Appendix A

**The Co-Curricular “One-Minute Paper”:**

**A Strategy for Assessing Experiential Learning Outside the Classroom**

A *“one-minute paper”* is a writing-to-learn strategy that may be defined as a short (one minute or less) writing exercise that students engage in after completing a learning experience—in response to a question posed at the end of a learning experience (e.g., “What was the most memorable or useful thing you learned today?”). The nature of the question can vary, depending on the nature and objective of the learning experience, but the one constant among all types of one-minute papers is that it they prompt students to reflect on a learning experience and provide educators with feedback on what impact that learning experience had on students—cognitively, affectively (attitudinally), or behaviorally.

Using one-minute papers to assess specific co-curricular events—immediately after the students experience them—can provide assessment data with high validity because student memory of the experience is vivid and details can be readily recalled. In contrast, the standard, end-of-the-program or end-of-the-term evaluation requires students to reconstruct and retrieve experiences from long-term memory that may date back to the beginning of the term. In addition to this program-assessment advantage of one-minute papers, these quick written reflections also encourage students to actively reflect upon and find personal meaning in the event they have just experienced, which should promote deeper learning and integration of the co-curricular experience with the academic experience of writing. Lastly, collection of minute papers at the end of a co-curricular event can provide an immediate and accurate headcount of how many students participated in the experience, thus generating useful quantitative data in addition to the qualitative data provided by the students’ written comments. Such combined use of qualitative and quantitative data again reinforces the current recommendation that these approaches should be viewed as complementary rather than contradictory methods of evaluation.

There are some who insist that an out-of-class experience only qualifies as a bona fide learning experience if it’s tied to a course in the curriculum. For example, volunteerism tied to a course is defined as service learning; otherwise, it’s just a volunteer experience. Others argue, as do I, that students can learn from community-based experiences without having those experiences tied back to formal course work—*if* students intentionally and *reflect* deeply on their “hands on” experiences. Such reflection can be generated by having students respond to carefully crafted, thought-provoking questions—such as those identified later in this manuscript—after out-of-class experiences they have, either on or off campus. “Community-based learning” shouldn’t pertain only to student experiences in communities *beyond* the borders of the campus; it should also include learning experiences that occur *within* the context of the campus community. In my view, the university *is* a community, and experiential learning can take place on campus as well as off.

Listed below is a wide variety of one-minute paper *questions* and *prompts* that may be used immediately following co-curricular experiences to generate the reflection needed to convert them into bona fide learning experiences.

\*What do you think was the major *purpose or objective* of today’s program?

\* What do you think was the most *important* point or *central* concept communicated in today’s program?

\* What would you say was the *most interesting* idea or *most useful* strategy discussed in today’s program?

\* What was the most *enlightening example* or most *powerful image* you experienced in today’s program?

\* What was the most *convincing argument* (or counterargument) that you heard in today’s program?

\* During today’s program, what idea(s) struck you as things you could or should immediately *put into practice*?

\* Among the ideas or strategies discussed in today’s program, which one(s) do you think you are *most likely* to actually *use* on a *regular* basis?

\* Have you *personally experienced* any of the events that were discussed in today’s program?

\* Did you see any *connections* between what was discussed in today’s program and what is being covered in any of your *course(s)*?

\*What *stands out* *in your mind* or what do you *recall most vividly* about today’s program?

\* What was the most *surprising* and/or *unexpected* idea expressed in today’s program?

\* What do you think was the most *puzzling, confusing, or disturbing* idea that surfaced in today’s program?

\* What *helped* and/or *hindered* your understanding of today’s program?

\* What *questions remain unanswered* about the issue addressed in today’s program?

One-minute paper questions may also be intentionally worded to promote and assess students’ higher-level (higher-order) thinking about the co-curricular program they just experienced. Listed below are prompts that may be included one-minute paper questions to elicit different forms of higher thinking. Since these prompts are designed to assess transferable thinking skills, may be applied to a wide variety of co-curricular learning experiences.

Question Prompts for One-Minute Papers Designed to Trigger Different Forms of

Higher-Level (Higher-Order) Thinking

*Analysis (Analytical Thinking).* Breaking down ideas and identifying their key components, underlying elements, or missing parts.

Sample Questions Prompts:

\* What are the main ideas contained in \_\_\_\_?

\* What are the most important, significant, or relevant aspects of \_\_\_\_?

\* What are the key issues raised by \_\_\_\_?

\* What assumptions or biases lie hidden within \_\_\_\_?

\* What are the reasons behind \_\_\_\_?

\* What are the underlying causes of \_\_\_\_?

\* How are the ideas contained in \_\_\_\_\_similar to or different than \_\_\_\_?

\* What additional information or resources are needed to \_\_\_\_?

*Synthesis.* Building up ideas by piecing them together into a larger whole, organizational framework, or integrated system

Sample Question Prompts:

\* How can this idea be joined or connected with \_\_\_\_\_\_ to create a more complete or comprehensive understanding of \_\_\_\_\_\_?

\* How could these different \_\_\_\_ be grouped together into a more general class or category?

\* How could these separate \_\_\_\_ be reorganized or rearranged to produce a more comprehensive understanding of the big picture?

*Application (Applied Thinking).* Putting knowledge into practice to solve problems and resolve issues

Sample Question Prompts:

\* What can be done with this idea to \_\_\_\_?

\* How can this idea be used to solve \_\_\_\_?

\* How could this concept implemented for the purpose of \_\_\_\_?

\* How can this theory be put into practice to \_\_\_\_?

\* What could be done with this idea to improve \_\_\_\_?

*Multidimensional Thinking.* Thinking that involves viewing yourself and the world around you from different angles or vantage points

Sample Question Prompts:

\* How would \_\_\_\_ affect different dimensions of myself (emotional, physical, etc.)?

\* What broader impact would \_\_\_\_ have on the social and physical world around me?

\* How might people living in different times (e.g., past and future) view \_\_\_\_?

\* How would people from different cultural backgrounds interpret or react to \_\_\_\_?

\* Have I taken into consideration all the major factors that could influence \_\_\_\_ or be influenced by \_\_\_\_?

*Inferential Reasoning.* Making an argument or judgment by inferring (stepping to) a conclusion that’s supported by empirical (observable) evidence or logical consistency

Sample Question Prompts for Empirical Evidence:

\* What examples support the argument that \_\_\_\_?

\* What research evidence is there for \_\_\_\_?

\* What statistical data document that this \_\_\_\_is true?

Sample Question Prompts for Logical Consistency:

\* Since \_\_\_\_is true, why shouldn’t \_\_\_\_also be true?

\* If people believe in \_\_\_\_, shouldn’t they practice \_\_\_\_?

\* To make the statement that \_\_\_\_, wouldn’t it have to be assumed that \_\_\_\_?

*Balanced Thinking.* Carefully considering arguments and evidence for/against opposing points of view, noting their relative strengths and weaknesses

Sample Question Prompts for Balanced Thinking:

\* What are the strengths (advantages) and weaknesses (disadvantages) of \_\_\_\_?

\* What evidence supports and contradicts \_\_\_\_?

\* What are arguments for and counterarguments against \_\_\_\_?

\* What are the risks and benefits of \_\_\_\_?

Trigger Question Prompts for Adduction (arguing for a particular idea or position by supplying supporting evidence):

\* What proof is there for \_\_\_\_?

\* What are logical arguments for \_\_\_\_?

\* What research evidence supports \_\_\_\_?

\* What are the merits of \_\_\_\_?

\* What are possible objections to \_\_\_\_and how could they be countered?

Trigger Question Prompts for Refutation (arguing against a particular idea or position by supplying contradictory evidence):

\* What proof is there against \_\_\_\_?

\* What logical arguments indicate that \_\_\_\_is false?

\* What research evidence contradicts \_\_\_\_?

\* What are the limitations of \_\_\_\_?

\* What contradictions or inconsistencies are there in this \_\_\_\_?

*Creative Thinking.* Generating ideas that are unique, original, or distinctively different

Sample Question Prompts:

\* What could be invented to \_\_\_\_?

\* What would be a hypothetical explanation for \_\_\_?

\* Imagine what would happen if \_\_\_\_?

\* What would be a different way to approach \_\_\_\_?

\* How might \_\_\_\_be changed to work more effectively?

\* What would be an innovative way to \_\_\_\_?

\* What could be a new alternative that capitalizes on the advantages of \_\_\_\_ while

minimizing its disadvantages?

*Critical Thinking.* Evaluating (judging the quality of) any thought process, including all of the above forms of thinking.

Sample Question Prompts for Evaluating Validity (Truthfulness):

\* Is \_\_\_\_ true or accurate?

\* Is there sufficient evidence to support the conclusion that \_\_\_\_?

\* Is the reasoning behind \_\_\_\_strong or weak?

Sample Question for Evaluating Morality (Ethicality):

\* Is \_\_\_\_ fair?

\* Is \_\_\_\_ just?

\* Is this action consistent with the professed or stated values of \_\_\_\_?

Sample Question Prompts for Evaluating Beauty (Aesthetics):

\* What is the artistic merit of \_\_\_\_?

\* Does \_\_\_\_ have any aesthetic value?

\* Does \_\_\_\_ contribute to the beauty of?

Sample Question Prompts for Evaluating Practicality (Usefulness):

\* Will \_\_\_\_ work?

\* How can \_\_\_\_ be put to good use?

\* What practical benefit would result from \_\_\_\_?

Sample Question Prompts for Evaluating Priority (Order of Importance or Effectiveness):

\* Which one of these \_\_\_\_ is the most important?

\* Is this \_\_\_\_ the best option or choice available?

\* How should these \_\_\_\_ be ranked from first to last (best to worst) in terms of their effectiveness?

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Appendix B

**Building Bridges across the Curriculum & Co-Curriculum:**

# **Promoting Partnerships between Academic & Student Affairs**

Getting on the “Same Page”: Working Definitions of Learning, Development, & Education

***Education*:** an inclusive learning process that embraces: (a) *academic* learningoccurring

through the formal (course) curriculum, and (b) *experiential* learning taking place outside the

formal curriculum.

🞄 ***Academic* Learning:** *vicarious* learning tied to the formal curriculum that takes place through

*classroom-based* lectures/discussions, course readings and course-related assignments.

🞄 ***Experiential* Learning:** learning that takes place *outside the classroom*, either on or off campus, which

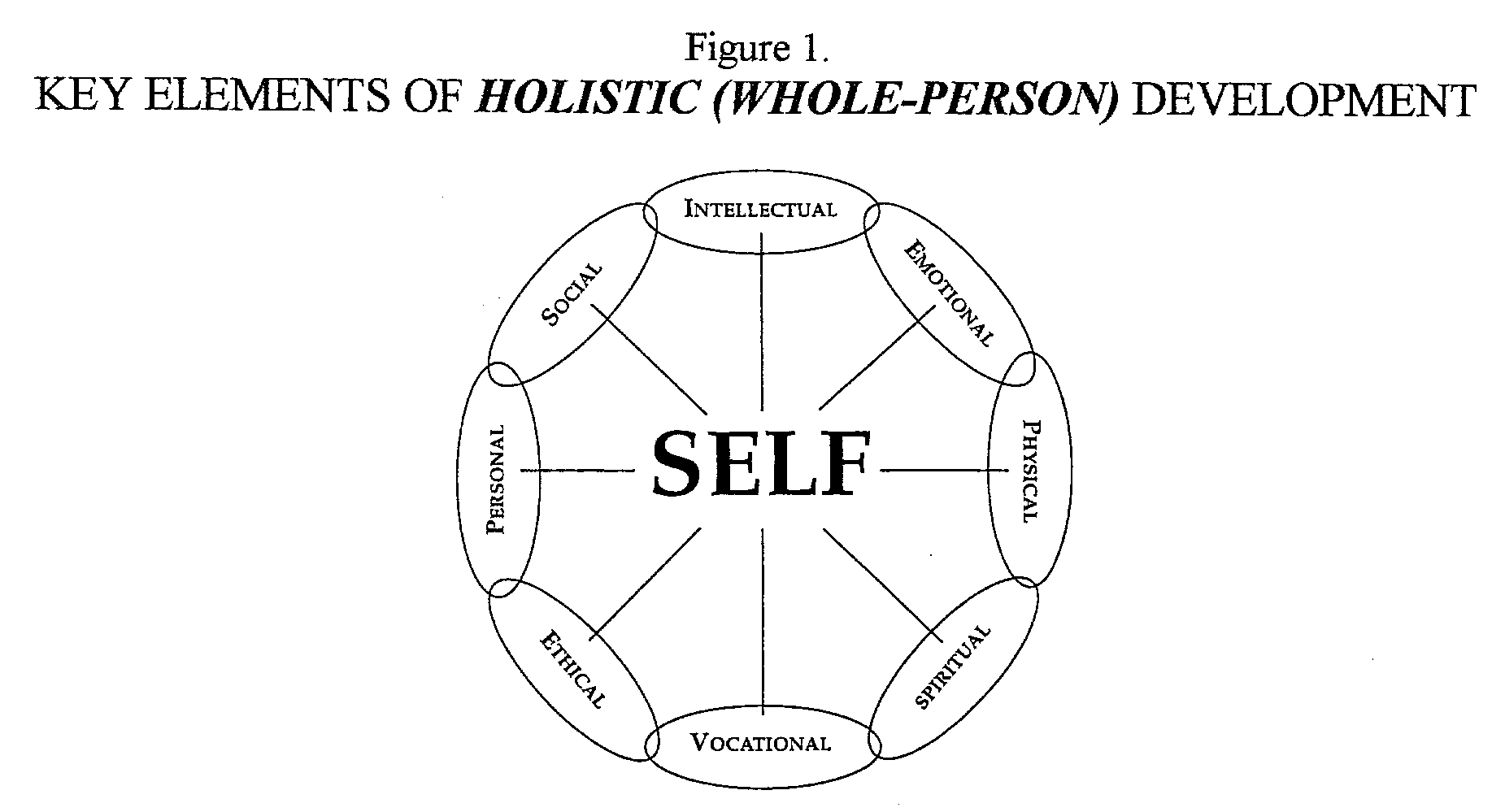
may either be:

(a) formally connected to the course curriculum (“co-curricular” experiential learning), or

(b) independent of the course curriculum (“extra-curricular” experiential learning).

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**Spheres of Holistic (Whole-Person) Learning & Development**



🞄 **Intellectual**: acquiringbroad-basedknowledge, learninghow to learn, and learning how to think critically.

🞄 **Emotional**: understanding, managing, and expressing emotions.

🞄 **Social**: improving the quality and depth of interpersonal relationships.

🞄 **Ethical:** building moral character—making sound ethical judgments, developing a clear value system for guiding

personal decisions, and demonstrating consistency between our convictions (beliefs) and our commitments

(actions).

🞄 **Physical**:acquiring knowledge about thehuman body and applying that knowledge to prevent disease, preserve

wellness, and promote peak performance.

🞄 **Spiritual**:devoting attention to the “big questions”, such as the meaning or purpose of life, the inevitability of death,

and the origins of human life and the natural world.

🞄 **Vocational**:exploring career optionsand pursuing a career path that is consistent with our talents, interests, and

values.

🞄 Personal: developing a strong sense of personal identity, a coherent self-concept, and capacity to manage

personal affairs and resources.

**Vectors of Student Development**

1. *Achieving Competence*: gaining a stronger sense of self-efficacy and self-confidence about one’s

intellectual and interpersonal skills.

2. *Managing Emotions*: learning to recognize and control emotions—such as anxiety, anger and

frustration.

3. *Moving through Autonomy toward Interdependence*: becoming more independent and less reliant on

others to determine one’s personal values, while at the same time, growing to appreciate the value

of interdependence and collaboration.

4. *Developing Mature Interpersonal Relationships*: becoming more open to developing new relationships

and closer relationships, including greater appreciation for intercultural experiences.

5. *Establishing Identity*: becoming comfortable with oneself (e.g., one’s sexuality, ethnicity, and beliefs)

and developing a personal identity that is self-determined—as opposed to being defined or

determined by someone else.

6. *Developing Purpose*: finding one’s calling or purpose in life and making intentional plans about the

future.

7. *Developing Integrity*: developing a coherent system of personal values and ethical principles, and

acting in ways that are consistent with those values and principles.

(Source: Chickering, 1969; Chickering & Reiser, 1993).

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**Unifying Campus Culture by Designing Comparable**

**Educational *Materials* & *Artifacts***

\* **Creating co-curricular programs and products that *parallel* those found in the formal curriculum**.

For example:

1. Co-Curricular *Syllabus* (comparable to the traditional course syllabus) that provides a one-page outline of the co-curricular event’s learning objectives, content, and process of educational delivery.

2. Co-Curricular *Assessment—*e.g., students write a one-minute paper after experiencing a co-curricular program or event, which asks them to evaluate the experience in terms of how it contributed to their learning or development—particularly with respect to its intended educational outcome(s). [For more information on how the one-minute paper may be used for this purpose, see Appendix A, p. 8.]

3. Co-Curricular *Schedule* (comparable to the schedule of classes issued each term) that contains the titles, dates, times, and brief descriptions of co-curricular events to be offered during the semester. Note:

(a) Ideally, a co-curricular events schedule would be attached to, and included as a section within the traditional schedule of classes.

(b) Ideally, key co-curricular events would be held during a “free period” when no classes are scheduled; for example, during a 60- or 75-minute lunch period on Tuesdays and Thursdays.

4. Co-Curricular *Catalogue* (comparable to the traditional course catalogue) that contains:

- a mission statement for the co-curriculum

- educational goals and objectives of the co-curriculum

- annually offered programs and activities

- names and educational background of student development and student-service professionals.

Note: Ideally, a co-curricular catalogue would be incorporated within the traditional college catalogue as a special, clearly identifiable subsection.

5. Co-Curricular *Honors Program* (comparable to the academic honors program) that recognizes students who make outstanding contributions to student life or community life outside the classroom—e.g., campus involvement/leadership or service to the local community.

6. Co-Curricular or Student Development *Transcript* (comparable to the traditional registrar-issued transcript of completed courses) that formally lists and documents students’ co-curricular achievements—both for personal recognition and for future use by students when they apply to career positions or graduate schools.

Note: Ideally, a co-curricular transcript would be incorporated within or appended to the student’s course transcript.

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**Creating a Unified Culture through *Organizational Structures* that Stimulate & Sustain Cross-Divisional Partnerships**

1. Capitalize on naturally occurring or already existing *cross-divisional “intersection points”*—i.e., cross-

functional areas where Academic and Student Affairs cross paths with respect to program

administration or delivery.

For example:

\* New-student orientation (Student Affairs) and convocation (Academic Affairs)

\* First-year seminar (“extended” first-year orientation course) taught by faculty and student

development professionals who received joint training

\* Academic advising (intersecting with career counseling and personal counseling)

\* Leadership and community-based learning experiences

\* Residential life-based academic programming (e.g., “living-learning” experiences such as tutoring or

academic advising conducted in student residences)

\* Transitional programming for graduating students—e.g., sophomore-year courses/programs for

graduating 2-year college students who are transferring to 4-year institutions; senior-year

seminars/programs for graduating 4-year college students who are transitioning to careers or

graduate school.

2.Incorporate *courses* into the curriculum that *integrate student development theory with academic*

*learning*.

Examples: first-year experience course; service-learning courses; senior/sophomore seminar;

interdisciplinary courses with experiential components; leadership development course.

3. Create *structured opportunities* for Academic and Student Affairs professionals to collaborate on

campus issues (e.g., cross-functional teams, task forces, ad hoc committees, or joint research projects

that address topics of mutual interest and concern—such as accreditation, assessment, and/or

student retention).

4. Arrange *office locations* that intentionally place faculty members and Student Affairs professionals

*within physical proximity of each other*—to increase the likelihood of dialogue, interaction, and

potential collaboration.

5. Organize *discussion groups or “critical-moment learning teams”* of faculty and student affairs

professionals after a high-impact event or critical incident has taken place on campus (e.g., racial

incident or student suicide).

6. Arrange for *temporary exchanges* of Academic & Student Affairs professionals who are willing to

“crossover” to another division of the college and gain an expanded perspective (e.g., via reassigned

time, internal sabbatical, or temporary positional exchange).

7. Create *administrative positions* that involve *integration of* Academic & Student Affairs responsibilities

(e.g., Director of the First-Year Experience; Coordinator of Student Success; Dean of Student Learning).

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**Creating a Collaborative Campus Culture through Intentional**

**Faculty Recruitment, Orientation, Development, & Reward Strategies**

1. Intentionally *recruit and select* faculty members who have an interest in and commitment to student

development (e.g., via intentional position announcements, interview questions, and hiring criteria).

2. During *new-faculty orientation*, alert faculty to professional advancement opportunities that involve

partnerships with Student Affairs.

3. Include workshops on partnering with Student Affairs as a component of *faculty development*

programming.

Examples:

\* Student Development professionals make professional presentations to faculty on their “turf.” For

instance, some faculty development programming or a piece of new-faculty orientation is devoted

to providing faculty with information on student development theories and their compatibility with

learning theories.

\* Student Life professionals create a newsletter for faculty that includes information on student

development research, theory and practice.

4. Provide prestigious *awards* to faculty for contributions to student life (e.g., a “student service award”

presented to a faculty member at graduation, convocation, or on “awards night”).

5. Create *incentives* for faculty to participate in campus initiatives that involve collaboration between

Academic and Student affairs (e.g., mini-grants, travel funds, campus space).

6. Weigh faculty collaboration with Student Affairs seriously in the *faculty retention-and-promotion*

process (e.g., as a heavily weighted form of faculty “service”).

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Encouraging Student Development of a Co-Curricular Plan for

Learning Experiences Outside the Classroom

The following material has been adapted from Cuseo et al. (2016), Thriving *in College & Beyond: Research-Based Strategies for Academic Success and Personal Development* (4th ed.). Dubuque, Iowa: Kendall Hunt.

A comprehensive educational plan includes not only intended course work, but also co-curricular and career preparatory experiences In addition to classroom-based learning, another key component of a college education: *experiential* learning—learning from “hands-on” experiences outside the classroom—either on campus (e.g., leadership positions) or off campus (e.g., service experiences, internships, or employment). Co-curricular experiences complement students’ course work, enhance the quality of their education, and increase their employability. Students should be reminded that co-curricular experiences are also resume-building experiences.

Ideally, by the time you graduate, you should have co-curricular experiences in each of the following areas:

* *Volunteer experience or community service* that demonstrates social responsibility and allows you to gain “real world” experience
* *Leadership and mentoring* skills—for example, participating in leadership retreats, student government, peer mentoring, or serving as a student representative on college committees
* *Internships* or work experiences in a field related to your major or career goals
* Interacting and collaborating with members of *diverse racial and cultural groups*—for example, participating in multicultural clubs, organizations, or retreats
* *Study-abroad* or *study-travel* experiences that allow you to acquire international knowledge and a global perspective

Step 1. Ask students to consult their *Student Handbook* or check with professionals working in the offices of Student Life (Student Development) and Career Development to locate co-curricular experiences in each of the above areas.

Step 2. Have them identify one campus program or opportunity in each of these areas that interests them and note it on the planning form below.

Planning Grid for Co-Curricular Experiences

Volunteer Experience/Community Service: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Leadership/Mentoring: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Diversity (Multicultural) Experience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Study-Abroad (International) Experience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internship or Work Experience Relating to Your Major or Career Goals: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes:

\*Summer term is an excellent time of the year to build experiential learning into students’ educational plan without having to worry about conflicts with their scheduled classes or trying to do it while simultaneously handling all the academic work associated with a full load of courses.

\* Encourage students to keep track of the specific skills they develop while engaging in co-curricular experiences, and be sure to showcase them to future employers. They shouldn’t just accumulate extracurricular activities to list on their resume, reflect on their experiences and articulate what they *learned* from them. Identify the thinking processes they used as well as the transferable skills and personal qualities they developed while engaging in these experiences.

\* Remind students that the professionals with whom you interact while participating in co-curricular experiences can serve as valuable references and sources of letters of recommendation to future employers, graduate schools, and professional schools.

**Reflection Questions for Students about their Co-Curricular Plan**:

1. What *challenges or obstacles* do you think might interfere with your ability to complete

your co-curricular plan? What campus *resources* might help you deal with these challenges

or obstacles?

2. What people on or off campus could you *network* with to help you successfully navigate

your co-curricular plan?

3. As you pursue your plans for experiential learning outside the classroom, who might be a

*mentor* for you, or serve as a personal source of *inspiration and motivation*?

**Final Reminder to Students**: Hold onto your curricular and co-curricular plans. Keep an up-to-date copy of them throughout your years in college. Bring these plans with you when you meet with your academic advisor and career development specialists, and come prepared to discuss your progress on these plans as well as any changes in your plans.