Co-Curricular Transcript Pathfinder

Research/Resources
Kolb's Experiential Learning Cycle:


Principles of Co-Curricular Learning (Indiana University-Purdue University Indianapolis): http://studentaffairs.iupui.edu/doc/about/assessment/pcl.pdf

"The Co-Curricular Record: Enhancing a Postsecondary Education" from College Quarterly: http://collegequarterly.ca/2013-vol16-num01-winter/elias-drea.html


"Innovative Credentialing: Employers Weigh in on Co-Curricular Transcripts" in AACRAO's College and University (American Association of Collegiate Registrars and Admissions Officers): https://aacrao-web.s3.amazonaws.com/files/IdVRIVL7QWqrJs4n0uy0_CUJ%209102-WEB.pdf#page=67


Benchmark
PSU Worthington-Scranton:
http://worthingtonsctanton.psu.edu/fye AND http://worthingtonsctanton.psu.edu/first-year-engagement-co-curricular-plan-semester

Elon University:
https://www.elon.edu/E-Net/Article/95511 AND http://www.elon.edu/e-web/students/elon_experiences/VisualEXP.xhtml

Mansfield University:
http://www.mansfield.edu/student-affairs/cocurricular-transcript.cfm

Chatham University:

University of Dayton (Ohio):
https://udayton.edu/studev/leadership/studentleadershipprograms/CCT/index.php

Purdue University-West Lafayette Campus: https://www.purdue.edu/b-involved/co-curricular-transcript-cct/
Platforms
www.orgsync.com
www.parchment.com
www.studentclearinghouse.org
www.meritpages.com
www.openbadges.org

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Objective 1. Students have a record highlighting out of classroom activities.

**Outcome A:** SWBAT attain personal or professional success
**Outcome B:** SWBAT demonstrate intrapersonal and interpersonal growth and development
**Outcome C:** SWBAT articulate their experiences in a meaningful way to future employers, graduate programs, and other professional opportunities

Objective 2. Students will reflect on their involvement in out of classroom activities

**Outcome A:** SWBAT develop core communication skills, critical thinking, integration and application of knowledge, intellectual breadth, depth and adaptiveness; understanding society and culture, values and ethics
**Outcome B:** SWBAT correlate their experiences with skill building, values, personal growth, identifying interests and future pursuits.

Objective 3. Students have a formal process to list all out of classroom activities.

**Outcome A:** SWBAT intentionally select involvement with regard to development of skills and competencies.
Co-Curricular Transcript Event Submission Guidelines
Student Affairs, Penn State Harrisburg

CCT definition:
The Co-Curricular Transcript is a verified record of out of classroom activities that students have participated in while enrolled at Penn State Harrisburg. This document compliments the student’s academic transcript and resume to capture leadership activities, involvement, and service opportunities that are instrumental to the student’s learning, development and future pursuits.

How to submit:
Log into OrgSync and click your profile picture in the top right hand corner. Select involvement from the drop down menu. Select the “Add Involvement Entry” button. Choose event participation. Complete form.

Event Participation – This option includes professional development, participation, community service, service learning, and volunteering within Penn State Harrisburg.

Organization Membership - This option includes executive membership roles within recognized clubs and organizations at Penn State Harrisburg. For an organization membership submission to be accepted it must be a role that is more extensive than being a listed or active member.

Reflection:
This section is designed to allow students to examine the experience, what skills were gained, personal strengths developed and challenges navigated to be able to articulate the experience during an interview process. The reflection is a required aspect of the event or organization membership submission and will be examined during the review process.

What do we accept?
Leadership activities, involvement and service

What do we not accept?
Activities for academic credit
Intramurals, athletics, honor societies, paid internships, jobs
General, listed, or active membership in an organization

The Rationale
The CCT is designed to encompass and highlight student’s co-curricular experiences while enrolled at Penn State Harrisburg. If an event is not approved, the experience should be listed on the students resume, cover letter or academic transcript. Each student experience should not be listed in multiple applications, documents or records.
Learning Outcomes
Administrative
Advocacy
Career Development
Citizenship / Civic Engagement
Communication
Conflict Resolution
Delegation
Diversity Awareness
Event Planning
Finance Management
Group Dynamics
Independence
Leadership
Listening
Networking
Professionalism
Public Speaking
Recognition
Self-Awareness
Social Responsibility
Strategic Planning Skills
Teambuilding
Understanding Privilege
Values and Ethics

Roles
Attendee
Executive Member or specific title
Fraternity and Sorority roles
Global Lion Mentor or Ambassador
Leader
Leadership roles in Co-Curricular
Participant
Professional Development roles
Service Learning roles
Volunteer
Reflective Observation: Noticing what happened and relating to past experience & conceptual understandings.

Abstract Conceptualization: Distilling perception into abstract concepts.

Concrete Experience: Engaging directly in authentic situation.

Active Experimentation: Testing new ideas; honing skills in a new experience.
Table 1.
Likert-Scaled Survey Items and Responses (n = 288)

<table>
<thead>
<tr>
<th>Unfavorably</th>
<th>Somewhat Unfavorably</th>
<th>Indifferent</th>
<th>Somewhat Favorably</th>
<th>Favorably</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiential transcripts paint a different picture of applicants than an academic transcript.</td>
<td>2</td>
<td>4</td>
<td>36</td>
<td>124</td>
</tr>
<tr>
<td>Experiential transcripts cause me to view applicants more favorably than those who submit academic transcripts alone.</td>
<td>3</td>
<td>5</td>
<td>67</td>
<td>110</td>
</tr>
<tr>
<td>Including an experiential transcript with an academic transcript improves an applicant's chances of acceptance.</td>
<td>2</td>
<td>11</td>
<td>74</td>
<td>112</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>We require/request portfolios from applicants.</td>
<td>61</td>
<td>64</td>
<td>78</td>
<td>51</td>
</tr>
<tr>
<td>Experiential transcripts allow for an applicant's experiences to be more easily verified.</td>
<td>1</td>
<td>12</td>
<td>61</td>
<td>114</td>
</tr>
<tr>
<td>Information contained within the experiential transcript is used in making hiring/admissions decisions.</td>
<td>22</td>
<td>31</td>
<td>98</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receiving more experiential transcripts from applicants would be more helpful for our hiring/admissions process.</td>
<td>5</td>
<td>20</td>
<td>73</td>
<td>118</td>
</tr>
</tbody>
</table>

cated that the enhanced transcript caused them to view the applicant/candidate more favorably (74 percent) and that sending the transcripts together improved the candidate's/applicant's chances of acceptance to or employment by the organization (70 percent). Additionally, 67 percent of respondents believed the information on a CCT might be used in hiring/admissions decisions. Some critics argue that the information on the CCT can also be found on a résumé, but the majority of respondents reported that the new credential added value.

Findings also indicate that a majority of respondents (74 percent) believed that the information provided by the CCT could often or always be verified. Unlike information reported on an individual's résumé, the institution has already verified the information on the CCT. In contrast, employers must verify the information on a résumé by researching its accuracy and contacting references, both of which require a considerable investment of time and effort. Moreover, while an applicant may embellish information on his résumé, CCTs ensure a level of security that prevents them from being altered, thereby guaranteeing accuracy. The issuing institution certifies that CCTs are valid representations of students' experiences. This enables employers and higher education institutions to more accurately evaluate applicants' qualifications than by assessing academic transcripts alone. The more institutions that adopt CCTs, the more beneficial the credential will become as employers and institutions will be able to ac-
Table 2.
Cross-Tabulation Between Organizations and Students

<table>
<thead>
<tr>
<th>Unfavorably</th>
<th>Somewhat Unfavorably</th>
<th>Indifferent</th>
<th>Somewhat Favorably</th>
<th>Favorably</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizations</td>
<td>1</td>
<td>0</td>
<td>21</td>
<td>55</td>
</tr>
<tr>
<td>Students</td>
<td>1</td>
<td>4</td>
<td>15</td>
<td>69</td>
</tr>
</tbody>
</table>

Experiential transcripts cause me to view applicants more favorably than those who submit academic transcripts alone.

| Organizations | 3                    | 4           | 44                | 47       | 48       |
| Students     | 0                    | 1           | 23                | 63       | 55       |

Including an experiential transcript with an academic transcript improves an applicant’s chances of acceptance.

| Organizations | 2                    | 8           | 49                | 48       | 39       |
| Students     | 0                    | 3           | 25                | 64       | 50       |

Experiential transcripts allow for an applicant’s experiences to be more easily verified.

| Organizations | 1                    | 7           | 26                | 61       | 51       |
| Students     | 0                    | 5           | 35                | 53       | 49       |

Information contained within the experiential transcript is used in the hiring/admissions process.

| Organizations | 22                   | 17          | 49                | 44       | 14       |
| Students     | 0                    | 14          | 49                | 52       | 27       |

Receiving more experiential transcripts from applicants would be more helpful for our hiring/admissions process.

| Organizations | 2                    | 12          | 40                | 60       | 32       |
| Students     | 3                    | 8           | 33                | 58       | 40       |

Employer-Student Differences

Table 2 presents cross-tabulations between students and organizations. Data are compiled into two categories: responses from the employer-directed survey (n=146) and responses from the student/alumni-directed survey (n=142). Students and organizations are distinguishable on some issues, but both groups favor the benefits provided by the CCT. The perception of the CCT was statistically higher for students/alumni than for employers/institutions. Students responded more positively to questions about the CCT’s appeal and the applicant’s increased likelihood of employment or acceptance. These findings make sense intuitively, as students tend to believe that their out-of-class experiences (e.g., study abroad, research, internships, service, and leadership) will help them get a job and succeed in the workforce. Similarly, colleges and universities often promote these opportunities as ways for