

**USING TECHNOLOGICAL  
PLATFORMS TO  
ENHANCE A “CAPEABLE”  
CO-CURRICULAR  
EXPERIENCE**

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# LEARNING OUTCOMES

1. Identify new ways to incorporate technological platforms into students' co-curricular management at their institution.
2. Describe how students can utilize an assessment portfolio to reflect on co-curricular experiences connected with affective domains.
3. Explain how technical engagement platforms can be incorporated into the student experience.
4. Analyze the functionality of technological platforms to determine student success.

# NEOMED COLLEGE OF PHARMACY



Located in Rootstown, Ohio

340 students enrolled in the College of Pharmacy

ACPE site visit in 2017

98.6% NAPLEX 1<sup>st</sup> attempt pass-rate in 2018

- 89.5% nationally & 92% in Ohio
- #1 in Ohio, #6 in the nation (out of 129 colleges of pharmacy)

# COLLEGE NEED: CO-CURRICULAR DOCUMENTATION

Co-curriculars are mapped to CAPE outcomes

CAPE (Center for the Advancement of Pharmacy Education) Outcomes

- Intended to be the target which the evolving pharmacy curriculum is aimed (AACP, 2019)
- Development guided by an advisory panel composed of educators and practitioners nominated for participation by practitioner organizations

Students' variety in co-curricular attendance + CAPE outcomes  
= achieving competency in CAPE outcomes

# CAPE OUTCOMES

## Domain 1 – Foundational Knowledge

- 1.1 Learner

## Domain 2 – Essentials for Practice & Care

- 2.1 Patient-Centered Care (Caregiver)
- 2.2 Medication Use Systems Management (Manager)
- 2.3 Health and Wellness (Promoter)
- 2.4 Population-Based Care (Provider)

## Domain 3 – Approach to Practice & Care

- 3.1 Problem Solving (Problem Solver)
- 3.2 Educator
- 3.3 Patient Advocacy (Advocate)
- 3.4 Interprofessional Collaboration (Collaborator)
- 3.5 Cultural Sensitivity (Includer)
- 3.6 Communication (Communicator)

## Domain 4 – Personal & Professional Development

- 4.1 Self-Awareness (Self-Aware)
- 4.2 Leadership (Leader)
- 4.3 Innovation and Entrepreneurship (Innovator)
- 4.4 Professionalism (Professional)

# USING TECHNOLOGY TO TRACK CO-CURRICULARS

# HOW DOES YOUR INSTITUTION MEASURE ASSESSMENT?

# CORE COMPMS

Developed by CORE Higher Education Group

CORE CompMS is a “competency management system for improved data management, organization, and accountability for competency-based student assessment” (CORE Higher Education Group, 2019).



# FEATURES OF COMPMS

Student Assessment Portfolio	Curriculum Mapping
Course & Outcome Based Assessment	Curriculum Effectiveness Reporting
Prior Learning Assessment Management	Gap Analysis
Artifact & Observation Management	Course & Faculty Evaluation
Reflective Journaling	Integrates with LMS through LTI
Likert Scale & Rubric Management	Custom School Branding
Document Library Management	Full Reporting Suite
Messaging Center	Dedicated Client Support

# CO-CURRICULAR DOCUMENTATION

Completed 1 x semester during the P1 -P3 years

Students document one activity

Students select their activity and input general information (date/location/time)

Select the CAPE outcome that best aligns with the activity

Semester/academic year analysis

Utilized in faculty advisor meetings to help create meaningful conversations

# CAPE OUTCOMES EVALUATION

Completed every spring during P1-P3 years

Students reflect on personal and professional development using a 7-point Likert scale and 300-word reflection

As students move through curriculum, they will achieve competency in the CAPE outcomes

- Self-awareness, professionalism, leadership, innovation, cultural sensitivity, patient advocacy

Utilized in faculty advisor meetings to help create meaningful conversations

# RUBRIC EXAMPLE

<b>I. Self-Awareness</b>						
Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.						
<b>4.1.a/4.1.b Personal and professional development</b>						
1 - I struggle to identify personal strengths and weaknesses	2 -	3 -	4 - I can identify areas I wish to improve upon, but I am unsure how to address them	5 -	6 -	7 - I am aware of my strengths and weaknesses and am actively working to address them
<b>4.1.c Delivering feedback for personal and professional development</b>						
1 - I am uncomfortable with giving feedback	2 -	3 -	4 - I am comfortable with giving certain types of feedback, but I struggle with others (i.e. I can give positive but not negative)	5 -	6 -	7 - I am confident in my ability to give meaningful feedback
<b>4.1.c Obtaining feedback for personal and professional development</b>						
1 - I am uncomfortable receiving feedback	2 -	3 -	4 - I am comfortable receiving feedback, but I am not always sure how to act upon it	5 -	6 -	7 - I accept feedback and take steps to act on it.

# PRESENCE

Student engagement platform

Tracks student involvement in campus organizations and events

Tag CAPE outcomes to events and organizations for co-curricular tracking

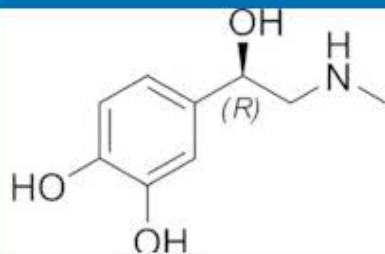
Students can attend as many events to preference

# Organizations

 Search Organizations

CATEGORIES ▾

OPTIONS ▾



Adrenaline Club (AC)



Alpha Omega Alpha -  
NEOMED Zeta Chapter



American Academy of  
Family Physicians  
Medicine Inter

- COP CAPE Outcome: Communication
- COP CAPE Outcome: Cultural Awareness
- COP CAPE Outcome: Innovation
- COP CAPE Outcome: Interprofessional Collaboration
- COP CAPE Outcome: Leadership
- COP CAPE Outcome: Patient Advocacy
- COP CAPE Outcome: Problem Solving
- COP CAPE Outcome: Professionalism

American Academy of  
Pediatrics - Pediatric Action  
Club (AAP-PAC)

# WHAT DO WE DO WITH THE DATA?

Downloaded into spreadsheets

Create reports analyzing co-curricular activities and CAPE outcomes

Compare semesters and academic years

Use Presence and CompMS as a “checks and balance” system to monitor activities

# WHAT NEXT?

Improved analysis of co-curricular activities

More meaningful faculty advising meetings

Future data analysis – comparing between academic years



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