

ACE QEP Retreat Agenda Notes
April 24-25, 2009

Friday

3:00 – 4:00 p.m. Arrival and check-in

4:00 p.m. Meet in *hotel lobby*
“4 IS Cosmic” (don’t share your answer out loud)
13 is 8 11 is 6; 6 is 3; 3 is 5; 5 is 4; 4 is Cosmic
5 is 4 21 is 9; 9 is 4; 4 is Cosmic
4 IS Cosmic 7 is 5; 5 is 4; 4 is Cosmic
What is 11? (If you figure it out, don’t share your answer out loud! Instead, feel free to share your understanding of the riddle by working a different number through the process.)

Exercise One: “Trust Thy Instructor”

- Scarves
 - Journals
 - Pens
 - Pencils
- Participant, Guide, and Scout
 - Walk for 10 minutes with only the Guide speaking. The Scout can point out obstacles, but may not speak. The Scout can help with time management. At the end of 10 minutes, everyone stops and writes down their experiences for 5 minutes in their journals.
 - The Participant becomes the Guide, the Guide becomes the Scout, and the Scout becomes the Participant. Repeat the process.
 - The Scout becomes the Participant, the Participant the Guide, and the Guide becomes the Scout. Repeat the process.
 - Return to the designated area.
 - Think about the exercise and journal the roles in the developmental ed classroom that this activity reminds you of.

5:00 p.m. Location TBA
Agendas Exercise One: “Trust Thy Neighbor” Debrief
(NOTE: We are not here to lay blame or make people feel bad. We are here to reboot ACE. Change is coming to our department. You get to be part of that change!)

Exam **Exercise Two:** SRSU and ACE Exam (Handout)

- Review results with Key.
- Journal: Response to the results.
- Exercise Two: SRSU and ACE Exam Debrief.
What surprised you about the results? How does this information impact ACE?

6:15 p.m. Supper (Meal together) – *Limpia Creek Dining Room*

Friday

7:30 p.m.

Location TBA

QEP Overview and ACE

Little Blue Book

Exercise Three: Completed “Critical Thinking Rubric:

Student”: Journal your response to how you completed the CTR:S and to the CTR itself [taken from *The Miniature Guide to Critical Thinking : Concept and Tools*].

SRSU’s QEP is a plan to increase student engagement and critical thinking skills by using the outdoors whenever possible. (Exercise One is an example of how we can come up with exercises that support a different frame of reference for our students and which could not be done in the classroom.)

Discuss

Exercise Four: The QEP in the ACE Classroom

Share: “ACE QEP Classroom Activity Reports”

8:15 p.m. (+-)

Handouts

Homework/Exercise Five: “In the Mirror”

(Handout: “Critical Thinking Rubric: Faculty”

Handout: “The Power of Hope”)

Dismiss for the evening.

Saturday

8:00 a.m.

Breakfast (Meal together in the *hotel restaurant*)

Breakfast and Discussion

“Deep But Not Profound” (Think about this riddle. Do not share the answer if you know. If you do know the answer, then feel free to say “Deep But Not Profound” and then provide an additional example.)

“Yellow but not Maize”

“Green but not Blue”

“Jogging but not Walking”

Saturday

9:00 a.m.

Outside (TBA)

Exercise Six: "Picture, Picture"

Easel
Post-It FlipCharts
Markers

- Storyteller, Artist, and Observers
- The Storyteller is given a picture to look at. The Storyteller will be the only individual to see the picture.
- The Storyteller may use words to describe the item(s) in the picture to the Artist, but the Storyteller may not name the item(s) in the picture. The Storyteller may only describe the item(s).
- The Storyteller may not mime how to draw the item(s).
- The Artist may not ask questions.
- The Artist is draw what s/he hears the Storyteller describing.
- As the Storyteller speaks, the Observers will note in their journals the strategies used by the Storyteller to describe the item(s):
 - 1) Types of Language Used
 - 2) Tone of Voice
 - 3) Body Language
- After each drawing is completed, all participants will journal their observations of how the Artist responded to the Storyteller and identify the item(s) drawn.
- Everyone will take a turn as Storyteller and Artist.
- After all of the pictures have been drawn, we'll journal for five minutes as to what we can learn about classroom communication from this activity and what we can do to positively support communication in our classrooms.

9:45 a.m.

Meeting Room

"Deep But Not Profound"

"Kittlitz but not Stein"

Does anyone else have a riddle?

Exercise Six: "Picture, Picture" Debrief

10:00 a.m.

Break

10:10 a.m.

Meeting Room

"Deep But Not Profound"

"Robbie but not Sandra"

Does anyone else have a riddle?

Exercises Three and Five-A: "CTR:S" and "In the Mirror"

Journal response to "CTR:S" and "In the Mirror"

Handout

(Handout: "Critical Thinking Rubric: Faculty")

Exercise Seven: ACE Mission Statement

Handout

(Handout: Mission Statements)

FlipChart/pens

Discuss/Create

Saturday

- 11:10 a.m. *Outside (TBA)*
Exercise Five-B: “Tapping the Power of Hope”;
Journal for five minutes about their interpretation of the essay.
Discussion.
Exercise Eight: “Crystal Ball”
- FlipChart/Pens
Journal: What do we expect to see happen at ACE in the next three years: the program, the faculty, our students?
- 11:45 a.m. Check-out of Hotel
- Noon Lunch (Meal together in the *hotel restaurant*)
“4 IS Cosmic”
“Deep But Not Profound”
“Aggies but not Lobos”
- 1:00 p.m. **Walking Tour**
Debrief and Wrap-Up
- 2:00 p.m. (+-) *Meeting Room*
Exercise Nine: Journal Responses to Retreat and Surroundings
Dismiss