

# THE CO-CURRICULAR RECORD

AT UC SAN DIEGO



## Resources for Success

[ELT.UCSD.EDU/CCR](http://ELT.UCSD.EDU/CCR)

**ELT** ENGAGED  
LEARNING  
TOOLS  
TEACHING + LEARNING commons

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# Capture Experiences

## ON YOUR TRANSCRIPT

Dates	Activity - Position	Competencies
---COMMUNITY-BASED / GLOBAL LEARNING---		
2017 - 2018	Alternative Breaks, Center for Student Involvement - Co-coordinator Coordinated an intensive project-based community service experience that explored concepts of leadership and community development.	-Understanding Global Context -Leadership -Civic Engagement & Social Responsibility
---PROFESSIONAL / CAREER DEVELOPMENT---		
2017 - 2018	Internship Program, Women's Center - Intern Participated in a year-long internship experience facilitating programs and services focused on gender and social justice issues.	-Critical Thinking/Problem Solving -Research Acuity -Digital Information Fluency
---RESEARCH / ACADEMIC LIFE---		
2018 - 2019	Research, Department of Psychology - Research Intern Worked with a faculty member on a research project which enriched their understanding of research processes and operations.	-Critical Thinking/Problem Solving -Research Acuity -Digital Information Fluency
---STUDENT ENGAGEMENT / CAMPUS LIFE---		
2018 - 2019	Residence Life, Muir College - Residence Advisor Participated in extensive training, lived in campus housing and served as residents' leader, mediator, and activities coordinator to foster strong community bonds.	-Critical Thinking/Problem Solving -Professionalism/Integrity -Career Development
2020 - 2021	Wellness Peer Education Programs, Counseling and Psychological Services - Peer Educator Educated fellow students about mental health and wellness, reduced stigma, and spread awareness of Counseling and Psychological Services on campus.	-Professionalism/Integrity -Self-Reflection -Civic Engagement/Social Responsibility
2019 - 2020	Women's Soccer, Intercollegiate Athletics - Athlete Represented the university in local, regional, and national NCAA competitions, and demonstrated a high degree of dedication, teamwork, and service to the community.	-Oral, Written, & Digital Communication -Teamwork/Collaboration



## Official Record

The CCR is an official record issued alongside the academic transcript.

### Each entry lists:

**activity** description

dates of **involvement**

up to three **competencies** developed

**position** held

## Share Skills & Experiences

Students can use the CCR to capture and reflect on their involvement

### Share

experience and skills developed with employers & graduate programs

### Capture

involvement and learning beyond the classroom

### Reflect

meaningfully on interests and passions

# CCR Glossary: General

## CCR

The Co-Curricular Record (CCR) is an official record that highlights student achievements in opportunities beyond the classroom, including a brief description and the skills developed. It can be used for graduate school applications, job applications or for writing a resume!

## Co-Curricular

An opportunity that has been designated as “co-curricular” does not receive academic credit, but is connected to an academic institution and provides space for students to develop competencies outside of the classroom.

## Competencies

The 12 UC San Diego Competencies are practical skills that are developed in experiential learning opportunities and highly valued by employers across disciplines. They are unique to UCSD, based off of the learning outcomes and competencies created by the Association of American Colleges & Universities (AAC&U), Council for the Advancement of Standards in Higher Education, WASC Senior College and University, and the National Association of Colleges and Employers. Every CCR opportunity is connected to 1-3 competencies, which will appear on the student's record.

# CCR Glossary: General

## Engaged Learning Tools

UC San Diego's Engaged Learning Tools are unique within the UC system and are on the cutting-edge nationally. They include the REAL Portal, the Co-Curricular Record (CCR), and the Enhanced Electronic Transcript. Facing outward, they enable students to discover, capture and share with employers and graduate programs a wide range of co-curricular achievements and career-readiness competencies developed while at UC San Diego. Facing inward, they enable more sophisticated academic advising and career planning by mapping student activities onto a set of transferable, real-world skills. The entire suite is part of the Teaching & Learning Commons.

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## Experiential Learning

Experiential learning builds bridges between academic and co-curricular, theory and practice, college and career by creating opportunities for students to “learn by doing”. Examples of experiential learning opportunities can be found in research and academic life, student and campus engagement, community-based and global learning, and professional and career development.

# THE CCR CRITERIA

## CLEAR CONNECTION

The opportunity must have a clear connection to the university and be validated by a recognized UC San Diego faculty or staff member,

## DEVELOP 1-3 COMPETENCIES

The opportunity must enhance at least one of the twelve competencies and transferable skills identified by UC San Diego.

## 30+ HOURS OF ACTIVE ENGAGEMENT

The opportunity must require at least 30 hours of active engagement within a single academic year. Positions or activities that are primarily symbolic, and do not require significant programming and duties, will not qualify to be listed.

## NO ACADEMIC CREDIT

All credit-bearing activities – coursework, academic internships, 199s, etc. – are recognized on a student's academic transcript. To avoid duplication, these will not be listed on the CCR.

## EXAMPLES

- On Campus Jobs
- On Campus Internships
- Research
- Student Government
- Peer Educators
- Athletics & Recreation

# CCR OPPORTUNITY SUBMISSION TIMELINE

1

## DRAFT

Attend a CCR  
Consultation to begin  
drafting the CCR  
opportunity

2

## SUBMIT

The finalized  
opportunity is  
submitted by a UC  
San Diego faculty or  
staff member  
connected to the  
opportunity

3

## REVIEW

All submitted  
opportunities are  
reviewed by 3 CCR  
Committee Members  
to ensure active  
engagement and to  
verify CCR criteria

4

## APPROVAL

Students may enroll  
in the opportunity  
once it is approved  
by the CCR  
Committee



## CCR SUBMISSION STEPS

### CCR Opportunity Submission Steps:

**Step 1.** Verify the Opportunity Meets CCR Criteria

**Step 2.** Gather Required Information

**Step 3.** Attend CCR Consultation (i.e. Sip & Submit event)

**Step 4.** Submit Your CCR Opportunity!

### Following CCR Committee Review and Approval:

**Step 5.** Validate Eligible Involved Students

## CCR CRITERIA

### All CCR opportunities must:

- **Connect** clearly to UC San Diego with a faculty or staff member that can verify involvement
- **Enhance** at least one of the twelve UC San Diego Competencies
- **Capture** involvement beyond credit-bearing activities
- **Provide** 30-hours of active engagement within a single academic year

## CCR SUBMISSION REVIEW

### Final CCR Reminders:

- The deadline for submissions is **Week 5** of the academic quarter
- The CCR Evaluation Committee meets **quarterly** to review submissions



# Submit Form

ELT.UCSD.EDU / SUBMIT

## What's on the Co-Curricular Record (CCR) Submission Form?

See the CCR Quick Tips for the questions marked with 

### Section 1. Activity Information

1. Your Name
2. Your UC San Diego Affiliation
3. Email
4. Department or Unit
5. Activity Category
6. Activity/Program Name
- 7a. Overview of the organization/activity
- 7b. Website link
8. Is the opportunity required as a part of an academic program or course?
9. Does this opportunity have a clear connection to the university through a recognized member of the faculty or staff?
10. Do you have multiple positions to add?

### Section 2. Position Information

11. Student Position Title



### 12. Short position description to appear on Co-Curricular Record



### 13a. What is required from the student to have this opportunity validated? Explain any factors which would exclude the student from validation.

- 13b. Validation Requirement details

- 13c. What is the minimum number of total hours that a student has to complete in order to be validated on the CCR?



- 13d. How are students meeting the minimum time commitment?

### Section 3. Competency Information

14. Competency #1 and Description
15. Competency #2 and Description
16. Competency #3 and Description

### Section 4. Final Details

17. What days does the opportunity usually occur?
18. What times does the opportunity usually occur?
19. Does the opportunity provide compensation to students?
20. Will you be the validator for this activity?

Review tips & examples at  
[elt.ucsd.edu/submit](http://elt.ucsd.edu/submit)

Attend a Sip & Submit for  
in-person guidance

Questions? Email us  
at [elt@ucsd.edu](mailto:elt@ucsd.edu)

# CCR QUICK TIPS

ELT.UCSD.EDU / SUBMIT

## 12. Short position description to appear on CCR

Think of this as a one sentence summary that could be a bullet point on a resume. It should be written in past-tense, gender neutral terms and provide an overview of the opportunity and duties. Here are some examples:

\*Participated in extensive training, lived in on campus housing and served as a residential leader, mediator, and activities coordinator to foster strong bonds.

\*Served as a leader of the Student Health Advocate Program through mentorship of new members, program development, planning, and marketing.

## 13a. Validation Criteria

These are the guidelines that will help you and the student determine when they have successfully completed the activity and can be validated for the CCR. Making this clear and measurable will make your job as a validator easier. Make sure to include detailed requirements and specific deliverable. Here are some examples:

Attend mandatory training - Submit goal setting for the quarter or academic year - Complete 30 hours and submit time tracking sheet- Plan 2 events per quarter - Hold role for a minimum of 3 months - Meet with supervisor on a regular basis - Submit reflection paper

## 14-16. Competency Descriptions

Refer to the UC San Diego competency definitions at [competencies.ucsd.edu](http://competencies.ucsd.edu) to help you determine which skills are most relevant to the activity and position. Detail how the activity and position allows students to develop and demonstrate the competencies in three to five sentences per competency and include 1-2 examples. It may help to consider the following:

- What duties and responsibilities of their role allow them to develop this competency?
- What are some examples of events and projects of this role?
- Who does the position interact with to demonstrate this competency? e.g. Who are they leading and for what purpose?
- What training or resources does the student receive to develop this competency?

## CAREER DEVELOPMENT

- What responsibilities within this role prepare them for their future career?
- What career-readiness tools do they engage with?
- How does this activity bridge the gap between a student's education & their career?
- How does the opportunity allow them to reflect and prepare for their career options?

## CRITICAL THINKING & PROBLEM SOLVING

- What obstacles or unanticipated situations would they tackle in this position?
- How would they address problems and develop strategies for solutions?
- What resources/areas of support might they use to address these emerging challenges?

## CIVIC ENGAGEMENT & SOCIAL RESPONSIBILITY

- What communities would they serve in this position?
- How do they reflect upon the challenges and opportunities facing this community?

## DIGITAL INFORMATION FLUENCY

- What digital mediums are utilized?
- How do they use technology to facilitate communication?

## INNOVATION & ENTREPRENEURIAL THINKING

- How do they cultivate new ideas?
- What new solutions would they work to develop?

## LEADERSHIP

- Who do they lead? Who is impacted by the decisions they make in this position?
- What type of leadership role would the student take on (i.e. mentorship, project manager)? How would the student guide this group?
- What project/events will be completed as a result of their leadership?

## ORAL, WRITTEN, & DIGITAL COMMUNICATION

- What communication platforms are used to convey their message?
- Who are they communicating with? (ie: students, faculty, staff, etc.)
- How are they effectively communicating to diverse audiences?

## RESEARCH ABILITY

- What kind of research projects are they involved with?
- What research skills will they develop?
- What research tools and skills will they become familiar with/be using throughout their experience?
- How are participants sharing and demonstrating results and new insights?
- How will they be mentored/coached/supported by peers or professional staff to explore this competency?

## PROFESSIONALISM & INTEGRITY

- How is personal accountability incorporated into their role?
- What aspects of the student's role engage them in this competency?

## SELF-REFLECTION

- What self-reflective tools are utilized?
- How did they use the feedback moving forward?

## TEAMWORK & CROSS-CULTURAL COLLABORATION

- What are some of the ways they interact with team members?
- How will they include and engage with diverse voices within the team?
- How are they facilitating a space that fosters a collaborative atmosphere?
- How will they account for cultural perspectives and voices not included/part of the team?

## UNDERSTANDING GLOBAL CONTEXT

- How do they incorporate a global perspective into their work?
- What relevant global policies or issues will they learn about in this position?

# ENGAGEMENT

**Select one position and describe how students actively engage in this role.**

- ☐ **Mentoring or assisting other students**  
What are they helping with?
- ☐ **Attending workshops or programs**  
What are they learning about?
- ☐ **Completing tasks or other duties for the office**  
What are their responsibilities?
- ☐ **Interacting with staff, students or off-campus/public**  
Who is the main audience they are interacting with?
- ☐ **Leading workshops or presentations**  
What information are they sharing?
- ☐ **Planning or leading student programs or events**  
What programs do they lead?
- ☐ **Representing or advocating for other students or causes**  
What are the primary issues they focus on?
- ☐ **Other**

# UCSD COMPETENCIES

**Select three UCSD Competencies and transferable skills students are developing in this position.**



**Leadership**



**Oral, Written & Digital Communication**



**Innovation & Entrepreneurial Thinking**



**Research Ability**



**Career Development**



**Civic Engagement & Social Responsibility**



**Teamwork & Cross-Cultural Collaboration**



**Understanding Global Context**



**Critical Thinking & Problem Solving**



**Digital Information Fluency**



**Self-Reflection**



**Professionalism & Integrity**

**Competency definitions available at [competencies.ucsd.edu](https://competencies.ucsd.edu)**

# BEST PRACTICES

# IMPACT

**Does your opportunity provide any of the following experiential learning practices?**

- ☐ Workshops/Training
- ☐ Goal Setting
- ☐ Meetings/Check-Ins
- ☐ Opportunities for Reflection
- ☐ Supervision
- ☐ Evaluation
- ☐ Other

**Resources I can utilize for my CCR Submission:**

- ☐ Job or position description
- ☐ Program website
- ☐ Other

**Who are the students impacted by your work?**

## Student Names

Who are the stellar students you work with in your role?

## Student Positions

What student positions do you work with in your role?

## Student Programs

What student programs do you oversee in your role?



Opportunities are due Week 5 of each academic quarter.

Visit [elt.ucsd.edu/submit](http://elt.ucsd.edu/submit) for resources and the submission form.



# CONNECT WITH THE ENGAGED LEARNING TOOLS TEAM

## CONSULTATIONS

[elt@ucsd.edu](mailto:elt@ucsd.edu)

Meet with an ELT Specialist for expert assistance with your CCR submission.

## OFFICE HOURS

[eltintern.youcanbook.me](https://eltintern.youcanbook.me)

Book an appointment with an ELT intern for general questions about the CCR or the submission process.

## SIP & SUBMIT

**Held Weeks 1-5 every quarter**

Enjoy a cup of tea and coffee while working on your CCR opportunity submission with ELT staff!

## PRESENTATIONS

[eltintern@ucsd.edu](mailto:eltintern@ucsd.edu)

Contact the ELT Interns to schedule a presentation on an overview of the ELTs or Enrolling in a CCR Opportunity.

## MEET YOUR CCR COMMITTEE MEMBERS

[elt.ucsd.edu/about](http://elt.ucsd.edu/about)

CCR Committee members include staff and students from all areas of campus that are invested in improving access to experiential learning.

# CCR Glossary: Submission

## Approved

Submitted CCR opportunities are reviewed by the CCR Evaluation Committee on a quarterly basis. The CCR Evaluation Committee determines if the submission meets the necessary criteria. The criteria and a list of currently approved positions can be found on the Engaged Learning Tools website!

→ Minimum hourly exception granted for opportunities that fall under the "Professional / Career Development Category."

## Approved Pending Changes

The CCR opportunity appears to meet all the criteria, but some clarity is needed before it can become a CCR Approved Position. Some typical examples include condensing the short description, adding hourly descriptions in the time commitment section, or including more details within the competency descriptions.

## CCR Evaluation Committee

The CCR Evaluation Committee is made up of UCSD staff, faculty and students. Submissions are reviewed by a minimum of 3 committee members, who ensure that each one meets the criteria and offer feedback.



# CCR Glossary: Submission

## Drafting Document

The drafting document is used to write submissions for potential CCR opportunities. It is the best place to organize and brainstorm your program description and competencies. The drafting document may be filled out by either the validator or the student holding the position. A template is provided on the Engaged Learning Tools website. Once the drafting document is filled out, go to our website to submit all the information!

→ For Group Submissions please email the drafting document to [elt@ucsd.edu](mailto:elt@ucsd.edu) instead of filling out the online form.

## Sip & Submit

Sip & Submit events occur throughout the academic year.

Set aside some time to work on your CCR opportunity submission while enjoying an assortment of tea and coffee!

The Engaged Learning Tools team offers support for any stage of the process, whether you have a rough draft that needs a quick review or you need some help getting started with writing your opportunity!

## Submission

Only a UCSD staff or faculty member can fill out the online submission form on the Engaged Learning Tools website. All submissions of potential CCR opportunities are reviewed by the CCR Evaluation Committee within the same quarter. There are submission deadlines every quarter for new opportunities.



# UNPACKING THE CCR APPROVAL PROCESS

Once your opportunity has been reviewed by the CCR Evaluation Committee, you will receive one of the following recommendations.

## CHECKLIST

This opportunity meets all the requirements for a CCR opportunity! It will now be added to [myCCR.ucsd.edu](http://myCCR.ucsd.edu)

## APPROVE

### **Suggestion: Review Examples**

You're almost there! Review the examples in the drafting document for tips on improving your submission.

## APPROVE PENDING CHANGES

### **Suggestion: Contact the ELT Team**

You're almost there! If unsure how to proceed, schedule an appointment to get 1-on-1 guidance on your submission.

## ADDRESS QUESTIONS & RESUBMIT

### **Suggestion: Review CCR Criteria**

Your opportunity may not meet the all 4 points of the CCR criteria. Review the criteria at [elt.ucsd.edu](http://elt.ucsd.edu) or email us!

## DECLINE

## MEET YOUR CCR COMMITTEE MEMBERS

### **[elt.ucsd.edu/about](http://elt.ucsd.edu/about)**

CCR Committee members include staff and students from all areas of campus that are invested in improving access to experiential learning.

[ELT.UCSD.EDU/CCR](http://ELT.UCSD.EDU/CCR)

