

Task Force	QEP Goal Specific Task to be Completed	Charge	Leader/Members
1 Definitions and Faculty/Staff Development Related to Critical Thinking	<p style="text-align: center;">1.C. – page 31</p> <ol style="list-style-type: none"> <li>1. Establish TSTC-specific definition of critical thinking (to allow faculty/staff to better plan for targeting and isolating competencies). <p style="text-align: center;">1.D. – page 31-32</p></li> <li>2. Intensive Faculty/Staff Development regarding Critical Thinking. <p style="text-align: center;">3.A. – page 50</p></li> <li>3. Develop TSTC Harlingen definition of critical thinking.</li> </ol>	<ol style="list-style-type: none"> <li>1. To determine which of the variety of critical thinking processes are most appropriate for selection as processes to be mastered by various groups of TSTC Harlingen students,</li> <li>2. To define the components of those processes,</li> <li>3. To develop evaluation rubrics that are determined to be appropriate for gauging the success of student learning in each critical thinking process area,</li> <li>4. To consider and select assessment devices that will measure students' development of critical thinking skills and can be used as a pre-test in the Freshman Seminar class as well as a post-test in the capstone courses.</li> <li>5. To identify and recommend CT workshop topics and opportunities for specific departments/disciplines/ student groups.</li> </ol>	<p>Leader: Pam McCurdy  IAC Rep: Sue Garza  IER Rep: Blanca Bauer  Faculty Sen Rep: Sally Merrill  Faculty Reps:  Barbara Bennett, DEH  Edna Claus, CSMT/CST  Robert Hernandez, CET  Perry Ruebsamen, BET  Brenda Trevino, TEA  Staff Council Rep: Dawn Quinn  Student Serv Rep: Don Byrd  Freshman Sem Rep: Rich Kirk  Student Govt Rep: Diana Martinez</p>
2 Faculty Incentives	<p style="text-align: center;">1.A.1-&gt;3 – page 30</p> <ol style="list-style-type: none"> <li>1. Study faculty loads against QEP expectations to insure sufficient faculty time for planning/implementation/ assessment of CT strategies in courses.</li> <li>2. Create faculty task force to study current loads/develop and recommend changes.</li> <li>3. Task force recommends options to address faculty time for performing recruiting and advising duties.</li> <li>4. Revise workloads and policies as appropriate to allow time for professional development and QEP implementation activities</li> </ol>	<ol style="list-style-type: none"> <li>1. To study current TSTC policies relative to faculty teaching load and other assigned duties of faculty,</li> <li>2. To design and conduct Web Surveyor surveys of TSTC Harlingen faculty to determine extent of time actually used to perform various faculty-related responsibilities,</li> <li>3. To study current practices of other colleges and universities engaged in similar QEP activities in regard to incentives employed, if any,</li> <li>4. To make recommendations to administration regarding any appropriate adjustments to faculty assignments for those faculty participating in the implementation of QEP Goal #3.</li> </ol>	<p>Leader: Pat Hobbs  IAC Rep: Juan Garcia  Faculty Sen Rep: Edna Claus  IER Rep: Celina Hernandez  Faculty Representatives:  Tony Desjardins, TEA  Eva Euler, DEH  Edna Claus, CSMT/CST  CETL Rep: Pam McCurdy</p>
3 Effects on Student-Centered Learning on Student Perceptions and Faculty Evaluations	<p style="text-align: center;">1.B.1-&gt;2 – pages 30-31</p> <ol style="list-style-type: none"> <li>1. Develop procedure and corresponding policies to outline both student and faculty accountability in classroom.</li> <li>2. Establish faculty committee to propose policies that address faculty/student rights and protections in the classroom</li> </ol>	<ol style="list-style-type: none"> <li>1. To study recent research findings related to faculty evaluation and customer service issues when student-based, active learning techniques are applied in the traditional classroom,</li> <li>2. To perform joint meetings with the Customer Service Committee to develop suggested changes to existing</li> </ol>	<p>Leader: Pat Hobbs  IAC Rep: Cathy Maples  Faculty Sen Rep: Randy Bauer  IER Rep: Marlene Araiza  Faculty Representatives:  Robert Rivera, BET  Robert Hernandez, CET</p>

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	<p>to include a differentiation instructional rigor, faculty innovation, and student customer service expectations.</p> <p>3. Publish and disseminate policies to the students and entire college community.</p>	<p>customer service policies/procedures,</p> <p>3. Make recommendations to administration regarding adjustments to policies/procedures if necessary to make allowances for pedagogical changes in instructional delivery methods.</p>	<p>Gladys Arjona, DEH Stud Serv Rep: Blanca Guerra Cust Serv Rep: Jackie Gilles</p>
4	<p>1.E. – page 32</p> <p>1. Develop/implement activities to build faculty/staff community through informal gatherings.</p>	<p>1. To research, identify and develop possible areas of employee interest for creation of opportunities for employee interaction and recognition</p>	<p>Leader: Delia Leal Staff Council Rep: Dawn Quinn Fac Sen Rep: Angela Villarreal HR Rep: Cindy Mata Stud Serv Rep: Mary Adams Employee Representatives: Daisy Garza Eddie Tapia Hector Pena Janice Maxey DeeDee Zamora</p>
5	<p>2.B. – pages 40-41</p> <p>1. Develop plan for all non-instructional employees to become engaged in planning CT initiatives to promote student development outside the classroom.</p>	<p>1. To determine which critical thinking processes are appropriate to integrate in non-instructional activities, and which “life skills” competencies can be targeted through the coordinated efforts of non-instructional departments as a means of developing personal critical thinking processes,</p> <p>2. To recommend establishment and staffing of an office of “Student Engagement Initiatives” that will be charged with implementation of QEP Goal #2,</p> <p>3. Through the above office, to develop a process or campaign designed to promote and encourage the engagement of all students in and out of class activities,</p> <p>4. To build a stronger dorm community that enhances responsibility, independence, and other “life skills” requiring critical thinking of students residing in campus housing,</p> <p>5. Through the above office, to consider and select assessment devices and methods that gauge student development of identified life-skill competencies, continuously adjusting activities and/or evaluation methods based on results.</p>	<p>Leader: Roy Cavazos Adm Serv Rep: Mike Buck HR Rep: Delia Leal PIO Rep: Alice Green Staff Council Rep: Dawn Quinn Housing Rep: Charlie Perez Counseling Rep: Liz Silva Support Services Rep: Sandra Rodriguez-Garza Stud Serv Rep: Claudia Cortez Business Services Rep: Gisela Banda-Figueroa Security Rep: Claude Free Student Government Reps: Jacki Cavazos Daniela Paterson Lisa Owens Yvette Cavazos Stud Housing Committee Rep: Jacinto Picon</p>