Appendix E. Future Ideal Retrospective Activity to Reflect on the Program's Strategic Directions

This activity required each of the participants to: make notes as we spent 60-90 minutes reading the exit self-assessments and surveys of alums; do a "future ideal retrospective" brainstorm; and cluster everyone's brainstorming post-its into strategic directions. The future ideal retrospective approach asks us to imagine that it is a few years in the future and we're explaining to someone how wonderfully the Program has done in maintaining what had worked well and in addressing shortcomings and challenges. The person asks what things happened that contributed to that state of affairs. Our answers to the person are the items we record in a few words on the post-its. (These items could range from the mundane and practical to the more visionary.) The naming of the clusters provided directions or themes that might help guide the Program faculty as we attempt to maintain what has worked well and in address shortcomings and challenges. These directions or themes are presented in Table 4 in the body of the report. The post-its and their clustering by one participant are depicted on the next page. In this illustration, the clusters are grouped into further clusters, resulting in an overall vision for the program:

"People ready for self-directed, life-long learning find CCT via marketing that shows such learning emerges thru mentoring, reflection & horizontal + vertical connections of students & alums."

PEOPLE READY FOR SELF-DIRECTED, LIFE-LONG LEARNING FIND CCT VIA MARKETING THAT SHOWS SUCH LEARNING EMERGES THRU MENTORING, REFLECTION & HORIZONTAL + VERTICAL CONNECTIONS OF STUDENTS & ALUMS						
SELF-DIRECTED, LIFE-LONG LEARNING BUILDS ON MENTORING, REFLECTION AND HORIZONTAL & VERTICAL CONNECTIONS OF STUDENTS & ALUMS				MARKETING PLAN FINDS RIGHT STUDENTS FOR THE NICHE WHICH IS CCT		
GUIDANCE FROM FACULTY & EXPLICIT FRAMEWORKS FOR REFLECTION ENABLE STUDENTS TO ARTICULATE DEEP THEMES ABOUT SELF-DIRECTED LEARNING		CONTINUED EMPHASIS ON AND INNOVATION IN HORIZONTAL (PEER) & VERTICAL (ALUM-STUDENT) NETWORKING SUPPORTS STUDIES & IMPLEMENTATION OF IDEAS IN REAL WORLD SITUATIONS		WITHIN-INSTITUTION CONNECTIONS & EXTERNALLY RECOGNIZABLE PRODUCTS HELPS SUSTAIN A RESPECTED NICHE FOR CCT PROGRAM		
Frameworks for structured reflection on what tools & practices students are taking up/on/away	Faculty work with students to be articulate about deep themes of self-directed & life-long learning	Peer relationships (around diversities) facilitated in existing & new ways	Vertical network in which alums support each other overcoming resistances in workplaces and get a recharge from a guest role in coaching current students	Within-institutional connections lead to respect for a modest sustainable CCT niche at UMB	Externally recognizable products generated through faculty strategies & guiding students to UMB resources	Marketing plan finds the right people (mid-career, adult ed. & flexibly not focused in one field)
Students reflect on courses taken (R.P.P.)	Diversity of perspectives (richness)	Calibrated motivation effects of critique/feedback	Graduates as guest participant/coaches	Grant-funded activities	More connection to library resources	Marketing plan reached the right people
Students explicit about toolbox (R.P.P.)	Articulate deep themes (e.g. student as full partner)	Peer relationships wonderful	Challenge of creating community in workplace (resistance->going solo)	Collaborations between CCT and Philosophy	Key principles/practices reinforced by all instructors	Program info. more concise (for newer students esp.)
Give structure for capturing "favorite" CCT tools (more small-scale than R.P.P.)	Recognize how unsettling a dear and familiar idea is to some students (e.g. morality)	Help students see that what benefits them benefits others	Alumni activities helping current students	Administrators seeing relationships: CCT-UMB goals	Maintain consistent academic standard	More applicants, greater selectivity
	Adjust attention to students facing difficult life situations	Foster student-student support	More alumni groups/networks	CCT-specific publications	Writing process more efficient	Openness to new experiences
Students encouraged to allow focus to evolve	Prepare students for disruptions/reconsiderations of life's work through CCT experience	Clustering students/alumni outside class	Reflection and evaluation very valuable and often lacking in students' workplaces	CCT contributing to Policy programs	Challenge for some students to keep project in focus.	Recurrent promotion of courses to students in other programs
Encourage peer sharing (across courses) as a way of reflecting good listening	Embrace health/caregiving "obstacles" for mid-life students	Peer tutoring across course boundaries		CCT/economic development links	Help students narrow and focus on course projects	UMB values CCT's unusual contribution
	Writing issues (rhetorical challenges, nonlinear-linear, emotional block)	Maintain feel of CCT "family"		More faculty in CCT		Flexibility of program
Help students take responsibility for own learning	Doubt and questioning -> some students dealing with rigid/closed situations -> good outcome	Support of peers & faculty (community)				Market CCT as degree in adult ed.
	CCT as the 'wizard' (Wizard of Oz metaphor)					Teacher-to-teacher promotion of CCT's value
	Challenge of translating theory into practice (inquiry teaching)	Course activities to understand roots of time mismanagement				
	Stress reduced	Writing Supports become Struggle Supports				