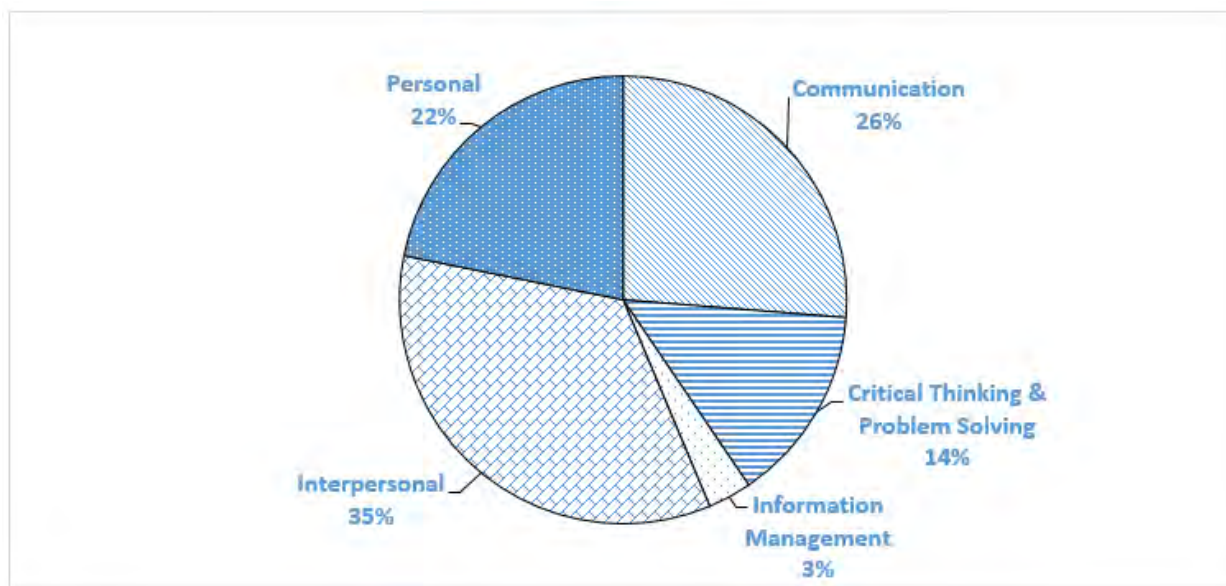

Figure 4 Percentage of CCRLO references by EES skill category

The 80 CCR learning outcomes mapped 316 times across the six EES skill categories. The majority of the CCRLO's reference points were to the Interpersonal, Personal and Communication EES skill categories, as seen in Figure 4. The Interpersonal skill category had

the strongest correlation, receiving 35% of the references from the CCRLO's. The

Communication and Personal skill categories mapped the next strongest, each with around 25%

of the mapping references. Critical Thinking and Problem Solving had about 15% of the

CCRLO's mapped against it, while the Information Management skill category had less than a

5% match to the CCR. As seen in Figure 4, the sixth EES skill category, Numeracy, received

zero reference points.

Figure 5 presents the number of references made from the CCR to each of the six EES

skills, providing a more detailed breakdown of how the CCR mapped across the six EES.
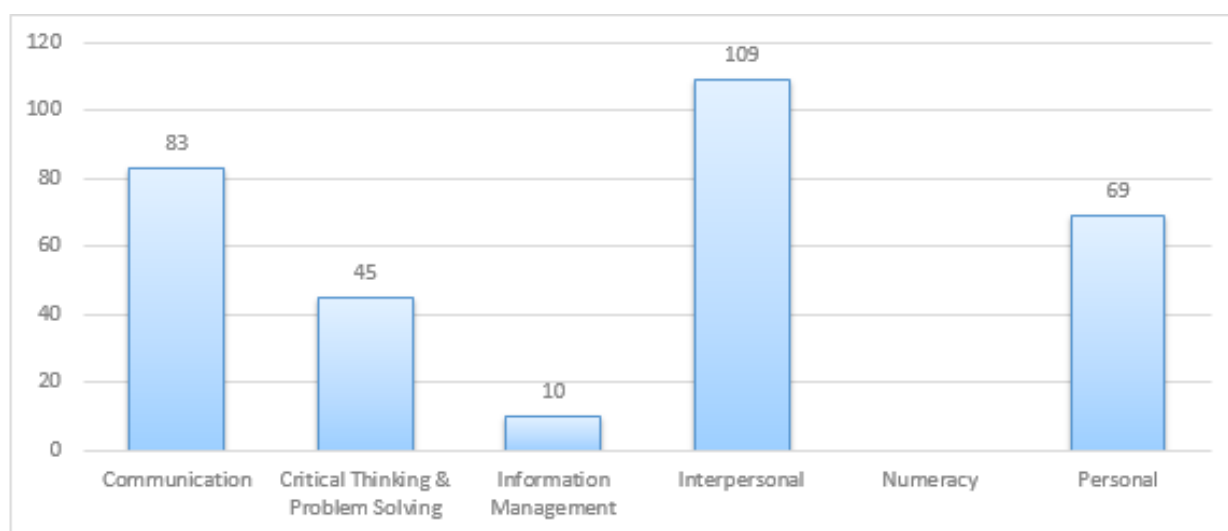
Figure 5 Number of CCR references at each EES skill category

As seen in Figure 5, the CCR was linked to five of the six EES skill categories. There was only

one skill category (Numeracy) that did not have any references made from the CCR. Of the

remaining five, Interpersonal skills has the highest match, with 109 references. The next

strongest alignments are between the skill categories of Personal (69 references) and

Communication (83 references). Critical Thinking and Problem Solving has 45 overlaps. The

weakest coverage is for the Information Management skill category, with only 10 references

from the CCR.

Figure 6 presents the percentage that each CCR learning competency category references each of the EES categories.
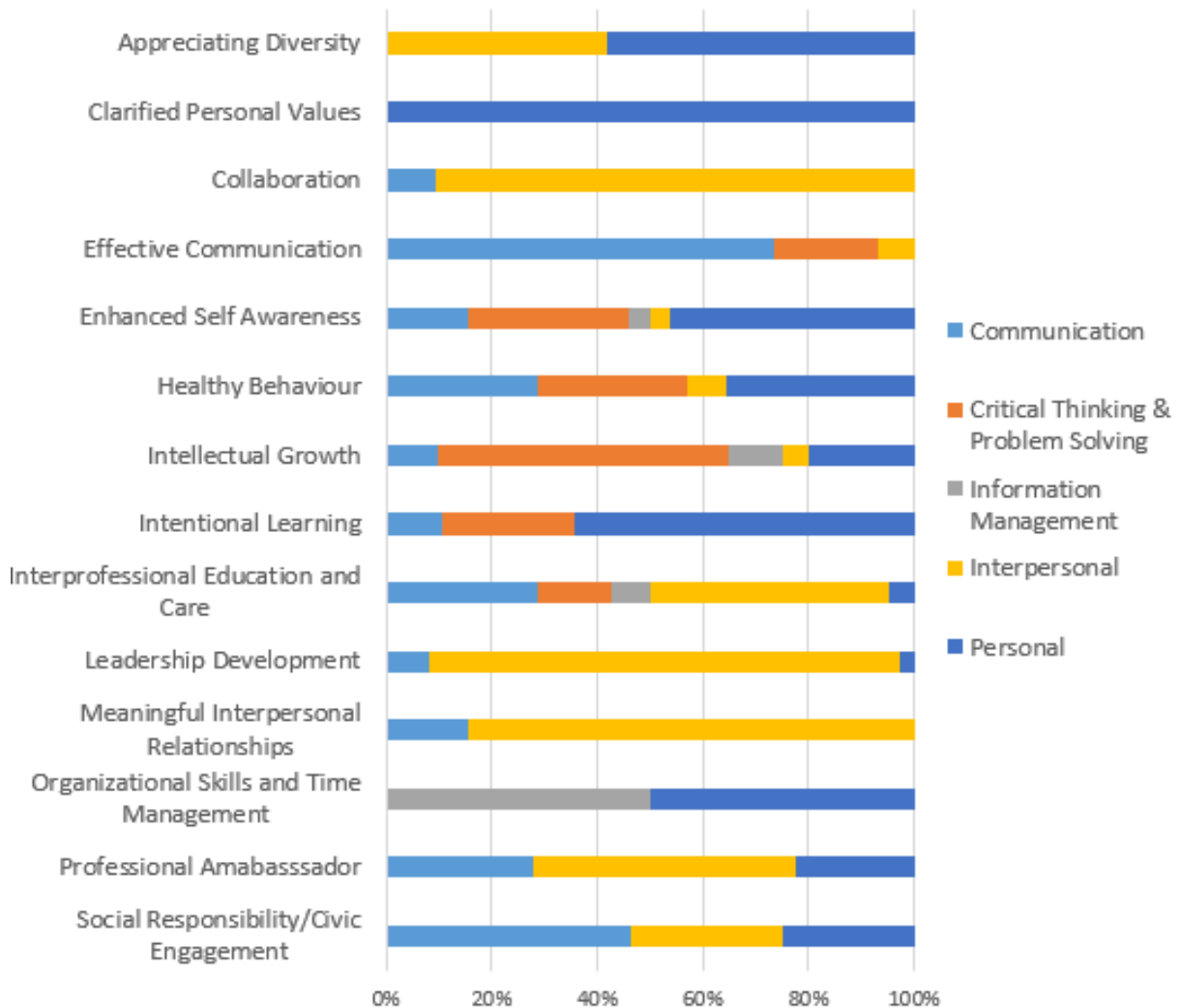
Figure 6 CCR learning competency categories mapped to EES skill categories

The CCR consists of 14 learning competency categories, each made up of a number of learning outcomes. As seen in Figure 6, the fourteen CCR competency categories map onto five out of the six EES Skill Categories. This visual allows for a closer examinition of how the CCR learning competencies mapped specifically to each EES, as well as how many EES skill categories each CCR learning competency category aligned with. Communication, Interpersonal and Personal EES skill categories have 11 out of the 14 CCR competency categories mapped to

them. Critical Thinking and Problem Soliving maps to five of the EES cateogries and

Information Management maps to four. Numeracy is the only EES skill category that the CCR

does not map onto. Figure 6 also demonstrates that every one of the fourteen CCR learning

competency categories was linked to at least one EES skill category. Three CCR learning

competency categories (Enhanced Self Awareness, Intellectual Growth and Interprofessional

Education) have the strongest overlap, each mapping to five EES skill categories. Healthy

Behaviour is the only CCR category that maps to four EES skill categories. The majority of the

CCR learning competency categories (five) map to three EES skill categories (Social

Responsibility/Civic Engagement, Professional Ambassador, Leadership Development,

Intentional Learning and Effective Communication), Organizational Skill/Time Management is

the only CCR category that maps to two EES categories and Clarified Personal Values maps to

just one EES skill category.

EES defining skill and learning outcomes (LO). The defining skills and learning

outcomes (LO) within each EES skill category describe the essential employability skills and

abilities that graduates must demonstrate upon graduation from Ontario College Certificates,

Diplomas and Advanced Diplomas (MAESD, 2017). To explore the connection between the EES

and the CCR more deeply, the overlap between the defining skills for each EES skill category

and the CCR learning outcomes was analyzed. Reports were generated using the exported Excel

spreadsheet report from the NVivo program to create pivot table reports and graphs.

*Communication***.** As described previously, 26% of the 316 references from the CCR were

made to the Communication EES Skill Category (see Figure 4). The following results provide

further details into how that percentage is achieved; exploring how the specific CCR learning

competency categories align with each of this skill category's defining skills and learning

outcomes (LO's).

Figure 7 details the number of CCRLO's mapped to each of the six defining skills and

two LO's of the Communication EES skill category.
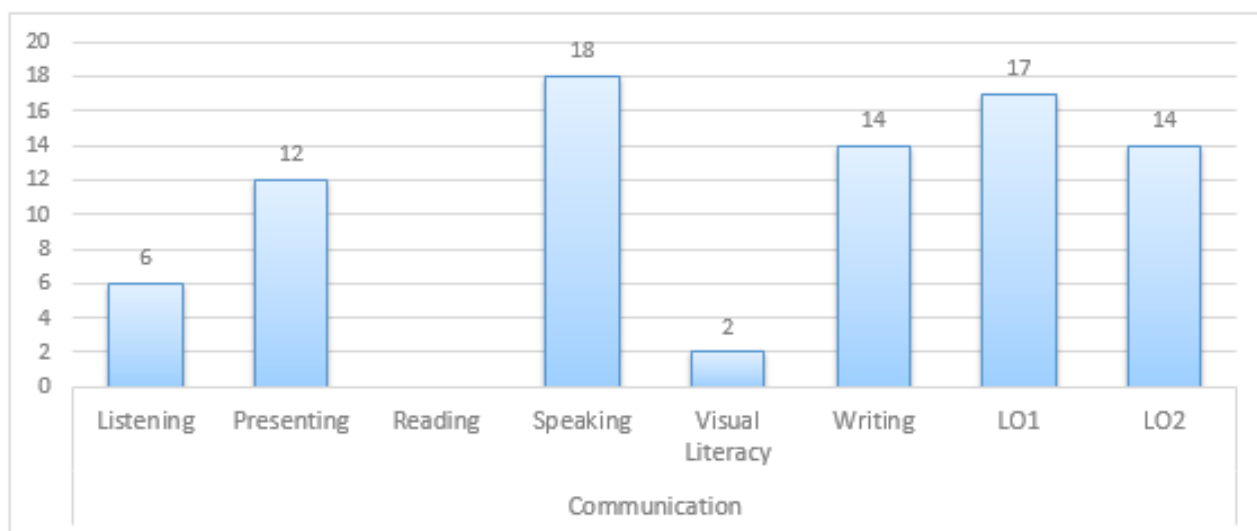
Figure 7 Breakdown of CCR references across Communication EES category

Overall, 83 of the 316 references from the CCR mapped across five of six defining skills and

both LO's in the Communication EES skill category. As presented in Figure 7, five components

of this category had 12 or more reference points from the CCR. Speaking was the defining skill

mapped the highest, with 18 references. Both LO's for this category had 14 or more links from

the CCR. Reading was the only defining skill in this category that did not have any cross-

reference with the CCRLO's.

Figure 8 provides a visual representation of the mapping across the Communication

category by percentages.
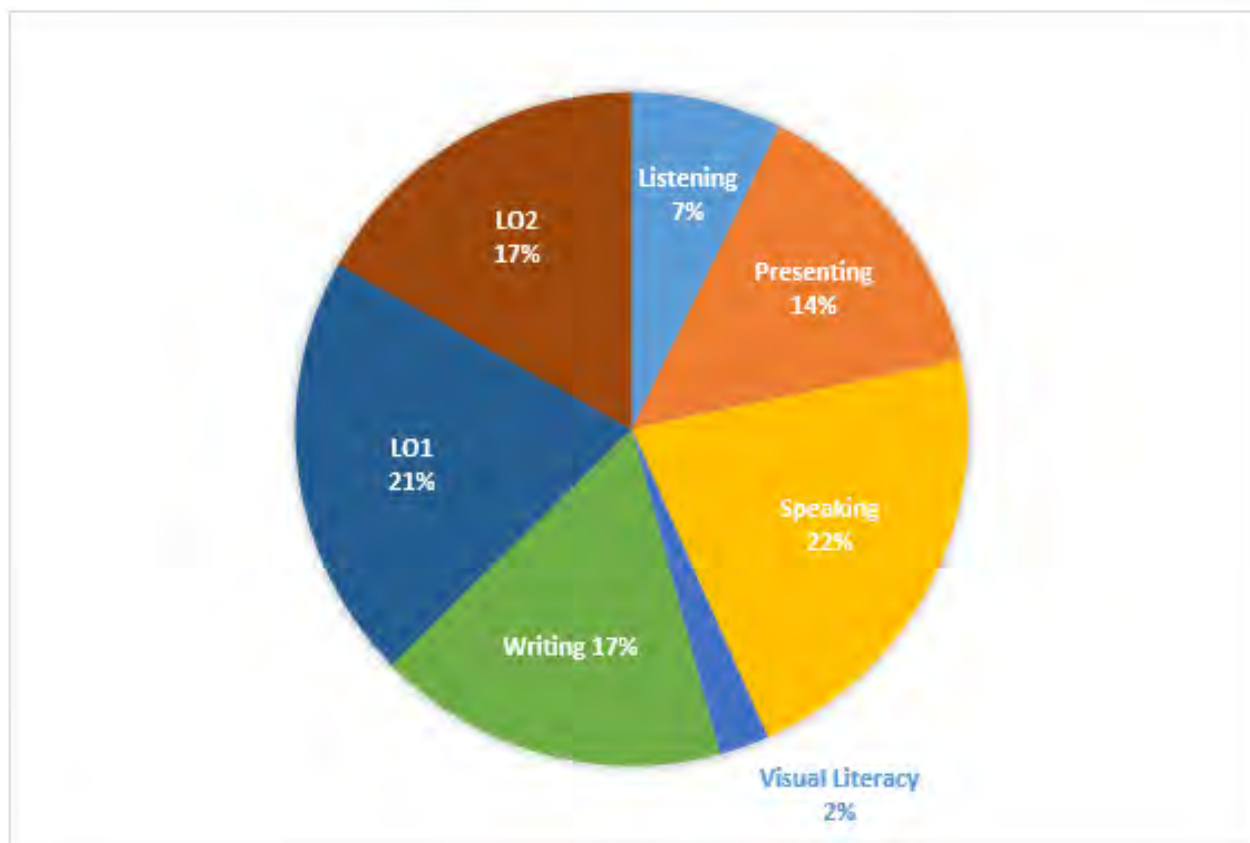
Figure 8 Percentage of references made to each defining skill and LO in Communication EES category

The data in Figure 8 indicates that 53% of the 83 references made from the CCR to this category were onto three of the defining skills (Writing, Speaking and Presenting).The two LO's combined mapped 38% of the references in this category. Visual Literacy and Listening combined mapped less than 10% of the CCRLO's.

       EES Numeracy. The EES Numeracy skill category did not have any CCRLO's mapped to its three defining skills or one LO. There is currently no alignment between the CCR and this EES skill category.

       EES Critical Thinking and Problem Solving. As described previously, 14% of the 316 references from the CCR to the EES were made to the Critical Thinking and Problem Solving (CTPS) EES Skill Category (see Figure 4). The following results provide further details into how

that percentage is achieved; exploring how the specific CCR learning competency categories

align with each of this skill category's defining skills and learning outcomes (LO's).

Figure 9 details the number of CCRLO's mapped to the five defining skills and two LO's

of the CTPS EES skill category.
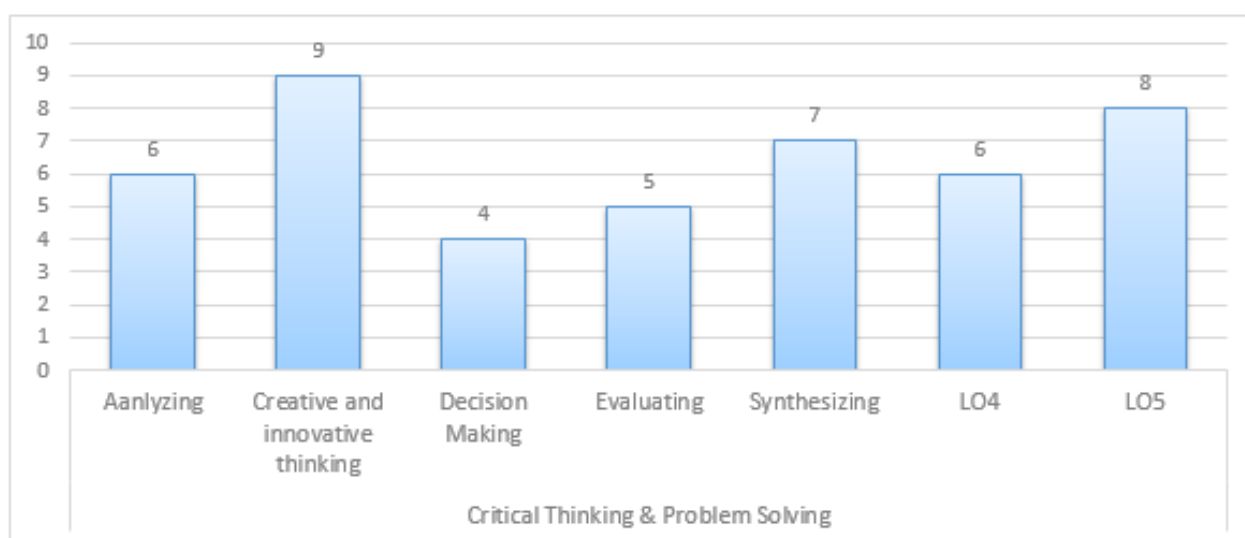
Figure 9 Breakdown of CCR references across CTPS EES category

As seen in Figure 9, 45 references were made to the EES skill category of Critical Thinking and

Problem Solving (CTPS). CCRLO"s were mapped at least four times against every LO and

defining skill in this category. Creative and Innovative Thinking was the most classified defining

skill at nine references. There were 14 references made from the CCR to the two LO's in the

CTPS category.

Figure 10 displays the mapping across the CTPS category by percentages. As seen in

Figure 10, the CCRLO's coverage is evenly distributed across the components of this category.

The 45 references made to CTPS were distributed across the defining skills and LO's, with each

being mapped with 10-20% of the references for the CTPS EES skill category.

Figure 10 Percentage of references made to each defining skill and LO in CTPS EES category

EES Information Management. As previously presented, only 3% of the 316 CCR

references were made to the Information Management EES skill category (see Figure 4). The

results in this section details how the specific CCR learning competency categories align with

each of this skill category's defining skills and learning outcomes (LO's).

Figure 11 presents the number of CCRLO's mapped to the four defining skills and two

LO's of the Information Management EES skill category. As seen in Figure 11, the CCR

overlapped with five of the six defining skills and LO's. There were ten reference points for the

CCRLO's across the Information Management skill category. One defining skill and one

learning outcome were referenced three times each, representing the highest number of mappings

in this category. The CCR did not map onto one of the defining skills in this category (Internet

Skills) and only overlapped once with two others. Although almost every defining skill and LO

was referenced by the CCR, this category demonstrates a relatively weak connection to the

CCRLO's.
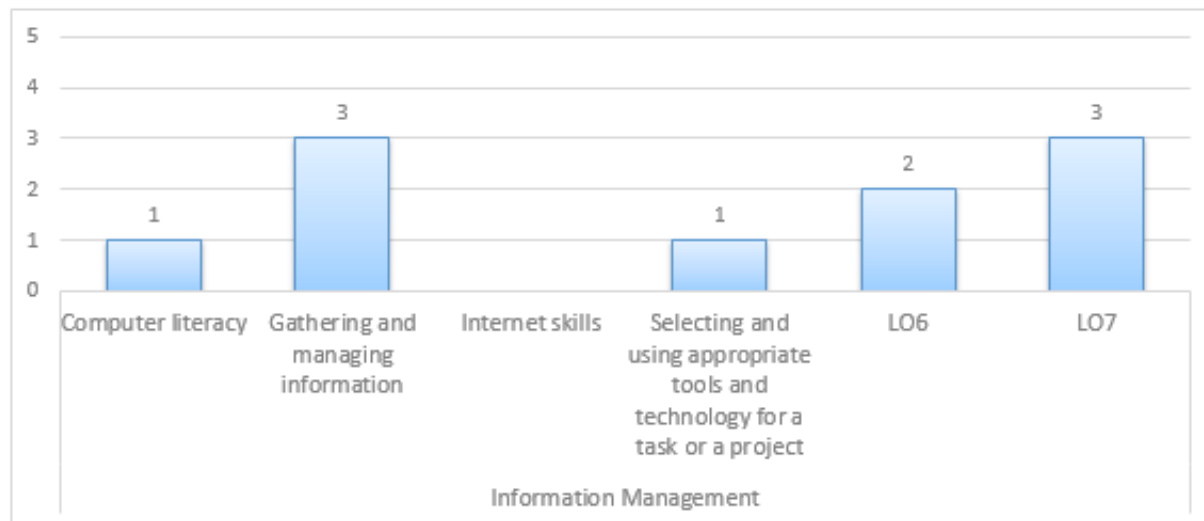
Figure 11 Breakdown of CCR references across Information Management EES category

Figure 12 displays the mapping across the Information Management category by percentages.
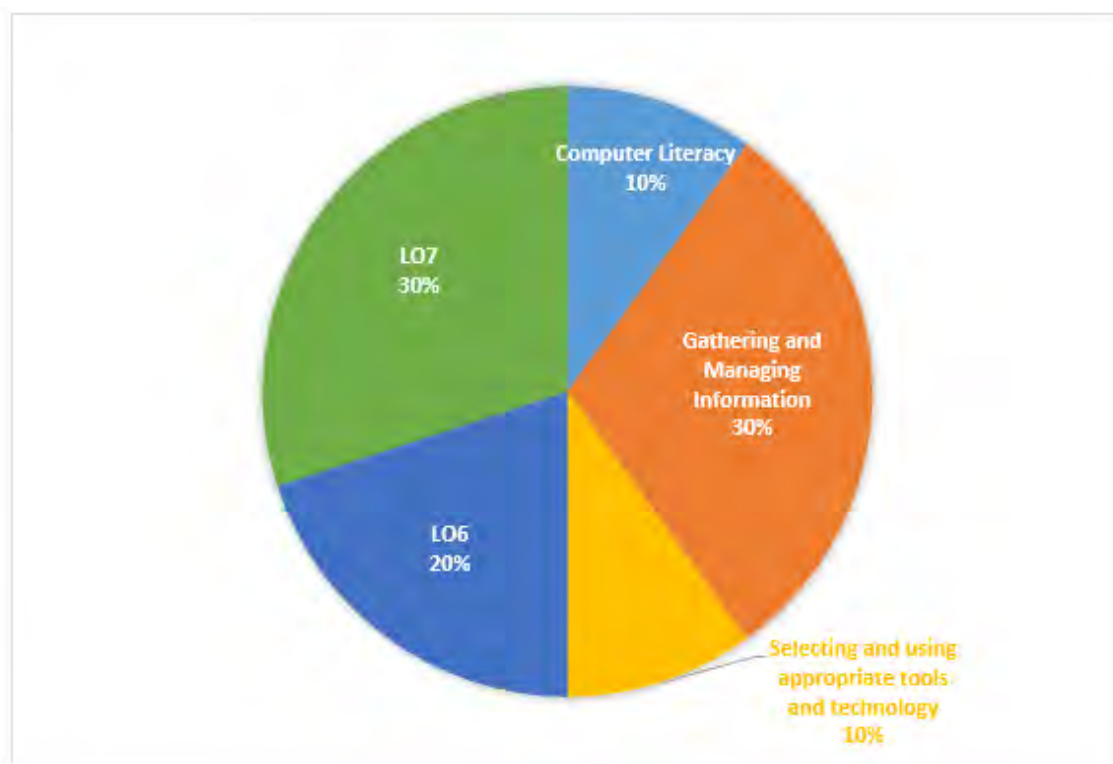
Figure 12 Percentage of references made to each defining skill and LO in Information Management EES category

As illustrated in Figure 12, 60% of the 45 mapping references made to this category were split between LO7 and one defining skill (Gathering and Managing Information). Twenty percent were made to LO8, and the remaining 20% of the references were split between the final two defining skills (Computer Literacy and Selecting and Using Appropriate Tools and Technology).

EES Interpersonal. The Interpersonal skill category received over 50% of the 316 references from the CCR (see Figure 4). This is the strongest correlation between the CCR and the EES skill categories. The results in this section detail how the specific CCR learning competency categories align with each of this skill category's defining skills and learning outcomes (LO's).

Figure 13 summarizes the number of CCRLO's mapped to the five defining skills and two LO's of the Interpersonal EES skill category.
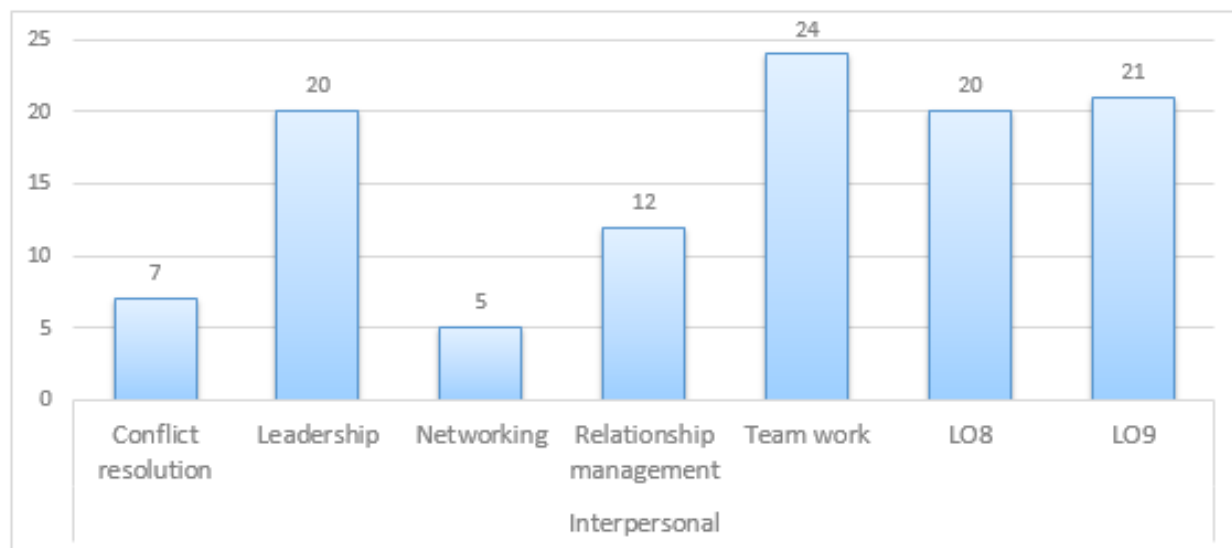
Figure 13 Breakdown of CCR references across Interpersonal EES category

This category received 109 out of the 316 references made between the CCR and the EES. As seen in Figure 13, the CCRLO's aligned with all of the defining skills and LO's in this category. Two defining skills, Leadership and Teamwork, received the highest number of references in this category, with 20 and 24 mapping points respectively. The two LO's were mapped a combined

total of 41 times by the CCRLO's. Two defining skills received less than 10 references each

(Conflict Resolution and Networking).

Figure 14 displays the mapping across the Interpersonal EES category by percentages.
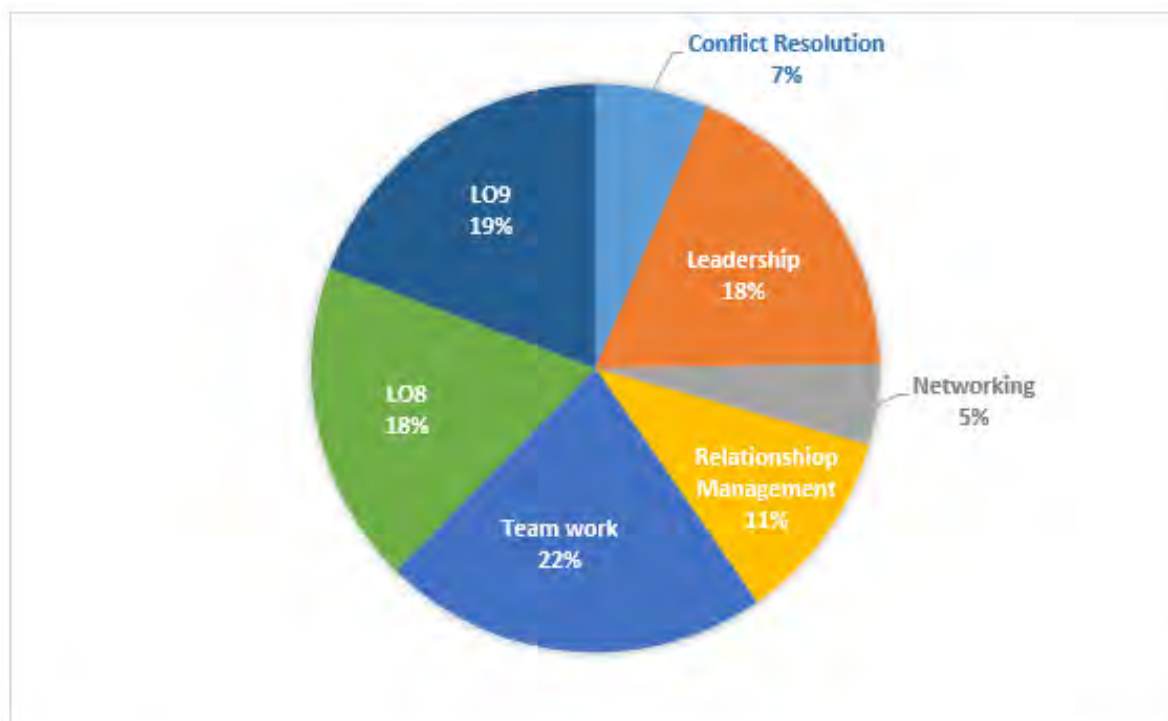
Figure 14 Percentage of references made to each defining skill and LO in Interpersonal EES

category

The CCRLO's were mapped 109 times over the defining skills and LO's in this category. The

CCR mapped the strongest to Team Work, with 20% of the mapping references falling onto this

defining skill as demonstrated by Figure 14. Leadership and the two LO's were a close second,

each receiving just under 20% of the references each. Relationship Management, Conflict

Resolution and Networking split the remaining 20% of the mapping references.

EES Personal. The CCR mapped 20% of the 316 references to the EES Personal skill

category (see Figure 4). The results in this section detail how the specific CCR learning

competency categories align with each of this skill category's defining skills and learning outcomes (LO's).

Figure 15 summarizes the percentage of the CCR mapped to each of the four defining skills and two LO's in the Personal EES skill category.
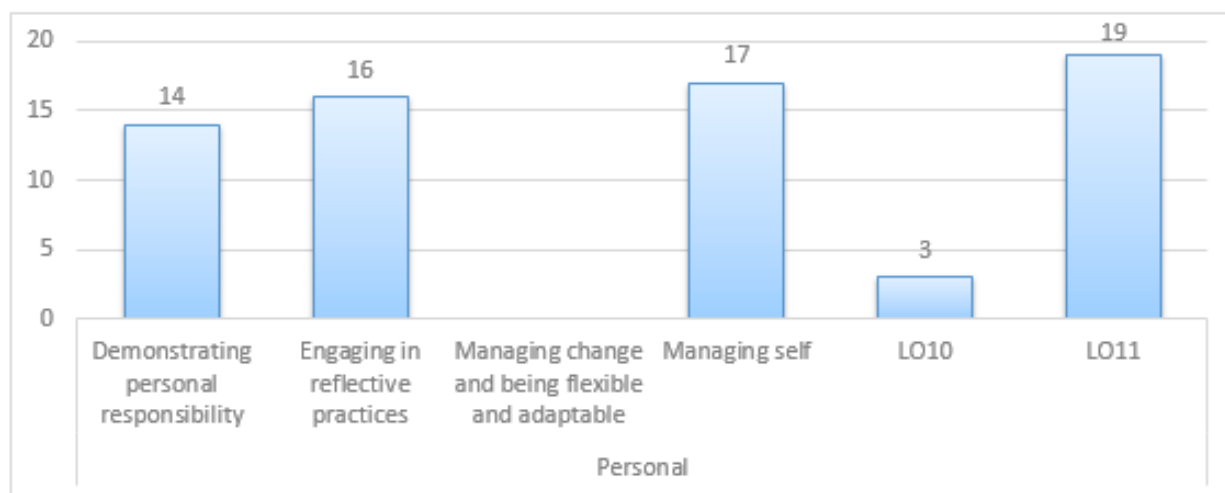
Figure 15 Breakdown of CCR references across Personal EES category

The CCR mapped 69 times to the Personal EES skill category. As seen in Figure 15, the CCR aligns with five of the six defining skills and LO's. LO11 had the strongest overlap, with 19 CCRLO references. Three of the four defining skills were correlated to the CCR, with 14 or more references made to each. There is one defining skill with no CCRLO's mapped. Both LO's had at least three references made from the CCR.

Figure 16 reveals the mapping across the Personal EES category by percentages. The distribution of the references across this category was fairly evenly distributed across the three defining skills and two LO's that were mapped by the CCR. Four of these were each coded with about 20% of the 69 references from the CCRLO's. The exception is LO10, which had less than 5% of the references made from the CCR in this category.
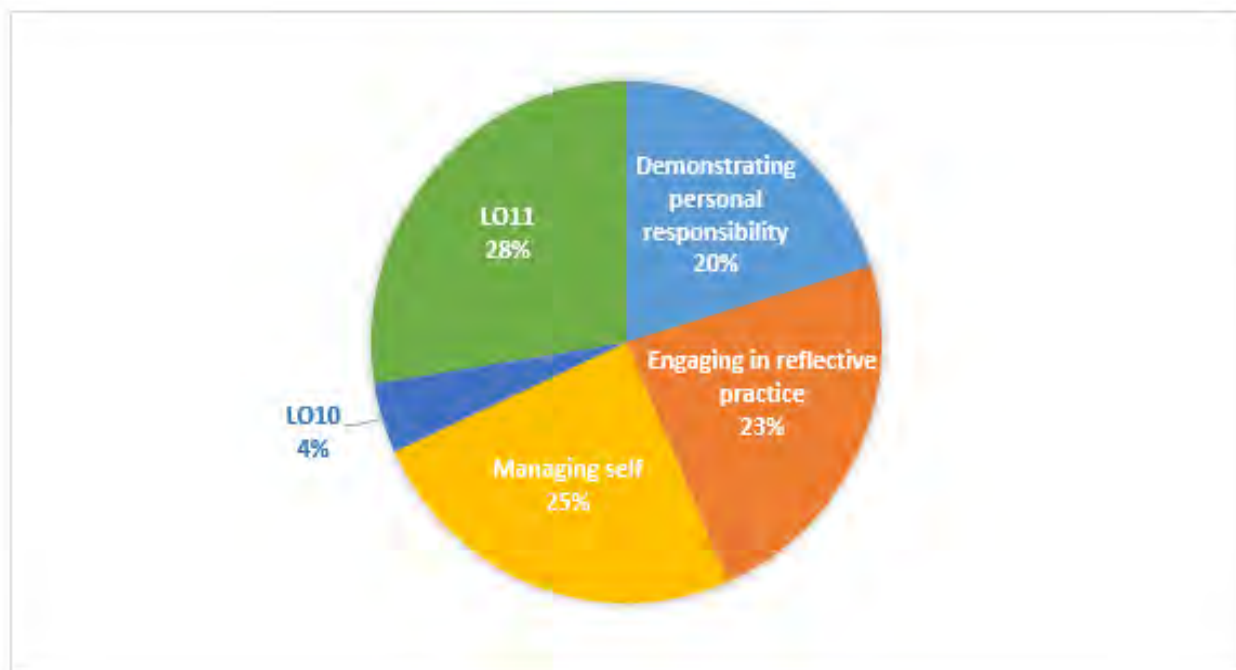
Figure 16 Percentage of references made to each defining skill and LO in Personal EES category

Analysis 2: CCR as a Program. The second step taken to answer Question 2, "Where

can the Co-Curricular Transcript be used as evidence for this institution of the quality of the

programming provided both academically and non-academically?", was to complete a

framework analysis on the College Quality Assurance Audit Process (CQAAP) Standards and

Requirements (OCQAS, 2016e) (see Appendix A), replacing the words 'college wide' in each

Standard and Requirement with 'CCR program'. Using an Excel spreadsheet (see Appendix C),

and following the guiding principles of the CQAAP Standards with Guiding Information and

Examples (OCQAS, 2016d), each Requirement was interpreted as a quality management system

might apply to the CCR as a program and allocated one of three categories: Currently

Applicable, Potentially Applicable, or Not Applicable. If the CCR program currently met the

CQAAP requirement based on the guiding information and examples provided in the CQAAP

document (OCQAS, 2016d), the requirement was classified as Currently Applicable. If there was

uncertainty about whether processes, policies or practices were in place that allowed the CCR to meet the CQAAP requirement, it was classified as Potentially Applicable. The final category, Not Applicable, applied to the CQAAP requirements that did not or could not be applied to the CCR program. Notes were taken for each CQAAP requirement which identified known gaps or potential gaps, or any outstanding questions that could be answered to allow the CQAAP requirement to be met by the CCR program. (see Appendix C) The number of CQAAP requirements in each of the three categories was tallied and simple descriptive analysis (percentages) was applied. The results for this process are described below.

Figure 17 presents a summary of the applicability to use the CCR as evidence in each of the Standards.
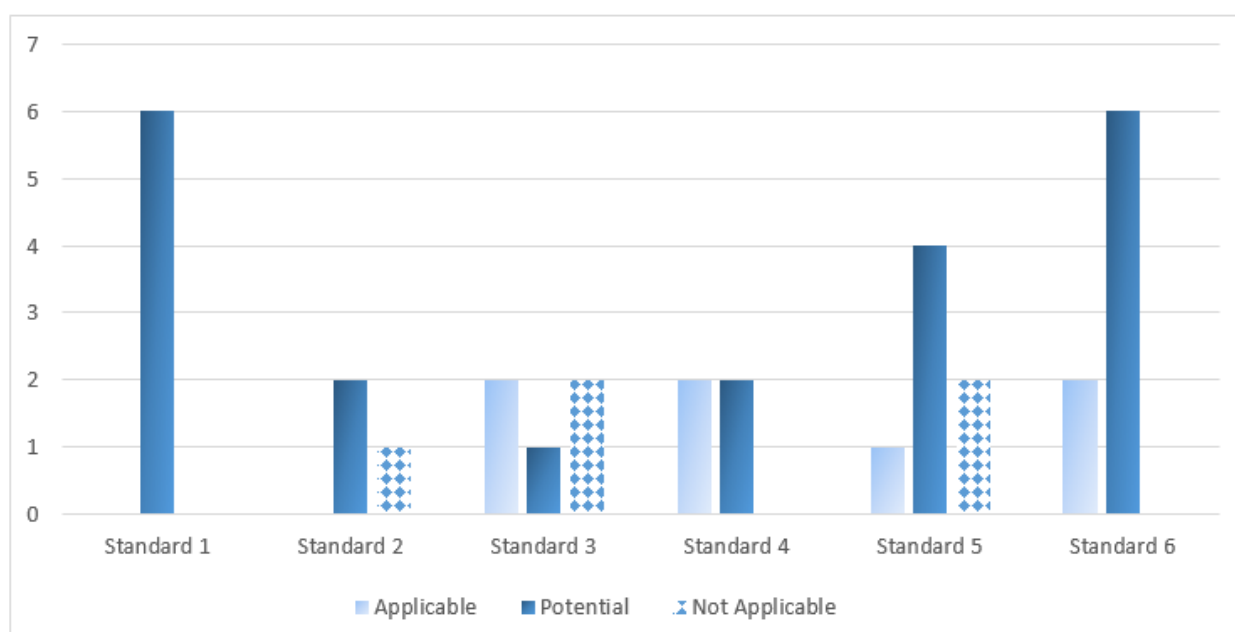
Figure 17 Summary of CCR applicability as evidence for CQAAP Standards

The college has the potential to use the CCR as evidence of meeting one or more of the Requirements in all six CQAAP Standards. Four of the six Standards can currently use the CCR as evidence of meeting their requirements (Standard 3, 4, 5 and 6), while there are three Standards where the CCR does not apply to one or more of the Requirements.

Table 1 summarizes the results of the analysis, indicating which CQAAP Standards and Requirements can currently apply to the CCR, which have the potential to apply to the CCR and which do not apply to the CCR. These classifications were made using a broad stroke, inclusive philosophical approach based on assumptions made by the researcher due to her level of institutional knowledge and familiarity with this college's practices and procedures. As seen in Table 1, 62% of the CQAAP Requirements fall into the Potentially Applicable category, with 20 of the 32 Requirements having the potential to apply to the CCR program. Seven are considered Currently Applicable, allowing the CCR to be used as evidence against 22% of the Standards and Benchmarks. Five of the Requirements were categorized as non-applicable. The next section will detail the analysis by CQAAP Standard and Requirement (see Appendix C).

CQAAP Standard 1. "Effective quality assurance mechanisms ensure the quality of a program management system and demonstrate continuous improvement" (OCQAS,2016e, p. 1). All of the Requirements in this Standard had the potential to be applied to the CCR; however, a number outstanding questions need to be addressed before this can be done.

Requirement 1.1. CQAAP Requirement 1.1 states that "A college-wide program quality management system facilitates the evolution of programs to maintain their relevance and fitness with the College Mission." (OCQAS, 2016e, p. 1) The CCR program demonstrates the flexibility required to evolve and maintain this relevance and fitness as it allows students and validators the opportunity to add learning competency categories and/or learning outcomes as required (Georgian College, 2015). However, it is unclear as to what the program review process was or if any policies exist for the CCR program. It is also unclear if the academic areas include this program as part of their considerations for their own program renewal processes or if any

Table 1

Summary of Framework Analysis Results

CQAAP Standard	CQAAP Requirement	Applicable for use	Potential for use	Not applicable for use
Standard 1	1.1		✓	
Program Quality	1.2		✓	
Management	1.3		✓	
System	1.4		✓	
	1.5		✓	
	1.6		✓	
Standard 2	2.1		✓	
Program	2.2			✓
Development	2.3		✓	
Standard 3	3.1			✓
Conformity with	3.2	✓		
Government	3.3		✓	
Requirements	3.4	✓		
	3.5			✓
Standard 4	4.1		✓	
Program	4.2		✓	
Delivery and	4.3	✓		
Student	4.4	✓		
Assessment				
Standard 5	5.1		✓	
Existence,	5.2			✓
Monitoring and	5.3	✓		
Communication	5.4			✓
of Academic	5.5		✓	
Policies and	5.6		✓	
Practices	5.7		✓	
Standard 6	6.1		✓	
Availability and	6.2		✓	
Allocation of	6.3		✓	
College Wide	6.4	✓		
Resources	6.5	✓		
	6.6		✓	
	6.7		✓	
Totals	32	7	20	5

academic connections are made between co-curricular activities and the curricular learning that

occurs in the classroom.

Requirement 1.2. CQAAP Requirement 1.2 states that:

A college-wide program quality management system ensures that established policies and

procedures for all programs of instruction offered by the college, regarding their

development, review and maintenance, are monitored (approved and revised) regularly,

and applied consistently across all programs of instruction." (OCQAS, 2016e, p. 1)

This Requirement has the potential to be applied to the CCR if there is a process for

development, approval and renewal or review of CCR competencies and their learning outcomes.

It is the current understanding that such a process does not exist in a formal format.

Requirement 1.3. CQAAP Requirement 1.3 states that:

A college-wide program quality management system gathers, collates and analyzes data

and information from stakeholders (e.g. graduates, industry representatives, faculty,

students, and professional bodies), program maintenance records (e.g. program review)

and program indicators (e.g. graduation rates, retention rates)" (OCQAS, 2016e, p. 1).

This Requirement is also relevant and applicable, but again it is unclear if any data is collected

after the students complete the activity, if employers see value in their graduates or use the CCR

as a tool during the hiring process. It is unclear at this time if program indicators exist as well.

Requirement 1.4. CQAAP Requirement 1.4 states that "a college-wide program quality

management system uses program indicators, program maintenance records and stakeholder data

to measure program performance. college-wide program quality management system" (OCQAS,

2016e, p. 1). This is also an applicable Requirement if any program review data is collected and

reported. At this time, it is unclear if any feedback is collected from students, employers, or if

KPI's include questions related to the co-curricular program as an entity aside from specific

extra-actviity partiicpation.

Requirement 1.5. CQAAP Requirement 1.5 states that:

A college-wide program quality management system manages changes to programs and

courses to keep them current and relevant with provincial standards and relevant

professional body requirements, and to ensure that recommendations arising from

previous program reviews have been considered and addressed. (OCQAS, 2016e, p. 1)

This Requirement allows for the application of student feedback, by encouraging the addition for

any learning outcomes or learning competency areas be submitted for inclusions. However, it is

unclear as to how changes are monitored and tracked, if there is a committee that reviews these

additions or just one validator and if there is any feedback received from accreditation or

regulatory bodies, employers or industry representatives.

Requirement 1.6. CQAAP Requirement 1.6 states that "a college-wide program quality

management system manages program maintenance records arising from program quality

management processes" (OCQAS, 2016e, p. 1). An assumption was made by the researcher

when examining this Requirement that policies exists for tracking program maintenance records,

including additions and revisions to the CCR, due to the fact that student records are tied to this

program. As such, rules related to student records should apply. A confirmation is needed for this

assumption, and the question remains as to what the policies and procedures are for controlling

the CCR records.

CQAAP Standard 2. "Effective quality assurance mechanisms ensure the quality of the

programs of study being developed and demonstrate continuous improvement" (OCQAS, 2016e,

p. 2). As seen in Table 1, two of the Requirements in this Standard could be applied to the CCR

in its current state; one has the potential to be applied; and two are not applicable. Each Standard

is discussed below.

Requirement 2.1. CQAAP Requirement 2.1 states that:

A college-wide program development system ensures the existence, articulation and use

of clear statements of program vocational learning outcomes as a starting point for any

program of instruction regardless of the location or method of delivery; and that they are

consistent with the program's intended purpose. (OCQAS, 2016e, p. 2)

This requirement has the potential to apply to the CCR program if the EES were considered to be

the foundational vocational learning outcomes for this program and used as a starting point from

which learning outcomes are developed. The question that needs to be answered in order to

actually apply this is if the EES were considered during the development of this program?

Requirement 2.2. CQAAP Requirement 2.2 states that "a college-wide program

development system ensures that program requirements (courses, work placements, admission

requirements) stated for each program's vocational learning outcomes" (OCQAS, 2016e, p. 2).

This Requirement was not seen as applicable to this program, as there are not prescribed

requirements for this program.

Requirement 2.3. CQAAP Requirement 2.3 states that:

A college-wide program development system ensures that program vocational learning

outcomes are operational in that they provide a sound basis for curriculum development

and the design of teaching and learning activities and student learning assessments; are

internalized and used in the day-to-day work of program faculty; and are used in prior

learning assessments. (OCQAS, 2016e, p. 2)

In order to allow this Requirement to be applicable, the EES would need to be considered as the

vocational learning outcomes for this program and as such, components of the requirement can

be applied to the CCR program.

CQAAP Standard 3. Effective quality assurance mechanisms ensure the conformity of programs of study with relevant government requirements and demonstrate continuous improvement (OCQAS, 2016e, p. 3).

Requirement 3.1. CQAAP Requirement 3.1 states "a college-wide program implementation system ensures that program titles are consistent with established college system titling protocols and validated program standard titles" (OCQAS, 2016e, p. 3). This Requirement has not application to the CCR as it relates to titling rules framed around provincially funded programs.

Requirement 3.2. CQAAP Requirement 3.2 states that:

A college-wide program implementation system ensures that programs of instruction are consistent with (meet or exceed) the credential framework requirements (i.e. scope of program vocational learning outcomes, essential employability skills (EES), general education, duration for completion, admission requirements, name of credential) (OCQAS, 2016e, p. 3).

This Requirement offers the best current opportunity for application to the CCR. The link established in this study makes the CCR a valid piece of evidence for the program meeting EES requirements.

Requirement 3.3. CQAAP Requirement 3.3 states that "a college-wide program implementation system ensures that programs of instruction are consistent with the current workplace expectations (i.e. essential vocational skills, attitudes, knowledge, and competencies)" (OCQAS, 2016e, p. 3). This Requirement has the potential to be applicable to the CCR if any of the college Program Advisory Committees (PAC) provide feedback which is relayed to the coordinator of this program.

Requirement 3.4. CQAAP Requirement 3.4 states that "a college-wide program implementation system ensures that programs of instruction provide reasonable opportunities for students to achieve the vocational and non-vocational program outcomes" (OCQAS, 2016e, p. 3). This is another Requirement that can currently be applied to the CCR. As per this study, the CCR activities provide evidence of meeting the EES requirements (non-vocational), therefore it this Requirement is highly relevant to the CCR. The question remains, however, if the CCR is included in any program mapping for any of the college programs, or if it is considered during the program review process for any programs?

Requirement 3.5. CQAAP Requirement 3.5 states that "a college-wide program implementation system ensures that changes to provincial program standards are communicated to all relevant stakeholders and implemented in a timely manner so to maintain the relevance of the program" (OCQAS, 2016e, p. 3). This Requirement is considered not applicable to the CCR.

CQAAP Standard 4. Effective quality assurance mechanisms ensure the quality of program delivery and student assessment, and demonstrate continuous improvement (OCQAS, 2016e, p. 4). Two of the Requirements within this Standard were classified as currently applicable, while two were classified as potentially applicable to the CCR program.

Requirement 4.1. CQAAP Requirement 4.1 states that:

A college-wide program delivery and student assessment approach ensures consistent delivery of programs of instruction regardless of the program delivery strategies (hybrid, on-line, full-time or part-time, or are delivered with a third-party or other postsecondary institutions), including those programs which take place offsite. OCQAS, 2016e, p. 4)

This Requirement has the potential to be applied to the CCR but it was unclear what the mechanisms were that were in place, if any, to ensure consistent delivery of this program.

As an example, if there was one consistent validator whose job it was to complete the review

process in a standard manner, this would satisfy some of this requirement. Of primary concern

with this Requirement is that the student experiences occur in different conditions, environments

and locations, so little consistency could exist outside of the validator or validating process, or

orientation information provided to supervisors onsite.

Requirement 4.2. CQAAP Requirement 4.2 states that:

A college-wide program delivery and student assessment approach engages teaching staff

in regular experimentation with new methods of teaching and learning that are consistent

with best practices; and that these new methods are reviewed and widely shared to

support currency and relevancy of teaching and learning across all programs of

instruction. (OCQAS, 2016e, p. 4)

This Requirement has the potential to be relevant if the validators are keeping current on

teaching methods and meeting with CCR supervisors on an regular basis. This would provide

time for coaching of both the student and the CCR supervisor, facilitating improved

opportunities for learning.

Requirement 4.3. CQAAP Requirement 4.3 states that "A college-wide program delivery

and student assessment approach ensures fair and equitable evaluation of student achievement

through valid assessment methods, accompanied by prompt and constructive feedback on student

performance" (OCQAS, 2016e, p. 4). This Requirement is considered currently applicable to the

CCR as the methods used include student selection of the learning outcomes, a review by a

college validator and then discussion regarding any disagreement with the opportunity for the

student to provide evidence that the learning occurred if the reviewer disagrees. Authentic

experiences are considered, and reflection is required in the approval process. Experiences in the field also provide immediate feedback.

Requirement 4.4. CQAAP Requirement 4.4 states that "A college-wide program delivery and student assessment approach assesses the capabilities of program graduates (recent and/or imminent) consistent with the established program vocational learning outcomes" (OCQAS, 2016e, p. 4). This Requirement is currently applicable as long as the EES are considered as part of the vocational learning outcomes, in which case the CCR program provides evidence of meeting these requirements. The submission of the learning outcomes by the student, and their approval by a college rep provides the required authentication.

CQAAP Standard 5. Standard 5 states that:

Effective quality assurance mechanisms ensure the communication and monitoring of established academic policies and practices related to academic issues that support program implementation and delivery, and student achievement of vocational learning outcomes, and demonstrate continuous improvement. (OCQAS, 2016e, p. 5).

Standard 5 has one Requirement that is currently applicable, four that are potentially applicable and two that are not applicable.

Requirement 5.1. CQAAP Requirement 5.1 states that:

A college-wide monitoring and communication system of existing academic policies and practices ensures that academic policies and procedures regarding: specific pre-and co-requisites; mandatory and optional/elective components in the vocational and non-vocational areas of study; practical/work-based components; advancement in programs and maximum periods for completion; and, alternative entry and exit points, are established for all programs of instruction offered by the college. (OCQAS, 2016e, p. 5)

Treating this program as the 'academic program' in this requirement applies this requirement to

the policies and procedures around the CCR program and make it potential applicable for the

CCR program. The outstanding questions that need to be answered are around the mechanisms

that are in place to develop, monitor, communicate and review the policies and procedures

around this program.

Requirement 5.2. CQAAP Requirement 5.2 states that:

A college-wide monitoring and communication system of existing academic policies and

practices ensures that academic policies and procedures regarding: requirements for

admission to the program and to courses in the program; provisions for awarding credit

towards a credential or exemptions from specific course requirements as a result of cross-

crediting, exemptions, transfer credits; and/or, recognition for prior learning, are

established for all programs of instruction offered by the college. (OCQAS, 2016e, p. 5)

This Requirement is not applicable to the CCR as it is not an academic program and has not

requirements for admissions, nor does it grant credits or exemptions.

Requirement 5.3. CQAAP Requirement 5.3 states that:

A college-wide monitoring and communication system of existing academic policies and

practices ensures that academic policies and procedures regarding: instances requiring

accommodations; assessment, including provisions for re-assessment and appeals;

requirements for awarding the credential (i.e. title of any program or series of courses);

and, rules and criteria governing any awarding of merit, distinction, and other grades, are

established for all programs of instruction offered by the college. (OCQAS, 2016e, p. 5)

Considering this program as an academic program allows this Requirement to be currently

applicable to the CCR. The program would need to apply the policies developed for the

validation and approval of the learning outcomes that are ultimately attached to the student CCR. A clear process would need to be itemized, as well as a procedure for the dissemination of said process. How the information is communicated and when can be used as evidence in meeting this requirement.

Requirement 5.4. CQAAP Requirement 5.4 states that:

A college-wide monitoring and communication system of existing academic policies and practices ensures that academic policies and procedures regarding formal arrangements with any relevant external body (ies) exists to govern additional credentials, certifications, etc., are established for all programs of instruction offered by the college. (OCQAS, 2016e, p. 5)

This Requirement is currently not applicable to the CCR program.

Requirement 5.5. CQAAP Requirement 5.5 states that:

A college-wide monitoring and communication system of existing academic policies and practices ensures that academic policies and procedures regarding changes to programs (i.e. courses, vocational learning outcomes) are established for all programs of instruction offered by the college (OCQAS, 2016e, p. 5).

This Requirement can be considered potentially applicable to the CCR if the mechanisms for developing and approving policies and/or guidelines have been or are being developed. There is also a need to develop CCR department rules & policies if they do not already exist.

Requirement 5.6. CQAAP Requirement 5.6 states that:

A college-wide monitoring and communication system of existing academic policies and practices ensures that established academic policies and practices for all programs of

instruction offered by the college are published, communicated and applied consistently

across all programs of instruction. (OCQAS, 2016e, p. 5)

Requirement 5.6 has the potential to be applicable to the CCR since the CCR has its own website

and all details about the program are clearly articulated on the site. The organizational structure

of the program needs to be available on this site, including contact details for the program lead.

It is unclear at this time if students know who to contact and how to do so with regards to

questions and concerns.

Requirement 5.7. CQAAP Requirement 5.7 states that "a college-wide monitoring and

communication system of existing academic policies and practices ensures that established

academic policies and practices are reviewed and monitored regularly and consistently"

(OCQAS, 2016e, p. 5). This Requirement has the potential to be applicable if the question as to

how often the policies and procedures are reviewed, by whom and when can be answered.

CQAAP Standard 6. Standard 6 states that:

Effective quality assurance mechanisms ensure the existence, availability and allocation

of resources (human, physical, financial) and technological infrastructure to support

student achievement of program vocational learning outcomes, and demonstrate

continuous improvement. (OCQAS, 2016e, p. 6).

Standard 6 consists of seven Requirements, two of which can currently apply to the CCR, and

five of which have the potential to be applicable.

Requirement 6.1. CQAAP Requirement 6.1 states that:

A college-wide planning system ensures that teaching staff involved in the program:

possess the combination of experience and credentials appropriate to, and required by, the

program credential and the field of study; have the level of expertise and ability to

provide the published learning experience; participate in reflective practice; undergo

initial and continuing professional development to enhance their teaching expertise and to

ensure currency in their subject matter; and, are oriented, coordinated, and evaluated.

(OCQAS, 2016e, p. 6)

This Requirement has the potential to be applicable to the CCR program. Validators would be

considered the teaching staff in this Requirement, so anyone validating the experience would

need to be properly trained and credentialed. There was not information available on how

validators are trained and what ongoing professional development may be available for them.

Requirement 6.2. CQAAP Requirement 6.2 states that:

A college-wide planning system Ensures that teaching staff execute their professional

responsibilities; work within structured instructional plans; are accessible and available

for student inquiry; meet the needs of the students and facilitate the achievement of the

program vocational learning outcomes; provide prompt and constructive feedback to

students; promote a positive attitude to learning for students. (OCQAS, 2016e, p. 6)

Requirement 6.2 has the potential to be applicable if the program validators are assessed and

evaluated in any way. Training requirements could be used as evidence as well how

performance expectations are communicated to validators, how and when they are assessed and

if student feedback is collected on their experiences with the validators.

Requirement 6.3. CQAAP Requirement 6.3 states that "a college-wide planning system

ensures a faculty and staff base (full-time and non-full-time) to carry out both classroom and

non-classroom support roles for student success" (OCQAS, 2016e, p. 6). This Requirement has

the potential to be applicable dependent upon staffing information. Currently, Q-college appears

not to have a full time staff member assigned to the CCR program. This hinders the colleges'

ability to apply continuous quality improvement strategies, provide training and feedback to

validators, and to grow and develop the program. It is unclear if the academic advisors currently

play a role in the program implementation and review, or what mechanisms exist to determine

appropriate staffing and whether the needs of the students as they relate to the CCR are being

met.

 Requirement 6.4. CQAAP Requirement 6.4 states that "a college-wide planning system

ensures that academic support and advising services meet the needs of the students and facilitate

the achievement of the program vocational learning outcomes" (OCQAS, 2016e, p. 6). The

validator as the student contact meets this requirement, with the CCRLO's considered the

vocational learning outcomes, allowing this to be considered currently applicable. The role of

the academic advisor as it applies to the CCR may also be relevant; however, this information

was not available to the researcher.

 Requirement 6.5. CQAAP Requirement 6.5 states that:

> A college-wide planning system ensures that staff members providing student support
>
> services such as tutoring, financial and academic advising, and co-curricular activities are
>
> appropriately qualified, trained, and supported. (OCQAS, 2016e, p. 6)

This Requirement can be considered currently applicable as college staff evaluation policies and

procedures exist and can be used as evidence of the CCR meeting this requirement. Professional

development can also be used, where applicable. The type and quantity of training provided to

those involved in the CCR was unknown at the time of this study.

 Requirement 6.6. CQAAP Requirement 6.6 states that "a college-wide planning system

Ensures that learning facilities (including Learning Resource Centres), equipment, and

technological infrastructure support the promised modes of delivery and the learning process,

and are accessible to students" (OCQAS, 2016e, p. 6).

This Requirement was categorized as potentially applicable since the mechanisms or processes in

place to identify accommodations required by students during participation in the CCR were not

readily available. It was also unclear as to how these accommodations would be communicated

to the CCR activity location/supervisor.

Requirement 6.7. CQAAP Requirement 6.7 states that:

A college-wide planning system Ensures that the process of reviewing leadership,

organization, and management of human resources, financial services, learning resources,

information technology resources, and academic facilities are done in such a manner that

all relevant factors are taken into account such as quality, efficiency, effectiveness,

optimal use, financial responsibility, etc. (OCQAS, 2016e, p. 6)

This Requirement was considered potentially applicable. Any program assessments, work plans

or plans for improvement can be used here. There was no evidence of a review process for

assessment of needs for this program, nor who would be assigned to determine and address

program gaps. It was also unclear if the program had a mission or vision or goals and how are

they might be reviewed.

Summary

A document analysis was conducted comparing the Co-curricular Record (CCR) at one

Central Ontario college to the College Quality Assurance Audit Process (CQAAP) Standards and

Requirements to determine where the competencies in the CCR overlap with the CQAAP

Standards and Requirements. The initial process compared the details of the CCR to the

Standards and Requirements in the CQAAP. During this process, it was identified that the CCR

Submission Form (see Appendix B) being used as a comparative document had a level of

specificity akin to a course outline. The CQAAP process examines the institutional level

programming, practices and policies that ensure quality processes exist (OCQAS, 2016b), not

course level documents; therefore, a second approach to this process was taken whereby the

CCR program was considered as an evidentiary document of the college meeting the

requirement. This approach identified that an overlap existed between the CCR program and at

Standard 1 (Requirement 1.1) and Standard 3 (Requirements 3.2, 3.3 and 3.4). The alignment

with Standard 3 was due to the similarity identified between the CCR and the Essential

Employability Skills (EES) identified by the Ministry of Advanced Education and Skills

Development (MAESD) (MAESD, 2017; MTCU, 2003) and referenced in Standard 3. This led

to the analysis required to answer, in part, the question as to how the CCR could be used as

evidence for this institution of the quality of the programming provided both academically and

non-academically. The results of the comparison of the learning outcomes in both the CCR and

the EES establish an 82% overlap between the concepts in the two documents, establishing the

validity of using the CCR as evidence for the college meeting the MAESD requirements for

teaching EES. More specifically, the CCR correlated to five out of the six EES categories, and

very strongly with three of the six. Closer analysis of each EES skill category revealed areas of

strength and weakness in the alignment of the two documents which will be useful during a

detailed program review.

The analysis of the CQAAP Standards and Requirements as they could apply to the CCR

such that it could be used as evidence of the college meeting these quality benchmarks revealed

that the CCR as a program has the potential to be used as evidence in all six of the CQAAP

Standards. Currently applicability is limited to three of the Standards. Going a level deeper to the

Requirements of the CQAAP, currently the CCR can be used as evidence in meeting seven of the thirty-two CQAAP Requirements (or 22%) but it has the potential to be used as evidence in 20 CQAAP Requirements (or 62%).

Chapter 5: Summary, Conclusions and Recommendations

Chapter Five summarizes the research study. The results presented in Chapter Four are interpreted in an attempt to answer the research questions. The literature review in Chapter Three will contextualize the conclusions made from these findings. Limitations of the study are discussed, as are recommendations for future research into the Co-curricular Record's use as evidence in quality assurance assessment. The study's implications for practice are presented as they relate to both the college in question as well as the Ontario College sector. The following section summarizes the research study.

Summary of Study

The concept of quality assurance has posed many challenges as it has been transposed from the business to the postsecondary educational sector (Law, 2010). The difficulties in defining the concept for a varied group of stakeholders within the sector has resulted in definitions of quality with different loci of focus (Bennett, 2001; Dew, 2009; Houston, 2008; Law, 2010). The two most commonly referenced definitions for the sector, quality as fitness for purpose (Harvey & Green, 1993 as cited in Law, 2010, p. 66), and quality as value added (Bennet, 2001), have resulted in a sectoral language shift that has seen the adoption of learning outcomes as the basis for the quality accountability framework (American Association of Colleges & Universities , 2015; HEQCO, 2015; Goff et al, 2015; OCQAS, 2016c). Learning outcomes have become the standard metric of success for quality assurance bodies, provincial accountability frameworks and institutions in the Ontario College sector, as students are required to provide evidence of their meeting these outcomes for both classroom and essential skills learning (MAESD, 2017; MTCU, 2003; OCQAS, 2016c). Employers are identifying a perceived skills gap in the development of these essential skills (Conway, Campbell, Hardt, Loat & Sood, 2016, p. 2 and p.

10; Carey, 2014, p. 14; Wagner, 2014), resulting in more institutions adopting the co-curricular record as a tool to bridge an awareness gap (Harrison, 2017; Markowitz, 2017) and help students articulate the high demand skills they have developed but employers feel they lack (Elias & Drea, 2013). As co-curricular activities provide the transformational experiences essential to student success (Tinto, 1993; Astin, 1985) and learning (Kolb, 2015), these have become an important element of the quality educational experiences within the Ontario College system.

The purpose of this qualitative research project was to determine if there was validity in using the Co-Curricular Record (CCR) at one central Ontario college as evidence in the College Quality Assurance Audit Process (CQAAP) conducted by the Ontario College Quality Assurance Service (OCQAS). The following questions were addressed in this study through analysis of publicly accessible documents:

1. Where do the competencies in the CCR overlap with the quality assurance standards and requirements?

2. Where can the Co-Curricular Transcript be used as evidence for this institution of the quality of the programming provided both academically and non-academically?

In order to answer the first questions, document analysis was conducted comparing the CQAAP Standards and Requirements (see Appendix A) and the Co-curricular Record (CCR) Submission Form from Q-college (see Appendix B), using the qualitative data analysis software NVivo. Initial comparisons led to the subsequent inclusion of the Essential Employability Skills (EES) (see Appendix D) in this process. This led to a detailed comparison of the CCR Submission Form and the EES. A framework analysis was conducted on the CQAAP Standards and Requirements against the CCR to round out the study and answer the research questions.

Each research question was answered as a result of the document and framework analysis exercises, the following are highlights of the findings:

- Comparing the CCR as a program to the CQAAP, the CCR overlaps with the CQAAP at two Standards

    o Standard 1, Requirement 1.1

    o Standard 3, Requirements 3.2, 3.3 and 3.4

- There is an 82% overlap between the CCR and the EES documents, indicating a clear correlation of these concepts

- The CCR has the potential to be used as evidence in all six of the CQAAP Standards , currently applicable for use in 3 Standards

- The CCR has the potential to be used as evidence in 62% (20 out of the 32) of the CQAAP Requirements, and currently can be used as evidence of the college meeting 20% of the CQAAP Requirements (7 out of the 32)

The next section will discuss the results in further detail, relating them back to the literature review in Chapter 2.

Discussion

Question 1: Overlap of CCR and CQAAP. The first question asked, "Where do the competencies in the CCR overlap with the quality assurance standards and requirements?" The initial comparison of the CCR Submission Form (see Appendix B) and the CQAAP Standards and Requirements (see Appendix A), revealed no overlap due to a lack of congruency in the content of these two documents. As described by the OCQAS, "[t]he CQAAP is an institutional level process that involves the regular and cyclical review of each college's quality assurance mechanisms. The standards provide the framework for Ontario's colleges in assessing the extent

to which their quality assurance mechanisms meet the established standards." (OCQAS, 2016b, para. 2). The CQAAP is designed to assess the quality assurance mechanisms and processes at a program or institutional level whereas the CCR Submission Form is designed at an operational level, to assess student learning. The CCR competencies, therefore, cannot easily be compared as they are specific to the learning that occurs during each experience. As a course outline provides learning outcomes that students must demonstrate an ability to perform upon successful completion of a course (Georgian College, 2017, para 2), the CCR Submission Form is divided into 14 learning competency categories, with a number of learning outcomes identified for each category. Within each competency area of the CCR, students can select from a number of learning outcomes that they believe they have demonstrated an ability to perform and submit these along with evidence of their ability to perform them to the college validator (Georgian College, 2017). The CQAAP process does not delve into the actual course details; rather, the CQAAP Standards and Requirements evaluate from a program level, examining the processes behind the development, review and renewal of course and program content to ensure that quality assurance mechanisms exist and continuous quality improvement is part of the fabric of the institution (OCQAS, 2016b, para. 2). The analysis, therefore, needed to look more closely at the CCR as a program, and the quality assurance processes in place to ensure the CCR as a program was of high quality. The application of the CQAAP to the CCR should be at a program level, applying any quality assurance policies, processes and procedures that relate to the development review, renewal and operation of the CCR as a program. These documents were not publicly available during this research study; therefore, the CCR program was compared at a conceptual level, considering the goals of the program as they were currently understood by the

researcher. This perspective allowed the identification of an overlap between the CCR and

CQAAP Standard 1, Requirement 1.1. Details of the overlap are discussed below.

Standard 1 (Requirement 1.1). The CQAAP Standards document provides the following

description for Standard 1, Requirement 1:

Standard 1: Effective quality assurance mechanisms ensure the quality of a program

management system and demonstrate continuous improvement

Requirement 1.1: A college wide program quality management system facilitates the

evolution of programs to maintain their relevance and fitness with the College Mission (OCQAS,

2016e, p.1).

The CCR was considered to overlap with this Standard due its relevance in allowing this college

to meet its vision and mission statements. The vision and mission statements of Q-college focus

on student success through innovation, exceptional teaching and learning opportunities, and the

ability to transform lives through the educational experience. At the heart of this vision and

mission is the transformational nature of the college setting. As per Kolb (2015), experience is at

the heart of the transformation that occurs as a result of learning. The co-curricular activities

offered as part of the CCR provide these innovative, exceptional teaching and learning

opportunities identified in the mission and vision. In adopting this program for its students, Q-

college has acknowledged that co-curricular activities play an important role in the learning

process and therefore should be considered as a key element of the student experience. The

flexibility of the program is the component that resonates with this Requirement of the CQAAP.

The CCR program offered at this college allows for the addition of learning outcomes by

students, faculty and staff, as new competencies are identified. As industry demands change, and

the CCR becomes a valued program at the institution, this ability to update and revise core

elements of the CCR helps to maintain the currency of programs offered at the college. As an important element of the college, the CCR would be subject to the quality inspection processes of the institution and therefore can be considered a relevant consideration in this Standard.

Standard 3 (Requirements 3.2,3.3 and 3.4). During the initial comparison of the CCR to the CQAAP Standards and Requirements, a similarity was identified between the concepts being addressed in the learning outcomes of the CCR and the EES referenced in Standard 3. As a result, the EES was included as a conceptual comparator. A high level overlap was identified between the EES, CCR and CQAAP at CQAAP Standard 3, Requirements 3.2, 3.3 and 3.4. These overlaps are discussed below.

Standard 3 Conformity with government requirements. Effective quality assurance mechanisms ensure the conformity of programs of study with relevant government requirements and demonstrate continuous improvement.

Requirement 3.2 A college wide program development system ensures that programs of instruction are consistent with (meet or exceed) the credential framework requirements (i.e. scope of program vocational learning outcomes, essential employability skills (EES), general education, duration for completion, admission requirements, name of credential).

Requirement 3.3 A college wide program development system ensures that programs of instruction are consistent with the current workplace expectations (i.e. essential vocational skills, attitudes, knowledge, and competencies).

Requirement 3.4 A college wide program development system ensures that programs of instruction provide reasonable opportunities for students to achieve the vocational and non-vocational program outcomes.

All three of these Requirements are evaluating the presence of systems in place that would

ensure that EES are core elements of the programs under the purview of the OCQAS. Colleges,

in turn, need to provide evidence that processes and systems exist to offer students the

opportunity to develop and hone these skills. The findings indicate that the CCR overlaps with

over 80% of the EES defining skills and learning outcomes. This link provides the rationale for

the use of the CCR as evidence at the program level of the program meeting or exceeding this

graduation requirement, as well as at the institutional level. The established connection between

the CCR and the EES affirms the overlap of the CCR to these Standards and Requirements.

   Question 2: Where to use the CCR as evidence in the CQAAP. The second research

question asked, "Where can the Co-Curricular Transcript be used as evidence for this institution

of the quality of the programming provided both academically and non-academically?" The first

opportunity for use would be in identifying the CCR as an important component in the successful

acquisition of the EES. The comparison of the CCR to the EES established a strong link between

the CCR and the EES, which are non-vocational graduation requirements of three of the

credentials granted by Ontario Colleges: Ontario College Certificates, Diplomas and Advanced

Diplomas (MTCU, 2003; MAESD, 2017). The 82% overlap between the concepts in these two

documents corroborated a strong correlation. The overlaps between the EES and the CCR also

connects the CCR with the soft skills that employers identify as most sought after by hiring

managers for entry-level positions (AON Hewitt & Business Council of Canada, 2016, p. 4). The

Interpersonal skill category mapped 35% of the CCR links and includes the defining skills of

teamwork and relationship management. These skills are two of the top four skills managers seek

in new hires. 26% of the overlaps from the CCR were to the Communication skill category,

which was identified as the second most sought after soft skill by hiring managers (AON Hewitt

& Business Council of Canada, p. 4). The fact that every learning competency in the CCR

mapped onto at least two EES skill categories further demonstrates the strong connection

between these two concepts. This demonstrated connection enables the college to be able to use

the CCR as evidence in their ability to meet the vocational and non-vocational learning

requirements, satisfying the OCQAS and MAESD quality standards.

  The gaps identified between the EES and the CCR included areas where gaps were least

expected. One of the most surprising findings was the lack of an overlap between the Numeracy

EES and the CCR. This gap may exist due to a lack of identifying the skill development rather

than an actual gap in the skills being developed. As described by (Harrison, 2017; Markowitz,

2017), this may be evidence of an awareness gap. Students and staff may not have

acknowledged thus far that these skills are in fact being practiced in the CCR activities. If in fact

this does represent a gap, it could be evidence of the student or the staff involved in the CCR

management not identifying a need to document the competency. The opportunity exists to use

this as a gap analysis and make changes to improve the quality of the CCR program which can

be presented in future CQAAP reviews as evidence of the ongoing quality mechanisms at the

institution.

  Another opportunity is for the college to apply the CQAAP Standards and Requirements

to the CCR as a program and ensure that the policies, processes and practices in place to develop,

review and renew the CCR program meet these quality standards. If this can be done, the college

will have further evidence of the quality of its' programming. The 20 Requirements identified as

potentially applicable to the CCR program touch on all six of the CQAAP Standards, making this

a relevant and worthwhile exercise for the college. The CCR program complements the quality

of the student experience by adding value, a definition of quality that researchers feel is missing

in this age of accountability (Bennett, 2001; Dew, 2009; Law, 2010). In meeting the best

practices of development for a CCR by having clearly defined learning outcomes for students to

meet (Elias & Drea, 2013; Dura, 2016), Q-college is also aligning themselves with the new

lexicon of the quality movement and assessing not only academic knowledge development, but

employment related skills as well (quote). This being the case, the college has the potential to

move forward and implement a more stringent quality framework around this program. Based on

the review of the CQAAP Standards and Requirements against the CCR program, a number of

requirements are needed prior to being able to apply these quality standards. There is a need to

develop clear policies and procedures relating to the program. Specifically, policies around

development and renewal need to be created, including a review process, relevant stakeholder

network and consultation processes. A program renewal cycle needs to be established, to ensure

a culture of continuous quality improvement exists around the CCR program. All of these things

require a full time CCR staff member that can dedicate themselves to researching best practices

and ensuring the alignment of the program with the college vision, mission and strategic goals.

With the focus on experiential learning (Conway, Campbell, Hardt, Loat, & Sood, 2016), this is

a timely investment to make for the college to maintain currency in the sector. Program

indicators are needed, including the development of reports that can be provided to senior leaders

as well as to the Board of Governors. Staffing needs to be hired to drive the program forward,

conduct some SWOT analysis and create continuous quality improvement strategies. An

investment in this program will ultimately benefit the college's ability to meet future

accreditation and CQAAP benchmarks.

Limitations

This study established a high level link between the CCR at one central Ontario College and the EES for the College system. As such, the data was examined from a high level, with some of the details uncovered during the research left unexplored. There was detailed data mined about the level of overlap that existed between each of the CCR learning outcomes and the EES Defining Skill and Learning Outcome within each EES Skill Category; however, due to the scope of the study it was not examined in great detail. This data was explored from a program level, combined together to provide the big picture relationship that exists between the CCR Learning Competency Categories and the EES Skill Categories.

Recommendations for Further Study

Future research should explore the generalizability of these findings across the Ontario College sector, exploring the link between the EES and all of the 15 colleges CCR programs. An extension of this would also include the Ontario universities that offer the CCR program, to determine if an alignment exists at that level. This study should include interviews with institutional leaders and CCR program representatives to gain a better understanding of the process for development and renewal, as well as review processes.

Current practices for co-curricular activity program reviews and approvals is also an area requiring exploration. An examination of the renewal process for the Ontario College sector for their CCR program, as compared to best practices in other more established institutions would be beneficial to the programs. If and how other institutions use CCR programs as evidence during quality assurance processes should also be explored. The question should be asked as to whether other locals have applied the same processes and rigour to their CCR programs as have been applied to the academic programming.

As established in this study, the CCR can be used as evidence of achieving the EES requirements within a program. A future study could examine the CCR as a program itself, comparing the development of learning outcomes, program renewal and review processes to determine alignment between the CQAAP requirements for meeting quality standards. The 6 Standards could be applied to this program and used as a case study, to detail how the standards could be applied as a continuous quality improvement practice.

There is also potential to research the connection between the Ashoka changemaker outcomes, the EES and the CCR. Q-college is one of six Canadian postsecondary campuses granted the Ashoka U Changemaker Campus designation, indicating a commitment to fostering a culture of social innovation (Ashoka, 2017). With a movement towards the development of more changemaker spaces at the postsecondary in Canada, and the shift towards implementing more changemaker learning outcomes at the institutional and course level, a review of this is timely.

Implications for Practice

This data can be used by Q-college to review their CCR program for CQI purposes. The CCRLO's can be examined for improved alignment with the EES using the detailed analysis for each EES skill category cross referenced against the details for each of the CCR learning competency category. Identified as a gap, perhaps numeracy LO's can be added to the options available for students. Program areas can be provided with the analysis to use in their accreditation processes and to raise awareness of the CCR as a program, as well as improve consultation with academic advisors.

Conclusion

There is a compatibility between the CCR and the EES, which enables the CCR to be used as evidence of the college meeting three of the CQAAP quality assurance Requirements. The college also has the ability to apply the CQAAP Standards and Requirements to the CCR program to make quality improvements and use the developed processes and policies towards supporting the college's ability to meet a total of 20 CQAAP Requirements, touching on all six Standards. Elias and Drea (2013) indicate that the three pillars of a successful co-curricular record include a central database, that it "connects experience to learning, to encourage self-reflection and self-awareness" (para. 7), and the record itself. The CCR at Q-college includes all three of these pillars. The mapping of the CCR learning outcomes linked the non-vocational, experiential learning competencies to one of the graduation requirements of three Ontario College credentials. The fact that the EES are mandatory elements of the learned experience of a student, and the EES has a strong correlation to the CCR establishes the CCR as one of the points at which students have the opportunity to connect their experiences to their academic learning.

The identification of learning outcomes in both the CCR and EES is indicative of the shifting lexicon of the quality assurance frameworks in the postsecondary sector. As per Kolb's theory, "[l]earning is an emergent process whose outcomes represent only historical record, not knowledge of the future". As the focus in postsecondary education shifts to learning outcomes, it is important to remember that these students are constructing the foundation upon which new knowledge will be built as they move into the world and gain more experience. Just as the classroom experiences are vocationally foundational, so are the essential employability skills and competencies that are being developed in the co-curricular activities. Kolb's theory is grounded in the belief that "[i]deas are not fixed and immutable elements of thought, but are formed and

re-formed through experience" (Kolb, 2015, p. 37). The characteristics of a well-designed co-curricular program (Elias & Drea, 2013; Stirling & Kerr, 2015), which include self-reflection activities and validation by an institutional leader, align closely with Kolb's (2015) modes of learning in the experiential learning cycle (Kolb, 2015, p. 51) (see Figure 1). The engagement in the activity (Concrete Experience + Reflective Observation) and the selection of competencies that best reflect their experience (Reflective Observation + Abstract Conceptualization) confirms the skills they have developed (Abstract Conceptualization) which are recorded on the transcript for use in an interview with an employer (Active Experimentation). This evidence of foundational skills being learned outside the classroom experience along with the recent public attention to experiential learning at the provincial level (Conway, Campbell, Hardt, Loat, & Sood, 2016). There is a movement towards improving the quality of these experiences. The value of co-curricular experiences in postsecondary are becoming more integral to student success as the focus shifts towards experiential learning as a means to fill the skills gap (Conway, Campbell, Hardt, Loat & Sood, 2016; Wagner, 2014;) and the CCR as a means to fill the awareness gap (Harrison, 2017; Markowitz, 2017).

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Appendix A

CQAAP Standards

STANDARDS	REQUIREMENTS
1.PROGRAM QUALITY MANAGEMENT SYSTEM Effective quality assurance mechanisms ensure the quality of a program management system and demonstrate continuous improvement.	A college-wide program quality management system: **1.1** Facilitates the evolution of programs to maintain their relevance and fitness with the College Mission.
	1.2 Ensures that established policies and procedures for all programs of instruction offered by the college, regarding their development, review and maintenance, are monitored (approved and revised) regularly, and applied consistently across all programs of instruction.
	1.3 Gathers, collates and analyzes data and information from stakeholders (e.g. graduates, industry representatives, faculty, students, and professional bodies), program maintenance records (e.g. program review) and program indicators (e.g. graduation rates, retention rates).
	1.4 Uses program indicators, program maintenance records and stakeholder data to measure program performance.
	1.5 Manages changes to programs and courses to keep them current and relevant with provincial standards and relevant professional body requirements, and to ensure that recommendations arising from previous program reviews have been considered and addressed.
	1.6 Manages program maintenance records arising from program quality management processes.

STANDARD	REQUIREMENTS
2. PROGRAM DEVELOPMENT Effective quality assurance mechanisms ensure the quality of the programs of study being developed and demonstrate continuous improvement.	A college-wide program development system: **2.1** Ensures the existence, articulation and use of clear statements of program vocational learning outcomes as a starting point for any program of instruction regardless of the location or method of delivery; and that they are consistent with the program's intended purpose.
	2.2 Ensures that program requirements (courses, work placements, admission requirements) stated for each program of instruction are derived from, and flow coherently from, the program's vocational learning outcomes.
	2.3 Ensures that program vocational learning outcomes are operational in that they provide a sound basis for curriculum development and the design of teaching and learning activities and student learning assessments; are internalized and used in the day-to-day work of program faculty; and are used in prior

STANDARD	REQUIREMENTS
3. CONFORMITY WITH GOVERNMENT REQUIREMENTS Effective quality assurance mechanisms ensure the conformity of programs of study with relevant government requirements and demonstrate continuous improvement.	A college-wide program implementation system: **3.1** Ensures that program titles are consistent with established college system titling protocols and validated program standard titles.
	3.2 Ensures that programs of instruction are consistent with (meet or exceed) the credential framework requirements (i.e. scope of program vocational learning outcomes, essential employability skills (EES), general education, duration for completion, admission requirements, name of credential).
	3.3 Ensures that programs of instruction are consistent with the current workplace expectations (i.e. essential vocational skills, attitudes, knowledge, and competencies).
	3.4 Ensures that programs of instruction provide reasonable opportunities for students to achieve the vocational and non-vocational program outcomes.
	3.5 Ensures that changes to provincial program standards are communicated to all relevant stakeholders and implemented in a timely manner so to maintain the relevance of the program.

STANDARD	REQUIREMENTS
4. PROGRAM DELIVERY AND STUDENT ASSESSMENT Effective quality assurance mechanisms ensure the quality of program delivery and student assessment, and demonstrate continuous improvement.	A college-wide program delivery and student assessment approach:
	4.1 Ensures consistent delivery of programs of instruction regardless of the program delivery strategies (hybrid, on-line, full-time or part-time, or are delivered with a third-party or other postsecondary institutions), including those programs which take place offsite.
	4.2 Engages teaching staff in regular experimentation with new methods of teaching and learning that are consistent with best practices; and that these new methods are reviewed and widely shared to support currency and relevancy of teaching and learning across all programs of instruction.
	4.3 Ensures fair and equitable evaluation of student achievement through valid assessment methods, accompanied by prompt and constructive feedback on student performance.
	4.4 Assesses the capabilities of program graduates (recent and/or imminent) consistent with the established program vocational learning outcomes.

STANDARD	REQUIREMENTS
5. EXISTENCE, MONITORING AND COMMUNICATION OF ACADEMIC POLICIES AND PRACTICES Effective quality assurance mechanisms ensure the communication and monitoring of established academic policies and practices related to academic issues that support program implementation and delivery, and student achievement of vocational learning outcomes, and demonstrate continuous improvement.	A college-wide monitoring and communication system of existing academic policies and practices: **5.1** Ensures that academic policies and procedures regarding: • specific pre-and co-requisites; • mandatory and optional/elective components in the vocational and non-vocational areas of study; • practical/work-based components; • advancement in programs and maximum periods for completion; and,
	5.2 Ensures that academic policies and procedures regarding: • requirements for admission to the program and to courses in the program; • provisions for awarding credit towards a credential or exemptions from specific course requirements as a result of cross-crediting, exemptions, transfer credits; and/or, recognition for prior learning
	5.3 Ensures that academic policies and procedures regarding: • instances requiring accommodations; • assessment, including provisions for re-assessment and appeals; • requirements for awarding the credential (i.e. title of any program or series of courses); and, • rules and criteria governing any awarding of merit, distinction, and other grades, are established for all programs of instruction offered by the college
	5.4 Ensures that academic policies and procedures regarding formal arrangements with any relevant external body (ies) exists to govern additional credentials, certifications, etc., are established for all programs of instruction offered by the college
	5.5 Ensures that academic policies and procedures regarding changes to programs (i.e. courses, vocational learning outcomes) are established for all programs of instruction offered by the college.
	5.6 Ensures that established academic policies and practices for all programs of instruction offered by the college are published, communicated and applied consistently across all programs of instruction.
	5.7 Ensures that established academic policies and practices are reviewed and monitored regularly and

STANDARD	REQUIREMENTS
6. AVAILABILITY AND ALLOCATION OF COLLEGE-WIDE RESOURCES Effective quality assurance mechanisms ensure the existence, availability and allocation of resources (human, physical, financial) and technological infrastructure to support student achievement of program vocational learning outcomes, and demonstrate continuous improvement.	A college-wide planning system:
	6.1 Ensures that teaching staff involved in the program: possess the combination of experience and credentials appropriate to, and required by, the program credential and the field of study; have the level of expertise and ability to provide the published learning experience; participate in reflective practice; undergo initial and continuing professional development to enhance their teaching expertise and to ensure currency in their subject matter; and, are oriented, coordinated, and evaluated.
	6.2 Ensures that teaching staff execute their professional responsibilities; work within structured instructional plans; are accessible and available for student inquiry; meet the needs of the students and facilitate the achievement of the program vocational learning outcomes; provide prompt and constructive feedback to students; promote a positive attitude to learning for students.
	6.3 Ensures a faculty and staff base (full-time and non-full-time) to carry out both classroom and non-classroom support roles for student success.
	6.4 Ensures that academic support and advising services meet the needs of the students and facilitate the achievement of the program vocational learning outcomes.
	6.5 Ensures that staff members providing student support services such as tutoring, financial and academic advising, and co-curricular activities are appropriately qualified, trained, and supported.
	6.6 Ensures that learning facilities (including Learning Resource Centres), equipment, and technological infrastructure support the promised modes of delivery and the learning process, and are accessible to students.
	6.7 Ensures that the process of reviewing leadership, organization, and management of human resources, financial services, learning resources, information technology resources, and academic facilities are done in such a manner that all relevant factors are taken into account such as quality, efficiency, effectiveness, optimal use, financial responsibility, etc.

Appendix B

Q-College Co-Curricular Record Submission Form

Submit a new position/activity for the Co –Curricular Record

Validator Information:

The validator is the person responsible for verifying a student successfully completed his/her participation in the activity.
Email Address: Click here to enter text.

First Name: Click here to enter text.

Last Name:Click here to enter text.

ACTIVITY/PROGRAM INFORMATION

Activity/Program Name (how you want it to appear on the CCR): Click here to enter text.

Activity occurs: on campus ☐ Off campus ☐

Campus: Click here to enter text.

Is the position on going?   Yes ☐ no   ☐

Start Date Click here to enter a date.

End Date Click here to enter a date.

Description of role/position/activity? Click here to enter text.

Please select the applicable learning competencies:

Learning Outcomes:

Effective Communication
- writes and speaks coherently and effectively
- writes and speaks after reflection
- able to influence others through writing, speaking or artistic expression
- effectively articulates abstract ideas
- delivers presentations or gives performances
- employs conflict resolution strategies
- uses engaging communication techniques
- able to write and speak in numerous mediums, prose and capacities

Leadership Development
- explores different leadership theories, philosophies and styles
- reflects on own leadership style and abilities
- serves in leadership capacity
- comprehends individual and group dynamics
- exhibits ability to visualize a group purpose and desired outcomes
- acts in a leadership capacity and motivates others for results
- explores personal impact as a role model to foster leadership in individuals/communities
- Manages group conflicts or challenges
- Facilitates group discussion and decisions, achieving group consensus where appropriate
- Exhibits democratic principles as a leader
- Encourages and empowers others
- Employs/utilizes interpersonal skills in a leadership capacity

Clarified Personal Values
- articulates, makes decisions and models behaviors that reflect personal values
- demonstrates willingness to explore personal beliefs and values
- identifies personal, work and lifestyle values and understands how they influence decision making
- reflects on personal morals and ethics

Collaboration
- works positively and cooperatively with others
- seeks the involvement of others
- seeks feedback from others
- contributes to achievement of group goals or shared vision
- exhibits effective listening skills
- demonstrates awareness of team/group dynamics
- ability to overcome differing views and achieve effective outcomes

Appreciating Diversity
- develops and reflects with an informed perspective on issues of culture, ethnicity, race, gender, religion, sexual orientation, physical abilities, education, language, power and privilege
- Understands own identity and culture
- Recognizes and responds to the use of stereotypes and assumptions
- Examines the advantages and challenges of diverse society
- Reflects on how thoughts, language and actions impact the development of supportive, inclusive communities
- Develops/implement activities that promote diversity within the Q-collegecommunity

Social Responsibility / Civic Engagement
- Challenges the inappropriate behavior of other individuals or groups
- Champions or advocates for issues of concern
- Articulates student perspective and influences policy with the Q-college Community
- Raises awareness and knowledge within the Q-college, and broader community
- Commitment to public life through community practice
- Sense of civic responsibility
- Engaging in principle dissent
- Effective in leadership with campus community
- Handles controversy with civility

Intellectual Growth
- Employs critical thinking skills in a variety of contexts
- Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion
- Reinforces personal knowledge by teaching others

Enhanced Self Awareness
- Employs critical thinking in problem solving
- Uses, manipulates complex information from a variety of sources including personal experiences and observation to form a decision or opinion
- Reinforces personal knowledge by teaching others or raising awareness within broader Georgian Community
- Articulates personal skills and abilities
- Acknowledges personal strengths and weaknesses
- Articulates rationale for personal behavior
- Learns from past experiences
- Exhibits positive role modeling

Healthy Behavior
- Chooses behaviors and environments that promote health and reduce risk
- Articulates relationship between health and wellness and accomplishing life goals
- Exhibits and promotes behaviors that advance a healthy community

Meaningful Interpersonal Relationships
- Develops and maintains satisfying interpersonal relationships
- Establishes mutually rewarding relationships with friends and colleagues
- Listens to and considers others' points of view
- Treats others with respect

Intentional Learning
- Sets, articulates and pursues individual and educations goals
- Uses personal and educations goals to guide decisions
- Reflects on interests, values, skills and abilities that influence life and career choices
- Makes the connection between curricular and experiential learning
- Reflects and documents connections of knowledge, skills and accomplishments resulting from formal education, service-learning, volunteer experience, campus involvement and leadership engagement

Organizational skills and time management
- How to locate and access information
- Ability to meet set deadlines

Professional Ambassador
- Students will develop a realization that serving as a leader is more than just holding a position
- Ability to present Georgian in a professional manner, both off and on campus (Code of Conducts)
- Expectation and ability to lead, influence and hold others accountable for their actions in a positive manner

Interprofessional Education and Care
- **Role clarification** – describe their own role and the roles of those in other professions and use this knowledge appropriately to establish and achieve client and community goals
- **Patient/Client/ Family/Community-Centred Care** – integrate and value, as a partner, the input and the engagement of the client, family, and community in designing and implementing care or services
- **Team Functioning** – demonstrate principles of team work dynamics and group/team processes to enable effective interprofessional collaboration
- **Collaborative Leadership** – apply leadership principles that support a collaborative practice model
- **Interprofessional Communication –** communicate in a collaborative, responsive and responsible manner with learners from different professions
- **Interprofessional Conflict Resolution –** actively engage self and others in positively and constructively addressing disagreements as they arise.

Appendix C

CQAAP Standards Analysis Spreadsheet

CQAAP Standards		Currently Applicable	Potentially Applicable	Not Applicable	CCR	
Standards	**Requirements**				**Implementation Suggestions/Notes**	**Potential questions**
1. PROGRAM QUALITY MANAGEMENT SYSTEM Effective quality assurance mechanisms ensure the quality of a program management system and demonstrate continuous improvement. *A college-wide program quality management system:*	1.1 Facilitates the evolution of programs to maintain their relevance and fitness with the College Mission.				Program aligns with the mission, vision and strategic goals of the college. Unclear as to review process of the program and any policies related. Unclear if the academic areas include this program as part of their considerations for their own program renewal processes or if any academic connections are made between co-curricular activities and the curricular learning.	
	1.2 Ensures that established policies and procedures for all programs of instruction offered by the college, regarding their development, review and maintenance, are monitored (approved and revised) regularly, and applied consistently across all programs of instruction	☐			Unclear as to process for development, approval and renewal/review of CCR competencies and their learning outcomes.	Is there a review process for this program? What are the steps and stages, who is involved and how often is a review conducted?

1.3 Gathers, collates and analyzes data and information from stakeholders (e.g. graduates, industry representatives, faculty, students, and professional bodies), program maintenance records (e.g. program review) and program indicators (e.g. graduation rates, retention rates).	☐		Unclear if any data is collected after the students complete the activity or if employers see value in their graduates or use the CCR.	Are feedback/satisfaction surveys conducted, on students and/or supervisors, employers who hire graduates to determine if use the CCR? How is this data collated, analyzed, reported (and to whom) and then acted upon for program improvement? Is there a scorecard for this, or data included in KPI data?
1.4 Uses program indicators, program maintenance records and stakeholder data to measure program performance.	☐		Unclear of any program review data is collected and reported and to whom it gets reported.	Does the BoG monitor or receive updates on this program? Are students satisfied with their experiences and do they transfer their learning from these experiences into their career? Are employers satisfied, do they see connections between the experiences and on the job performance? Are there questions in the KPI's or graduate/employer satisfaction surveys?
1.5 Manages changes to programs and courses to keep them current and relevant with provincial standards and relevant professional body requirements, and to ensure that recommendations arising from previous program reviews have been considered and addressed.	☐		Student feedback is received via the process, with new outcomes added based on student request.	How are changes monitored? Is there a committee who reviews the learning outcomes and changes made? Who is on it and how often do they meet?

	1.6 Manages program maintenance records arising from program quality management processes	☐	(yellow)		An assumption is made that policies exists for tracking program maintenance records, including additions and revisiosn to the CCR due to the fact that student records are tied to this program.	What are the policies and procdures for controlling the CCR records?
2. PROGRAM DEVELOPMENT Effective quality assurance mechanisms ensure the quality of the programs of study being developed and demonstrate continuous improvement. *A college-wide program development system:*	2.1 Ensures the existence, articulation and use of clear statements of program vocational learning outcomes as a starting point for any program of instruction regardless of the location or method of delivery; and that they are consistent with the program's intended purpose.	☐	(yellow)		EES could be established as the foundational VLO's for this program and used as a starting point from which LO's are developed.	Were the EES considered during the development of this program?
	2.2 Ensures that program requirements (courses, work placements, admission requirements) stated for each program of instruction are derived from, and flow coherently from, the program's vocational learning outcomes.	☐		(red)		
	2.3 Ensures that program vocational learning outcomes are operational in that they provide a sound basis for curriculum development and the design of teaching and learning activities and student learning assessments; are internalized and	☐	(yellow)		EES could be considered as the VLO's for this program and as such, components of the requirement can be applied to the CCR program.	

	used in the day-to-day work of program faculty; and are used in prior learning assessments.		🟨			
3. CONFORMITY WITH GOVERNMENT REQUIREMENTS Effective quality assurance mechanisms ensure the conformity of programs of study with relevant government requirements and demonstrate continuous improvement. *A college-wide program implementation system:*	3.1 Ensures that program titles are consistent with established college system titling protocols and validated program standard titles.			🟥		
	3.2 Ensures that programs of instruction are consistent with (meet or exceed) the credential framework requirements (i.e. scope of program vocational learning outcomes, essential employability skills (EES), general education, duration for completion, admission requirements, name of credential).	🟩	☐		Best application for the CCR is this requirement. The link established in this study makes the CCR a valid piece of evidence for the program meeting EES requriements.	
	3.3 Ensures that programs of instruction are consistent with the current workplace expectations (i.e. essential vocational skills, attitudes, knowledge, and competencies).		☐ 🟨		If a PAC committee feedback is relayed to the coordinator of this program from the various PAC committee meetings, this requirement is met.	Are the PAC's aware of the CCR and the implications of the program on graduates? Do they discuss at any point in their meetings? Do they discuss EES and what EES graduates need or are lacking currently that can be relayed to the CCR coordinator for inclusion in the program or

						brought forward to relevant students for development opportunities? Does the program coordinator identify these opportunities for students who seem to lack EES skills? Does the academic advisor?
	3.4 Ensures that programs of instruction provide reasonable opportunities for students to achieve the vocational and nonvocational program outcomes.	☐			Another application for the CCR. As per this study, the CCR activities provide evidence of meeting the EES requirements (non-vocational)	Is the CCR included in any program mapping for the program or considered during review process?
	3.5 Ensures that changes to provincial program standards are communicated to all relevant stakeholders and implemented in a timely manner so to maintain the relevance of the program.	☐				
4. PROGRAM DELIVERY AND STUDENT ASSESSMENT Effective quality assurance mechanisms ensure the quality of program delivery and student	4.1 Ensures consistent delivery of programs of instruction regardless of the program delivery strategies (hybrid, on-line, full-time or part-time, or are delivered with a third-party or other postsecondary institutions), including those programs which take place offsite.	☐				What are the mechanisms for the consisten delivery of this program? Is there consistent final reviewer who approves all CCR LO's and meets w/all supervisors? Given the student experiences occur in different conditions, environments and locations, what is in place to ensure consisten evaluation and application if different reviewers are in place?

assessment, and demonstrate continuous improvement. *A college-wide program delivery and student assessment approach:*	4.2 Engages teaching staff in regular experimentation with new methods of teaching and learning that are consistent with best practices; and that these new methods are reviewed and widely shared to support currency and relevancy of teaching and learning across all programs of instruction.	☐			Are the reviewers keepign up to date on teaching methods and meeting with supervisors (annually?) of student experiences to provide feedback and input into how the student is managing, and opporutnities for students to further grow and learn?
	4.3 Ensures fair and equitable evaluation of student achievement through valid assessment methods, accompanied by prompt and constructive feedback on student performance.	☐		The methods used include student selection of the LO's, review by a college advisor and then discussion regarding any disagreement with the opporutnity for the student to provide evidence that the learning occurred if the reviewer disagrees. Authentic experiences are considered, and reflection is required in the approval process. Experiences in the field, so to speak, provide immediate feedback.	
	4.4 Assesses the capabilities of program graduates (recent and/or imminent) consistent with the established program vocational learning outcomes.	☐		Considered the EES as part of the VLO's, this program provides evidence of meethig these requirements. The submission of the LO's and their approval by a college rep provide authentication.	

5. EXISTENCE, MONITORING AND COMMUNICATION OF ACADEMIC POLICIES AND PRACTICES Effective quality assurance mechanisms ensure the communication and monitoring of established academic policies and practices related to academic issues that support program implementation and delivery, and student achievement of vocational learning outcomes, and demonstrate continuous improvement.	5.1 Ensures that academic policies and procedures regarding: specific pre-and co-requisites; mandatory and optional/elective components in the vocational and non-vocational areas of study; practical/work-based components; advancement in programs and maximum periods for completion; and, alternative entry and exit points, are established for all programs of instruction offered by the college.	☐		Treating this program as the 'academic program' in this requirement applies this requirement to the policies and procedures around the CCR program.	What mechanisms are in place to develop, monitor, communicate and review the policies and procedures around this program?
	5.2 Ensures that academic policies and procedures regarding: requirements for admission to the program and to courses in the program; provisions for awarding credit towards a credential or exemptions from specific course requirements as a result of cross-crediting, exemptions, transfer credits; and/or, recognition for prior learning, are established for all programs of instruction offered by the college.	☐			

A college-wide monitoring and communication system of existing academic policies and practices:	5.3 Ensures that academic policies and procedures regarding: instances requiring accommodations; assessment, including provisions for re-assessment and appeals; requirements for awarding the credential (i.e. title of any program or series of courses); and, rules and criteria governing any awarding of merit, distinction, and other grades, are established for all programs of instruction offered by the college.	☐			Considering this program as an 'academic program', apply the policies developed for approving the LO's as completed and the required approval process.	What is the actual process and is there a formal procedure/policy in place? Or just an SOP? Hat is the mechanism for distributing the program guidelines (LO's approval process)? Do students understand what the CCR is, what it looks/feels like and how it can be used? How is the information communicated and when? Use this as evidence in meeting this requirement.
	5.4 Ensures that academic policies and procedures regarding formal arrangements with any relevant external body (ies) exists to govern additional credentials, certifications, etc., are established for all programs of instruction offered by the college.	☐				
	5.5 Ensures that academic policies and procedures regarding changes to programs (i.e. courses, vocational learning outcomes) are established for all programs of instruction offered by the college.					What are the mechanisms for developing and approving policies and/or guidelines? Are there procedures for CCR department rules & policies (fall under Student Services or Student Advising portfolio? Apply these here?)?

	5.6 Ensures that established academic policies and practices for all programs of instruction offered by the college are published, communicated and applied consistently across all programs of instruction.	☐		CCR has its own website and all details are clearly articulated on the site.	What is the organizational structure of the program? Is there a lead or main point of contact? Only one person? Who do they report to? Do students know who to contact and how with regards to questions and concerns? How are changes to the program and/or LO's communicated as they are adopted?
	5.7 Ensures that established academic policies and practices are reviewed and monitored regularly and consistently.	☐			How often are the policies and procedures reviewed, by whom and when? Departmental policies and procedures reviewed, when and by whom?
6. AVAILABILITY AND ALLOCATION OF COLLEGE-WIDE RESOURCES Effective quality assurance mechanisms ensure the existence, availability and allocation of resources (human, physical, financial) and technological infrastructure to support student achievement of	6.1 Ensures that teaching staff involved in the program: possess the combination of experience and credentials appropriate to, and required by, the program credential and the field of study; have the level of expertise and ability to provide the published learning experience; participate in reflective practice; undergo initial and continuing professional development to enhance their teaching expertise and to ensure currency in their subject matter; and, are oriented, coordinated, and evaluated.	☐		Teaching staff in this program would correlate to validators. In this way, anyone validating the experience would need to be properly trained and credentialed.	How are validators trained? What is the required credential to become a validator? Any PD required/offered to keep them current?

program vocational learning outcomes, and demonstrate continuous improvement. *A college-wide planning system:*	6.2 Ensures that teaching staff execute their professional responsibilities; work within structured instructional plans; are accessible and available for student inquiry; meet the needs of the students and facilitate the achievement of the program vocational learning outcomes; provide prompt and constructive feedback to students; promote a positive attitude to learning for students.	☐			If validators are assessed/evaluated, use this here. Use trianing requirements as evidence as well	How are expectations communicated to validators? How are they assessed? When are they assessed? Student feedback collected after?
	6.3 Ensures a faculty and staff base (full-time and non-full-time) to carry out both classroom and non-classroom support roles for student success.					What is the staffing requirement for this program? Is someone assigned in a full time/part time position to monitor, apply cqi, provide training and feedback to validators and keep in contact with students? Does this fall to the academic advisors? How are gaps identified and filled when found? What mechanisms are in place to determine appropriate staffing and that student needs are being met?
	6.4 Ensures that academic support and advising services meet the needs of the students and facilitate the achievement of the program vocational learning outcomes	☐			Role of the validators as the student contact meets this requriement.	Is this considered part of the academic advisors role, to also monitor CCR activity?

6.5 Ensures that staff members providing student support services such as tutoring, financial and academic advising, and co-curricular activities are appropriately qualified, trained, and supported.				College staff evaluation policies and procedures apply to this requirement and can be used as evidence in this program meeting this requirement. PD plans can also be used.	What training is provided to those administering the CCR? Anyone involved in the registered CCR activities? Is there training or manuals provided to offsite CCR locations, or those activities not affiliated with the college? How are staff evaluated? Are they offered PD? What mechanisms are in place for staff review
6.6 Ensures that learning facilities (including Learning Resource Centres), equipment, and technological infrastructure support the promised modes of delivery and the learning process, and are accessible to students.	☐				Are there mechanisms or processes in place to identify accomodations required by students during participation in the CCR? How are these communicated to the CCR activity location/supervisor?
6.7 Ensures that the process of reviewing leadership, organization, and management of human resources, financial services, learning resources, information technology resources, and academic facilities are done in such a manner that all relevant factors are taken into account such as quality, efficiency, effectiveness, optimal use, financial responsibility, etc	☐			Any assessments, workplans or plans for improvement of the program can be used here.	What is the review process for assessment of needs for this program? Who completes the assessment and identifies gaps? How are these gaps planned to be met? Does the program have a mission or vision or goals and how are they reviewed?

Appendix D

Essential Employability Skills

Skill Category	Defining Skills	Learning Outcomes
Communication	Reading, Writing, Speaking, Listening, Presenting, Visual literacy	1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
Numeracy	Understanding and applying mathematical concepts and reasoning, Analyzing and using numerical data, Conceptualizing	3. Execute mathematical operations accurately.
Critical Thinking and Problem Solving	Analysing, Synthesising, Evaluating, Decision making, Creative and innovative thinking	4. Apply a systematic approach to solve problems. 5. Use a variety of thinking skills to anticipate and solve problems.
Information Management	Gathering and managing information, Selecting and using appropriate tools and technology for a task or a project, Computer literacy, Internet skills	6. Locate, select, organize, and document information using appropriate technology and information systems. 7. Analyze, evaluate, and apply relevant information from a variety of sources.
Interpersonal	Team work, Relationship Management, Conflict resolution, Leadership, Networking	8. Show respect for the diverse opinions, values, belief systems, and contributions of others. 9. Interact with others in teams or in ways that contribute to effective working relationships and the achievement of goals.
Personal	Managing self, Managing change and being flexible and adaptable, Engaging in reflective practices, Demonstrating personal responsibility	10. Manage the use of time and other resources to complete projects. 11. Take responsibility for one's own actions, decisions, and consequences.

Note: From MAESD, 2017. Retrieved from http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/essential.html

Appendix E

CMU REB Approval

RESEARCH REVIEW APPLICATION

FOR MSA 685/699 AND EDU 776 CAPSTONE COURSE PROJECT

Co-Curricular Activities as Evidence of Institutional Quality

Student name: **Heather Raikou**   Student ID#: **655358**

E-mail address: **raiko1hm@cmich.edu**   Work phone: **705-728-1968**   Home phone: **705-627-2574**

Concentration: _____   ▾ **MAE – Community College**   ▾

Instructor's name: **Dr. Jim McDonald III**   Instructor e-mail: **mcdon1jt@cmich.edu**

Course: **EDU 776**   ▾

EPN: _____   Program center: _____

Do you intend to use human subjects or human subjects data in your project?   Yes ☐   No ☑

Do you intend to publish your project or present project results outside of your organization?   Yes ☑   No ☐

If you answered "yes" on both questions, you are required to complete CITI training and seek approval through CMU's

Institutional Review Board (IRB). The IRB process requires registration in IRBNet and submission of your application materials and

supporting documents through IRBNet. Please consult with your instructor and the appropriate program office for assistance.

If you answered "no" to one or both questions, you may use this form for your research review. Read the following directions:

Non-human subject research	Human subjects research
In the box below describe the purpose of your research, describe the data you plan to use, and specify the sources of your data (URL, organizational source, etc.) **Required attachments**: Permission letter on the organization's letterhead if the data is not available to the general public.	In the box below describe the purpose of your research; specify the source of your subject pool, the number of subjects, and the selection criteria. Specify your relationship to the subjects (co-worker, supervisor, work in same organization, etc.). Describe your research methodology. **Required attachments:** Copy of survey or interview questions, cover letter or consent form, permission letter on the organization's letterhead if the subject pool is not selected from a public source such as a phone directory or web page.

The goal of my project is to establish the validity of using co-curricular transcripts as evidence in the Ontario Colleges Quality Assurance Audit Process (CQAAP). Each of the 24 Ontario Colleges participates in the audit process once every five years. The audit process is conducted by the Ontario College Quality Assurance Service (OCQAS). The audit is comprised of six (6) benchmarks, which each consist of a number of standards that the colleges provide evidence of meeting.   Currently, co-curricular activities are included in only one of the six benchmarks measured by the CQAAP, being referenced directly in only one of the standards measured within that benchmark.   Ten of the twenty-four (24) colleges in Ontario have adopted a co-curricular record/transcript that tracks student participation in co-curricular activities.   This record provides evidence of transference of learning, experiential learning, and student development that occurs outside of the classroom and institutional experiences currently considered in the CQAAP.   These ten (10) colleges each have competencies or learning outcomes established for their approved co-curricular activities.   My goal is to examine the documents from one of these colleges, Georgian College, in order to cross-reference the outcomes of these activities against the benchmarks in the CQAAP in order to establish the validity of including the co-curricular records as additional evidence of quality programming.

Please check all that apply:

☑ My project is work-related   ☑ My project is related to my concentration   ☐ My project is not related to my work or to my concentration. Please provide a rationale for a project that is not work-related or concentration-related:

Directions: Insert digital signature or type in your name as verification/approval of the information presented in this application.

Your signature also confirms your commitment to appropriate research ethics while conducting this research: S**ubmit this form and**

applicable attachments to your instructor. <u>Please wait for written approval prior to beginning data collection.</u>

Student signature:_____ Date: _____

Student signature: **Heather Raikou**_____ Date: **September 29, 2016**_____

          Please type or print your name.)

Instructor signature: _____ Date: _____

Instructor signature: Digitally signed by James Mcdonald
DN: cn=James Mcdonald, o=Central Michigan University, ou=Teacher Education and Professional Development, email=jim.mcdonald@cmich.edu, c=US
Date: 2016.10.04 19:00:20 -05'00'

      (Please type or print your name.)

       patri1kg

       2016-10-05 13:43:46

       Kaleb G. Patrick, October 5, 2016

Program approval signature:_____ Date:

_____

Program approval signature:_____ Date:

_____

(Please type or print your name.)

Appendix F

Georgian Administrative Approval of Research Form (Pilot)

*Complete this application if you wish to conduct research involving Georgian College students or employees, or if you wish to use the Georgian College name, resources or facilities to conduct research. Your study must have administrative approval before ethics review can proceed. The approval process can take 2-3 months if changes are required. Please take the TCPS 2 Course on Research Ethics and read Responsible Practice and Ethics Review in Research to familiarize yourself with research ethics **before** planning your research or submitting any forms.*

The personal information collected on this form will become part of the records held in the Georgian College Research Services Office and will be used to assist in the review of your application and provision of services for your study. A copy of this form may be reviewed by external parties in order to meet legislative, audit and/or regulatory requirements. The information is collected under the legal authority of the Ontario Colleges of Applied Arts and Technology Act, 2002 and in accordance with Sections 38(2) and 41(1) of FIPPA. If you have any questions or concerns about the information collected, please contact the Research Services Office at reb@georgiancollege.ca or 705-728-1968 ext. 1774. For more information about FIPPA, please contact the Access and Privacy Office at 705-728-1968, extension 5770 or accessprivacy@georgiancollege.ca.

Part A: General Information

1. **Principal investigator's name:** Heather Raikou

2. **Contact Phone:** 705-627-2574 **Email:** heather.raikou@georgiancollege.ca

3. **Which category best describes you, the principal investigator: (Please check one.)**

   ☐ Georgian Faculty   ☒ Georgian Support Staff ☐ Georgian Administrator

   ☐ Georgian College **student** seeking administrative approval to do research **for a course**

   for which the professor has course-based ethics approval

   ☐ Georgian College **student** seeking administrative approval to do research that is **not**

   covered by course-based ethics approval

   ☐ I am **not** a Georgian College employee or student

4. **Title of proposed research study:** Co-Curricular Activities as Evidence of Institutional Quality

5. **Requested start date for recruitment:** September 15, 2016

6. **Requested end date for recruitment:** October 31, 2016

7. **Requested start date for data collection:** October 1, 2016

8. **Requested end date for data collection:** December 2, 2016

9. **Description of target population:** Documents

10. **At which campus(es) will the research take place? (Check all that apply):**

☒ Barrie ☐ Orillia ☐ Owen Sound

☐ Midland ☐ Muskoka ☐ Orangeville ☐ South Georgian Bay

And/Or, if you are proposing off-campus research under the auspices of Georgian College, where will it take place?

11. **Expected number of participants:** 10 colleges (including Georgian)

12. **Please provide a brief description of the proposed research study: (250 word limit)**

The goal of my project is to establish the validity of using co-curricular transcripts as evidence in the Colleges Quality Assurance Audit Process (CQAAP). Each college participates in the audit process, conducted by the Ontario College Quality Assurance Service (OCQAS), once every five (5) years. Each of the 24 colleges in Ontario must participate in this audit process. Currently, co-curricular activities are included in only one of the six benchmarks measured by the CQAAP, mentioned in one of the six or seven standards within that benchmark. Ten (10) of the 24 colleges have adopted a co-curricular record/transcript that tracks student participation in co-curricular activities. This record provides evidence of transference of learning, experiential learning and student development activities beyond the classroom and institutional experiences currently considered in the CQAAP. These ten (10) colleges each have competencies, or learning outcomes established for their approved co-curricular activities. My goal is to examine

the documents from one of these colleges, Georgian College, in order to cross-reference the outcomes against the benchmarks and standards in the CQAAP audit in order to establish the validity of including the co-curricular records as additional evidence of quality programming.

Note: Use of class time for recruitment of participants or collection of data is generally discouraged as it can raise ethical issues. If it is approved, it must not disrupt instructional or assessment activities, it must occur at a logical break time or at the beginning or end of class, and it must not take more than fifteen minutes of class time. Exceptions may be made if the dean considers the research to be of particular academic benefit to the class.

Instructors/professors retain ultimate control over the classroom environment and activities, and may refuse access to their classes.

13. How, when and where do you plan to recruit participants for your study? How many minutes of the potential participants' time will the recruitment process take?

I will request approval for the project from the Vice President, Academic and Student Engagement at Georgian College. The request will describe the project and request access to the documentation about the college's co-curricular activities in their co-curricular record/transcript. I expect the review of the request and the duration of time required to grant access to the material requested to take less than 30 minutes of the participants time.

14. How, when and where do you plan to collect data from the research participants? How much of the participants' time will the data collection take?

I will send a letter to the college, describing the project and requesting access to their documentation about their co-curricular activities recorded in their co-

curricular record/transcript. I expect this to take less than 30 minutes of the

participants time.

15. Are you requesting the use of any Georgian College facilities, systems, staff assistance or other resources? If so, please elaborate here:

Yes, I will be requesting data from Georgian's co-curricular transcript. I will

also be using the NVivo program, purchased by Georgian for work related

research, installed on the principle investigators work laptop.

Part B: Additional Information

16. Please provide any other information that might assist the Georgian College administrator who will consider this application for administrative approval. E.g. If you have already discussed making a classroom visit with the professor, include the details here.

Click here to enter text

Part C: Administrative Approval Decision

(To be completed by a Georgian College manager/dean/director/VP.)

Please identify any changes required to the proposed study:

1. Changes regarding timing:

☐ Change dates of recruitment period to: Click here to enter text

☐ Change dates of data collection period to: Click here to enter text

2. Changes regarding class time:

☐ Limit the use of class time to a 5-minute recruitment speech and arrange a separate time

and place, or an online survey, for data collection, interviews or focus groups.

☐ Limit the use of class time to a recruitment speech and distribution of surveys with self-

addressed envelopes and instructions for the completed surveys to be:

☐ Returned during the following class in the sealed envelope.

☐ Dropped off in sealed envelope to: Enter designated staff/drop box name and location

☐ Collect data during the class' usual break time. (Note: In some cases this might create ethical issues which could cause the study to be denied Research Ethics Board approval.)

3. *Changes regarding recruitment:*

☐ Change recruitment method to the following (Note: Additional permissions may be required to access these systems.):

☐ Posters on Georgian College Student Association bulletin boards

☐ Posters on these other bulletin boards: Click here to enter text

☐ Blackboard Announcement only (no email)

　☐ College-wide (Needs approval from Director/Associate Director, Marketing and Communications)

　☐ Program Community: Click here to enter contact name

　☐ Course(s): Click here to enter contact name(s)

☐ Email distributed by (choose one):

　☐ Centre for Applied Research (CARI) to distribution list provided by: Enter name

　☐ Other (provide employee contact email for distribution): Click here to enter text

☐ Advertisement in: Click here to enter name of publication

☐ Hand flyer distribution/information table at this location: Click here to enter text

☐ Social media (please provide URL or name of group/page): Click here to enter text

☐ Other: Click here to enter text

4. *Other changes requested*: Click here to enter text

Administrative Approval Status

☐ Project has administrative approval, no changes required

☐ Project has administrative approval pending email confirmation of requested changes

☐ Changes required, please resubmit amended forms for administrative approval

☐ Project NOT approved

IMPORTANT!

No research participants may be recruited and no data may be collected until the Research Ethics Board (REB) has also approved the study or exemption from REB approval has been confirmed.

_____   _____

Approval signature   Date

_____

Name, Position

☐ This research also requires approval from the Director, Institutional Research.

☐ Not applicable.

_____   _____

Director, Institutional Research Approval signature   Date

Instructions to Primary Investigator

(To be filled out by the Research Services Office.)

☐ This project requires Research Ethics Board review. Please note any requested changes to the protocol and include them in the methodology section of your application for research ethics approval.

☐ Changes are required, please resubmit an amended *Administrative Approval of Research Form* for administrative approval.

☐ This project does not require Research Ethics Board review. Please sign below to confirm you will follow the protocol described in this form, including any requested changes. Please return the signed form to reb@georgiancollege.ca .

Part E: Principal Investigator (PI) Assurance

I agree to conduct the research as described in this form and any documents provided with this application (including, but not limited to, the application form, recruitment scripts, information and consent letters, survey questions, interview or focus group questions).

I agree to conduct the research in compliance with Georgian College's policies and procedures and any conditions communicated by the college.

I agree to abide by the *Ontario Freedom of Information and Protection of Privacy Act* and any other privacy legislation or institutional procedures relevant to my project. If I have any questions regarding the Act, I will contact the Georgian College Access and Privacy Consultant at accessprivacy@georgiancollege.ca or 705-728-1968 Ext: 1832.

I understand that if I make any changes whatsoever to the protocol or to the documents provided with this application (including, but not limited to, the application form, recruitment scripts, information and consent letters, survey questions, interview or focus group questions), I must notify the Georgian College Research Services Office. I further understand that these changes, if determined to be substantive by Georgian College management, my faculty supervisor or the Research Ethics Board, may require a new application if they constitute new research.
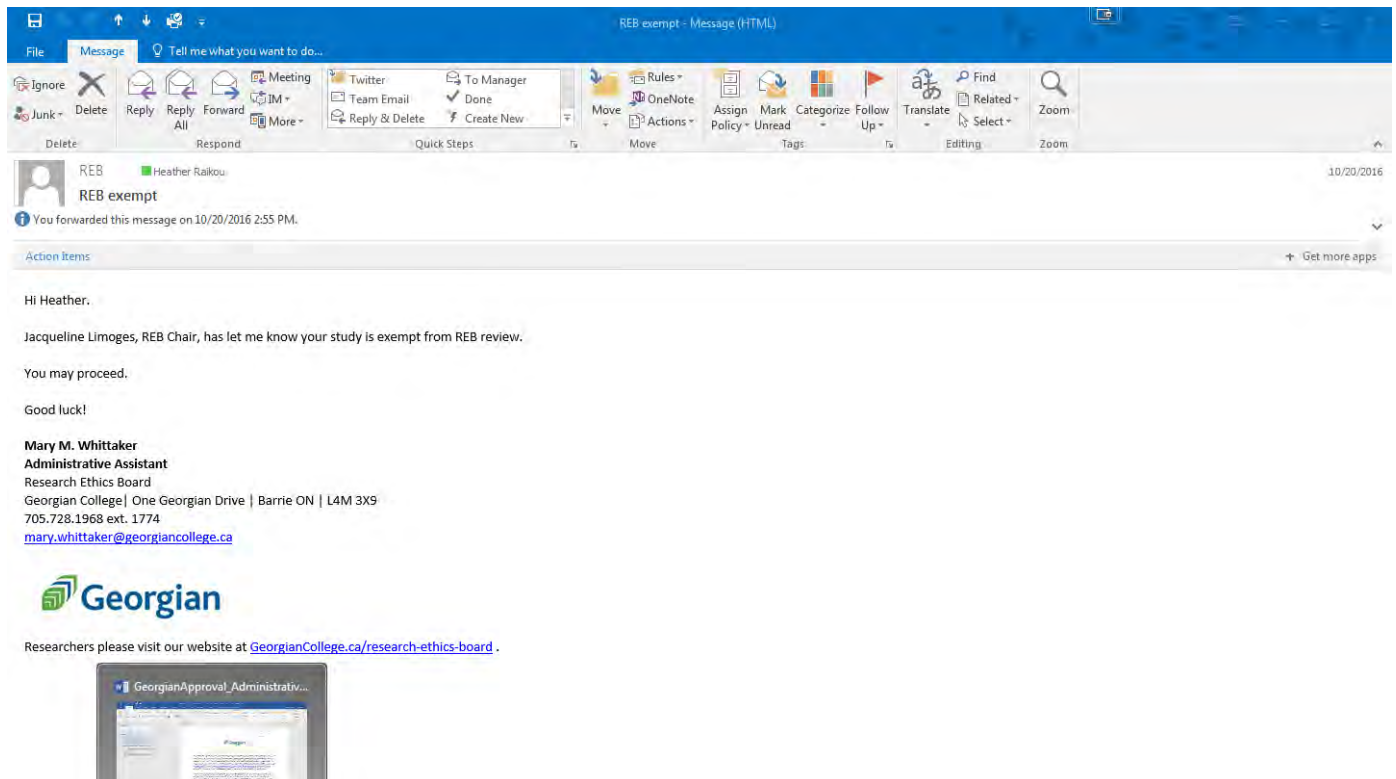
_____   _____

Signature of Primary Investigator   Date

Appendix G

Georgian College REB Approval

Hi Heather,

Jacqueline Limoges, REB Chair, has let me know your study is exempt from REB review.

You may proceed.

Good luck!

Mary M. Whittaker
Administrative Assistant
Research Ethics Board
Georgian College| One Georgian Drive | Barrie ON | L4M 3X9
705.728.1968 ext. 1774
mary.whittaker@georgiancollege.ca

Researchers please visit our website at GeorgianCollege.ca/research-ethics-board .

Appendix H

CITI Training Certificate

COURSEWORK

REQUIREMENTS REPORT*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details.
See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Heather Raikou (ID: 5123038)
- **Email:** raiko1hm@cmich.edu
- **Institution Affiliation:** Central Michigan University (ID: 997)
- **Phone:** 705-728-1968

- **Curriculum Group:** Social & Behavioral Research - Basic/Refresher
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - Basic Course

- **Report ID:** 17475666
- **Completion Date:** 10/02/2015
- **Expiration Date:** 10/01/2018
- **Minimum Passing:** 80
- **Reported Score*:** 88

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Belmont Report and CITI Course Introduction (ID: 1127)	09/29/15	3/3 (100%)
Students in Research (ID: 1321)	09/30/15	9/10 (90%)
History and Ethical Principles - SBE (ID: 490)	09/30/15	4/5 (80%)
Defining Research with Human Subjects - SBE (ID: 491)	09/30/15	5/5 (100%)
The Federal Regulations - SBE (ID: 502)	09/30/15	5/5 (100%)
Assessing Risk - SBE (ID: 503)	09/30/15	4/5 (80%)
Informed Consent - SBE (ID: 504)	10/01/15	4/5 (80%)
Privacy and Confidentiality - SBE (ID: 505)	10/01/15	4/5 (80%)
Research with Prisoners - SBE (ID: 506)	10/01/15	4/5 (80%)
Research with Children - SBE (ID: 507)	10/01/15	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	10/01/15	4/5 (80%)
International Research - SBE (ID: 509)	10/01/15	5/5 (100%)
Internet-Based Research - SBE (ID: 510)	10/01/15	5/5 (100%)
Research and HIPAA Privacy Protections (ID: 14)	10/01/15	4/5 (80%)
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	10/01/15	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	10/02/15	3/5 (60%)
Central Michigan University (ID: 12848)	10/02/15	No Quiz

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

CITI Program
Email: citisupport@miami.edu Phone: 305-243-7970
Web: https://www.citiprogram.org

COURSEWORK TRANSCRIPT REPORT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Heather Raikou (ID: 5123038)
- **Email:** raiko1hm@cmich.edu
- **Institution Affiliation:** Central Michigan University (ID: 997)
- **Phone:** 705-728-1968

- **Curriculum Group:** Social & Behavioral Research - Basic/Refresher
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - Basic Course
- **Report ID:** 17475666
- **Report Date:** 10/02/2015
- **Current Score**:** 88

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Students in Research (ID: 1321)	09/30/15	9/10 (90%)
History and Ethical Principles - SBE (ID: 490)	09/30/15	4/5 (80%)
Defining Research with Human Subjects - SBE (ID: 491)	09/30/15	5/5 (100%)
Belmont Report and CITI Course Introduction (ID: 1127)	09/29/15	3/3 (100%)
The Federal Regulations - SBE (ID: 502)	09/30/15	5/5 (100%)
Assessing Risk - SBE (ID: 503)	09/30/15	4/5 (80%)
Informed Consent - SBE (ID: 504)	10/01/15	4/5 (80%)
Privacy and Confidentiality - SBE (ID: 505)	10/01/15	4/5 (80%)
Research with Prisoners - SBE (ID: 506)	10/01/15	4/5 (80%)
Research with Children - SBE (ID: 507)	10/01/15	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID: 508)	10/01/15	4/5 (80%)
International Research - SBE (ID: 509)	10/01/15	5/5 (100%)
Internet-Based Research - SBE (ID: 510)	10/01/15	5/5 (100%)
Research and HIPAA Privacy Protections (ID: 14)	10/01/15	4/5 (80%)
Vulnerable Subjects - Research Involving Workers/Employees (ID: 483)	10/01/15	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects (ID: 488)	10/02/15	3/5 (60%)
Central Michigan University (ID: 12848)	10/02/15	No Quiz

Phone: 305-243-7970
Web: https://www.citiprogram.org

Appendix I

CTPS2 Core Certificate