Co-Curricular Learning Outcomes Annual Report
2022-2023 Academic Year (AY)

University Student Affairs (USA) coordinates student programming aimed at facilitating the development of specific student co-curricular learning outcomes. The Director for USA is responsible for establishing and coordinating the delivery of programs, measuring learning outcomes, and student satisfaction, as well as surveying student needs. The Vice President for Enrollment and Student Services (VPESS) tracks and monitors outcomes and conducts an annual review and self-study for the Office of Institutional Effectiveness (OIE).

Overview of Services & Learning Outcomes

USA supports student learning both in the classroom and within the larger campus community by offering a variety of programs, services, and development opportunities. USA documents and tracks its impact on student learning through established Program (PLOs) and Student Learning Outcomes (SLOs). These outcomes describe co-curricular[1] learning which takes place via the programs, activities, and services provided by USA. These outcomes also consider and reflect the MBKU Institutional Learning Outcomes (ILOs) and the missions and strategic plans of both MBKU and USA (see Appendix A). In addition to ILOs, PLOs, and SLOs, each individual program/service/activity has specific goals/objectives for student learning.

USA Co-Curricular Offerings

The programs and activities listed below are available to students every year. Additional programs and activities are offered throughout the year based on interest, need, and funding but are not included in this list.

Leadership Development Certificate Program
Data collected via direct SLO assessment instrument (survey).

The mission of the Certificate is to provide interested students with essential skills of effective, ethical leadership to become inspired health care leaders who are committed to engagement and action. Students learn to lead with integrity through a program that combines academic and experiential learning to become engaged and influential members of their future professions. Components include leadership training, co-curricular seminars, leadership roles, community service, professional meetings/conferences, and a campus-based group project.
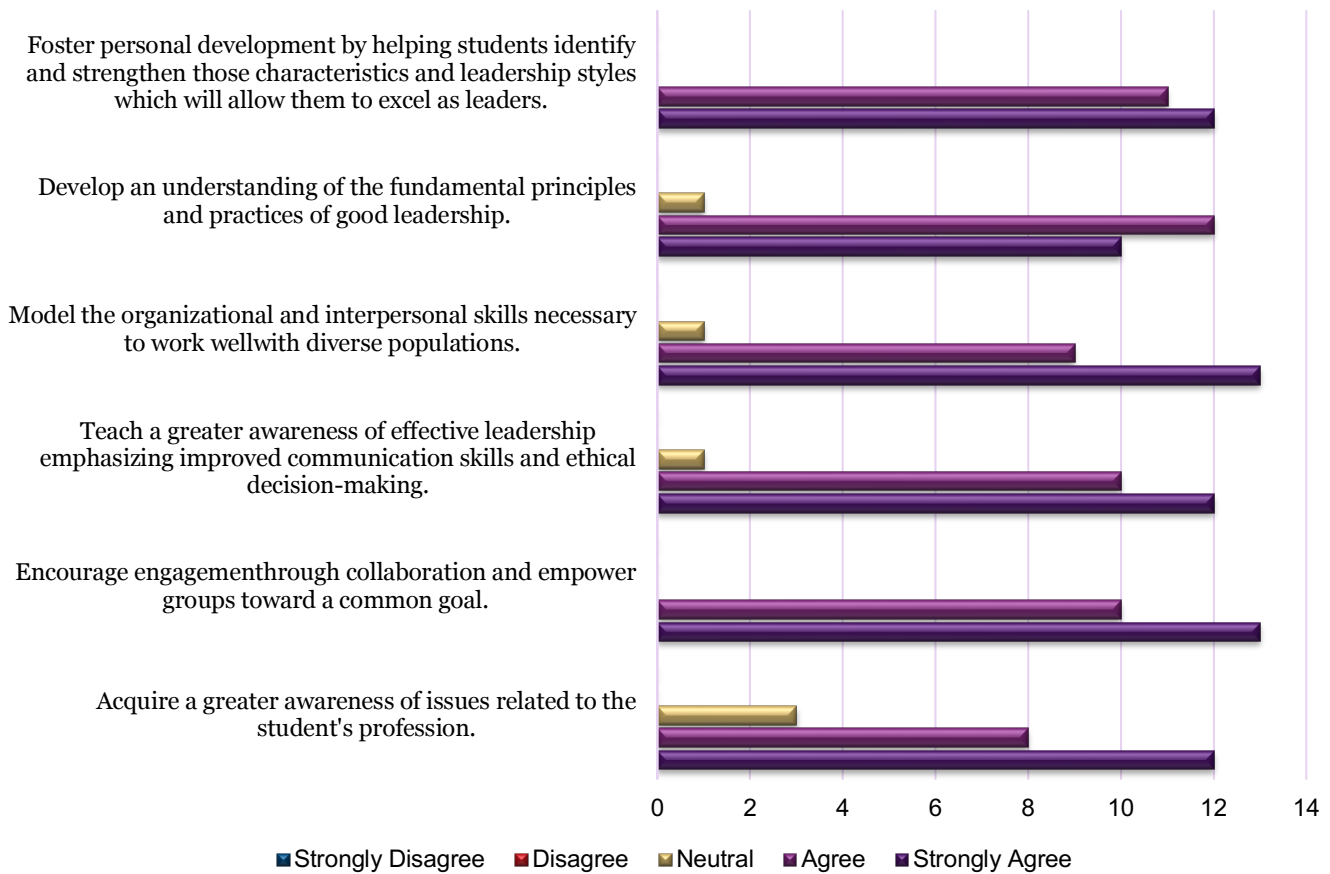
2022-2023 Program Enrollment:
- 148 total participants
  - SCCO – 69
  - SPAS – 32
  - COP – 47
- 2022/23 Program Graduates
  - SCCO – 0 out of 11
  - SPAS - 7 out of 13 (Nov 2022)
  - COP – 4 out of 17

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[1] Co-curricular refers to activities, programs, and learning experiences that complement academic/classroom/clinic learning but are distinctly separate from academic coursework. These activities are voluntary, ungraded, without academic credit, and typically take place outside of school and/or regular school hours. They may be sponsored by the University, Programs, or student organizations or clubs that conduct those or similar activities.

Foster personal development by helping students identify and strengthen those characteristics and leadership styles which will allow them to excel as leaders.

Develop an understanding of the fundamental principles and practices of good leadership.

Model the organizational and interpersonal skills necessary to work wellwith diverse populations.

Teach a greater awareness of effective leadership emphasizing improved communication skills and ethical decision-making.

Encourage engagementthrough collaboration and empower groups toward a common goal.

Acquire a greater awareness of issues related to the student's profession.

■Strongly Disagree ■Disagree ■Neutral ■Agree ■Strongly Agree

Executive Overview/Comments

The Certificate Program is one of the oldest and most successful of USA's programs offered to students. It has strong goals/objectives and a regular assessment (which tie directly back to Leadership Development SLOs). Additional qualitative feedback from participants shows this program to be a student favorite. The pandemic and employment changes in the USA office affected the last few years of Certificate program enrollment but we've seen a strong rebound in program enrollees with the first-year classes this year. No changes or adjustments to this program slated for the 2023/204 AY.
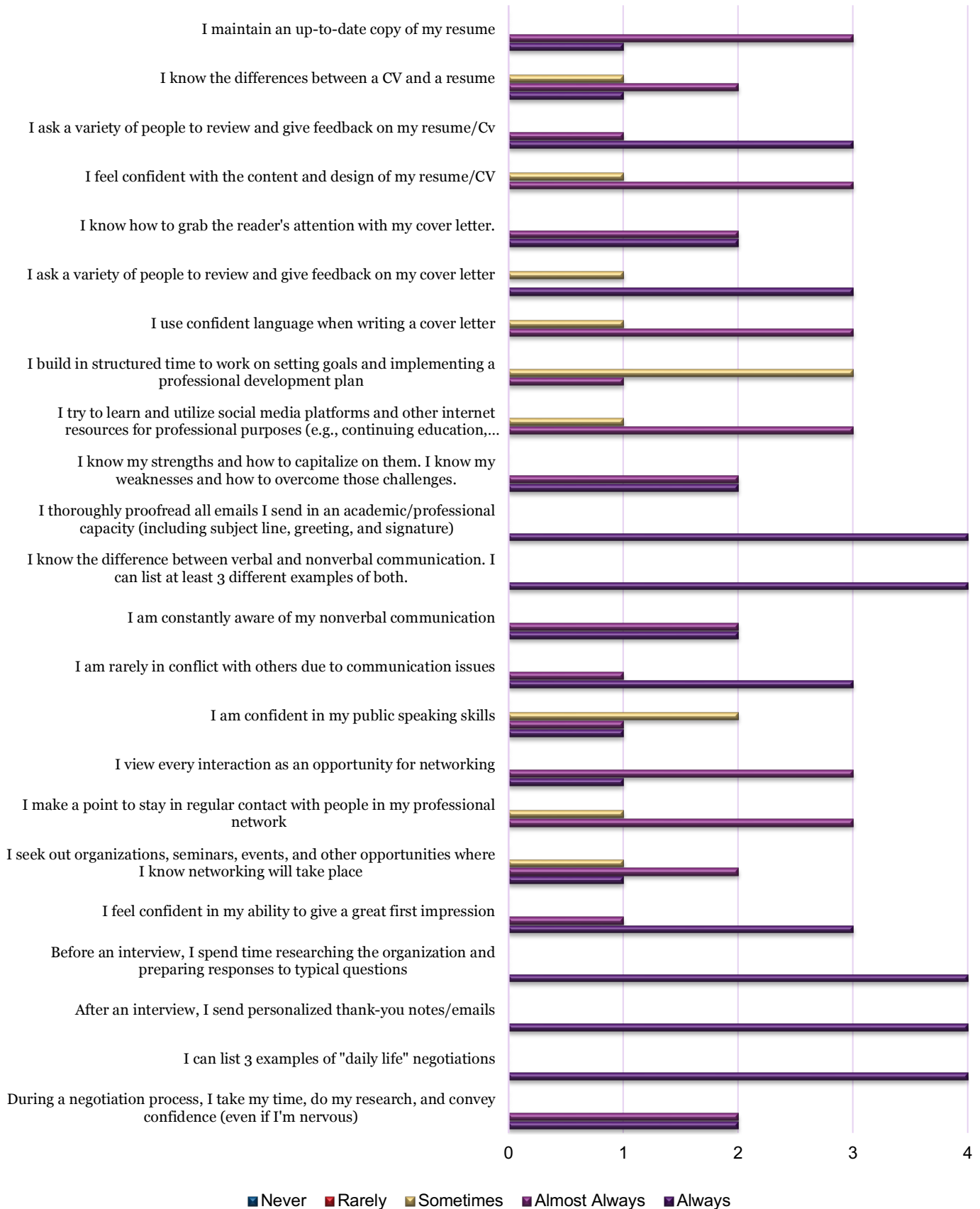
Career Readiness Microcredential

Note: Direct SLO assessments weren't added to the online course until Fall 2022. Students that had previously finished the course were exempt from completing the survey. Data collected from the course final self-assessment is included below.

Designed for students who want to make targeted professional development efforts in several different competency areas. Students progress through activities that combine short lectures, self-reflection, and experiential learning opportunities which prepare them for the transition from graduate student to an engaged and influential member of their field. Components include videos/short lectures, a variety of assignments, attendance at the MBKU Career Symposium, and a final assessment.

2022-2023 Program Enrollment:
- 69 total participants
  - SCCO – 45
  - SPAS – 14
  - COP – 10
- 2022/23 Program Graduates
  - SCCO – 3 out of 7
  - SPAS - 1 out of 1 (Nov 2022)
  - COP – 0 out of 5

Career Readiness Microcredential Final Self-Assessment Results (n=4)

Chart categories (top to bottom):
- I maintain an up-to-date copy of my resume
- I know the differences between a CV and a resume
- I ask a variety of people to review and give feedback on my resume/Cv
- I feel confident with the content and design of my resume/CV
- I know how to grab the reader's attention with my cover letter.
- I ask a variety of people to review and give feedback on my cover letter
- I use confident language when writing a cover letter
- I build in structured time to work on setting goals and implementing a professional development plan
- I try to learn and utilize social media platforms and other internet resources for professional purposes (e.g., continuing education,...
- I know my strengths and how to capitalize on them. I know my weaknesses and how to overcome those challenges.
- I thoroughly proofread all emails I send in an academic/professional capacity (including subject line, greeting, and signature)
- I know the difference between verbal and nonverbal communication. I can list at least 3 different examples of both.
- I am constantly aware of my nonverbal communication
- I am rarely in conflict with others due to communication issues
- I am confident in my public speaking skills
- I view every interaction as an opportunity for networking
- I make a point to stay in regular contact with people in my professional network
- I seek out organizations, seminars, events, and other opportunities where I know networking will take place
- I feel confident in my ability to give a great first impression
- Before an interview, I spend time researching the organization and preparing responses to typical questions
- After an interview, I send personalized thank-you notes/emails
- I can list 3 examples of "daily life" negotiations
- During a negotiation process, I take my time, do my research, and convey confidence (even if I'm nervous)

Legend: ■Never ■Rarely ■Sometimes ■Almost Always ■Always

Executive Overview/Comments

Originally added as a set of resources to the Student Achievement Center Moodle course during the 2017-2018 AY, the Career Readiness Microcredential became its own separate course in Fall 2019. This Microcredential is of high interest to MBKU students and faculty alike, sometimes used as a tool to supplement classroom learning. An end-of-program survey was added this year to directly measure relevant Professional & Career Development SLOs. The data, albeit limited, included above is taken directly from the final self-assessment where students report their learning that took place over the course of the Microcredential for the 2022/2023 graduates. No direct changes to the Microcredential are slated for the 2023/2024 AY.

Service Learning Microcredential

Note: SLO assessments weren't added to the online course until Fall 2022. Students that had previously finished the course were exempt from completion. SPAS 2002 graduates were removed from the course prior to data collection.

Designed for students who want to make targeted service-learning efforts on campus, within the community, and their chosen profession. Students progress through a service-learning "checklist" that combines videos and other resources, self-reflection and experiential learning opportunities which prepare them to be an engaged and influential member of the health care profession.

2022-2023 Program Enrollment:
- 64 total participants
    - SCCO – 42
    - SPAS – 16
    - COP – 6
- 2022/23 Program Graduates
    - SCCO – 0 out of 3
    - SPAS - 3 out of 3 (Nov 2022)
    - COP – 0 out of 2

Executive Overview/Comments

The Service Learning Microcredential became part of MBKU's Microcredential offerings in Winter 2020. Many MBKU students participate in a variety of service initiatives over the course of their Program. By offering the Microcredential, USA could honor students for their efforts while helping students to pause and reflect on the impact they are making. Additionally, this Microcredential provides another avenue for students to get involved on campus, in the community, and within their chosen profession. An end-of-program survey was added this year to directly measure relevant SLOs in different categories. No direct changes to the Microcredential are slated for the 2023/2024 AY.

Cultural Humility Microcredential

Note: SLO assessments weren't added to the online course until Fall 2022. Students that had previously finished the course were exempt from completion. SPAS 2002 graduates were removed from the course prior to data collection.

Designed for students who want to develop their capacity to understand and address their own cultural knowledge and biases. Students progress through a self-paced series of events and activities including seminars, workshops, videos, self-reflection, and experiential learning opportunities. These activities are intended to better prepare students to transition into their professional field with a foundational level of cultural humility, upon which they will be able to grow throughout their career.

2022-2023 Program Enrollment:
- 56 total participants
    - SCCO – 37
    - SPAS – 13
    - COP – 6
- 2022/23 Program Graduates
    - SCCO – 0 out of 2
    - SPAS - 1 out of 1 (Nov 2022)
    - COP – 0 out of 1

Executive Overview/Comments

The Cultural Humility Microcredential became part of MBKU's Microcredential offerings in Winter 2021. One of the goals of USA was to further develop and add resources to support diversity, equity, and inclusion (DEI) efforts on campus. We had our first program graduate this year, but it was prior to the addition of an end-of-program survey that was added to directly measure relevant SLOs. No direct changes to the Microcredential are slated for the 2023/2024 AY.

University New Student Orientation (UNSO)
Note: Data collected from NSO participants via orientation course quiz and survey.

UNSO serves as a starting point for the student experience at MBKU. Students participate in both virtual and in-person learning and social activities designed to familiarize themselves with their classmates, chosen Program, their Peer Advisor, and MBKU at large.

Orientation Participant Quiz (n=201)
- Please match the university department with its correct function (Campus Safety, Campus Store, University Student Affairs, parking, IT Support, Financial Aid).
  - 171 correct on first try
- Please match the following policy to its correct description (Title IX, FERPA, Accommodating Students with Disabilities, Code of Conduct, Course Catalog, University Student Handbook).
  - 159 correct on first try
- Select 3 behaviors that we expect you to exhibit (Academic Integrity, Professionalism, Inclusivity).
  - 190 correct on first try

Excerpts from Orientation Survey (n=132)
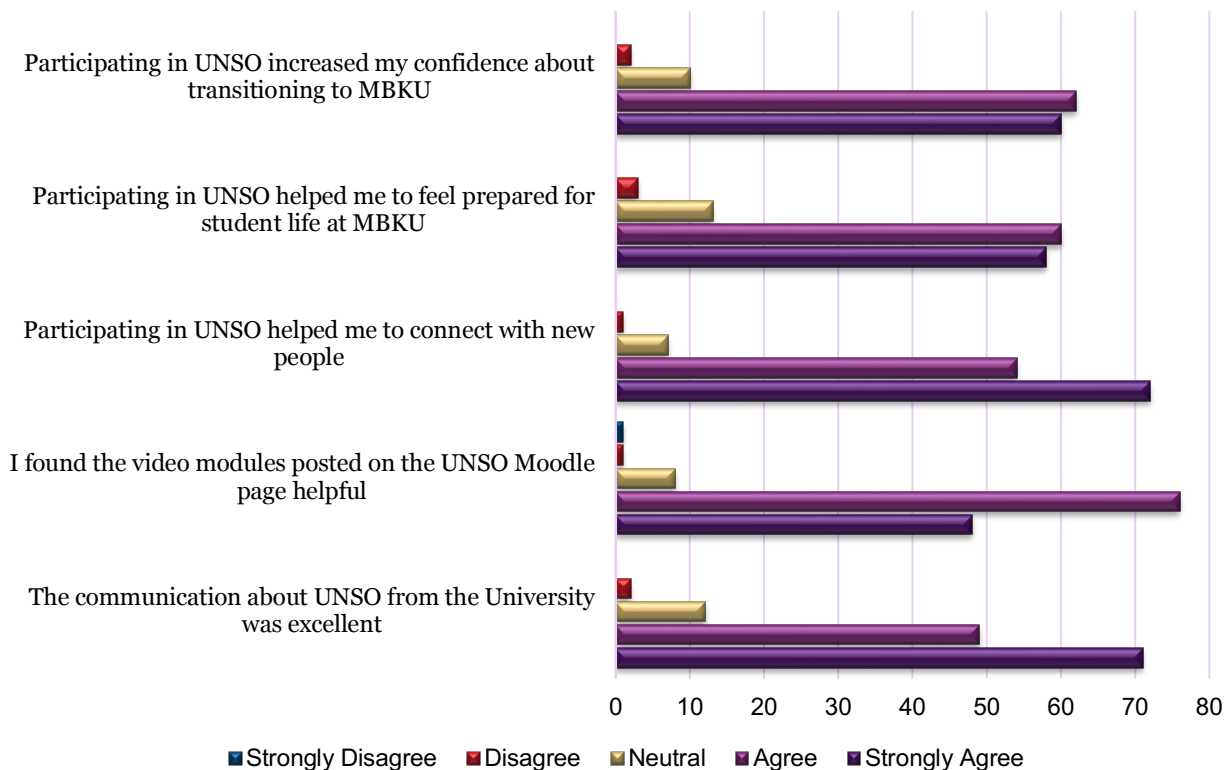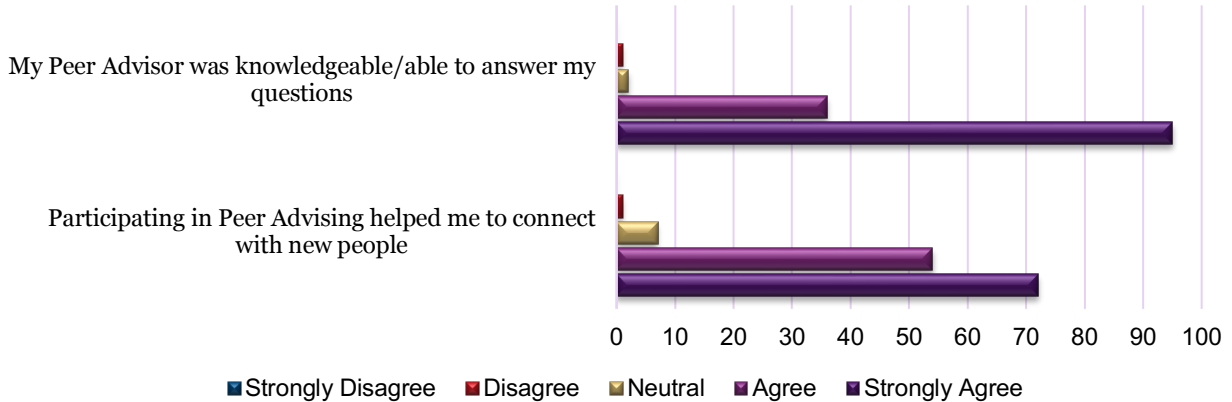

Executive Overview/Comments
UNSO is a largely successful annual program and students generally enjoy participating because they get to make connections and join the tight-knit MBKU community through meeting and interacting with their new classmates, learn from faculty, staff, and Peer Advisors, and better acclimate themselves to MBKU before classes begin. The data included above is taken directly from the orientation quiz and program survey. Questions will be added to the UNSO student survey that directly measure SLOs for both UNSO participants and student leaders.

Peer Advisor Program

No data was collected from Peer Advisors regarding SLOs for the 2022/2023 AY. Two relevant questions with response data from the Orientation survey are included below.

Peer advising provides informal, non-academic advice and personal student perspectives about life and learning at MBKU to incoming/first-year students. New students gain informed student perspectives on MBKU based on their Peer Advisor's personal experience within their Program, along with formal training. Peer Advisors show a strong commitment to helping new students make the transition from undergraduates to informed, successful, professional students who are responsible for their own academic goals and professional growth.

Excerpts from Orientation Survey (n=132)

■ Strongly Disagree   ■ Disagree   ■ Neutral   ■ Agree   ■ Strongly Agree

Executive Overview/Comments

The Peer Advisor program is a crucial component of USA's first-year student programming initiatives. They help facilitate many of the orientation programs and activities and they serve as a first point of contact for new students. In general, students report positive experiences with their Peer Advisor and meet with them/check in at least monthly. Peer Advisors themselves will be surveyed at the end of the year to ask SLO-related questions.
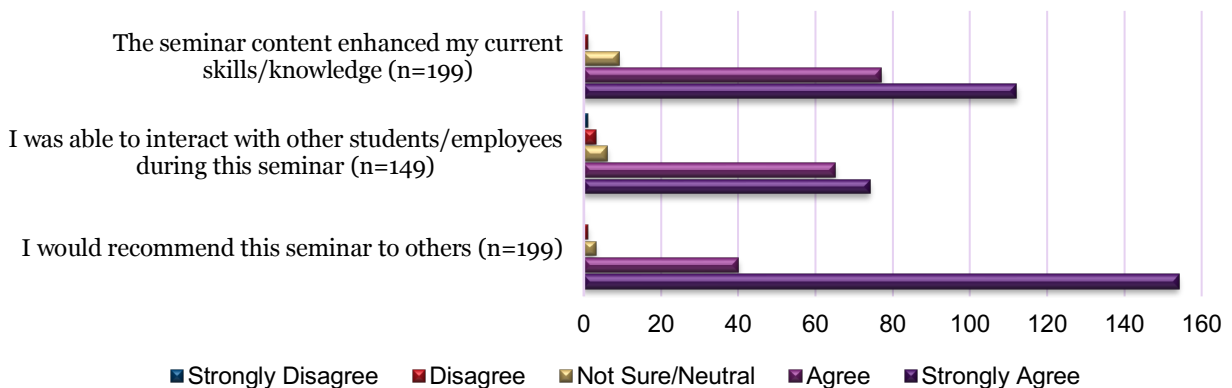
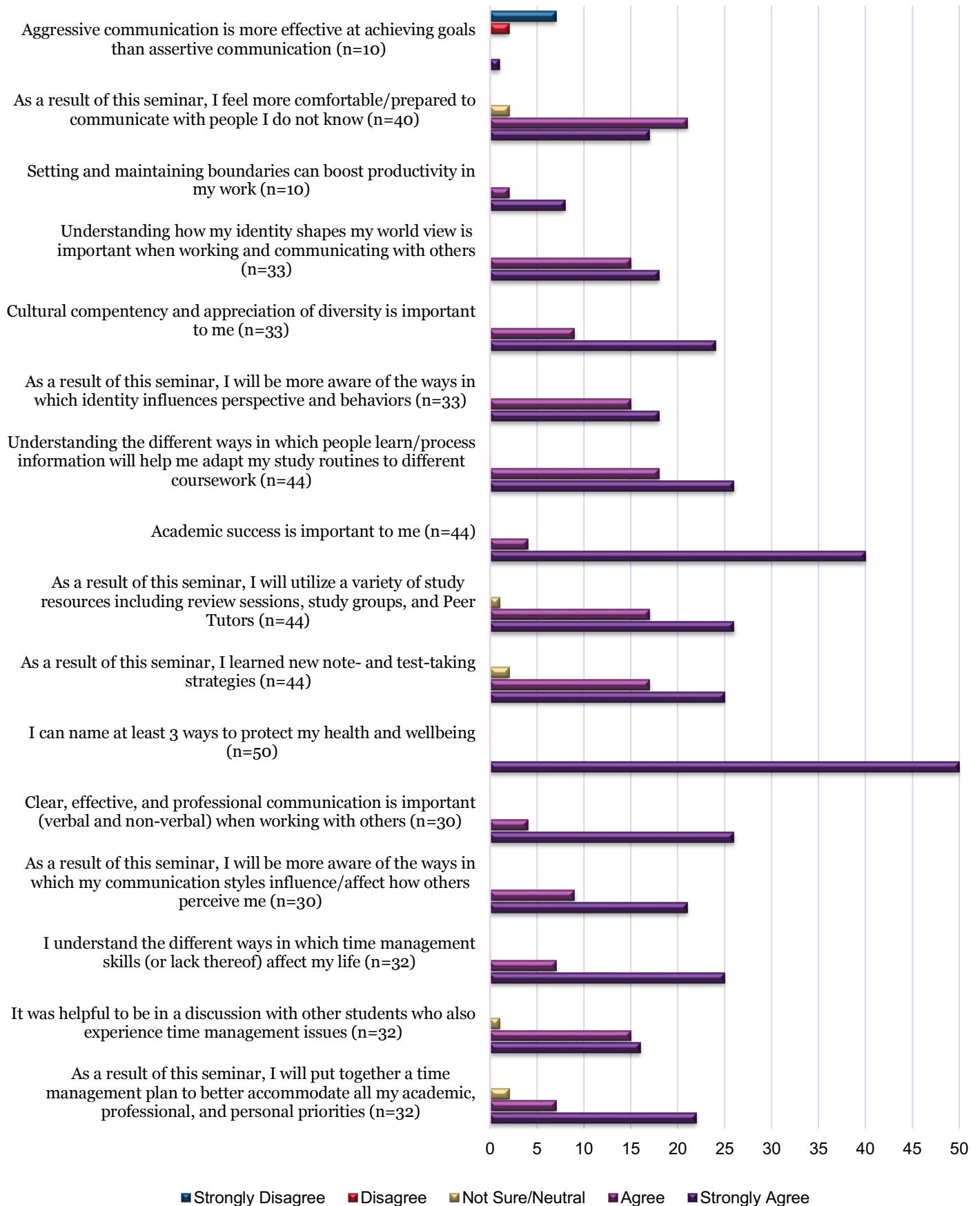## Navigating Professional School (NPS) Seminar Series

Data collected from optional post-event survey sent to participants.

The NPS seminar series is comprised of programs and activities on a variety of topics designed to help MBKU students thrive in their respective programs and as members of an interprofessional health care community. Seminars are scheduled at least once per quarter and include workshops, lectures, and discussion panels that cover a wide range of topics including stress and test anxiety management, study tips, effective communication, assertiveness, and financial wellness.

2022-2023 Program Participation: 138 students

Actual student participation is higher as not every attendee completes the online seminar survey. Some students are duplicates and attend more than one seminar

■ Strongly Disagree   ■ Disagree   ■ Not Sure/Neutral   ■ Agree   ■ Strongly Agree

Chart legend: Strongly Disagree, Disagree, Not Sure/Neutral, Agree, Strongly Agree

Survey items (top to bottom):
- Aggressive communication is more effective at achieving goals than assertive communication (n=10)
- As a result of this seminar, I feel more comfortable/prepared to communicate with people I do not know (n=40)
- Setting and maintaining boundaries can boost productivity in my work (n=10)
- Understanding how my identity shapes my world view is important when working and communicating with others (n=33)
- Cultural compentency and appreciation of diversity is important to me (n=33)
- As a result of this seminar, I will be more aware of the ways in which identity influences perspective and behaviors (n=33)
- Understanding the different ways in which people learn/process information will help me adapt my study routines to different coursework (n=44)
- Academic success is important to me (n=44)
- As a result of this seminar, I will utilize a variety of study resources including review sessions, study groups, and Peer Tutors (n=44)
- As a result of this seminar, I learned new note- and test-taking strategies (n=44)
- I can name at least 3 ways to protect my health and wellbeing (n=50)
- Clear, effective, and professional communication is important (verbal and non-verbal) when working with others (n=30)
- As a result of this seminar, I will be more aware of the ways in which my communication styles influence/affect how others perceive me (n=30)
- I understand the different ways in which time management skills (or lack thereof) affect my life (n=32)
- It was helpful to be in a discussion with other students who also experience time management issues (n=32)
- As a result of this seminar, I will put together a time management plan to better accommodate all my academic, professional, and personal priorities (n=32)

NPS seminars are highly-attended and widely enjoyed by students of all Programs and classes. Seminar topics vary from year-to-year, so NPS goals/objectives and SLOs are a bit more difficult to measure and compare annually. For those that were measured, positive outcomes were reported.

University Student Government Association (SGA)
*No data was collected for SGA for the 2022/2023 AY.

The mission of MBKU SGA is to advocate on behalf of the student body with the goals of enhancing the quality of education and student life on campus, to foster a sense of community within the University, and to advance the growth of interprofessional relationships in accordance with the evolving needs of today's healthcare. All students are SGA members by default. The University Student Executive Council (USEC) is the SGA governing body and is comprised of the President, Secretary, Treasurer, student committee chairs, and Class Presidents from each class year.

Executive Overview/Comments
Student involvement on campus via student organizations and leadership opportunities through SGA and USEC are highly coveted experiences and opportunities. Although no survey instruments/data exist that directly measure the program goals/objectives and SLOs, students learn so much about leadership, communication, collaboration, and professionalism. USA administrators work directly with USEC, SGA committees, and other student leaders who learn everything top to bottom about running meetings, managing peers, constructing and following budgets, planning events, and more. For the 2023/204 AY, USA plans to implement initial and final self-assessments for these student leaders – not only to measure SLOs but to reinforce and prove the amount of learning to students themselves. A survey will also be devised for MBKU clubs/organizations to give to their student membership at the end of the year.

2023/2024 ACTION ITEMS
- Review newly added Microcredential survey instruments to ensure they are alignment with SLOs.
- Construct end-of-year (EOY) data collection plan prior to commencement for all programs listed above.
- Write post-UNSO and EOY surveys for Peer Advisors, including implementation and data collection plan.
- Write initial and final assessments for SGA/USEC student learning goals/objectives (aligned to SLOs), including implementation and data collection plan.
- Write an EOY survey for SGA SLO data collection for MBKU clubs and organizations to administer to their student membership.

Appendix A

Program Learning Outcomes (PLOs)	Student Learning Outcomes (SLOs)
Professional & Career Development Students will develop life-long skills they can use to seek jobs, residencies, internships, apply to post-graduate school & make career decisions. **ILOs: Domains 1-3;5**	*Students will be able to:* • Identify specific career field interests & goals. • Produce materials for residency or career placement, including a resume & cover letter. • Identify strategies for conducting a residency or career placement search. • Demonstrate assertive & professional communication skills used for effectively networking & interviewing. • Utilize interpersonal relationship skills to build a professional network.
Leadership Development Students will develop the knowledge of organizational structure & best practices, effective leadership communication skills & a capacity to be an ethical, compassionate, & effective leader. **ILOs: Domains 1-5**	*Students will be able to:* • Interconnect the organization's mission, goals, & practices & how they connect to MBKU's core & community values. • Demonstrate organizational best practices, including goal setting, leading meetings, budgeting, event planning, leadership transition & assessment. • Illustrate effective verbal & written communication skills. • Solve problems, including resolving disagreements & lead others toward common goals. • Identify personal leadership goals. • Engage in self-assessment on leadership skills & strengths. • Show sensitivity to human differences as a leader of your organization • Take responsibility for individual & group actions.
Academic Development Students will develop academic excellence using goal setting, organization, strategic learning, & test-taking skills. **ILOs: Domains 2 & 4**	*Students will be able to:* • Set their academic goals • Identify their learning & study skill strengths & weaknesses • Implement efficient & effective active study techniques • Implement efficient & effective note taking strategies • Implement efficient test-taking strategies
Personal Enrichment/ Development Students will develop effective communication skills to allow for collaboration, healthy lifestyle choices, a positive sense of self, a personal code of ethics, an appreciation of differences, financial literacy, a strong social connection with the MBKU campus community & an understanding of MBKU resources. **ILOs: Domains 1-5**	*Students will be able to:* • Demonstrate effective communication that facilitates the ability to work collaboratively with others. • Demonstrate healthy, responsible, & sustainable life choices that allow them to meet their goals. • Demonstrate healthy, respectful, & collaborative relationships with others. • Recognize & critically reflect upon one's own identity as well as cultural biases. • Describe & apply financial management skills & plan for achieving financial goals. • Establish social connections on campus by networking with faculty, staff & other students during orientation. • Be involved in at least one MBKU Club/Organization. • Participate in fun/social MBKU activities. • Identify & access University educational & personal support services & resources, including University policies & procedures. • Discuss University expectations of professional behavior of health care students. • Connect a personal core value with one of MBKU's core values.