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If You Build It, They Will Learn

Development, Delivery and Assessment of a Student-Centered Co-curricular Program at a Small, Rural, Private College

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Learning Objectives

- State definition and purpose of co-curricular programming
- Outline an approach to design and implement a co-curricular learning plan and an associated assessment strategy
- Integrate best practices into co-curricular programming based on assessment data
- Discuss lessons learned and next steps in co-curricular learning assessment

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Overview

- Co-curriculum definition and purpose
- Co-curricular design and best practices
- Co-curricular plan assessment
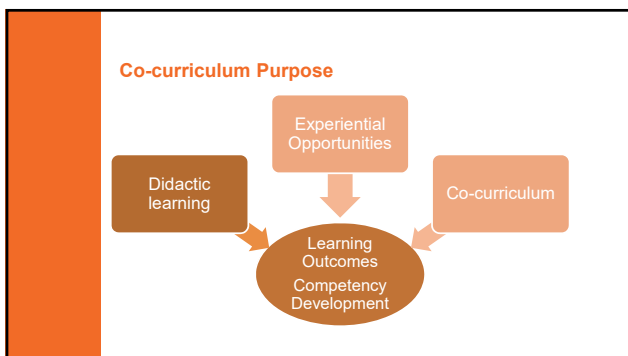- Lessons learned and future directions

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Co-curriculum Definition and Purpose

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Co-curriculum Definition

- "being outside of but usually complementing the regular curriculum"

- "complement and advance learning that occurs within the didactic and experiential curriculum"

https://www.merriam-webster.com/dictionary/cocurricular
https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf

Co-curriculum Purpose

Experiential Opportunities

Didactic learning

Co-curriculum

Learning Outcomes
Competency Development

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Accreditation Council for Pharmacy Education (ACPE) Standards

- Ensure opportunities for students to document competency in "affective domain elements"
- "Soft skills"

Problem-solving	Communication
Education	Self-awareness
Patient advocacy	Leadership
Interprofessional collaboration	Innovation
Cultural sensitivity	Professionalism

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Ohio Northern University

- Rural, private university
- 5 colleges
  - Arts and sciences
  - Engineering
  - Law
  - Pharmacy
  - Business

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College of Pharmacy

Direct entry, 6 year program (0-6) with 4 year program option for transfer students

Curriculum
- General education
- Basic biology, chemistry, math, physiology
- Introductory professional series
- Biomedical and pharmaceutical science
- Profession skills series
- Pharmacy administration
- Pharmacotherapy module services
- Professional development series

Experiential
- Introductory pharmacy practice experiences (IPPE)
  - Community
  - Institutional
  - Elective
  - Service learning
- Year long advanced pharmacy practice experience (APPE)

Co-curriculum Design and Best Practices

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Program Structure

- Task Force created, including faculty and students
- Focus on areas under-represented in the curriculum
  - Need to identify enhanced learning outcome targets

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Program Structure

- Selection of pre-defined set of activities
  - Heavy basis on existing activities on campus
  - Retain option for "additional activities"
- Typically set requirements for each year
- Students complete reflective questions after required activities
- Student reflection submissions (generally) are reviewed by their advisor

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Program Structure

List of Co-Curricular Activities for Direct Entry Pathway

	3.1 Problem Solving	3.4 Interprofessional Collaboration	3.5 Cultural Sensitivity	4.1 Self-Awareness	4.2 Leadership	4.3 Innovation and Entrepreneurship	4.4 Professionalism
P1 Year			Cultural sensitivity Activity*	End of year Co-curricular survey			
				Annual*Goals			
P2 Year				End of year Co-curricular survey	Leadership Activity*		
				Annual*Goals			
P3 Year	Annual*Goals			End of year Co-curricular survey		Innovation Activity*	Professional Commitment Ceremony Participation
				Annual*Goals			Professional Meeting attendance**
P4 Year		IPE activity with Medical Students via Mercy Health –St.	Cultural sensitivity Activity*	End of year Co-curricular survey			CV Update§

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Program Structure

- Selection of pre-defined set of activities

Innovation

- Create new education materials/learning activities/lecture/training
- Develop/coordinate a novel student fundraiser
- Establish a new service or service learning event
- Procure speaker visit for an organization
- Participate in national/state/local professional organization competitions
- Research project at professional experience or on-campus
- Poster presentation
- Manuscript preparation
- Grant application

Cultural sensitivity

- Service learning with diverse population
- International exchange program or study abroad
- Campus cultural events or organizations
- Continuing education programming
- Medical mission trip

Leadership

- Campus leadership development programming
- Lead student success workshops
- Employment or summer internship
- Serve as a tutor
- Serve in resident life, coach, organization leadership, or as an orientation leader
- College/university committee
- Peer mentor

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Student Submission- Reflective Questions

3. I feel comfortable caring for patients from culturally diverse backgrounds.

4. I feel comfortable caring for patients with limited English proficiency.

5. I have the ability to be appropriately responsive to the attitudes, feelings, or circumstances of groups of people who have a different racial, national, religious, linguistic, or cultural heritage from my own.

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Program Structure: Additional Activities

- Allow students to submit alternate learning activities to meet learning outcomes ("additional activities")
- Evaluated by task force
- Consider for addition to future list of learning activities

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Program Structure: Annual Goals

- Students develop professional and personal goals
- Guided prompt: Hizipstsritvsjiwwmsrep$ksep$jsvlmwiev2$ Mhirxj}3i|tpemr$tsxirxmep$wxexikmiw$s$eglmizilmwksep$Ls{$ {mppsyiewyvisyvwyggiwwmreglmizmrkdextvsjiwwmsrep$ ksep$Ls{${mppsyors${lir$syv$ksep$lew$fiir$eglmizihC
- [ipriww$ksep$ehhih$r$5466
- Wyfq mxihmeTswep
- Vizm{ih$f}$ehzmwsv

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Program Structure: Professional Meeting Attendance

- Criteria for professional meeting provided
  - National/regional meeting
  - Includes professionals in area of interest (Pharmacists, researchers, etc)
- Students select meeting of interest
  - Criteria provided
- Reflect on professionalism, impact on student pharmacist role

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Best Practices

- Course integration
- Adviser communication and training
- Student communication
- Student involvement in task force
- Student-led programming

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Co-curricular Plan Assessment

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Reflection Assessment: Advisers

- Include:
  - Annual goals
  - Innovation activity
  - Cultural sensitivity activity
  - Leadership activity
- Evaluated by advisers based on standard rubric
- Modified VALUE rubrics with comments
- Support future conversations with students

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Adviser Assessment Rubric

Self-Awareness: Does the student utilize personal, professional or academic support/resources as appropriate?

Score Description:

Beginning	Emerging	Fully Demonstrating	Unable to assess
Is not aware or does not appear to be utilizing resources available to them; needs extended coaching	Is developing systems to manage academic life; somewhat knowledgeable about resources/asks for help when needed; needs minor coaching	Has appropriate time and stress management skills; knowledgeable and seeks assistance if needed; requires minimal coaching	

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Adviser Assessment Rubric

Problem-Solving					
	Not Engaged	Beginning	Emerging	Fully Engaged	U
Does the student demonstrate problem-solving?	Reflection shows no understanding of problem-solving	Considers a single approach to solving a problem	Having selected from alternatives develops a logical consistent plan to solve problems	Develops a logical plan to solve the problem; recognizes consequences of solution and can articulate the reason for choosing solution	

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Reflection Assessment: Task Force

- Includes:
  - Professional Meeting
  - Interprofessional activity with medical students
  - End of Year survey
- Individual feedback and follow-up
- Aggregate data

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Aggregate Assessment Data

	SA	Agree	Neutral	Disagree	SD
I possess characteristics and exhibit behaviors that will make me a good leader.	54%	44%	2%	0%	0%
	53%	40%	3%	0.5%	0%
	60%	38%	4%	0%	0%
	63%	36%	1%	0%	0.5%
	66%	31%	2%	0%	0.5%
I have a difficult time working with others on group projects.	3%	1%	5%	54%	36%
	4%	1%	4%	48%	42%
	2%	1%	6%	46%	45%
	2.5%	2.5%	5%	48.5%	41%
	1%	2.5%	5.5%	41.5%	49.5%
I tend to go with the flow of a project.	12%	47%	30%	10%	0.5%
	10%	53%	29%	6%	1%
	14%	41%	39%	6%	1%
	13%	47%	27%	11%	1%
	11%	40.5%	36%	11%	1.5%

2023-24 Responses (183); 2022-23 Responses (214) 2021-22 Responses (199) 2020-21 Responses (239) 2019-20 Responses (200)

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Continuous Quality Improvement

- Annual task force review based on student feedback, activity availability, and adviser feedback
- Examine learning activity options, rubrics, and reflection questions
- Modify communication strategies

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Annual Report

Student were asked to develop a wellbeing goal. Goals were categorized by students into the following:

	Number
Physical (exercise/nutrition/sleep/etc)	174
Emotional/Mental (expressing feeling/emotions)	125
Social (healthy relationships with family/friends/community)	47
Intellectual (interests/education)	26
Occupational (work/balance)	19
Spiritual (purpose/meaning in life)	11
Environmental (green living/time outdoors)	8
Financial (income/debt/savings)	5

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Annual Report

Selected Data:

	P1	P2	P3/ 4YP3	P4/ 4YP4	P5	23-24 total (n=388)	22-23 total (n=461)	21-22 total (n=533)	20-21 Total (n=599)	19-20 total (n=639)
I am not involved in any campus organization	14	12	9	10	29	74	79	102	100	102
I am not involved with any pharmacy organizations	23	23	11	6	13	76	69	108	116	116
I have been involved in conducting research (at school or in internship)	1	8	15	22	37	83	101	105	123	128

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Annual Report

	Every day	A few times a week	Once a Week	A few times a month	Once a month or less	A few times a year	Never
Excited by the profession of pharmacy	147	128	53	40	12	6	2
Connected to the profession	155	117	48	47	13	7	1
That someone in the profession cares about you.	180	94	49	39	14	11	1
That you have someone to look up to in the profession of pharmacy.	226	72	40	27	15	7	1
Proud to be a student pharmacist	235	89	31	19	9	2	3
Like you belong in pharmacy	183	102	43	35	17	5	3

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Guess What?…New Standards

ACPE ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

Standards 2025

Lesson Learned and Future Directions

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Things to Consider

- Ensure completion of required activities
- Conflicting course requirements for written assignments
- "Protecting" purpose of co-curricular plan
- Ensure meaningful assessment
- Integration into re-designed curriculum
- Adviser buy-in

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Best Practices

- Include method to submit activity ideas
- Get faculty and student feedback
- Include a student "voice"
- Variety of activities to capture baseline involvement
- Use a familiar tracking system…and work closely with the system developers
- Tracking that allows for reminders, data collection, etc.
- Capture useful data

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Implications for Other Programs

- Define purpose of co-curriculum and necessary assessment endpoints
- Find learning outcomes to target for enhancement
- Communicate with all stakeholders
- Streamline systems for submission, reflection, and assessment
- Facilitate buy-in
- Identify "champion" to handle data and details

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Future Directions

- Streamline processes (submission, review, assessment, etc.)
- Faculty development and determination of best practices
- Assessment of growth in competencies over time
- Integration with University co-curricular plan

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