

A D E L A N T E E X C E L L E N C E



Texas State Technical College Harlingen

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TSTC HARLINGEN
Quality Enhancement Plan 2005

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TABLE OF CONTENTS

I. QEP Focus

A. Background.....	1
B. Focus.....	3
C. Justification for Selection of Critical Thinking Focus.....	5
D. QEP Goals and Objectives	9
E. Importance of Plan for Improving Learning Environment	16
F. Benefits and Impact Derived from Enhanced Critical Thinking.....	18

II. Institutional Capability, Implementation Process, Continuation of Plan

A. Arriving at the Plan	19
B. Implementation and Continuation of Plan	24
1. Implementation Strategy and Timetable Form.....	30
C. Qualified Individuals to Administer Plan	60
D. Financial & Physical Resources to Support the Plan.....	64
E. Fiscal & Academic Resources	65
F. Processes for Continued QEP Progress	66

III. Assessment of Plan

A. Internal & External Evaluation Measures	67
B. Monitoring QEP Progress.....	72
C. Using Findings for Ongoing Enhancement	73

IV. Community Involvement

APPENDICES:

A. TSTC Harlingen Purpose Statements	
B. QEP Development Team Membership	
C. SACS Leadership Team Membership	
D. Learning Outcomes Assessment Plan Samples	
E. Dr. Charles Bonwell Biography	
F. QEP Steering Committee membership	
G. TSTC Harlingen Administrative Organizational Chart	
H. Director of Educational Technology Position Description	
I. Membership of “Other” QEP Implementation Committees	
J. Works Cited	

DEVELOPING CRITICAL THINKING

I. QEP Focus

A. Background

To appropriately understand the significance of Texas State Technical College (TSTC) Harlingen's QEP to its constituents is to recognize an institution that is looking to enhance the quality of the education it provides to students by continually seeking improvements in its learning environment, services, and instructional delivery methods to keep student learning at the core of its focus.

With its legislatively mandated mission of technical/vocational education (See Appendix A), TSTC Harlingen has long considered its well-defined purpose an advantage in the higher education arena, where enhanced student learning through hands-on instruction is "built-in" to the instructional delivery. This direct experience using and developing skills and industry-specific knowledge has served TSTC graduates well. The skills they graduate with from TSTC Harlingen have provided thousands of TSTC alumni meaningful, satisfying jobs and careers. TSTC Harlingen can cite countless "success stories" from its past and be proud of having made a success of countless students many of whom had never experienced successes in their lives.

However, TSTC Harlingen understands that no organization can rely on previous successes to even predict survival in today's information age. William G. Huitt of Valdosta State University writes that "we are undergoing the most significant change ever experienced in human history." Huitt believes success in the information age will be defined by "the individual, group, community, society, or nation that has access to information and the ability to process it." His position concerned administrators and employees that the applied skills that have served TSTC graduates so well for the previous decades might not be enough to guarantee the same level of success when competing for jobs in the information age. TSTC Harlingen has since embraced the momentum needed to transform from "old fashioned" ways of doing things that were "modern"

only a decade ago, to seeking innovation throughout the institution in its efforts to maintain relevancy, quality, and moreover, to respond to the changing realities of our society.

Still an agriculturally supported economy when Texas State Technical Institute (TSTI) was established on a decommissioned Air Force base in Harlingen in 1967, the Rio Grande Valley's (RGV) geographic isolation and lack of significant manufacturing or service jobs created a poor, underserved, and largely uneducated Hispanic population in the south Texas region where TSTC is located. TSTI became the region's "trade school," first offering Welding and Farm Machinery Maintenance and adding programs and buildings as funds (primarily from the federal Economic Development Administration) permitted. Although TSTI grew to almost 600 students in five years, most young adults in the RGV had to work to help their families put food on the table, and could not afford the luxury of post-secondary education. Those who could afford higher education attended the community college in nearby Brownsville or the university in the adjacent county. Nonetheless, in the passing decades, TSTI saw rising enrollments, new program offerings, new buildings and equipment, superb outcomes on all applicable performance measures, and employer and industry praise of graduates they hired. Finally, a name change that injected the word "college" into its title was approved by the Texas Legislature in 1990.

The emergence of a true global economy, NAFTA traffic, and the information technology revolution, has had a marked impact on the RGV. Commerce, building, and a population explosion have made the area the second fastest growing region in the United States behind Las Vegas. *Forbes* magazine ranks the area second in the country for professional and work opportunities. As the RGV becomes a more strategic international "gateway" for trade and commerce, so does TSTC Harlingen emerge as an asset to help lure industry to the region and offer programs to address local and state workforce shortages. As part of the state's designated technical education system (See purpose statements in Appendix A), TSTC Harlingen found itself in a fortunate position as automation, technology, and information resources replaced the life we knew before there were computers at every desk. The addition of many technology-specific

programs in emerging and demand industries at TSTC Harlingen complemented the revolutionary changes occurring in society.

Today, TSTC Harlingen is a leader in providing graduates to industries that seek them. Employers are pleased with the technicians they hire and eagerly await the next crop. The college's graduation rate is triple that of the other two-year college in the same county (24% vs. 7%). Furthermore, the connection of each TSTC program to industry is significantly stronger than at most other two-year colleges in the state. In the past decade, the college has seen more and more TSTC graduates opting to continue their schooling at the baccalaureate level.

As TSTC Harlingen has evolved, it has demonstrated excellence, been accountable to the public for ensuring the achievement of its mission, and built a growing educational force that is now positioned to assume leadership among its peers, encourage innovation, and bring a truly learning-centered college to the students it serves. TSTC has been able to demonstrate that it is successful in "doing the things it does," but its vision to emerge as a leader in the education and preparation of unprepared Hispanic students requires the college to become more successful in teaching students not only *how* to learn but *why* they should learn. Teaching "thinking skills," hereafter referred to as "critical thinking" (CT), in all aspects of the educational environment became the college's QEP focus and helped guide its vision to enhance the development of its students – both in the application of their knowledge and in the development of their personal views and values.

B. Focus

TSTC Harlingen's QEP focus is the enhancement of student critical thinking (CT) skills across the curriculum. The identification of this critical issue related to student learning was concurrent with the institution's planning and evaluation cycle that calls for the creation of the college's next five-year Strategic Plan (2006-2010). This maximized the opportunity for

serious dialogues about how what happens in the classroom during the process of educating students needs to be driven to the forefront of the college's priorities.

After months of discussions and deliberations outlined in more detail in the section II.A. on page 20, the issue of students' general inability to think critically and make informed decisions surfaced above all other learning and teaching issues. The majority of students who attend TSTC Harlingen represent a Hispanic culture that embraces many traditional tenets that define students' gender roles, religious beliefs, expectations, and values. TSTC has seen many students struggle to uphold these traditional Hispanic values and contribute their struggles to the conflicting messages received from family, the Hispanic culture, the media, mainstream American trends, and the schools they attend.

As a result, TSTC embraced the idea of adopting the instruction and application of CT skills, by discipline, as the primary building block for the improvement of student learning. Jo Jones, professor of Agricultural Education at Ohio State, wrote that "in a society facing the twenty-first century, where change may be the only constant, the ability to formulate problems, resolve issues, determine the most effective decisions and create new solutions is a prerequisite of success...for life..." The inability to think critically has a direct impact on the students' approaches to solving problems that have an impact on the economic, social, and environmental determinations of their lives. For students at TSTC Harlingen, this "thinking" ability is greatly in need of development, as evidenced by feedback regarding attitudes and behaviors new students come to the college with (See pages 7-8). Faculty and staff agree with Jones that the students they teach need critical thinking as "an alternative to making decisions by blind acceptance, impulse or whim, tradition or habit that involves the ability to explore and imagine alternatives...[and that] critical thinking is necessary if people are to make sense of what they hear and read, to gain insight into the information that bombards them, and to develop and evaluate their own positions on issues."

Using a lay person's definition of "critical thinking," the college judged that the development of CT as a student outcome would bring significant benefits and was of such importance that it should be the focus of all college efforts. Faculty began to consider whether they were relying too heavily on merely relaying subject matter rather than assisting students to process information and reflect on its implications to them. Dialogues followed to determine a steadfast definition for the term *critical thinking*, which yielded multiple interpretations of the term. Literature reviews broadened the scope of definitions under consideration and added the question of whether the selection of one precise definition was even necessary. The QEP Development Team (membership located in Appendix B) adopted the following definition to use during the planning process, coined by Debbie Walsh and Richard Paul, authors of *The Goal of Critical Thinking: From Educational Ideal to Educational Reality*:

Critical Thinking—interpreting, analyzing or evaluating information, arguments or experiences with a set of reflective attitudes, skills, and abilities to guide our thoughts, beliefs, and actions.

Although this definition guided the development of the QEP and its activities, Goal 3 of the plan in Year 1 calls for continued dialogue to set an exact definition of *critical thinking* that will apply specifically to graduates of TSTC Harlingen. Taking a cue from a review of literature relating to CT, the QEP Development Team found that critical thinking has been an active area of investigation, with many scholars indicating its worthiness and value, yet having achieved little consensus on a definition. This complexity required TSTC Harlingen faculty, staff and administrators to digest a great deal of disparate information in an effort to better understand the topic.

C. Justification for Selection of Critical Thinking Focus

TSTC Harlingen became more confident in the focus on CT and its use for the QEP as the plan began to come together. Studies revealing that TSTC Harlingen students harbor perceptions at odds with their real outcomes and behaviors only bolstered the argument that

TSTC Harlingen's population has been deprived of learning opportunities that actually force reflective or logical thought processes. The QEP Development Team agreed with the studies of W. Huit that CT can be taught as a "disciplined mental activity of evaluating arguments or propositions and making judgments that can guide the development of beliefs and taking action."

TSTC faculty expressed frustration by the unpreparedness of new students enrolling in their courses and seem particularly concerned about the overall basic skills weaknesses that seem endemic in today's high school graduates. TSTC Harlingen's long-standing concern about the need to see more students persist until graduation has been magnified in the last decade as the completion of state-mandated achievement tests in math, reading, and writing became a requirement for all students earning a post-secondary degree of any type in Texas. This mandate echoed similarities to the new state requirements that primary and secondary school students could not progress to the next grade level or graduate from high school until specific basic competency tests were passed.

Emphasis on passing standardized basic skills tests only becomes a problem when students are not equipped with the basic reading, computation and comprehension skills necessary to be successful. The conventional wisdom among local educators at both the secondary and post-secondary levels is that students from the RGV area are often faced with language and other socio-economic barriers that impede the formation of a solid foundation in reading and other fundamental skills that all other learning is built upon. Thus, "teaching to the test" at the secondary level becomes a matter of survival for the secondary schools whose "ratings" and funding are often tied to the achievement of students on these same standardized tests. What happens in the process is the loss of the true art of teaching and challenging students to *think*.

The teaching and learning environments that most new students have known do not emphasize methods that involve students in thinking about what they are doing. Colleges then have the "opportunity" to engage students in true thinking and reflection, often for the first time.

By adopting the paradigm of a student-centered teaching and learning environment, TSTC Harlingen hopes to identify new ways to engage students in learning. Motivation strategies and student community building are seen as essential for the success of the plan. Students need to discover the value of learning and how the process of learning itself helps them to provide clarity to the complex world around them.

The fast pace of the global and industrial markets require increased reliance on problem-solving and accuracy. Precision is key to operational excellence in the business world, and media over-exposure and easy access to consumers requires individuals to discern what is actually relevant to them. Many faculty who complain about students' lack of effort, for example, recognized that students need constant practice to develop the depth and breadth needed for increasingly complex reasoning. Employing logic, in addition to applying technical skills, yields the combination of essential characteristics best suited for the jobs that are needed in the still-evolving global economy.

The lack of educational rigor, ineffective or non-existent ways of making students think as they progressed through school, and the false values and priorities glorified throughout the media have caused new TSTC Harlingen students to enter college with perceptions that demonstrate their general inability to put their experiences into a realistic context.

Each new student enrolled in the Freshman Seminar course is administered the Noel-Levitz *Retention Management System* (RMS) soon after enrollment. Used to identify drop-out proneness and recommend interventions that promote student persistence, composite findings from the RMS illustrate the dire need to give students the tools to not only think things out for themselves, but to uphold convictions and values they determine to be important to them. The following illustrates the extent to which that development is critical.

- 66% of new students report they believe their general academic knowledge to be in the middle 20% of graduating seniors in the country, while 80% of them consider their

academic ability to be average or slightly above average in relation to the total population of our society. However, data indicates that:

- Only 35% of new TSTC Harlingen students passed the ACT composite;
 - Although 99% of new students who were eligible passed the high school achievement test (TAAS) required for graduation signifying their college readiness; only 40% of new TSTC Harlingen students passed the math portion, and only 52% passed the writing portion of the assessment (TASP) administered to enrolling students to determine their need for remedial courses in areas of identified skills deficiencies;
 - The RGV region, TSTC Harlingen's primary service area, scored 5.4% below the state average for 11th grade high school students passing all sections of the high school achievement exam (TAAS) with 44% passing, however, 79.1% of these same students were able to pass all sections by the time of their graduation the following year;
 - Not only is the RGV the region of the state with the smallest percentage of high school students taking the SAT (an indication of student intent or interest in college enrollment), with only 55% of all graduates tested (compared to 68% in the Austin area), but is the lowest achieving region in terms of the percentage of students whose outcomes were at or above criterion levels (10% vs. 36% meeting criterion levels in the Austin region). Achievement levels of Hispanics across Texas on ACT/SAT results are significantly above those of Hispanic students from the RGV (10.4% state-wide Hispanic achievement vs. 7.6% for the RGV region).
- 73% of new students report being deeply committed to their educational goals, and indicate that they are fully prepared to make the effort and sacrifices needed to attain them. Yet student behaviors indicate that:

- Only 24.6% of all new students return from one fall term to the next;
 - The RGV region has the highest high school drop out rate in the state;
 - Only 28 new students of the 1,304 enrolling at TSTC Harlingen in Fall 2003 took the SAT exam, indicating through their actions that they were not “college bound.” 66% of students also indicated that their decision to attend TSTC Harlingen was made many months before classes began, yet 27% of them applied one week prior, 34% one month prior, and 16.4% applied to the college on or after official registration dates.
- Students are ambivalent and uncommitted to reading, with 52% of new students reporting that they do not read for pleasure at all. However, 73.6% responded that they spend at least one hour per week partying, and 40% report spending at least one hour per week drinking beer, wine or liquor.

This feedback from new students points to the crucial need for TSTC students to learn how to put their lives into a realistic context. Only then can TSTC affect and enhance student learning to positively impact students’ earning power and value in the changing workforce.

D. QEP Goals and Objectives

All TSTC Harlingen constituents understand and support the fundamental ideal stated as the focus of the QEP: **TSTC Harlingen will develop the Critical Thinking (CT) competencies of its graduates so that they are able to readily adapt to rapidly changing environments by employing a process for informed decision-making based on their individual values and the application of current and continually developing knowledge.**

TSTC Harlingen believes that a focus on innovative teaching strategies and student application of skills that develop knowledge and a student’s values will significantly enhance the marketability, upward mobility, and citizenship beliefs and practices of all graduates. Technology has necessitated that traditional “trades” be upgraded to embrace the new industry-specific technologies pervasive to nearly all facets of business and industry. TSTC graduates will

learn to apply thinking processes against a standard that will help guide the ongoing establishment and development of their own beliefs.

Discussions with faculty, staff and students in the QEP planning process identified the need for the college to adopt three goals to support the accomplishment of the QEP focus. Ergo, the first two goals of the QEP were selected to address the need for strong faculty/student and staff communities to be fostered outside of the formal classroom, and that are necessary to ensure the success of the curriculum enhancements across all programs and courses. The following briefly summarizes the purpose and related objectives for the three goals. The QEP Implementation Table on pages 30-59 outlines the tasks, timelines, primary participants, expected outcomes, necessary resources and evaluation and assessment components for each of the three QEP goals and their supporting key objectives.

GOAL 1: Innovation in Teaching (promoting a positive climate to encourage instructional innovation)

The College will:

- Study and revise college policies and processes to ensure time for faculty to develop improvements in instructional delivery and innovations, increase professional development opportunities, establish faculty and student responsibilities toward course rigor, and foster greater Faculty Senate ownership of teaching innovations;
- Implement intensive professional development for faculty and staff regarding CT and the advantages of active student engagement in the thinking process;
- Develop activities to enhance faculty and staff “community” and “trust” through informal gatherings and social clubs that will promote the informal sharing of instructional methods among participants;
- Create a “Center for Teaching Excellence” (CTE) with a leader, physical location, and the necessary professional development resources to provide faculty opportunities for

targeted instructional development and to promote continuous activities and opportunities for improving the methods of reaching and effectively teaching TSTC Harlingen students; and,

- Support the creation and development of faculty e-portfolios that document and record activities, assignments, formal reflections and assessments of critical thinking concepts and methods of their delivery. This product will demonstrate increasing progress and sophistication of methods that can be easily shared with other faculty trying to identify the most effective instructional processes for their courses.

GOAL 2: Student Development Learning and Thinking Programs (to promote and develop a stronger student community)

The College will:

- Revise New Student Orientation to enhance student understanding of CT, faculty initiatives they will encounter that promote CT, and encourage student ownership and preparation for the college work ahead;
- Identify committees and groups responsible for providing suggestions to:
 1. Create student development activities and events that promote the formation of student values and attitudes affecting them outside of the classroom;
 2. Connect student activities with the staff from departments in the Business Services, Administrative Services, Student Development Services, and those under the President's supervision, to become involved in identifying and creating critical-thinking initiatives for students, particularly through out-of-class, student activity-sponsored events;
- Emphasize student engagement and involvement in the college to promote the college experience, thereby providing increased exposure to experiences designed to promote the development of student values and attitudes;

- Promote staff professional development and continue staff understanding of CT and the learning environment of the student, and foster a continuous climate where all departments are focused on critical thinking, as appropriate;
- Provide adequate student forums to ensure continual feedback and gauge effectiveness and changes in student behaviors and responses to new instructional delivery methods. Student reactions to college-wide emphasis on CT and its processes will be utilized as qualitative formative evaluation methods;
- Support the development of student e-portfolios to demonstrate the change in the sophistication level of individual student thinking skills through their application in a variety of courses throughout each student’s educational career. E-portfolios will be used not only for assessment of the development of graduates’ thinking standards, but as a product that corroborates to employers the level of maturity and sophistication in the applied skills of each TSTC Harlingen graduate.

GOAL 3: Curricular Enhancement – Engaging Students in Thinking (raising the bar on the level of teaching sophistication)

The College will:

- Develop a TSTC Harlingen definition of “thinking” and/or “critical thinking” to help replace the operational definition used during QEP development; clarify the goal for all subsequent development of activities so that agreed-upon standards are uniform throughout the curriculum enhancement process;
- Revise the existing Freshman Seminar course to become a 3 SCH course; introduce and reinforce to students the college’s intent to strengthen their ability to learn through focus on CT;

- Engage program advisory committees in identifying the “specific thinking dispositions” needed for each industry, and suggesting methods for application, and enlisting support for the teaching of program courses with CT tasks isolated, emphasized, and assessed by program or course discipline;
- Revise all existing departmental learning outcomes assessment plans (a sample of a Technical program Assessment Plan is included in Appendix C) to include CT as a key competency outcome for assessment;
- Pilot at least one program in each instructional division early in the plan to lead studies in the enhancement of their program and course curriculums emphasizing CT; expand to all other instructional units, until all programs and general education courses have formally instituted instructional CT enhancements by Year 4 of the QEP;
- Adopt an incentive program to encourage faculty to participate in CT-centered curricular enhancements, as well as revise existing faculty evaluation processes to reward the participation, development and establishment of formal CT activities in their programs/courses;
- Develop student learning communities for students and faculty participating in the early instructional CT pilots. Assessment of learning communities will determine the impact of coordinated, comprehensively integrated activities designed to collectively build stronger foundations in the understanding, application, and value of CT; and,
- Enrich the college’s current processes for the assessment of the TSTC Harlingen-defined CT competency outcomes by collecting and assessing artifacts or e-portfolios demonstrating application of skills from courses throughout the entire college curriculum, rather than on the results of outcomes assessed specifically against program or course assessment plan expectations.

It is clear through the summary above, that Goal 1 and Goal 2 are necessary to ensure the effective implementation of Goal 3. Continuous discussions with faculty and investigation of literature written by experts in the field insist that creating an open, trusting, and non-threatening environment for faculty to try new teaching methods is often the greatest challenge in moving to an environment where what happens in the classroom becomes a topic of everyone's concern and discussion. Goal 1 was developed in response to this concern. Building faculty trust, reward systems, understanding about the benefits of delivering this type of "active" instruction, and participation in the reflection and improvement of new processes is at odds with the current TSTC culture. In fact, CT expert and consultant Dr. Charles Bonwell, who has assisted the college to develop its plan, contends that "to address adequately why most faculty have not embraced recent calls for educational reform, it is necessary to first identify and understand common barriers to instructional change, including the powerful influence of educational tradition; faculty self-perception and self-definition of roles; the discomfort and anxiety that change creates; and the limited incentives for faculty to change."

The proposed Center for Teaching Excellence (CTE) is envisioned as a centralized facility where faculty can assemble for the purpose of cultivating an institutional climate in which teaching is highly valued and which promotes excellence in student learning. It is expected that during the "pre-year" of the Quality Enhancement Plan, there-titled Committee on Enhancement of Learning (formerly Instructional Development Services Committee), in coordination with the Faculty Senate, will formulate the concept for TSTC's new CTE. This inviting facility will maintain a professional library on a wide range of topics related to teaching and learning, and provide a relaxed atmosphere where faculty can participate actively in focus groups and receive quality professional upgrade training from consultants and one another. The committee will also direct CTE programming based upon ongoing needs assessments of the faculty. It is anticipated that faculty themselves will volunteer to participate in, provide, and facilitate seminars, workshops and discussions in an effort to keep on the front lines of teaching and learning issues.

The CTE is expected to be a primary retreat for faculty and a mechanism for faculty community-building.

Likewise, students need to gain awareness of the unpredictability of today's society and global economy in order to recognize the need for the adaptability which CT can provide. Data cited on pages 7-8 from the NL RMS indicates that students' unrealistic expectations and lack of commitment to anything in particular is widespread, yet few seem truly worried about the course their lives will take, most believing themselves more prepared, mature, and responsible than their actual behaviors indicate.

TSTC sees its role as essential in establishing a realistic paradigm for all students entering their early adulthood. The student population is already at a disadvantage in the level of achievement and preparedness when compared to their Texas and national peers. With an 85% of students enrolling at TSTC falling under the federal definition of poverty, students come to the institution with generally less exposure to the United States and the variety of cultures in the world. Those older TSTC Harlingen students entering, often for retraining or for an opportunity to advance beyond minimum-wage jobs, struggle to make ends meet and must divide their attention among family, work and school obligations in their quest for satisfying employment in the future. The perceptions of the recent high school graduates cited above demonstrate the relatively microscopic view with which they base the macroscopic decisions that have long-term impacts on the direction of their lives. Yet older students have experienced reality, and harbor no illusions about it; however, they struggle to re-adapt to academia while balancing all of their obligations.

Goal 2 is intended to give the students an "education in education." The QEP cannot be successful if students do not come to view higher education as more than just another step their peers take next in life. Most students even fail to recognize the irony in the educational system that graduated them from high school with the label of being "college-ready," but quickly thereafter deemed them "unprepared for college-level courses" once their skills were assessed for

enrollment in college. The objectives in Goal 2 intend to bring the students into the ongoing dialogue about teaching and learning. Students will learn the benefits of applying the standards of CT to their work, their personal decisions, value judgments, and their behaviors and actions. Internalizing the foundations of the thinking processes and how and where to apply them will enhance the quality of the education they receive from TSTC Harlingen and all learning they experience throughout their lives.

Goal 2 further complements student integration into the focus of the QEP and identifies activities that provide opportunities for students to learn about life issues, current events, attitudes that breed good citizenship, stewardship, and noble behavior outside the classroom. Through a series of objectives designed to promote a welcoming and accepting environment where unique perspectives are considered and evaluated by students, Goal 2 will ensure that CT is incorporated into the learning experiences and environment at all levels of the institution, with particular emphasis on all non-classroom operations.

Goal 3 is the essence of the research component aimed at developing the understanding and capacity of the faculty to embrace and adopt innovation in their teaching and to see this process of enhancing learning through innovation as a vehicle that creates greater benefits for both the teacher and the student. Faculty will participate in promoting faculty-designed, faculty-driven standards for CT. The evolving sophistication of the teaching methods and technologies employed to engage students, and the level of excellence in the instruction provided to students is expected to develop throughout the plan.

Combined, the three goals directly support the focus of the QEP in building the capacity for student learning through the enhancement of critical thinking skills.

E. Importance of Plan for Improving Learning Environment

TSTC Harlingen's responsiveness to Texas business and industry, as well as students' needs, have always been central to the college's operations. However, TSTC Harlingen is

positioned as an institution whose work is crucial to the access and potential success of Hispanic individuals. The RGV is expected to increase its current population by 220% by the year 2020.

TSTC Harlingen is classified by the U.S. Department of Education as one of 203 Hispanic Serving Institutions (HSIs) in the U.S. (32 are in Texas). To be eligible, the student enrollment must be at least 25% Hispanic (TSTC is 85%) and must have not less than 50% of its students classified as “economically disadvantaged” (TSTC has 87% economically disadvantaged). Not only are Hispanics the fastest-growing minority population in the country, but they are fairly young – 36% are under 18 and only 5 % are 65 or older. However, only about 50% of Hispanics are high school graduates, making HSIs increasingly important in providing access to Hispanics.

HSIs represent 6% of all postsecondary institutions in the U.S., but enroll about half of all Hispanic students in college. HSIs grant more associate and baccalaureate degrees to Hispanics than all other American colleges or universities combined. HSIs are generally located in geographic areas where large concentrations of Hispanics reside, thus demonstrating great progress in assisting Hispanics achieve academic and career success. (In 1997 Hispanics earned 46% of all associate degrees awarded at HSIs compared to 7.6% in non HSIs).

In her 2000 study, Lisa Wolf-Wendel notes that “differences in race, ethnicity, social class, and other experiences influence what students need from their campuses and how campuses should respond.” As an HSI with the opportunity to have tremendous impact on the course of these students’ future, the college’s enhancement of students’ CT is the most essential skill they need to understand the events and dynamics of their lives.

Steve Murdock, State Demographer of Texas and Director of the Texas State Data Center, produced a startling report on the future of Texas in 2000. His findings indicate an aging white Texas population and a young, but uneducated or undereducated Hispanic population. Hispanics will be the majority population in Texas by 2020 and will be expected to fill skilled and professional jobs for retiring baby boomers. However, at the current rate of educational

achievement for Hispanics in Texas, the Hispanic population will be unprepared to move into these jobs. The repercussions for the Texas economy and the living standards of all Texans are a source of grave concern.

TSTC's technical mission, two-year offerings, and close alignment with Texas business and industry has propelled the college to be a highly efficient preparer of graduates for skilled jobs in rapidly changing industries. Education in the financially-challenged state will become much more of a game of survival than ever before. As a state that has relied heavily on insignificant ratings from standard achievement tests and designations designed to promote schools' accountability as a determinant for school funding, Texas must now re-evaluate the relevance and practicality of such a practice. With demographic information forecasting a challenge to its very survival, Texas must begin to focus on how to teach such a varied array of students, all with their unique academic disadvantages and learning styles.

TSTC will have a crucial role in preparing the Texans who will maintain a productive state economy that provides for the nutritional, health care, housing, and educational needs of its population. Before they are ready to be the foundation of the Texas workforce and economy, institutions of higher learning, and in Texas, HSIs in particular, must first teach Hispanic students how to think, form judgments, and employ logic to approach their work and personal lives.

F. Benefits and Impact Derived from Enhanced Critical Thinking

There are a variety of benefits TSTC Harlingen expects to derive from QEP implementation, but improved student readiness for life after college is primary. State accountability measures tend to look at only the "outer layers" of college performance by emphasizing indicators that gauge outcomes such as graduation rates, percentages of minorities attending and completing, numbers of students beginning and ending courses, placement rates, licensure pass rates and other standard accountability standards that do little to demonstrate classroom dynamics or student learning. No measures are requested that assess a student's ability

to analyze an argument or base a decision on individually-developed values or ethics. During the college's relatively recent process of identifying and assessing student learning outcomes for technical programs and general education courses, faculty were naturally drawn to considering the most essential competencies students must *demonstrate* in order to be ready for the world of work or continued education. This process drew attention to the dynamics of teaching and learning and generated dialogues about what the college could do to improve the overall readiness of TSTC Harlingen graduates.

The college will then be fully engaged in ways to determine those classroom activities and dynamics that reverse the trend on low Hispanic achievement rates in education. Through new instructional innovations, TSTC, as an HSI, can help to identify new ways of impacting and measuring the extent to which student learning is positively impacted. These methods may provide evidence to increase the scarce number of writings about Hispanic students and successes in teaching and motivating them for duplication not only among TSTC faculty, but among all teachers of Hispanic students.

The college expects that new dynamic learning experiences encountered by students will result in higher rates of student engagement in and out of class. Essentially, the college hopes to learn not only how to better teach students to enhance their learning, but to begin to determine what the outcomes of teaching the process of disciplined thinking are. The college hopes to be able to draw conclusions about whether the impacts on the lower achievement of Hispanics are the result of social and cultural differences, ineffective teaching methods, or other influences that have kept Hispanics as the group with the lowest earning power of all American groups.

The college's QEP will benefit enrolled students as well as potential students who participate in CT activities and learning experiences that improve their thinking abilities, thus strengthening basic skills through full application of CT applications.

II. Institutional Capability, Implementation Process, Continuation of Plan

A. Arriving at the Plan

Development of TSTC Harlingen's QEP focus and subsequent plan was painstaking at first, but seemed to evolve on its own as constituents moved away from their urge to focus on the college's operational and administrative weaknesses to focusing on thinking and learning and the process of developing that learning. The SACS Leadership Team (See membership located in Appendix C), which began developing an approach to the new process for reaffirmation under the *Principles of Accreditation* in mid-2003, believed that through the process of preparing their narratives for the Compliance Certification, an issue relevant to student learning would emerge.

The process of developing, implementing, gathering, analyzing data and coming to conclusions about how faculty themselves could improve the teaching they delivered to better help students learn was a daunting task. The new *Principles* and identification of key competencies identified for the development of assessments and methods of assessment was the first in a series of "cultural" changes in TSTC Harlingen's academic climate and was a difficult concept for many to grasp (See Assessment Plan samples in Appendix D). Many faculty were reluctant to see the need for any type of "assessment" process that went beyond the traditional student grading system.

During this philosophical shift from teaching to learning, the paradigm of "excellence in operations" to "excellence in the development of student learning," began to take hold. To this end, the SACS Leadership Team used an array of strategies to ensure the engagement of the college community in the selection of the QEP focus. The following summary provides a chronological overview of the methods used to arrive at the focus and plan development:

Fall 2002 – Spring 2003

The Institutional Effectiveness & Research Office (IER) conducts meetings for all faculty and staff about the new SACS reaffirmation processes and begins discussion about the QEP and its intent and purpose with all employees;

Spring – Summer 2003

SACS Leadership Team reviews all requirements for Compliance Certification and gathers documentation, discusses instructional and curricular issues as they surface, and continues to share progress with faculty and staff;

Fall 2003

- Chairpersons of all TSTC Harlingen standing committees meet with the SACS Leadership Team to discuss the focus of the QEP and direct each of the 46 standing committees to brainstorm potential issues that the QEP might address.
- President Leal appoints a 17 member QEP Development Team (See Appendix B) charged with refining the plan's focus by selecting priorities garnered from college-wide committee input, and to begin developing goals for the plan;
- QEP Development Team analyzes committee recommendations and finds that issues related to "basic skills" needs and "advisement process" improvements dominate the suggestions submitted. The team encounters difficulty trying to develop learning outcome-oriented goals that adequately address both the needs for strengthened student basic skills and advisement enhancement;

Early Spring 2004

SACS Leadership Team (See Appendix C for membership) and QEP Development Team decided to gather additional feedback from the faculty and staff. VP of Student Learning, and Director of IER, developed an on-line survey instrument designed to pinpoint the most disconcerting learning issues and trends that should be addressed in the QEP.

Spring 2004

- SACS Leadership Team and QEP Team meet to finalize a focus, using findings from the recent employee QEP surveys. Employees' continue to believe that enhanced development of "basic skills" coupled with deepening students' understanding of the

commitment and responsibilities necessary for college success (skill and will) should be the QEP focus;

- QEP Development Team struggles with tying student learning to the operational changes being suggested to improve the structure and sequencing of courses that gradually build student basic skills. The QEP Development Team begins to more closely analyze the relationship of skills and learning potential, learning styles, and cultural impacts on learning. Discussions naturally evolve into teaching and instructional delivery styles as a vehicle to reinforce the application and improvement of student basic skills. The lack of acceptable levels of critical thinking being demonstrated by students throughout all courses yet needed to enhance curricular rigor, begins to take center stage;
- QEP Development Team concludes that a focus on CT across the curriculum would create positive outcomes and a focus that would reinforce thinking skills that in turn, would build and improve student basic skills. Furthermore, the plan would also provide a set of thinking standards that students could apply throughout their academic and personal lives; and,
- TSTC Harlingen conducts a review of available literature regarding CT, the reasons for focusing on building this competency in higher education, the trends and research regarding instructional methodologies for critical thinking, and a variety of findings defending the impact and significance of the development of higher order thinking skills in a student's college experience.

Summer 2004

SACS Leadership Team and QEP Team arrive at a consensus to pursue critical thinking as the focus of the QEP. Dr. Charles Bonwell, a nationally-recognized professor and scholar in the area of the teaching of CT in higher education, is contacted and plans are made for his assistance in

helping TSTC define the goals and objectives of the QEP focus as it relates to CT (See Dr. Bonwell's credentials in Appendix E);

June 2004

Dr. Charles Bonwell facilitates a QEP retreat for 40 employees, one member of the TSTC System Board of Regents, and a (TSTC) System representative (Vice Chancellor of Educational Effectiveness), to identify the necessary components for a plan directed at improving student CT skills. Participants discuss the college's paradigm shift to that of "learning and teaching" as opposed to mere "excellence in the delivery of services and operations." Further, consistent references to the need for building faculty, staff, and student communities dominates the issues generated. Participants agree these communities must be strengthened and nurtured as they are the primary participants that guarantee success of the plan;

- Bonwell meets with groups of faculty, students, and administrators to solicit additional information and relevant institutional characteristics and tendencies that require identification and attention in order for goals and objectives to address all elements expected to hinder or advance the plan;
- The QEP Development Team identifies three primary goals synthesized from the QEP Retreat presented by Dr. Bonwell around which to structure the QEP to advance the focus of CT enhancement: 1) **Innovation in Teaching through Faculty and Staff community building; 2) Student Development Learning and Thinking Programs designed to promote stronger student engagement and community; and, 3) Curricular Enhancements designed to raise the bar on faculty's level of teaching sophistication.**

July 2004

College groups including students, instructional divisions, Faculty Senate and the Board of Regents review and provide input into the three goals adopted to guide the QEP development and implementation. Groups suggest specific activities for consideration as plan strategies.

August 2004

QEP goals, activities, and resources are identified and built into the final plan submitted to the On-Site Review Committee.

The summary above provides the evidence that the development of TSTC Harlingen's QEP and its focus was a thoughtful, often slow, but deliberate process. The focus and its supporting goals and objectives evolved naturally from discussions among various groups of college constituents that came to understand the essence of the teaching and learning dynamics that had often not been at the forefront of college discussions. The SACS Leadership Team and the QEP Development Team believe that the focus of "critical thinking enhancement" across the curriculum is directly tied to student learning enhancement and development as instructional delivery is improved through focus and a common vision for what our students should understand and apply in their work and lives.

B. Implementation and Continuation of Plan

In an effort to provide the reviewer with a user friendly format to describe the timelines for plan implementation and the resources and expectation of each goal's objectives, a table was developed to provide complete information about all areas of task implementation. The table presents the timelines, employees, resources, and other systems that have been identified to establish appropriate processes and continually monitor and evaluate the plan for ongoing college enhancement and is located beginning on page 30.

TSTC Harlingen is committed to enhancing student learning and the level of sophistication of current instructional delivery. According to available studies, significant changes in an institution's culture cannot happen overnight. As such, TSTC Harlingen intends to approach the implementation of the QEP with thoughtful foresight that follows a specially

designed sequence of activities designed to be fully operational for all students and employees by the fourth year of the plan in 2008-2009. The activities leading up to Year 4 are comprehensively planned throughout Years 1 to 3.

TSTC Harlingen will use the first year of the project to prepare for implementation of CT initiatives in and out of class. All three goals of the project make use of Year 1 (2005-2006) to lay the groundwork for the cultural shift required if the college is to have a successful QEP. The environment in which CT activities are introduced to students and developed by employees requires intensive education for those involved in isolating and teaching to CT competencies. Along with focused, continuous professional development of employees, new task forces and existing committees will study potential barriers to successful implementation of CT initiatives. Issues including faculty loads and out-of-class duties, fear of repercussions for attempting classroom innovations, the development of a standard TSTC Harlingen-definition for CT that can be used to guide all facets of the plan, and the need to build a stronger community of employees, as well as students, are all essential to sustain the quality and widespread involvement that TSTC desires.

Additionally, initiatives, such as the establishment of a “Center for Teaching Excellence” (CTE), require investigation of models that would best serve the needs of TSTC Harlingen faculty. Year 1 also allows for the identification and acquisition of resources, additional training and development of individuals assigned to oversee the implementation of primary plan objectives, and the revision of policies and processes. College administration and the QEP Steering Committee will be directly responsible and involved in the cultural paradigm shift of the college and monitor the progress of the early stages of QEP activities and development. The following briefly notes the primary tasks for Year 1:

- Create faculty task forces to address operational/procedural issues currently impeding QEP implementation;
- Develop a TSTC Harlingen-specific definition of critical thinking to replace the operational definition used throughout QEP development;
- Provide intensive professional development about critical thinking to all employees;
- Create plans to build student and faculty communities to foster QEP intended outcomes;
- Plan duties, responsibilities, procedures, physical location, and resources for a “Center for Teaching Excellence;”
- Engage Faculty Senate, Staff Council and Student Congress in ongoing discussions to receive continual feedback about the progress of the QEP;
- Plan revisions to New Student Orientation and the required Freshman Seminar Course and seek approvals from all oversight entities;
- Plan strategies and activities to engage a greater number of students in student activities and specially designed initiatives aimed to focus student attention and CT skills on non-academic areas affecting their personal lives, attitudes, and behaviors
- Develop a plan to ensure continual feedback about CT initiatives via student forums;
- Create a plan to enhance CT experiences and community for dorm students; and,
- Plan the standards and methods of assessment in the use of e-portfolios for faculty and students.

Year 2 of the QEP is designed to begin the initial piloting of formal CT activities in five selected instructional programs, as well as to begin to slowly integrate non-instructional CT activities into the out-of-class environment. Additionally, this year is designed to provide all faculty an opportunity to closely analyze their own programs and courses to identify how CT development can best be integrated into their program or courses after receiving a full year and a half of education and professional development on the topic.

This second year will provide the QEP Steering Committee with tangible data and information about the practices that are successful and unsuccessful before full-scale expansion of CT initiatives to all areas of the college. A summary of primary QEP activities for Year 2 include:

- Continued communication about QEP/CT with faculty, staff and students;
- Piloting of 5 instructional programs formalizing CT initiatives for delivery and assessment of CT skills achievement;
- Implementation of an improved New Student Orientation Program;
- Implementation of pilot year of non-academic CT strategies and activities for student development outside of class;
- Continued feedback from students participating in CT activities including dorm students, students in program pilots, and those participating in non-academic CT activities;
- All students to begin development of e-portfolios in their Freshman Seminar course;
- All programs not involved in CT pilot, analyze program/courses in preparation and planning for CT activities integration; and,

- “Center for Teaching Excellence” (CTE) officially opens doors, available to assist faculty with program/course analysis and resources.

Years 3 and beyond of the QEP continue to expand CT activities, cultivate community among employees and students and increase the number of experiences students have whose focus is on the development of CT competencies. After Year 3 (2007-2008), all QEP activities and initiatives will be fully implemented and expanded to all programs and courses and to all students attending the college. A brief summary of the activities designed to fully carry out the plan include:

- Add 5 additional programs in Year 3 for a total of 10, and all remaining programs in Year 4 (for a total of 33 participating programs) that integrate well-designed and specific activities to foster the development of CT skills in the classroom;
- In Year 3, begin to align CT skills across the curriculum from participating pilot programs to develop learning communities; increase the number of learning communities in Year 4 to include 5 additional programs participating in Year 3 pilot. Assess benefits of learning community structure and duplicate where appropriate and feasible for expansion in Years 5 and beyond;
- Continue to provide professional development and information about CT to faculty and staff, with CT topics becoming more sophisticated each year;
- Expand e-portfolio activities to include students and faculty involved in additional pilots in Year 3, and expand to all students and faculty developing e-portfolios in program curriculum by Year 4 and beyond;
- Continue to identify best practices, as well as share less successful stories among faculty, for continued community building and teamwork;

- By Year 5 (2009-2010) TSTC Harlingen anticipates enhancing assessment methods to include the collection of CT artifacts from a sampling of students' work from courses/programs offered throughout the college. E-portfolios will be used to supplement the findings from existing learning outcomes assessment plans to determine the extent to which the focus of teaching CT across the curriculum has made an impact on student learning and how the skills are applied in different courses; and,
- Continued assessment and reflection of the progress and institutionalization of the QEP remains ongoing as part of regular college operations.

LEGEND

CT: Critical Thinking
 CTE: Center for Teaching Excellence
 IAC: Instructional Administrative Council
 UAP: Unit Action Plan
 SOE: Survey of Organizational Excellence

IMPLEMENTATION STRATEGY AND TIMETABLE FORM

Texas State Technical College Harlingen

GOAL 1: Innovation in Teaching through the Promotion of a Positive Climate

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/ Evaluations
	From	To					
YEAR 1							
A. Study faculty loads against QEP expectations to ensure sufficient faculty time for planning/ implementation/ assessment of CT strategies in courses. 1. Create faculty task force to study current loads/develop and recommend changes. 2. Task force recommends options to address faculty time for performing recruiting and advising duties. 3. Revise workloads and policies as appropriate to allow time for professional development and QEP implementation activities.	Jan. 2005 (Pre-Year 1)	Aug. 2006	VP Student Learning Faculty Senate Director-CTE IAC Assigned Faculty Task Force	VP appoints Task Force/ presents charge. Task Force studies issues and disseminates information to all faculty. Consensus reached and recommendations acted upon. Changes faculty loads communicated and new policies/load obligations revised.	More flexible faculty loads and increased time for innovation and professional development. Enhanced emphasis on array of faculty duties and shifting focus on innovation. Revised policies and processes governing faculty workloads.	Release time for Task Force. (\$1,200 – \$1,860/course) Assistants or other resources as determined by Task Force to alleviate some faculty non-teaching duties. (1 staff/ division @ \$20,500 x 5 = \$102,500) Budget for 2005-07 biennium to earmark funds for implemented resolution.	Faculty feedback on "Critical Thinking Initiatives Progress Survey" Improved faculty ratings on the SOE #% of total faculty wishing to formally participate in classroom innovation initiatives UAP objective completion
B. Develop procedure and corresponding policies to outline both student and faculty accountability in classroom.	Jan. 2005 (Pre-Year 1)	Aug. 2006	Faculty Faculty Senate IAC Customer Service Committee Exec. Asst. to the President	Provide forums to determine relevant issues regarding faculty/ student course responsibilities. Synthesize	Faculty more willing to implement teaching innovations when protected by safeguards. Increased	Faculty time to study issues and develop policies. (\$1,200 – 1,860/course of release time)	Faculty responses to the SOE Noel-Levitz SSI CCSSE

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/ Evaluations
	From	To					
1. Establish faculty committee to propose policies that address faculty/student rights and protections in the classroom to include a differentiation instructional rigor, faculty innovation, and student customer service expectations. 2. Publish and disseminate policies to the students and entire college community.			Director – Ed. Tech.	information, meet with Customer Service Committee and agree to appropriate faculty and student rights/protections issues or values to inclusion in policy statement. Draft applicable policies/ procedures.	understanding of course expectations and responsibilities reduces faculty and student frustrations.		End of Course Survey Graduate Exit Survey Freshman Seminar Experiences Questionnaire
C. Establish TSTC-specific definition of critical thinking (to allow faculty/ staff to better plan for targeting and isolating competencies).	Sept. 2005	Aug. 2006	Faculty QEP Steering Committee Student Services Council	Provide forums for faculty/staff to discuss skills of the CT process deemed essential. Develop working definition of CT, its associated "skills" TSTC. Communicate definition and corresponding skills to all student/employees.	Working definition of CT and uniform understanding of competencies QEP targets.	Participant's time	CT Initiatives Progress Survey Student End-of-Course Surveys Freshman Seminar Experiences Questionnaire Graduate Exit Survey Student Feedback Forums
D. Intensive Faculty/Staff Development regarding Critical Thinking.	Sept. 2004 (Pre-Year 1)	Ongoing Throughout Plan	Vice Presidents IAC Director – HR Director – Ed. Tech. IER QEP Steering Committee	Conduct orientation, in-service, workshops about CT and how it applies to specific disciplines/dept. Provide faculty/ staff	Increased faculty/staff satisfaction with professional development.	\$5,000/yr. for Bonwell (critical thinking consultant) Faculty/Staff release time	Student End-of-Course Evaluations Faculty/Staff ratings for professional

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/ Evaluations
	From	To					
			Faculty (Pilots)	ongoing training in methodologies for teaching and assessing CT	understanding of CT and teaching methodologies to entire college.	(\$1,200 – \$1,860/course) \$15,000/yr. dedicated to critical thinking training for faculty/staff.	development on SOE Graduate Exit Survey responses CT Initiatives Progress Survey Student and Faculty feedback from forums
E. Develop/implement activities to build faculty/ staff community through informal gatherings	Sept. 2005 (Pre-Year 1)	Ongoing	Faculty Senate Staff Council President's Council All Employees	Create employee interest forums/ gatherings (book clubs, travel groups, speakers for personal interest topics, sports, games). Host events that provide opportunities for faculty/staff to meet and familiarize selves with key STC constituents (Board of Regents, donors). Celebrate college accomplishments and recognition through special college activities/recognitions	Increased trust and comfort among faculty, staff, and administrative groups. Increased faculty morale and participation in both formal and informal activities. Improved faculty ratings survey constructs evaluating work environment and overall college human relations dynamics.	Funds for start-up of gatherings/ clubs, etc. Funds for more formal gatherings of employees. \$1,000 (estimate/year)	Improved employee ratings on SOE Improved student ratings on the Noel-Levitz SSI & CCSSE Increased employee participation in formal/informal activities Feedback from employee or student forums CT initiatives progress survey

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/ Evaluations
	From	To					
F. Develop processes, identify resources, and prepare for establishment of "Center for Teaching Excellence" (CTE)	Jan. 2005	Opens Fall 2006; Services Ongoing	IAC Division Directors Faculty Director – Ed. Tech.	for all employees. Identify staff, location, and related operational resources for CTE. Develop purpose, processes and goals/ outcomes for CTE. Provide resources and guidance for all faculty. Develop database and other forums showcasing "best practices" for teaching CT in courses. Redesign faculty development website to promote CT and offer suggestions for course innovations. Set up faculty web-based discussion groups. Guide educational research about CT in instructional departments, promote through faculty incentives. Establish opportunities for faculty sabbaticals or exchange programs for industry research.	A FAQ web page. Central location for on-going access to professional development and resources aimed at improving teaching. Empowerment of faculty to innovate teaching, share, and learn from each other. Improved excellence in instructional delivery. More satisfied faculty. Accessible information and guidance for all faculty. Teaching and learning take center stage in instructional operations.	CTE Director time and CTE staff salaries. (\$67,000) Equipment and furniture purchases. (\$4,000) Resources (books, videos) for faculty teaching library in CTE (\$8,000) Release time for professional development. (\$12,000)	Student End-of-Course Evaluations Faculty SOE ratings CTE annual internal survey/ assessment Annual faculty evaluation outcomes % of faculty participating in CTE activities. # of faculty delivering CT focus in courses CT Initiatives Progress Survey UAP Objective Completion

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/ Evaluations
	From	To					
G. Partner with Faculty Senate to promote new teaching initiatives/provide forum for faculty feedback regarding QEP progress.	Sept. 2005	Ongoing	Faculty Senate CTE Director IAC QEP Steering Committee	Involve Faculty Senate in voicing and demonstrating support for CT instructional initiatives. Train Faculty Senate for increased understanding of CT, ability to train and influence other faculty. Charge Faculty Senate with monitoring faculty receptivity, morale, and changes resulting from focus on CT skills.	Stronger role and involvement of Faculty Senate; increased autonomy. Strengthening of Faculty Senate's role and scope as a partner in instructional delivery. Faculty Senate becomes premiere vehicle for voicing faculty issues. Increased unity and better directed focus for faculty.	Participant's time	Increased participation in Faculty Senate functions. Increased faculty ratings on SOE. CT Initiatives Progress Survey
H. Revise applicable college policies to better foster professional development.	Sept. 2005	Aug. 2006	President's Council Director-HR Faculty Senate Staff Council Director – Ed. Tech. Staff Dev. Officer	Study policies, procedures and funding currently established for faculty professional development. Evaluate and revise faculty evaluation instruments (annual and Student End-of Course) to reflect recognition of CT	Faculty report a more equitable teaching environment on SOE. Professional development targets teaching improvements. Students report higher ratings for	Faculty release time	Faculty Ratings from SOE Student End-of-Course Evaluations Faculty Feedback

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/Evaluations
	From	To					
				<p>innovation strategies. (See Goal 3.B.2)</p> <p>Build in release time or other incentives/rewards for faculty participating in the implementation and assessment of CT in courses.</p> <p>Study frequency and timeframes of current faculty evaluation cycle; recommend/implement improvements.</p> <p>Revise faculty supervisor/self evaluations to include application of professional development to classroom instructional methods.</p> <p>Fully revise faculty evaluation instrument to be more applicable to what faculty actually do.</p> <p>Develop increased opportunities for faculty educational advancement (subsidized tuition,</p>	<p>faculty on End-of-Course evaluations.</p> <p>Improved faculty evaluation instruments.</p>		

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/ Evaluations
	From	To					
YEAR 2							
I. Continue communication and activities with faculty/staff relevant to attainment of QEP objectives.	Sept. 2006	Ongoing	President's Council IAC Director – Ed. Tech. Faculty Senate QEP Steering Committee Division Directors IER	Collect continuous feedback about QEP strengths/challenges from Faculty Senate, Staff Council, students. Continue intensive professional development regarding CT and instructional delivery strategies. Strengthen presence and role of CTE throughout each QEP year. Continue hosting/sponsoring informal social clubs and gathering for employees. Build upon CTE resources and electronic information sites. Highlight and share educational research conducted by faculty. Continue to review and assess impact of revised policies allowing for greater emphasis on teaching	Increased faculty participation in CT initiatives. Faculty/staff report stronger sense of community. Students rate quality of instruction higher. Improved faculty evaluation outcomes.	CTE Salaries (\$67,000/year) Increased resources for CTE. (as justified) Continued funding for informal gatherings. (\$1,000/year) Continued professional development funds for speakers, consultants, travel, etc. (\$15,000/year)	% of faculty implementing CT activities each year SOE results Student End-of-Course evaluations Higher faculty annual evaluations/ratings # of faculty conducting research # of faculty sharing "best practices" and classroom innovations CT Initiatives Progress Survey

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/ Evaluations
	From	To					
J. Implement e-portfolio among all faculty in pilot study.	Sept. 2006	Aug. 2007 for initial pilots, add 5 pilots in 2007-08; expand to all by 2008-09	IAC Director-Ed. Tech Division Directors IER Participating Faculty	Document and report CT skills and competencies program enhanced through curricular improvements. Document and record activities, exams, and assignments. Explain and demonstrate assessment methods and findings, including scoring rubrics. Include reflection of CT initiatives to include strengths, weaknesses, and anticipated changes. Include summary of significant changes in teaching methods and student learning.	Demonstrated evidence of CT activities, assessment, improvements, and enhancements. Evidence of developing faculty teaching sophistication. Evidence of faculty focus on CT skills and thinking standards/ processes. Archives for use in assessment. Archives and methodologies for use to duplicate best practices and educational research. Evolving research	Faculty training in development of e-portfolios. (Specialized software \$2,500)	Results of student learning outcomes assessment of CT skills. Increasing number of faculty developing e-portfolios. Faculty Senate Feedback # of "best practices" identified each year End of Course Survey Graduate Exit Survey Noel-Levitz SSI (by program) CCSSE (by program)

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/ Evaluations
	From	To					
					on teaching CT to Hispanic Students for use in scholarly articles/writings by faculty.		Freshman Seminar Experiences Questionnaire UAP Objectives Outcome

YEAR 3

K. Re-evaluate faculty loads against number of faculty participating in critical thinking initiatives.	Sept. 2007	Aug. 2008	Faculty Senate Director-Ed. Tech. IAC President Faculty	Study revised workloads against proportion of faculty participating in CT initiatives. Consider elimination of faculty productivity reports. Make workload changes for increased efficiency, as appropriate. Re-evaluate all faculty position descriptions to explicitly outline duties/expectations. Analyze faculty responses to "Critical Thinking Initiatives Progress Survey."	Increasing faculty satisfaction. Increasing % of faculty implementing CT activities in courses. Increased faculty efficiency/time management. Revised, realistic faculty position descriptions. Ongoing faculty input and QEP progress.	Faculty release time for task completion. (\$1,200 - \$1,860/course release time)	SOE faculty responses Faculty evaluations Faculty participation in CT course activities CT Initiatives Progress Survey UAP Objective Outcome
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YEAR 4 AND BEYOND

L. Encourage all remaining programs to	Sept. 2008	Aug. 2009 and	QEP Steering Committee	After 2 years of data from pilot cohorts and	All students exposed to CT initiatives	None	E-portfolios
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Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/ Evaluations
	From	To					
Implement CT initiatives in all programs/courses.		ongoing	Director-Ed. Tech, Instructional Admin, Faculty Senate Faculty	CT assessment, expand formal implementation and CT activities to all programs/courses. All faculty participating in assessment, recording, and reflection of CT skills delivery throughout curriculum.	across all programs/courses. Faculty continually enhancing instructional delivery methods.		Learning Outcomes Assessment Results (Annual Reports) QEP Steering Committee Annual Report Annual Faculty Evaluations End-of-Course Surveys Graduate Exit Surveys # of scholarly articles written by participating faculty
				Evaluate methods for each course/program, track assessment outcomes, continue to improve delivery/application of CT skills throughout.	Gradual increase in assessment outcome results for CT reflecting outcome results for CT across college. Increased number of positive outcomes for sharing/duplication. More satisfied college community.		

GOAL 2: Student Development Learning and Thinking Programs

YEAR 1							
A. Develop plan to restructure New Student Orientation.	Sept. 2005	Aug. 2006	VP Student Development CFO QEP Steering Committee	Study successful new student orientation programs, especially for institutions engaging students in	Increased student ratings on Mustang Orientation Evaluation.	No cost; plan only	Mustang Orientation Evaluation Noel-Levitz SSI

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/Evaluations
	From	To					
			Student Services Council	CT programs. Analyze info and data to develop goals, objectives, strategies, evaluation measures for revised orientation to include introduction to TSTC's CT initiatives. Revise policies, procedures, publications, marketing for new orientation program. Study feasibility of each division/dept. conducting own orientation for new student cohorts. Clarify and publicize procedures.	Student understanding of College's goals and expectations of CT skills enhancement. CT activities begin upon initial contact with TSTC. Increased student satisfaction.		CCSSE Entering Student Survey UAP Objective Outcome
B. Develop plan for all non-instructional employees to become engaged in planning CT initiatives to promote student development outside the classroom.	Sept. 2005	Aug. 2006	VP-Admin. Services Administrative Services Council VP-Student Development Council Student Congress Staff Council Student Activities Committee CFO Business Services	VPs and their councils work with varied student and employee groups to brainstorm series of student activities and events that focus on CT skills as applied to personal and life situations/issues. Student Activities Committee, VPs/CFO and their councils to	Comprehensive, data-driven plan intended to support CT skills enhancement outside the classroom. College-wide participation in development of non-academic CT activities.	Staff release time to develop plan	Noel-Levitz SSI CCSSE Graduate Exit Survey % of students engaged in out-of-class CT activities CT Initiatives Progress Survey

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/Evaluations
	From	To					
			Council	<p>synthesize information, determine goals, objectives, and expected outcomes of non-academic CT initiatives.</p> <p>Working group to present formal plan to QEP Steering Committee with fully developed implementation strategies for student development activities (i.e., citizenship, environmental, cultural, ethical or moral issues requiring application of CT skills).</p>			
C. Develop strategies to promote student engagement in out-of-class organizations/activities.	Sept. 2005	Aug. 2006	<p>VP-Student Development</p> <p>Director-Student Life</p> <p>Student Activities Committee</p> <p>Director-Public Information/Student Publications</p>	<p>Research successful student activities programs at other two-year colleges to help develop initiatives proven successful at other commuter colleges.</p> <p>Provide students opportunity to propose types of activities or interests that might encourage increased student participation.</p>	<p>An informed plan of proven strategies that provides students the impetus to participate in non-instructional activities.</p> <p>Increased student exposure to CT initiatives developed for CT in personal/life skills development.</p>	<p>Refreshments for focus groups (\$70/meeting)</p>	<p>Graduate Exit Survey</p> <p>Noel-Levitz SSI</p> <p>CCSSE</p> <p>Student Focus Group</p> <p>% of total student population participating in college activities</p> <p>CT Initiatives</p>

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/Evaluations
	From	To					
D. Provide continuous staff training regarding CT and thinking processes; communicate staff's role in student CT development.	Sept. 2005	Aug. 2006 and ongoing	Director-HR VP-Administrative Services VP-Student Development CFO Staff Council President Staff Development Officer IER	Analyze and synthesize information and data to develop a pilot and implementation strategy to increase student exposure to skills developed through out-of-class participation. Developed plan proposed to QEP Steering Committee.	Non-academic staff awareness and understanding of CT and QEP intended impacts. Engagement of non-instructional employees in developing CT applications for use in all facets of life. Continuing staff engagement and awareness of QEP CT objectives. Increased staff satisfaction. Increased student satisfaction.	Professional Development Funds for Staff (Off Campus Consultants - \$7,000 each for 2 visits)	CT Initiatives Progress Survey Professional Development Hours for Staff % of non-instructional employees engaged in CT development initiatives SOE Professional Growth Plans (Staff) Noel-Levitz SSI CCSSE
E. Develop plan to	Sept.	Aug.	VP-Student	Identify key student involvement.	Continuous dialogue	Meals for	Student feedback.

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/Evaluations
	From	To					
incorporate a continuous feedback structure from students regarding CT initiatives in and out of class.	2005	2006	Development VP-Student Learning Division Directors QEP Steering Committee IER Student Reps.	groups and charge with proposing methods for providing student forums for feedback regarding CT. QEP Steering Committee to develop plan formalizing responding to student feedback and suggestions. Discuss potential strengths/weaknesses of plan with students and modify accordingly. Begin preliminary planning for implementation in subsequent year.	about CT and teaching/ learning enhancements between college and students. Students use CT skills to assess impact of College's QEP goals. QEP Team able to adjust QEP activities for improved delivery or enhanced outcomes.	students. (\$200/term)	Student participation in forums.
F. Develop and implement plan to build stronger dorm community.	Sept. 2005	Aug. 2006	VP-Admin. Services VP-Student Services Director-Housing Director-Student Life Student Housing Committee Student Activities Committee Student Congress QEP Steering Committee	All primary participants form ad-hoc committee to study options and develop initiatives providing students CT application in daily lives. Research potential housing enhancements and community-building projects for residence life. Develop a series of	Environment for application of self-directed problem-solving life skills and positive behaviors/attitudes. Increased satisfaction of housing students.	Refreshment costs \$75/meeting	Housing Student Assessment Survey Housing Student Focus Group/ Feedback. % of housing students reporting development of self-responsibility. Gradual increase in occupancy rate

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/ Evaluations
	From	To					
G. Plan formal integration of student e-portfolios into Freshman Seminar programs formally delivering CT skills instruction.	Sept. 2005	Aug. 2006	VP-Instructional Admin. QEP Steering Committee Director-Office of Student Success Freshman Seminar Faculty Pilot faculty CT group	Convene participants to determine standards, objectives and expectations of student e-portfolio development. Adopt e-portfolio standards and determine their use in assessment of CT. Train Freshman Seminar, pilot cohort faculty, in development and use of e-portfolios. Communicate benefits of e-portfolio development to faculty and students at large.	Student artifacts demonstrating levels of student development in CT throughout TSTC experience. Student samples of work projects that demonstrate students' skills and abilities. New method of assessing student learning evaluation.	Professional Development for faculty involved Faculty release time \$2,500 (estimated cost of new software)	CT outcomes garnered from demonstration of student applications contained in e-portfolio Freshman Seminar Experiences Questionnaire End-of-Course Surveys Graduate Exit Surveys % of students developing e-portfolios CT Initiatives Progress Survey
YEAR 2							
A. Implement Revised Orientation Program	Sept. 2006	Aug. 2007 and ongoing	VP-Student Development Student Services	Beginning Fall 2006, require all TSTC new students to attend new	A better informed group of entering students with an	None	Mustang Orientation Survey

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/Evaluations
	From	To					
			Council Business Services QEP Steering Committee	student orientation Ensure inclusion to an introduction about college goals and expectations Assess level of student understanding of TSTC goals re: student learning and thinking	initial comprehension of CT		Entering Student Survey Trends in attendance at orientations
B. Pilot/phase in activities developed by non-instructional employees for student CT development with a target of one focus/issue per term.	Sept. 2006	Aug. 2007	VP-Student Development VP-Admin. Services CFO IER Student Congress Student Activities Committee QEP Team	Identify one topical issue/focus per term to highlight Coordinate and host a variety of student activities designed to induce student interest, thought, reflection, and decision-making about the topic Assess student engagement and understanding of focus issue/topic each term Improve subsequent activities based on student feedback Continue to include non-academic faculty and students in development of CT activities planning	College-wide emphasis on CT competencies, including in non-instructional environment Student engagement in applying CT processes/skills for real life issues/concerns Increased student understanding of the world and society	Cost of delivery of focus program each term; earmarked in 2006-08 biennial budget Incentives/ Rewards for staff who lead out-of-class CT activities/ innovations	Freshman Seminar Experiences Questionnaire Graduate Exit Survey Noel-Levitz SSI CCSSE Student Focus Group Student Forum Feedback % of students participating in non-academic CT activities SOE CT Initiatives Progress Survey

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/ Evaluations
	From	To					
C. Begin implementation of strategies to promote student engagement in out-of- class activities.	Sept. 2006	Aug. 2007 and ongoing	VP-Student Development Student Congress Student Services Council QEP Team	Identify reasonable number of strategies from plan developed previous year Implement publicity, incentives, and other strategies designed to involve and attract more students to out-of-class activities Assess impact of plan and improve accordingly	Gradual implementation of student engagement strategies to better measure successful vs. non-successful initiatives Quality in delivery of developed student activities	Student activities promotions and publicity; earmarked in 2006-08 biennial budget (Est. \$500/term)	Graduate Exit Survey CCSSE Noel-Leviz SSI % of students participating in student activities Student Forum feedback Student Focus Group
D. Staff Development ongoing for previous year							
E. Implement formal student feedback process for all students participating in pilot CT programs in their major.	Sept. 2006	Aug. 2007	VP-Student Learning VP-Student Development Division Directors Faculty in pilot groups Students in pilot groups IER QEP Steering Committee	Deliver student feedback forums to include students participating in 5 new CT pilots for their major Synthesize and improve CT initiatives based on additional feedback	Student participation in informal/ academic CT activities yielding more information for correcting plan weaknesses prior to full expansion	Refreshments	Student feedback
F. Implement strategies developed to enhance dorm community.	Sept. 2006	Aug. 2007	VP-Student Development VP-Admin. Services Director-Student Life Director-Housing Student Housing Committee	Identify feasible, proven strategies developed previous year to begin building strong dorm community Assess impact of	Development of dorm community focused on appropriate "living" skills and behaviors controlled and influenced by CT	Funds for workshops/ activities for housing students (\$500/term)	Student Housing Focus Groups Feedback Student Housing Satisfaction Survey % of Housing

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/ Evaluations
	From	To					
G. Enhanced development of student e-portfolios for majors adopting formal CT activities.	Sept. 2006	Aug. 2007 and ongoing	VP-Instruction Director-Office of Student Success Freshman Seminar Faculty Faculty in pilot groups Students in pilot groups IER QEP Steering Committee	Integration of e-portfolios from Freshman Seminar to major programs E-portfolios processes included in all programs/courses adopting CT skills development Student understanding of the value of recording their work and development	Student ability to demonstrate level of skills and proficiency Additional archives for assessment of CT competencies	None	Outcomes from Learning Outcomes Assessment Plans Student archives demonstrating student development of CT for all aspects of expected learning outcomes Graduate Exit Survey End-of-Course evaluations for target programs/courses Student Forum Feedback Freshman Seminar Experiences Questionnaire
YEAR 3							
A. Fully implement plan for student CT development outside the classroom.	Sept. 2007	Aug. 2008 and ongoing	VP-Student Development VP-Admin. Services CFO Staff Council Student Congress	Adjust plan for CT non-academic student activities based on assessment of previous years' experiences	College employees and students fully engaged in CT initiatives Enhanced student	Delivery of activities/ events for focus issues; earmarked in 2006-08	Feedback from Student Forums Noel-Levitz SSI CCSSE

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/ Evaluations
	From	To					
			Student Activities Committee QEP Team	Determine appropriate number of annual CT focus issues to highlight to keep students engaged Fully implement plan for enhanced student development re: thinking skills outside of class Assess and improve on activities/issue delivery	understanding and application of CT to life responsibilities and expectations	biennial budget (Est. \$500/term)	
B. Increase strategies to promote student engagement, assess impact of strategies, and improve plan.	Sept. 2007	Aug. 2008 and ongoing	VP-Student Development Student Services Council Director-Student Life Student Congress Student Activities Committee IER QEP Team	Fully implement expanded strategies to encourage increased student participation in out-of-class activities Assess and improve based on feedback	Full college campaign to promote benefits of out-of-class engagement in college activities Increasing percentage of students engaged in student activities	Publicity Refreshments Costs for events & planned activities; earmarked in 2006-08 biennial budget	Graduate Exit Survey CCSSE Noel-Levitz SSI Student Forums Feedback
C. Promotion of student engagement strategies ongoing from Year 2 and continuing throughout plan							
D. Staff Development continues to be ongoing throughout plan							
E. Expand student feedback forums to students in 5 new majors	Sept. 2007	Aug. 2008	VP-Student Learning Faculty from new pilot groups	Invite students from 5 new pilot majors to participate in forums	Increased feedback/information re: strengths and		Student Forum Feedback

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/ Evaluations
	From	To					
in pilot program.			Students from new pilot groups	Make improvements to CT initiatives based on feedback	weaknesses of CT implementation program Continued dialog with students about teaching/learning		End-of-Course Evaluations Graduate Exit Survey
F. Dorm enhancement activities ongoing from previous year and continuous plan							
G. E-portfolio development expanded to five additional pilot programs							
YEAR 4							
E. Include students from all majors in forums and studies designed to elicit feedback about CT goals and activities.	Sept. 2008	Aug. 2009 and ongoing	VP-Student Development Division Directors Faculty Senate IER Staff Council QEP Steering Committee	Continue to expand opportunities for all students from all majors to become involved in assessment of CT initiatives Institutionalize successful methods for continuously garnering student feedback (oral, non-quantitative) as a regular part of college operations	More satisfied, engaged students Enhanced student understanding the nature of learning, thinking, and decision-making	None	Student Forum Feedback End-of-Course Evaluations Graduate Exit Survey CCSSE Noel-Levitz SSI
G. E-portfolio development expands to all students in all technical programs; becomes institutionalized activity							

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/Evaluations
	From	To					

GOAL 3: Curricular Enhancement – Engaging Students in Thinking

YEAR 1							
A. Develop TSTC Harlingen definition of critical thinking.	Jan. 2005 (pre-Year 1)	Aug. 2006	QEP Team Faculty Senate Staff Council IER IAC Director-Ed. Tech.	Provide forums to come to collective agreement of critical thinking to be used as guide for all CT activities. Clarify goal and skills for CT enhancement based on adopted definition. Identify CT professional development helping faculty to clarify implementation of chosen skills/competencies. Communicate CT definitions to students via publications, Freshman Seminar, Orientation.	Identified definition and corresponding skills/competencies allowing college to determine specific CT activity outcomes. Entire college working toward similar CT outcomes. Enhanced understanding of QEP's proposed impact.	Faculty release time \$300/term for forums \$2,500 for speakers	Entering Student Survey Freshman Seminar Experiences Questionnaire CT Initiatives Progress Survey
B. Implement Faculty Task Forces to study potential barriers to QEP success Including: 1. Formal CT initiatives requirements and standards in program/courses.	Sept. 2005	Aug. 2006	QEP Team Instructional Admin. Division Directors Faculty Senate Faculty	Assign and charge each task force to research/ study specific issues. Provide resources/ information to each team to ensure completion of each	Established standards for faculty participating in critical thinking pilot groups. Improved faculty evaluation instrument allowing	Faculty release time \$200/term for task force expenses	SOE Student End-of-Course evaluations CT Initiatives Progress Survey % of faculty

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/ Evaluations
	From	To					
<p>2. Faculty evaluation process revisions.</p> <p>3. Course scheduling effectiveness.</p> <p>4. Faculty incentives program.</p>				<p>task.</p> <p>Task forces proceed with data analysis, targeted studies, feedback as appropriate to develop recommendations for improved teaching/ learning environment.</p> <p>Present task forces' recommendations to faculty and reach consensus on policies/ processes to be revised.</p> <p>Revise policies/ implement new processes as appropriate.</p>	<p>for inclusion of CT and enhanced teaching activities.</p> <p>Improved sequencing of course offerings that better align CT activities and increase flexibility for students.</p> <p>Established faculty incentives to encourage participation in CT pilots/reward pilot program faculty for leadership in CT initiatives.</p>		<p>interested in formally adopting critical thinking initiatives in courses.</p>
<p>C. Revise Freshman Seminar Course to introduce students to critical thinking.</p>	Jan. 2005 (pre-Year 1)	Aug. 2006	<p>IAC</p> <p>Curriculum Coord.</p> <p>Curriculum Committee</p> <p>Student Success Office</p> <p>IER</p>	<p>Work through Curriculum Committee to upgrade current non-credit course to a 3 semester credit hour required introductory course for all new students.</p> <p>Develop new course outcomes, rigor, content, and expected skills for enhanced course.</p> <p>Once course officially approved, revise all</p>	<p>Increased validity, rigor of Freshman Seminar course.</p> <p>Enhanced student understanding of CT and "learning how to learn."</p> <p>Increased student capacity to perform college-required tasks including computer programs, library use and responsibility for behaviors.</p>	<p>Additional resources, faculty, facilities for fall expansion of course</p> <p>(Course enrollments generate contact hour funding/tuition revenue)</p>	<p>Freshman Seminar Experiences Questionnaire</p> <p>Noel-Levitz SSI</p> <p>CCSSE</p> <p>Course Completion Rates</p> <p>Average Course GPAs</p> <p>New student persistence rates</p>

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/ Evaluations
	From	To					
D. Begin development of "Center for Teaching Excellence" (CTE) (See Goal 1.F)	Sept. 2005	Aug. 2006	IAC Director-Ed. Tech. Division Directors QEP Steering Committee	<p>Identify location and resources needed to operate a center.</p> <p>Establish major goals and objectives of center, including responsibilities to QEP via center.</p> <p>Ensure Director-Ed. Tech. receives all professional development necessary to guide faculty through implementation of critical thinking activities.</p> <p>Work with Instructional Task Forces to assist in development of recommendations, revisions, and standards.</p> <p>Begin to requisition furniture, equipment,</p>	<p>Improved ratings on studies designed to measure impact of Freshman Seminar on new students.</p> <p>Well-planned center with focus on instructional methodology enhancement and critical thinking skills emphasis.</p>	<p>Professional Development Funds for Director Ed. Tech. (\$2,500 est.)</p> <p>New facilities, staff, equipment for CTE</p> <p>Construction costs: \$2,500 est.</p> <p>Furniture: \$4,000 est.</p> <p>Res. Mat.: \$2,000 est.</p>	<p>CT Initiatives Progress Survey</p> <p>SOE</p> <p>Faculty Senate feedback</p>

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/Evaluations
	From	To					
YEAR 2							
E. Begin year of program/course analysis in preparation for critical thinking activities.	Sept. 2006	Aug. 2007	Faculty Division Directors Program Advisory Committee QEP Steering Committee Director-Ed. Tech. Instructional Admin.	Faculty to inventory programs/courses to determine extent to which CT processes already embedded in courses. Begin to define CT skills employed in each discipline. Determine appropriateness of delivery/assessment of current CT tasks. Determine extent to which "thinking skills" from SCANS in current courses apply to adopted definition; isolate competencies by program. Use program advisory committees to identify thinking dispositions/expectations/baselines for each discipline/industry. Assure current/proposed CT tasks are appropriate to course/industry expectations.	Full instructional effort to think about CT, its presence in all courses, appropriate tasks, and realignment of course activities for enhanced teaching/learning. Gradual student improvement against CT standards for all programs/courses. Improved student CT skills. Improved student satisfaction in classroom. Increased persistence, completion rates.	Faculty release time	SOE CT Initiatives Progress Survey Student End-of-Course Survey Graduate Exit Survey Assessment Outcomes Persistence and Completion Rates

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/ Evaluations
	From	To					
A. Completed in Year 1							
B. Complete duties/ adopt findings of Instructional Task Forces.	Sept. 2006	Aug. 2007	Faculty Instructional Admin. Committee Director-Ed. Tech. Faculty Senate	Revise policies and formally adopt revised faculty evaluation criteria and processes. Formally adopt, but refine with input from pilots, requirements/standards for formal critical thinking implementation. Make revisions to course scheduling, administrative computing, and advising processes based on task force findings. Adopt faculty incentive program for all faculty participating in CT initiatives pilot program.	Improved faculty evaluation process. Standards and requirement for participation in CT activities eligible for incentives. Increased flexibility, more appropriate sequences of courses.	Faculty release time \$250/course in which CT activities fully incorporated and assessment planned	SOE CT Initiatives Progress Survey Noel-Levitz SSI CCSSE
C. Revised Freshman Seminar Course required for all new students	Sept. 2006	Aug. 2007	Office of Student Success Faculty Instructional Admin.	After policies, scheduling, processes are revised, enhanced Freshman Seminar	Increased % of successful course outcomes.	No costs	Average student course GPAs. Freshman Seminar

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/ Evaluations
	From	To					
			Curriculum Committee QEP Steering Committee	begins Fall 2006. Ensure course covers effective career choice decisions, introduction to CT and problem solving, development of e-portfolios, industry-specific information. Assess impact of revised course and use as baseline for improvement.	Improved rating on Freshman Seminar Experiences Questionnaire. Increased student persistence. Improved student satisfaction. Student/Faculty developed e-portfolios.		Experiences Questionnaire Fall to Fall persistence rates Noel-Levitz SSI CCSSE E-portfolios
D. Open CTE fully operational to assist faculty teaching development	Sept. 2006	Aug. 2007	Instructional Admin. Director-Ed. Tech. QEP Steering Committee	Install furniture, equipment, resources into location of CTE. Communicate purpose, resources, assistance available through CTE. Open center to serve faculty needs. Evaluate, assess, and improve CTE operations each year.	Central location for faculty development with emphasis on teaching. Improved faculty satisfaction. Faculty participation and engagement in CT and/or CTE.	\$5,000/year for operating materials \$67,000/year salaries	CT Initiatives Progress Survey CTE Internal Faculty Survey % of faculty utilizing CTE SOE Annual Faculty Evaluation Outcomes
F. Pilot Critical Thinking Initiatives in 5 programs.	Sept. 2006	Aug. 2007	Director-Ed. Tech. Instructional Admin. QEP Steering Committee Division Directors Participating Faculty	Identify 5 programs (one per division) to formally implement critical thinking tasks, skill building across courses in curriculum. Communicate to students, advisory committees, QEP	All instructional divisions engaged in formal CT activities. Study and research delivers best practices and pitfalls to avoid. Dialog regarding CT	Faculty incentives (\$2,500/term) Faculty release time	Student End-of-Course Survey Noel-Levitz SSI (by program) CCSSE (by program) CT Initiatives

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/Evaluations
	From	To					
				Steering Committee, other faculty progress throughout year of implementation. Implement activities, assess CT outcomes for students. Develop faculty e-portfolio to record CT activities/assessments. Share best practices. Improve on delivery of CT skills for subsequent terms, continue to note changes resulting from revisions.	throughout instructional division.		Progress Survey Graduate Exit Survey Assessment Outcomes Student and Faculty e-portfolios UAP objectives outcomes
YEAR 3							
F. Expand CT initiatives to 5 additional programs participating in pilot.	Sept. 2007	Aug. 2008	Director-Ed. Tech. Instructional Admin. Participating Faculty QEP Steering Committee IER	Identify 5 additional programs to participate in study. Train faculty from new pilot programs and share experiences from year 1. Implement, assess, improve CT activities/initiatives for program in subsequent terms.	More studies/research about effective methods to teach CT. Increased rigor in pilot programs. Student/Faculty e-portfolios to demonstrate CT development. Larger number of students participating in	See previous cost assignments	End-of-Course Evaluations CT Assessment Student persistence rates Successful Course Outcomes (GPA) Course completion rates E-portfolios

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/ Evaluations
	From	To					
					formal CT activities. Heightened awareness of CT issues among all faculty from pilot faculty's experiences.		UAP Objectives Outcomes

YEAR 4

F. Expand CT initiatives to all TSTC programs/ courses.	Sept. 2008	Aug. 2009	Faculty Instructional Admin. QEP Steering Committee Director-Ed. Tech. IER "Lead" Department Faculty	All faculty encouraged to participate in implementation, assessment, reflection and improvement of CT activities in all courses. All faculty develop e-portfolios, share best practices.	All students participating in CT development activities in all courses. All students/faculty fully developing e-portfolios. More satisfied students. More satisfied faculty.	Gradual improvement in course completion rates. Gradual improvement in student persistence and completion rates.	Same cost	End-of-Course Evaluations Graduate Exit Surveys Assessment Outcomes E-portfolios Persistence/ Completion Rates Successful Course Outcomes SOE Noel-Levitz SSI CCSSE UAP Objectives Outcomes
G. Align CT skills across the curriculum for pilot programs.	Sept. 2008	Aug. 2009	Director-Ed. Tech. Part Faculty QEP Steering Committee	Identify CT skills/ competencies and nature of course tasks that are common to	Better coordination of learning and CT outcomes across courses common to	No Costs	Assessment Outcomes End-of-Course	

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/ Evaluations
	From	To					
			Curriculum Committee	<p>students in program courses and general ed.</p> <p>Determine ways to support skills/competencies in program/support courses via related assignment/ tasks/outcomes.</p> <p>Align skills between program and support courses with appropriate subjects, issues, tasks to form learning communities.</p> <p>Record successes and challenges to participating students and faculty.</p> <p>Create plan to duplicate and expand learning communities to other programs as appropriate.</p>	<p>participating students.</p> <p>Increased student skills development and understanding of CT.</p> <p>Improved course completion rates.</p> <p>Higher student satisfaction.</p>		<p>Evaluations</p> <p>Graduate Exit Surveys</p> <p>Noel-Levitz SSI</p> <p>CCSSE</p> <p>Course/program completion rates</p> <p>E-portfolios</p> <p>UAP Objective Outcomes</p>
H. Collect CT artifacts for college-wide assessment of CT enhancement.	Sept. 2009	Aug. 2010	<p>Instructional Admin. IER</p> <p>Faculty QEP Steering Committee</p> <p>Division Directors</p> <p>Director-Ed. Tech.</p>	<p>Use CT rubric that assesses CT outcomes for all types of assignments/activities.</p> <p>Begin to randomly collect student CT artifacts that demonstrate</p>	<p>College-wide baseline against which to measure student attainment of CT outcomes.</p> <p>Process for identifying programs/courses where CT</p>		<p>Assessment outcomes of college-wide archives.</p> <p>E-portfolios</p>

Specific Task to be Completed	Timeframe		Primary Participants	Methods Involved	Tangible Results/Expected Outcomes	Estimated Resources	Measures/ Evaluations
	From	To					
				<p>application of CT skills for all courses/programs.</p> <p>Form Group of Faculty to rate student CT outcomes in all courses against CT rubric.</p> <p>Use results as baseline and continue to collect college-wide archives to gauge improvement in student attainment of CT outcomes.</p>	<p>enhancements require revisions or improvements.</p> <p>College-wide mechanism to evaluate CT skills attainment throughout curriculum and recommend improvement areas.</p>		

C. Qualified Individuals to Administer Plan

The TSTC Harlingen administration and QEP Development Team chose not to develop a separate and distinct management structure to oversee and implement the goals and objectives of the QEP. Rather, the college opted to use the existing organizational structure to plan, implement and continue to carry out the QEP. The college believes widespread participation and full engagement of students and employees requires QEP initiatives to become part of regular operations with a slightly new twist. The QEP Development Team believed that forming a separate and new management structure specifically for the QEP would lessen the credibility of the project and promote the idea that the plan would be carried out only by those individuals assigned to implement activities for the QEP.

Instead, administration and the QEP Development Team opted to expose and engage all current employees in the tenets of CT in post-secondary education, as well as to give all faculty and staff the responsibility of showing our students how to think, analyze, synthesize and make decisions based on standards of good thinking. As such, one will note that under the “Primary Participants” column in the implementation table, existing personnel and positions are assigned to assume responsibility for overseeing and mobilizing other employees involved in individual task completion.

The establishment of a “QEP Steering Committee” (Membership listed in Appendix F) will provide the monitoring and advisory authority that reports QEP progress to the President and President’s Council. (See Appendix G for administrative structure). The President, under the advisement of both the QEP Steering Committee and the President’s Council, will have the ultimate decision-making authority in the initiation and institutionalization of the plan. This structure is deemed necessary to lend valuable administrative involvement and support to all QEP goals.

Those employees listed below, many of whom are members of both the QEP Steering Committee and the President’s Council are all appropriately qualified to carry out the duties

assigned to them in the QEP. The President and Vice Presidents bring close to two hundred years of combined experience to the leadership of TSTC. All have been long-time employees of the college, with the President currently serving in his 25th year in that position, and four of the VPs/Associate VPs each having worked at TSTC Harlingen for at least 25 years each. They have experience in leading the institution through changing times and understand the dynamics involved in institutional transformation.

The Vice President of Student Learning, Pat Hobbs, has been assigned the responsibility and authority to move all aspects of the QEP forward from planning to implementation and assessment of all tasks and expected outcomes. VP Hobbs, who supervises the greatest number of employees in his division, has the authority and access to resources needed to advance the plan, and oversees the college division that is responsible for the implementation of in-class changes in the process of moving toward the learning and teaching culture. VP Hobbs is the primary authority responsible for full implementation and institutionalization of QEP processes.

The following table provides the names of the individuals who will be the primary leaders and coordinators of the QEP implementation.

POSITION TITLE & DESCRIPTION	NAME & PROFILE	PRIMARY RESPONSIBILITY FOR QEP IMPLEMENTATION
President	J. Gilbert Leal	Keeps QEP focus at forefront of college discussions and planning.
Vice President – Student Learning	Pat Hobbs	Responsible for leading full implementation and institutionalization activities of the QEP.
Vice President – Student Development	Servando Villarreal	Primarily responsible for developing and implementing all non-instructional CT activities and building student community.
Vice President – Administrative Services	Mike Buck	Responsible for helping identify and secure physical locations and resources for QEP activities; Responsible for participation of his division in employee community building and engagement of his staff in out-of-class CT development activities for students.
Chief Financial Officer	Robert Gomez	Responsible for assisting to account for funding and resources utilized for QEP,

POSITION TITLE & DESCRIPTION	NAME & PROFILE	PRIMARY RESPONSIBILITY FOR QEP IMPLEMENTATION
		responsible for participation of his division in employee community building and engagement of his staff in out-of-class CT development activities.
Assoc. Vice Pres. – Student Learning	Cathy Maples	Oversees all instructional support resources to support class CT activities including CTE; assists VP Hobbs in ensuring QEP is fully implemented and institutionalized according to plan.
Director – Educational Technology	position vacant	See position duties/responsibilities in Appendix H.
Director – Institutional Effectiveness	Blanca T. Bauer	Responsible for ensuring all assessment and evaluation of the plan is continuous, timely reports are produced to gauge progress and assessment of QEP are continuous and ongoing.
Staff Development Officer	Delia Leal	Responsible for coordinating the delivery of all staff development identified in QEP.
Curriculum Coordinator	Sue Garza	Responsible for assisting programs to identify CT skills for their disciplines, revise degree plans after Freshman Seminar course revised and upgraded, and ensuring that curriculum adjustments support QEP and CT.
Coordinator – Student Success Office	Richard Kirk	Responsible for revising/upgrading Freshman Seminar course; introducing concept of CT to students, and assisting all new students to begin development of e-portfolios.
QEP Steering Committee	See Appendix F	Oversees implementation, assessment and continuation of all aspects of QEP.
Faculty Senate	See Appendix I	Partners with QEP Steering Committee to fully support and involve all faculty in CT innovations; key resource for faculty feedback.
Staff Council	See Appendix I	Partners with QEP Steering Committee to support QEP implementation/goals for out-of-class activities; key resource for staff feedback.
Instructional Administrative Council	See Appendix I	High level instructional administrators responsible for ensuring curricular enhancements and teaching innovations are being integrated according to plan.
Student Services Council	See Appendix I	Led by VP of Student Development, primarily responsible for identification, coordination, implementation and assessment of CT activities out of class.

POSITION TITLE & DESCRIPTION	NAME & PROFILE	PRIMARY RESPONSIBILITY FOR QEP IMPLEMENTATION
Curriculum Committee	See Appendix I	Responsible for reviewing and guiding all change related to the Freshman Seminar offerings; ensure degree plans are modified to best promote the building of student CT skills.
Faculty – Freshman Seminar	See Appendix I	Responsible for ensuring all new students become familiar with QEP and CT initiatives, assist students in initial development of e-portfolios.
Department Chairs/Supervisors	All	Responsible for ensuring CT activities are developed and delivered, both in and outside of class.
Student Representatives	All	Provide ongoing feedback about QEP and CT experiences.

The position of Director of Educational Technology, replacing the former Department Chair of Instructional Development Services will be the primary leader and resource person for all faculty working to introduce innovations into their courses. A revised job description for the primary duties of this position is located in Appendix H. This individual will also direct all CTE activities. As noted, no new positions were added to the existing college structure, only enhancements and a new focus to existing operations are changing. This method thereby requires participation of most of the existing supervisors throughout the campus and charges them with the responsibility of ensuring that the QEP focus and CT activities are a central foundation for improving our work and interactions with students.

The QEP Steering Committee will meet a minimum of once per month to review the progress of three distinct QEP subcommittees established to oversee development of each goal during the planning and implementation year of the QEP, and a minimum of once per term thereafter. The QEP Steering Committee is comprised of a representative group of administrators, faculty, staff and students from throughout the college who either have a special responsibility to the implementation of the project or represent a primary constituency group. One student from each pilot cohort in Years 2 and 3 will also be identified to meet with the QEP

Steering Committee a minimum of once per term. One student representing each instructional division will be identified to participate in QEP Steering Committee beginning in Year 4 and ongoing. The three subcommittees that report to the QEP Steering Committee, and each responsible for a QEP goal, may also include students in their meetings regularly.

The QEP Steering Committee will receive feedback and progress updates from each of the individuals/groups outlined above, as well as QEP subcommittees, and use the information to make decisions about how to improve or modify plan activities. The QEP Steering Committee makes regular reports to the President's Council via a standing agenda item at the monthly President's Council meeting, which is reported by Pat Hobbs, VP for Student Learning. The President's Council considers modifications and issues, as well as significant changes in plan development submitted by the QEP Steering Committee. Following advice from both the QEP Steering Committee and the President's Council, the President has the ultimate decision-making authority with regards to QEP implementation, progress, assessment, and institutionalization.

This management process for the QEP ensures that the evolving culture of the teaching/learning focus at TSTC Harlingen will not be perceived as merely an "add on" assignment necessary for reaffirmation, but an intrinsic part of the college's values and focus.

D. Financial & Physical Resources to Support the Plan

Because the Vice Presidents and Chief Financial Officer, who are the primary budget custodians of the college's fiscal resources, were involved in the planning and development of the QEP from the beginning, all resources required to implement and sustain the plan are currently available and have been committed to the QEP. The development of the QEP coincided with the college's existing Strategic and Operational Planning cycles, thus providing administrators the advantage of committing the resources identified in the QEP implementation table for the coming biennium and thereafter.

TSTC Harlingen also found the use of the existing organizational structure important to increase cost-efficiency and focus on resources that provide the most benefit for the most

individuals, primarily students. The Vice President of Student Learning has identified potential locations for the Center for Teaching Excellence and has allocated funding for the preparations and implementation of CT activities for years 2 and 3, including faculty incentives, and will continue to provide the necessary expenditures for CTE resources, professional development, and technology upgrades that complement and support CT in the classroom. See the Implementation Table for cost projections forecasted for each goal.

The Vice President of Student Development, with the Vice President of Administrative Services and the CFO, have also designated budgetary allocations for the enhancement of Orientation and student activities programs. Together, the three administrators provide the financial, physical, and manpower needs required to support the primarily out-of-class CT initiatives and functions. The college was able to keep costs low by integrating and enhancing current operations with initiatives that require few resources beyond the understanding of the QEP focus and a willingness to be exposed to and try new ways of seeing and doing things. In fact, current projections estimate the total yearly costs earmarked for QEP development and continuation are approximately \$260,000/year. The largest expenditure will likely be the cost of professional development activities that encourage the understanding, development, and application principles of CT. All of the Vice Presidents, the CFO, and the Director of Human Resources have funds allocated for employee professional development, much earmarked for CT-specific training.

E. Fiscal & Academic Resources

The previous section alluded to the early participation of the Vice Presidents and CFO in the development of the QEP and noted that each administrator has designated budgets under their responsibility for training, activities, and other personnel to implement the plan. These appropriations will be reflected in the updated Strategic Plan 2006-2010 and its priorities, as well as be part of the primary objectives of the Operational Plan 2006-2010 that is designed to carry out the college's strategic vision. Both the updated Strategic Plan and the Operational Plan will

refer to and support the focus and goals of the QEP and give the QEP significant importance as a priority in the regular budgeting process.

All existing college facilities will be utilized in the planned implementation of the QEP. Likewise, instructional support resources including the library, computer labs, tutoring, mentoring and all other academic systems and resources in place will continue to support the students and enhance offerings and activities designed to support CT.

Year 1 of the QEP will ensure that the college's current academic resources and systems are sufficient and appropriate to support and sustain the QEP. The concerns raised primarily by faculty in the development process of the QEP are addressed in Year 1 tasks and activities. Several "task forces" have been targeted for development to study some key concerns (sufficient faculty time, faculty fear of the repercussions of classroom innovation, appropriate professional development time and offerings) prior to the full implementation of the plan. Without a thorough investigation of these areas of concern, the college cannot ensure quality implementation of activities, nor the continued ability to sustain CT enhancement efforts into the future. Year 1 Task Forces will ensure that resources and systems for plan implementation, progress and institutionalization are in place and support the QEP focus.

F. Processes for Continued QEP Progress

As noted above, the QEP Steering Committee, reporting to the President, will have the primary oversight and advisory responsibilities for the implementation and continuation of the plan. The Vice President for Student Learning will be charged with the authority to fully implement and sustain the plan. The QEP Steering Committee will report on the progress of the plan and ensure that all processes and procedures requiring development and implementation are in place in order to sustain the plan and continually improve it for enhanced student outcomes.

The feedback component of the QEP serves as an essential element in maintaining the progress of the plan and introducing quality improvements continually. It was included to be able to identify unsuccessful activities early, and not duplicate or repeat them. It will take the college

some time to adjust to the shift in the focus on teaching and learning. As a result, the QEP Development Team purposely integrated continual feedback from surveys, studies, focus groups and forums to gather qualitative information that will guide the QEP Steering Committee in making informed decisions for changes or revisions to the plan.

III. Assessment of Plan

A. Internal & External Evaluation Measures

As outlined in the QEP Implementation Table on pages 30-59, evaluation of the QEP is fully integrated into all tasks assigned to each of the three major goals.

The QEP Development Team believed that the utilization of existing assessment processes would provide the best gauge of the impact of QEP CT activities on the development of students and their perceptions, behaviors and attitudes. TSTC Harlingen relies on its cycle of Institutional Effectiveness to provide an array of data and information to committees, supervisors, the administration, as well as oversight agencies to which the college reports. The current IE cycle measures students' perceptions, satisfaction, attitudes, behaviors, and beliefs about themselves and the college throughout their educational experience at TSTC Harlingen. These studies are conducted using the instruments detailed below. The Institutional Effectiveness & Research Department (IER) conducts other surveys/studies, as well as focus groups as needed; however, the instruments listed below are formally included in the assessment and evaluation of the QEP's impact resulting from CT enhancements. The QEP Steering Committee will use questions and constructs from each of the surveys/studies that are expected to demonstrate increased student satisfaction, participation, engagement, and critical reflection about their college experiences. The QEP Implementation Table specifies which instruments will be used to measure change for each of the tasks developed.

- *Mustang Orientation Survey* (administered prior to start of student's first term);
- *Entering Student Survey* (administered in Freshman Seminar to all new students early in their first semester);

- *Noel-Levitz Retention Management System(RMS)* (administered to new students in Freshman Seminar during their first term);
- *New Student Marketing and Recruitment Survey* (administered biennially to new students, gauges the outreach efforts and enrollment process for new students);
- *End-of-Course Surveys* (administered to all students at the end of each course during fall semester);
- *Freshman Seminar Experiences Questionnaire* (administered at the end of the Freshman Seminar Course during new students' first semester);
- *Leaver Surveys* (administered to all students who fully withdraw from TSTC during a term that is in session, as well as to students not enrolling for subsequent semesters);
- *Graduate Exit Surveys* (administered to all candidates for graduation during their last term at the college);
- *Customer Service Survey* (administered biennially to gauge the level of services provided to students by specific non-academic departments);
- *Noel-Levitz Student Satisfaction Inventory (SSI)* – nationally normed survey administered biennially to a large sample of all students;
- *Community College Survey of Student Engagement (CCSSE)* – nationally normed survey; TSTC System colleges will participate in a special grant project by UT Austin studying outcomes of this survey specifically for students in small community and technical colleges in Texas. The first administration of the CCSSE at TSTC is scheduled for Spring 2005.

In addition to student feedback and perceptions, TSTC Harlingen also relies heavily on statistical trends demonstrating patterns of student behavior, successes, impediments and weaknesses, as well as the college's impact on business and industry through job placement of graduates.

Statistical trends provide the numerical data needed for reporting and accountability to oversight

agencies and organizations. The college's performance is reported biennially in the institution's *TSTC Harlingen Report Card* which provides the actual outcomes TSTC Harlingen achieves as measured against its "Indicators of Success," the college's key performance indicators, developed to demonstrate the achievement of TSTC Harlingen's mission (Biennial TSTC Institutional Effectiveness Report Card enclosed in packet of review materials).

The administration and QEP Development Team anticipate that performance standards for the college and for each instructional program will improve over the course of the next decade. However, current scholarly papers investigating the topic of CT development at other colleges and universities have reported experiencing an initial decline in student satisfaction, persistence and successful outcomes, followed by a gradual increase in performance standard outcomes once the culture and shift in the college's current paradigm focus becomes entrenched and accepted by employees and students. It is believed that by the sixth year of the project (2010-2011), performance measures will begin demonstrating improvement for both student and program outcomes. The performance standards that will be closely monitored are listed below. The college studies and responds to a variety of standards to demonstrate its successes; however, those listed below will be looked at specifically to gauge the impact of QEP initiatives:

- Levels of Student Satisfaction compared to previous TSTC outcomes and to national benchmarks for similar institutions (Noel-Levitz SSI, CCSSE);
- Student completion and transfer rates;
- Retention rates from Fall to Spring term and Fall to Fall terms;
- Course completion rates;
- Annual number of graduates per program;
- Student grade attainment ("C" or better average) overall; grade attainment for general education program component upon graduation;
- Annual number of AAS/Certificate graduates;

- Licensure pass rates for applicable programs;
- Percentage of graduates employed in their field of study; and,
- Employer Satisfaction with overall training on Employer Follow-up Survey.

These measures are expected to indicate a positive change over time once the QEP Goals and implementation tasks are fully implemented and part of normal operations. Once CT is supported throughout the college, both in and out of class, students will be better prepared and able to apply the CT skills they are developing in all courses, assignments, licensure exams, clinical settings, etc. As a result, the college expects that the impact of the CT focus will eventually show improvements in student grades, behaviors, persistence patterns, and positive program and college outcomes based on internal and external, as well as qualitative and quantitative performance standards.

The development of students is central to the success of the QEP's expected outcomes, yet the QEP also provides specific goals that require timely and continuous feedback and assessment from those involved in developing the CT initiatives for students. As a result, assessment of measures relevant to employee engagement and understanding of the QEP goals will also be monitored throughout the project. Measures identified to gauge the level of change the QEP has on faculty and staff attitudes, behaviors, and perceptions are essential for quality throughout the expansion stages of the QEP, and to ensure continuation and institutionalization of the QEP initiatives. The college will measure employee feedback using the following forums and instruments:

- *Critical Thinking Initiatives Progress Survey* (new locally developed instrument for capturing employee attitudes about the QEP);
- *Survey of Organizational Excellence (SOE)* – Normed employee survey providing statewide benchmarks for the college to evaluate outcomes;
- Faculty Senate forums feedback;

- Instructional Division forums feedback;
- Assessment of the Educational Technology Department and the Center for Teaching Excellence (Revise existing survey to capture QEP and CT specific feedback);
- Annual faculty evaluation process outcomes; and,
- Annual internal assessments of non-academic support departments (employees rate satisfaction with support units at college).

Faculty and staff's engagement and participation in the initiatives for community building will also provide information regarding employee interest, time constraints, and the quality of processes used to implement QEP initiatives. Employee participation in the planning, coordination, implementation and assessment of each QEP task will be used to measure college-wide engagement in the focus and tasks. As the implementation and monitoring of pilots in the instructional programs begin, engagement and participation in QEP activities are expected to remain relatively small, but grow in both scope and participation as all programs and out-of-class CT activities expand and improve with time.

Student engagement will be measured and evaluated similarly to that of employee engagement and participation; however, the college will supplement counts of students participating in activities and CT initiatives through other methods, including formal student feedback forums, feedback from Student Government, and via analysis of specifically identified questions on the *Freshman Seminar Experiences Questionnaire*, the *Noel-Levitz SSI*, the *Noel-Levitz Retention Management System*, and the *CCSSE*. End-of-course surveys for programs/courses participating in CT activities will also be central to determining the attitude of students being directly exposed to CT methodologies in the classroom.

Finally, actual assessment of students' application of CT skills and competencies will complete the multi-tiered assessment and evaluation system. All academic programs, as well as all Student Development departments, have developed student outcomes assessment plans that

are currently used to determine the extent to which students are achieving and mastering the skills and competencies identified for each area (See samples in Appendix D). Year 2 of Goal 3 calls for the analysis and modification of all learning outcomes assessment plans to ensure that critical thinking is a competency that is included in each plan and is evaluated and measured according to program/industry/ or college-accepted standards. The college believes that critical thinking-specific assessment in each program, general education, and student development area will show a gradual increase in students' understanding and application of the principles of CT. By Year 5 (2009-2010), the QEP Development Team expects to begin collecting CT archives from courses throughout the curriculum (both technical and academic) to assess the overall application of CT across the college, to pinpoint successful methods, and to strengthen areas of the CT standards requiring further improvement or development. The results of learning outcomes assessment plans will be the primary source of information that will demonstrate the extent to which students are developing CT skills. E-portfolios developed by students will supplement departmental or division-level assessment by analyzing college-wide CT archives against a standard rubric as an additional method of identifying successful methods and determining the extent of development of student CT skills.

B. Monitoring QEP Progress

As discussed in Section II.C. on page 60, the QEP Steering Committee, reporting to the President and President's Council through the Vice President for Student Learning, Pat Hobbs, Chair of QEP Steering Committee, will have direct responsibility for the continuous evaluation and monitoring of the progress of the QEP against the predicted tangible results detailed in the QEP Implementation Table. Monthly meetings of the Steering Committee in Years 1 and 2 will ensure that all tasks are accomplished according to the stated timelines and that challenges encountered during the implementation period are identified early and corrected. Thereafter, the QEP Steering Committee will continue to monitor the plan and the impact of all initiatives

implemented, making adjustments and improvements to the plan based on the outcomes of the assessment and evaluation studies cited in Part A above.

The QEP Steering Committee will submit an Annual Report to the President and President's Council outlining the progress of the plan and detailing successes, challenges and findings. The President's Council will continue support of the plan by providing guidance in the revision of institutional policies and processes (i.e., faculty evaluation system), allocating funding for unexpected expenditures discovered through the implementation process that are necessary for the plan's success, and acting as a central source in the continued promotion, focus, and communication of the QEP's implementation, progress and impact on the college community.

The QEP Steering Committee will compile the feedback garnered from students and employees, ensure that the professional development and community-building initiatives are appropriate to the goals and focus of the QEP, and identify trends during the implementation and early years of the plan that provide continued momentum and focus to the topic of CT. Data and outcomes analysis will grow in scope as the number of programs/courses and activities focused on CT increases, allowing the QEP Team to be able to make informed decisions about how to best continue enhancing the plan and raising the level on the college's expectations of student CT development. The QEP Steering Committee ensures that initiatives are implemented only after thorough planning and coordination of all segments of the activities. The QEP Steering Committee is charged with monitoring the excellence in the delivery of all QEP tasks.

Modifications to the QEP Implementation Plan will occur as needed with significant alterations to the plan to be presented in the QEP Annual Report, submitted to the President early in the fall term annually.

C. Using Findings for Ongoing Enhancement

The QEP Team will receive results from the identified surveys, studies, and performance measure outcomes described in Part A above from the IER office as the results to the studies are compiled into report format. The QEP Steering Committee and its subcommittees will identify

the strengths and weaknesses of the plan based on the array of quantitative and qualitative data described in A. Strengths are incorporated back into each goal that aims to build faculty and student community and curricular enhancements. As the plan matures, individuals developing model initiatives that are proven successful in developing CT competencies in students will be encouraged to write scholarly educational articles about their findings for publishing and/or dissemination to the higher education community through workshops, conferences and as Internet references.

TSTC Harlingen will rely on this structure and the incorporation of the college's existing evaluation and assessment processes, enhanced by additional qualitative feedback and reflection from students and faculty, to continually incorporate evaluation findings into the ongoing enhancement of the QEP. With the QEP focus and goals intended to be a major focus of TSTC Harlingen's Strategic Plan 2006-2010, the college is committed to the opportunities that come with the implementation of this project. The QEP is viewed by the college as a positive vehicle that will add value and quality to its operations. The college believes that the QEP will enhance TSTC Harlingen's reputation and position the college as a leader in developing learning capacities of Hispanic students.

IV. Community Involvement

It is important to understand that the mission of TSTC Harlingen differs from most other two-year colleges. Our mission is not a local mission, rather a statewide mission intended to be fulfilled by all four TSTC System college locations. As a result, the institution is completely funded by the State of Texas and does not assess taxes in its service area because it is expected to impact the economic and workforce development of the entire state.

Therefore, the community that TSTC Harlingen involved in the process developing the QEP was the TSTC Harlingen community – specifically students, faculty, staff, and administrators. Additionally, a Board of Regents member from South Texas, Linda Routh (a graduate of TSTC Harlingen's former Chemical Technology program) participated in the full-day

planning retreat facilitated by Dr. Charles Bonwell in June. The TSTC System Chancellor also sent a representative from the System Office in Waco to participate in the specific planning activities for the QEP at the same retreat. President Leal formally presented TSTC Harlingen's QEP focus, goals, and activities to the entire Board of Regents during their quarterly meeting in July, and the QEP Development Team used all opportunities to communicate the progress of the plan to employees and students. These activities ensured that all key constituency groups were represented and had the opportunity to provide guidance or direction to the development of the plan.

Furthermore, the plan was fully faculty, staff, and student driven. The QEP Development Team did not adopt any task or objective that was not directly proposed by one of the constituency groups discussed above. Even after goals and an outline of tasks were initially developed, specially called meetings to discuss, revise and recommend changes or inclusions of other activities to the plan were held. The QEP Development Team included all concerns of the constituents in the plan. Those that could not be solved before submission of the QEP will be addressed through task forces in Year 1 of the plan so that no barriers to success will be overlooked.

This QEP represents the vision and passion of all TSTC Harlingen employees. The college has the momentum and the heartfelt desire to do more and be better. TSTC Harlingen has had a successful past in helping provide a better quality of life for its students, particularly Hispanic students, and know that the challenges for Texas in the coming decade are tremendous. Census figures indicate that white non-Hispanics are no longer the majority in Texas for the first time since the 1800s, and TSTC Harlingen is prepared to continue to exceed the expectations of the citizens of Texas, itself and the students it serves to ensure that it continues to provide opportunities to obtain success in the uncertain future of our region, state, nation, and world.

Appendix A

Statement of Purpose

TSTC's legislated purpose or mission is described in Vernon's Texas Education Code Section 135.01:

- The Texas State Technical College System is a co-educational two-year institution of higher education offering courses of study in technical-vocational education for which there is a demand within the state of Texas.
- The Texas State Technical College System shall contribute to the educational and economic development of the State of Texas by offering occupationally-oriented programs with supporting academic coursework, emphasizing highly specialized advanced and emerging technical and vocational areas for certificates or associate degrees. The Texas State Technical College System is authorized to serve the State of Texas through excellence in instruction, public service, faculty and manpower research and economic development. The system's economic development efforts to improve the competitiveness of Texas business and industry include exemplary centers of excellence in technical program clusters on the system's campuses and support of educational research commercialization initiatives. Through close collaboration with business, industry, governmental agencies and communities, including public and private secondary and postsecondary educational institutions, the system shall facilitate and deliver an articulated and responsive technical education system.
- In developing and offering highly specialized technical programs with related supportive coursework, primary consideration shall be placed on industrial and technological manpower needs of the state. The emphasis of each Texas State Technical College System campus shall be on advanced or emerging technical programs not commonly offered by public junior colleges.

Expanded Statement of Purpose

Texas State Technical College Harlingen is an independently accredited institution offering affordable educational opportunities in a residential setting. The College promotes access to higher education through open admissions to the institution, as well as basic skills studies that equip students to succeed in college courses. Located in a culturally diverse area of the Rio Grande Valley of Texas, the College is certified as a Hispanic-Serving Institution.

Programs are designed to prepare students to meet the demands of an increasingly competitive and intellectually challenging future through educational and personal growth, practical skills development, general academic courses, and career preparation. Input from advisory committees composed of industry and workplace representatives assures relevance of curricula that prepare Associate of Applied Science degree and Certificate graduates for placement in their career fields. Successful preparation for independent and life-long learning is achieved through intensive teaching formats that stress hands-on laboratory experiences, productive work ethics, information technologies integrated with instructional delivery, advanced methods of electronic teaching and learning, cooperative education, and other student success initiatives. In addition, the College provides student services, such as career and guidance counseling, student activities, assistance with financial aid and job placement, workshops for job readiness, and events for cultural enrichment.

Accordingly, TSTC Harlingen's faculty are dedicated to quality teaching and dynamic classroom learning experiences that integrate theory with application. The staff complements these efforts with excellent support services to fulfill the college's mission. In all aspects, Texas State Technical College Harlingen is committed to providing the educational tools that enable students to improve their quality of life and achieve their potential.

Appendix B

Quality Enhancement Development (QEP) Team

Member Name	Department
<u>Pat Hobbs</u>	<i>Instructional Administrative Services</i>
<u>Servando Villarreal</u>	<i>Student Services</i>
<u>Blanca Bauer</u>	<i>Institutional Effectiveness & Research</i>
<u>Al Guillen</u>	<i>Chemical Environmental Technology</i>
<u>Sam Nauman</u>	<i>Electronic Engineering Technology</i>
<u>Don Byrd</u>	<i>Counseling</i>
<u>Cari Kenner</u>	<i>Developmental Studies</i>
<u>Pamela McCurdy</u>	<i>Developmental Studies</i>
<u>Richard Kirk</u>	<i>Student Success Office</i>
<u>Blanca Guerra</u>	<i>College Information Office</i>
<u>Dru Duos</u>	<i>Instructional Technology</i>
<u>Juan Garcia</u>	<i>Computer Information Systems</i>
<u>Justin A. Zuniga</u>	<i>Instructional Technology</i>
<u>Cathy Maples</u>	<i>Instructional Administrative Services</i>
<u>Barbara L. Bennett</u>	<i>Dental Hygiene</i>
<u>Frank Lewis</u>	<i>Language & Humanities</i>
<u>Susan Tichenor</u>	<i>Health Information Technology</i>

Appendix C

SACS Leadership Team

Charge: The team is responsible for the coordination and development of all SACS issues related to the reaffirmation process for TSTC. The responsibilities of the SACS Leadership Team include coordinating and managing the College's internal review process and the development of the Quality Enhancement Plan. The team will oversee the compliance review and determine whether the documentation submitted supports compliance with each requirement. Furthermore, the team ensures that the institutional community is engaged in the review process and is kept informed of the progress of the review. Finally, the team ensures that once the Compliance Certification and Quality Enhancement Plan are submitted, appropriate follow-up activities are in place to monitor compliance issues and monitor the successful implementation of the Quality Enhancement Plan.

Members:

Name	Department
<u>Heriberto "Eddie" Tapia</u>	<i>Media Center</i>
<u>Edna Claus</u>	<i>Computer Systems Management Technology</i>
<u>Blanca Bauer</u>	<i>Institutional Effectiveness & Research</i>
<u>Robert Gomez</u>	<i>Business Services</i>
<u>Mary Prepejchal</u>	<i>Human Resources</i>
<u>Dawn Quinn</u>	<i>Network & Telecommunication Services</i>
<u>Servando Villarreal</u>	<i>Student Services</i>
<u>J. Gilbert Leal</u>	<i>President's Office</i>
<u>Mike Buck</u>	<i>Administrative Services</i>
<u>Jackie Gilles</u>	<i>President's Office</i>
<u>Pat Hobbs</u>	<i>Instructional Administrative Services</i>

Appendix D

BIOMEDICAL PROGRAM
Departmental Assessment Plan

Statements	Intended Outcomes/Objectives	Assessment Criteria & Procedures
<p><u>Institutional Purpose:</u> Program instruction supports the TSTC legislated purpose by offering,</p> <p>“Programs (that) are designed to prepare students to meet the demands of an increasingly competitive and intellectually challenging future through educational and personal growth, practical skills development, academic courses, and career preparation.”</p> <p><u>Program Purpose Statement:</u> The Biomedical Engineering Technology program provides the necessary academic and technical skills needed for a career as a biomedical equipment technician. The Biomedical program offers extensive hands-on training with medical equipment. Biomedical equipment technicians are responsible for maintaining safe and effective operating equipment used to diagnose, prevent and treat disease and illness.</p>	<p>Intended Outcomes/Objectives</p> <ol style="list-style-type: none"> 1. Graduates meet the established essential outcomes and skills competencies for entry-level employment in the field. <p>75% of program graduates will complete their degree plan and demonstrate proficiency in the following areas:</p> <ol style="list-style-type: none"> A. Oral and written communications. B. Problem solving skills. C. Understand dynamics of interaction of different cultural values and ethics as it relates to them. D. Fundamentals of Electronics E. Digital fundamentals and Digital systems F. Solid state devices G. Theory, analysis and schematic interpretation of solid-state circuits and in particular medical device related circuits. H. Physiological instrumentation theory and applications. I. Proper operation, usage of medical devices. J. Safety and preventive maintenance of medical devices. K. Theory of operation and servicing of Digital Devices. L. Application and cost of unit operation of medical devices in health care facilities. M. Ergonomics of equipment usage 	<p>Assessment Criteria & Procedures</p> <ol style="list-style-type: none"> 1. Assessment of essential skills and competencies is performed using the following: <ol style="list-style-type: none"> a Employer feedback from Internship course (Biom 2289). b Embedded questions based on Biom-1291, Special Topics in Biomedical Technology c A project integrated into course Biom-1291, Special Topics in Biomedical Technology, that will determine learned essential skills and competencies listed under intended Outcomes/Objectives. The project will consist of fully documented written and oral presentation relating to a medical device. The problem solving skills, questions and the manner of presentation will be uses as they apply to the outcomes and skills needed. A scoring rubric (attached), establishes the conditions and elements required to achieve essential skills and knowledge.

	N. Technology advancements in regards to medical devices.	
<p>Goal Statements</p> <p>Learning Outcomes: To instruct Biomedical program students to acquire technical skills for job entry and careers in fields related to their major.</p> <p>A. Program graduates are well prepared for entry-level positions in a career field related to their program.</p>	<p>2. The Biomedical program will meet all applicable standards established in the TSTC Indicator(s) of Success.</p> <p>los 1: Student Satisfaction 70% of respondents will indicate satisfaction, or meet or exceed identified benchmarks for:</p> <ul style="list-style-type: none"> • Graduate Exit Survey • Graduate Follow-up Survey • Employer Follow-up Survey • Noel-Levitz SSI • Program End-of Course Survey 	<p>2. The Biomedical program demonstrates biennial achievement of the following los:</p> <p>Relevant Program los:</p> <ul style="list-style-type: none"> • Student Satisfaction • Educational Achievement • Graduate Placement/Perf. • Institutional Improvement

Assessment Plan Table (continued)

Statements	Intended Outcomes/Objectives	Assessment Criteria & Procedures
<p>Program Outcomes: The Biomedical program meets all established and applicable standards from the TSTC Indicators of Success (IOS), demonstrating program accomplishments of its mission and support of the TSTC Harlingen Purpose Statement(s).</p> <p>B. Program outcomes meet or exceed the following IOS standards:</p> <p>IOS 1: Student Satisfaction IOS 2: Educational Achievement IOS 3: Graduate Placement/Perf. IOS 5: Institutional Improvement</p>	<p>IOS 2: Educational Achievement</p> <ul style="list-style-type: none"> • 50% completion rates within 3 years for graduates not receiving remediation; 40% completion rates for graduates receiving remediation and part time students. • 70% fall to spring retention rate for full-time students. • 15 graduates over a 3-year period • 100% of graduates will achieve a 2.0 GPA or better. 	<p>Data Sources:</p> <ul style="list-style-type: none"> • THECB IE Measures and Standards Annual Report • Colleague Data System Reports • THECB Annual Licensure Report • THECB Carl Perkins Measures and Standards Annual Report

	<ul style="list-style-type: none"> • 70% of graduates pass the General Ed Core with a 2.0 or better. <p><u>LOS 3: Graduate Placement/Perf.</u></p> <ul style="list-style-type: none"> • 90% of graduates will be placed in employment within one year of graduation. • 90% of students tested on specific licensure exams pass, - or the percentage of students taking the exams and passing is not more than 50% below the state average for the particular licensure exam. 	<ul style="list-style-type: none"> • AAMI certification exam
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Assessment Plan Table (continued)

Statements	Intended Outcomes/Objectives	Assessment Criteria & Procedures
	<ul style="list-style-type: none"> • 85% of employers rate graduates' overall training as "good" or "very good." • 80% of graduates responding to the Graduate Follow-up Survey will report employed in a field related to their major. <p><u>LOS 5: Institutional Improvements</u></p> <ul style="list-style-type: none"> • 75% of all TSTC graduates will meet all established assessment outcomes for their program of study (program and general education). 	

Engineering Division Assessment/Grading Rubric - BET Department

	5	4	3	2	1
1- Responds fully to the assignment. Completes all pertinent parts.					
2- Expresses purpose of assignment clearly					
3- Meets the needs of the Biomedical industry audience. The techniques used to answer questions, solve problems and tackle the project assures the industry of the person's technical knowledge and skills.					
4- Begins and ends appropriately. Tackles the subject and the problems by starting with the input variables, considers the process under investigation and determines the output variables.					
5- Provides adequate supporting explanations, evidence, facts, data, laws and reasoning.					
6- Is well organized and well flowing in content and style.					
7- Uses appropriate, Biomedical industry technical language, terminology, acronames and terms. This shows a person conversant with the material language and its use.					
8- Correctly refers to areas/sources of information. Uses resources from academia, industry, books web etc., as needed					
9- Report is well laid out and is free of errors. The element here is how well does it communicate to another person from the industry, the problem and the solution.					
10-Shows originality and creativity in 1 to 7 above. This measures creativity as well as prior knowledge. How does the person being assessed integrates all that was learnt and added the element of his/her original thinking.					
Overall Evaluation					

Explanation of score

5 or (A) - Identified desired element and addressed in an excellent manner

4 or (B) - Identified desired element and addressed in a good manner

3 or (C) - Identified desired element and addressed in an acceptable manner

2 or (D) - Identified desired element but did not address sufficiently

1 or (F) - Did not Identify desired element and did not address in an acceptable manner

The above rubric evaluates the following :

Knowledge Base (1,2 and 3)

Reasoning Process (4,5 and 6)

Communication skills (7, 8 and 9))

Integration of skills for professional success (10)

Appendix E

Biography of Charles C. Bonwell

Charles C. Bonwell, directed Centers for Teaching and Learning at the Saint Louis College of Pharmacy (1993-1998) and Southeast Missouri State University (1990-1993). A former Professor of History, he received a B.S. and M.S. in mechanical engineering from Stanford University and his Ph.D. from Kansas State University in the history of science and technology. As a consultant, he has facilitated over 200 workshops nationally and internationally for faculty and teaching assistants on active learning and critical thinking, and has given the keynote address at numerous regional, national, and international conferences. In 1986 Bonwell was one of 50 faculty honored nationwide by the American Association of Higher Education and the Carnegie Foundation for the Advancement of Teaching for his “outstanding educational leadership.” He is co-author, with James Eison, of the best-selling ASHE-ERIC monograph *Active Learning: Creating Excitement in the Classroom* (1991). In 1996, Jossey-Bass published *Using Active Learning in College Classrooms: A Range of Options for Faculty* in 1996, co-authored with Tracey Sutherland.

Appendix F

QEP Steering Committee

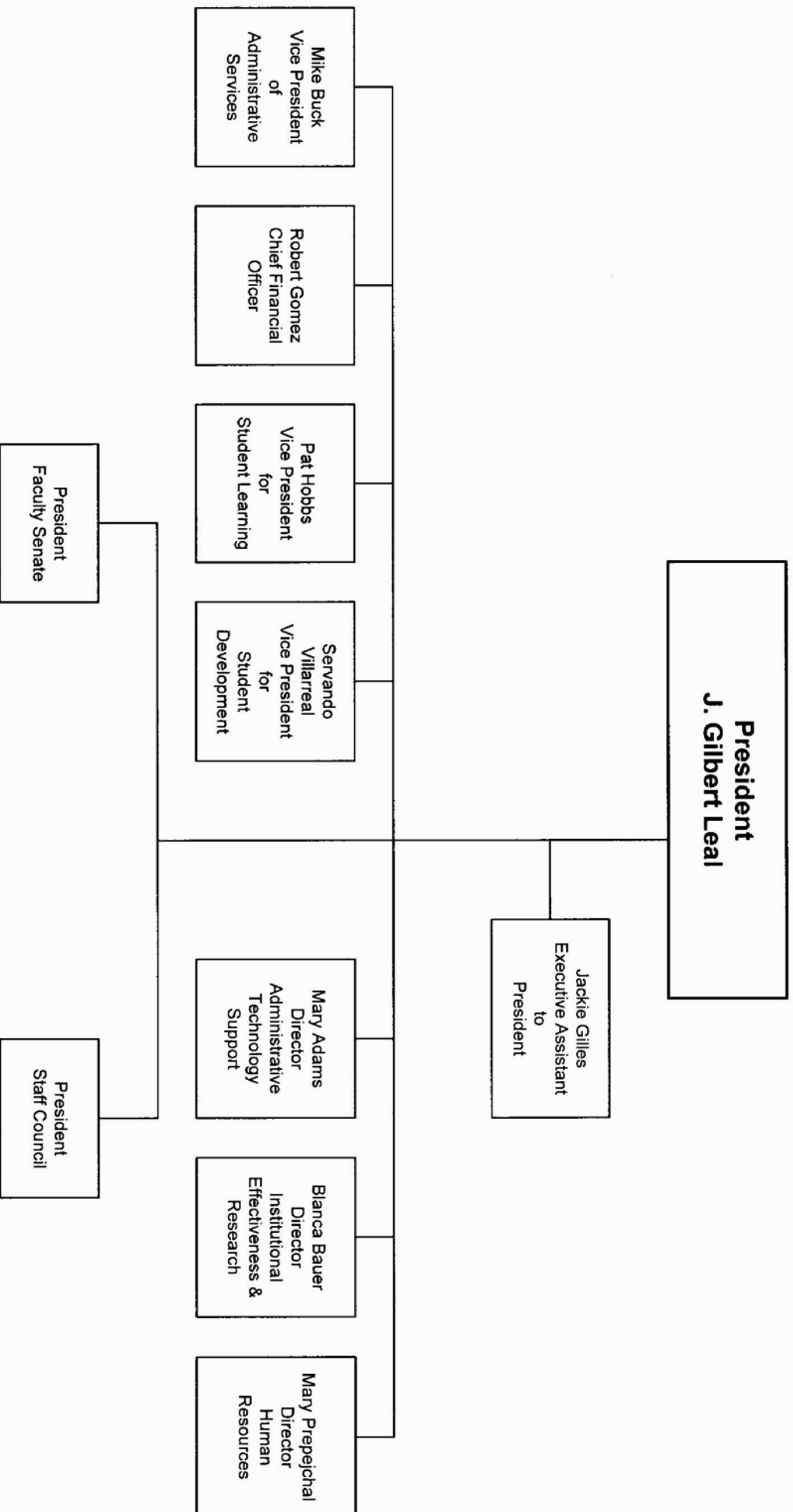
Charge: Oversees the implementation and achievement of all QEP activities towards the goals and outcomes stated in the plan approved by the Commission on Colleges. Committee will be responsible for the identification of resources to implement and sustain the plan, continually evaluate and improve plan activities, and ensure that the focus of critical thinking remains a central focus in the development of a student-centered institution.

Members:

Name	Title
Pat Hobbs	<i>Vice President—Student Learning</i>
Servando Villarreal	<i>Vice President—Student Development</i>
Mike Buck	<i>Vice President—Administrative Svcs.</i>
Robert Gomez	<i>Chief Financial Officer</i>
Cathy Maples	<i>Assoc. Vice Pres.—Student Learning</i>
Sue Garza	<i>Coordinator of Curriculum</i>
Barbara Bennett	<i>Division Director—Health</i>
Juan Garcia	<i>Division Director—Computers</i>
Sam Nauman	<i>Division Director—Engineering</i>
Al Guillen	<i>Division Director—Industrial/Manufact.</i>
Frank Lewis	<i>Division Director—General Education</i>
Vacant	<i>Director of Educational Technology</i>
Blanca T. Bauer	<i>Director of Institutional Effect. & Research</i>
Don Byrd	<i>Director—Counseling</i>
Roy Cavazos	<i>Director—Student Life</i>
Delia Leal	<i>Staff Development Officer</i>
	<i>Faculty Senate Representative</i>
	<i>Staff Council Representative</i>

Appendix G

**TEXAS STATE TECHNICAL COLLEGE HARLINGEN
PRESIDENT'S COUNCIL
FISCAL YEAR 2003**



Appendix H

TEXAS STATE TECHNICAL COLLEGE

JOB DESCRIPTION

Title: Director of Educational Technology
Reports To: Associate Vice President of Student Learning
Position Code: DETE
Department: Instructional Administration
EEO Type: PR

Effective Date: 08-16-04
Revision Date: 081604
Pay Grade: H
FLSA: Exempt
ORP Elig: Y

A. General Description:

The Director of Educational Technology will plan, coordinate and supervise activities to meet faculty needs in the area of instructor development training, curriculum development, multimedia development and course integration, web development, e-learning course development, and Datatel training and reporting related to the Instructional Division. The Director has the overall responsibility for the supervision and direction of the Training Resource Center and the proposed Center for Teaching Excellence.

B. Duties and Responsibilities:

a. Essential Functions

Provide instructional design and technological skill development for faculty in the design and development of traditional and e-learning courseware.

Facilitate the Instructor Level Certification Program for new faculty.

Develop, implement and evaluate an annual faculty training plan based on faculty professional growth plans.

Develop and maintain an interactive faculty development website.

Provide support in the selection and adaptation of technologies for enhancing learning outcomes.

Provide Datatel training to faculty and staff for Instructional Division-related functions.

Create Instructional Division Datatel reports in coordination with the Department of Administrative Technical Support (DATS).

Provide development and production services for the creation and maintenance of Instructional Division departmental web pages.

Supervise the scheduling and maintenance of the Training Resource Center and the proposed Center for Teaching Excellence.

b. Other Responsibilities

Performs other related duties as assigned.

C. Working Conditions:

Sedentary: Desk work; occasional travel required for College or department activities. Insignificant effort other than normal movement. Minimal Hazard/Exposure: Standard office setting. At least minimal environmental controls to assure health and comfort.

D. Required Qualifications:

Skills in leadership and supervision, oral and written communications, and interpersonal relations.

Ability to perform in a team-based management structure.

Ability to interact with faculty, staff, and administration appropriately.

Thorough understanding of technology as it relates to instructional and administrative processes.

Thorough understanding of the role and mission of TSTC and programs related to technical education.

Thorough understanding of e-learning and Datatel or equivalent software.

E. Minimum Requirements of Education and Experience:

Bachelor's degree in an appropriate field required; Master's degree preferred.

Three years administrative experience at the post-secondary education and/or state administrative level, or

Three years or more of teaching experience at the post-secondary level, or

Three years or more experience in educational technology, web design and general computer proficiency.

Approved: _____
Pat Hobbs, Vice President for Student Learning Date

Appendix I

Faculty Senate

Member Name	Department	Officer
Edna Claus	Computer Systems Management Technology	X
Dolores Cortez	Medical Assisting	
Garnet Gaither	Digital Imaging Technology	
Adam Hutchison	Aviation Maintenance	X
Craig James	English	
Alicia Lugo	Surgical Technology	
Pamela McCurdy	Developmental Studies	X
Sam Nauman	Electronic Engineering Technology	
Artemio Olivarez	Machining Technology	
Mohammad Omar	Computer Systems Management Technology	
Richard Salinas	Welding Technology	X
Charles Steele	Machining Technology	
David Turbeville	Electromechanical Engineering Technology	
Angela Worrell	Dental Hygiene	

Staff Council

Member Name	Position & Description	Officer
Arnulfo Alanis	Electrician II	
Billy England	Carpenter I	X
Sandra Rodriguez-Garza	Director, Support Services	X
Janice L. Maxey	Director, Custodial Services	
Kym McKenna	Lab Assistant II	
Rosie Meza	Accounting Assistant II	X
Connie Moncus	Lab Assistant II	
Lynn Partridge	Departmental Secretary	X
Dawn Quinn	Director, Information Technology	
Corby Richardson	Lab Assistant	
Bonnie Sanchez	Cashier	
Heriberto Tapia	Audio Visual Specialist	X

Instructional Administration Council

Member Name	Position & Description
Al Guillen	Division Director, Manufacturing/Industrial Technology
Barbara Bennett	Division Director, Health Technology
Juan Garcia	Division Director, Computer Information Systems
Sue Garza	Coordinator, Curriculum
Patt Hobbs	Vice President, Student Learning
Frank Lewis	Division Director, General Education
Cathy Maples	Associate Vice-President, Student Learning
Sam Nauman	Division Director, Engineering Technology
Stephen Vassberg	Associate Vice President, Economic Workforce Development

Student Services Council

Member Name	Position & Description
Mary Adams	Director, Administrative Software Support/Financial Aid
Don Byrd	Director, Counseling
Roy Cavazos	Director, Student Life
Jose G. Garcia	Supervisor, Intramurals
Sandra Rodriguez-Garza	Director, Support Services
Blanca Guerra	Director, College Information Office
Elva Short	Director, Admissions & Records
Servando Villarreal	Vice President, Student Development

Student Activities Advisory Committee

Member Name	Position & Description
Cristina Aldape	Student Success Advisor
Roy Cavazos	Director, Student Life
Rudy Gonzalez	Groundskeeper II
Blanca Guerra	Director, College Information Office
Barbara Keeney	Instructor, English
Leticia Martinez	Accounting Assistant II
Elena Rios	Desktop Publisher/Computer Graphics
Sandra Rodriguez-Garza	Director, Support Services
Jessica Turrubiates	Lab Assistant I
Servando Villarreal	Vice President, Student Development

Curriculum Committee

Member Name	Position & Description
Blanca Bauer	Director, Institutional Effectiveness & Research
Barbara Bennett	Division Director, Health Technology
Juan Garcia	Division Director, Computer Information Systems
Sue Garza	Coordinator, Curriculum
Blanca Guerra	Director, College Information Office
Al Guillen	Division Director, Manufacturing/Industrial Technology
Frank Lewis	Division Director, General Education
Cathy Maples	Associate Vice President, Student Learning
Angel Mendez	Director, Collaborative Projects
Sam Nauman	Division Director, Engineering Technology
Robert Sanchez	Department Chair, Surgical Technology
Charles Steele	Department Chair, Machining Technology
Elva Short	Director, Admissions & Records

Freshman Seminar Faculty

Member Name	Position & Description
Christina Aldape	Student Success Advisor
Frank Coulson	Student Success Advisor
Juliana Huerta	Student Success Advisor
Linda Kotzur	Student Success Advisor
Velma Kotzur	Student Success Advisor
Ted Molina	Student Success Advisor

Appendix J

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