OBJECTIVE
To describe the development and assessment strategies related to co-curricular programming that support Accreditation Council for Pharmacy Education (ACPE) Standards 2016.

METHODS
A work group consisting of faculty, staff, and students representing experiential, student affairs, and assessment offices collaborated to design the formation and assessment of Drake University’s PharmD program co-curriculum. Co-curricular activities primarily include those developed by the college and student organizations, but also include those developed by other pharmacy professional organizations and non-pharmacy activities that support Standards 3 and 4 of Standards 2016. Three tools were designed and distributed through the F*Value electronic portfolio as part of a reporting and assessment system (Figure 1) in order to:
- Gather data about the type and volume of student engagement in co-curricular activities
- Facilitate reflection by students about the role of that engagement in their own personal and professional development (Table 2, Table 3)
- Encourage goal-setting to drive a more intentional approach to students’ co-curricular engagement
- Assess the connections students make between their co-curricular engagement and learning objectives related to professional development (Table 2)

The tracking and assessment tools were utilized in conjunction with a new required continuing professional development (CPD) course series which incorporated co-curricular involvement, interprofessional education (IPE), introductory pharmacy practice experiences (IPPE), and personal and professional development. Pharmacy students entering the professional program Fall 2017 completed the first two semesters (CPD I and CPD II) of the six-semester series during the 2017-2018 academic year. At the end of CPD II, students were required to meet with faculty advisors and review their co-curricular engagement to date. A rubric was developed for faculty advisors to provide feedback on students’ professional development and plan for future co-curricular engagement relative to their professional goals (Table 3).

DISCUSSION/CONCLUSIONS
The integration of the co-curriculum and its assessment into the professional program allows for tracking both the level of student engagement in co-curricular activities and their associated effects on the affective domains of ACPE Standards 3 and 4.

Students generally agreed that co-curricular engagement supports desired learning outcomes.

Advisors assessed student co-curricular engagement at a level considered appropriate for first year PharmD students, with learning objectives scored as “meeting minimum requirements” to “developing beyond minimum requirements” for most students. As part of their training, faculty advisors were discouraged from inflating ratings.

Students report engagement in activities that support entrepreneurship/innovation and interprofessional collaboration at a lower level than other learning objectives, potentially indicating a lack of understanding for these activities or these activities were not appropriate for typical first-year students.

Non-pharmacy activities contributed to meeting the learning objectives of the co-curricular program.

While pharmacy employment was not considered a co-curricular activity, some students suggested that learning objectives were not as met at employed duties.

Additional analysis of qualitative data (reflections and students’ co-curricular plans) may help define the role co-curricular engagement plays in professional development as perceived by students.

LIMITATIONS
- Students misinterpreted the “internship (pharmacy)” category on the Co-Curricular Report and routinely reported employment resulting in a higher number of pharmacy-related co-curricular hours.
- For example, the student who reported 365 hours included as many as 80 hours of pharmacy employment.
- Significant student and faculty training is required to implement a co-curricular program and its assessment; advisors and students sometimes questioned value.