



ALAMO COLLEGES DISTRICT  
St. Philip's College

# St. Philip's College

---

*QUALITY ENHANCEMENT PLAN: ETHICAL DECISION-MAKING*



**Mid-Year Progress Report: Fall 2018 (Year 3)**

**QEP Directors: Elizabeth Castillo, David Kisel, Dr. Jude Thomas Manzo**

## TABLE OF CONTENTS

	Page
<b>Summary</b>	3
<b>Introduction</b>	3
<b>Implementation Timeline Overview</b>	6
<b>Key Strategy One: Faculty and Staff Professional Development</b>	9
Implementation	9
Outcome	11
Results	11
Action Plan	11
<b>Key Strategy Two: Faculty-Student Best Practice Sharing</b>	12
Implementation	12
Outcome	13
Results	13
Action Plan	14
<b>Key Strategy Three: Student Engagement in Ethical Decision-Making</b>	15
Implementation	15
Outcome	17
Results	18
Action Plan	18
<b>Key Strategy Four: Develop SPC Community-Wide Ethical Decision-Making Awareness</b>	19
Implementation	19
Outcome	20
Results	20
Action Plan	20
<b>QEP Budget Summary</b>	22
<b>References</b>	23

## Summary

*This report is based on data generated during Fall 2018.*

St. Philip's College successfully implemented all key strategies of the Quality Enhancement Plan (QEP) in accordance with the [published proposal](#). This report describes major accomplishments for the first half of Year 3 and indicates college readiness for continued QEP deployment.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) on-site review team verbally approved St. Philip's College (SPC) QEP: Ethical Decision-Making (EDM) on October 14, 2015 and described the SPC QEP as exceptional. Accreditation was reaffirmed by SACSCOC on December 3, 2017.

## Introduction

The QEP supports the College Mission, Vision and Institutional Priorities:

**Mission:** St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through educational achievement and career readiness.

**Vision:** *be the best in the nation in Student Success and Performance Excellence.*

**Institutional Priorities:** *SACSCOC Compliance, Ethical Decision-Making, Graduation, Persistence, and Productive Grade Rate Improvement.*

Ethical Decision-Making QEP topic selection and development involved a broad array of St. Philip's College constituents dedicated to student learning and success. Continued collaboration for implementation of the plan necessitates commitment and ongoing industrious attention of multiple stakeholders to achieve the QEP goal: Students engage in specific measurable activities that provide opportunities to enhance their Ethical Decision-Making skills. Ethical Decision-Making falls into Student Learning Outcome - Personal Responsibility, which has three related outcomes: Values, Ethical Issues, and Perspectives. The following QEP Student Learning Outcomes (SLOs) are intended for all students and are included in SPC course syllabi:

1. **Values:** Students gain skills to assess their own values.
2. **Ethical Issues:** Students identify and are knowledgeable of ethical issues.
3. **Perspectives:** Students analyze various ethical perspectives.

A Focus Statement and Process for Ethical Decision-Making provide a common intellectual experience as the QEP is implemented across St. Philip's College, including off-site locations. Following are the Focus Statement and Process:

**Focus Statement:** Ethical Decision-Making is the ability to connect values and choices to actions and consequences.

**The Process for Ethical Decision-Making:**

1. Stop and think to determine the facts.
2. Identify options.
3. Consider consequences for yourself and others.
4. Make an ethical choice and take appropriate action.

Ongoing assessment and evaluation of the plan and the outcomes are integral to our QEP success. Multiple direct and indirect assessments throughout the academic year provide data to inform the future QEP direction and to measure progress toward outcomes achievement. During Annual Assessment Day, a sampling of selected student artifacts is assessed using a rubric for the three QEP Student Learning Outcomes (Personal Responsibility).

The Personal and Social Responsibility Inventory (PSRI-I and PSRI-II) were administered, via student email during the fall semester to ascertain students' perception of campus climate for Ethical Decision-Making and progress toward the QEP Student Learning Outcomes. This assessment determines their level of ethical development.

## Leadership

Senior leadership of the college has provided exceptionally strong support for QEP, including a provision of financial and physical resources to implement, sustain, and complete the QEP. Student Success and Academic Success Divisions of the college synergize leadership efforts to create a campus culture of Ethical Decision-Making and provide multiple opportunities for student engagement in Ethical Decision-Making learning activities, both curricular and co-curricular. The three QEP Directors report weekly to the Vice President of Academic Success and to the President's Cabinet for accountability and counsel as they coordinate and oversee QEP implementation.

The tri-director model ensures broad-based participation and includes a Director from Student Success, and two faculty members representing academic programs of study.

In Fall 2018 the tri-Directors were Liz Castillo, Student Success; David Kisel and Dr. Jude Thomas Manzo, faculty.

Dr. Jude Thomas Manzo's responsibilities include Division Best Practices, overseeing SEG grants like the Ethics Bowl Team, Reading Buddies, What Would You Do? (WWYD), QEP website, Cabinet report out, progress reports, and conducting core and implementation team meetings.

Mr. David Kisel's responsibilities include Annual Report, Mid-year Report, Five Year Report, Collecting signing sheets, External Constituency surveys, Welcome Week, Professional Development Week, Employee Development Day, Tips of the Week vetting process, ISLO data collection, and Canvas Repository.

Ms. Liz Castillo's responsibilities include New Student Orientation, New Student Convocation, student focus groups, set up table for Culturefest, digital publicity, Footprints, Off-Site Resource Guide, and management of the QEP Budget.

The QEP Directors chair the Core Team and Implementation Team meetings and activities as the teams execute key deliverables. The QEP Implementation Team has consisted of twenty four individuals from multiple college divisions and is comprised of administrators, faculty, staff and students. The Core Team has consisted of the three Directors, five faculty members, and two representatives from Institutional Planning, Research and Effectiveness.

<b>Table 1: 2018-2019 QEP Core Team</b>		
<b>Name</b>	<b>Team Role</b>	<b>College Role</b>
Liz Castillo	QEP Director	Staff / Student Success
Dr. Jude Thomas Manzo	QEP Director	Faculty / Arts and Sciences
David Kisel	QEP Director	Faculty / Arts and Sciences
Andrew Hill	Subject Matter Expert	Faculty / Arts and Sciences
Matthew Fuller	Subject Matter Expert	Faculty / Arts and Sciences
Jill Zimmerman	QEP Website	Faculty / Librarian / Academic Services
Irene Young	Best Practices Facilitator /Special Projects	Faculty / Arts and Sciences
Amy Quesenberry	Best Practices Facilitator /Special Projects	Faculty / Health Sciences

(Source: QEP Records 2018)

In addition to the core team, there have been many contributors assisting with data collection and providing guidance.

<b>Table 2: 2018-2019 Additional Contributors</b>		
<b>Name</b>	<b>Team Role</b>	<b>College Role</b>
Randall Dawson	VP Academic Success	VP Academic Success
Dr. Maria Hinojosa	Assessment and Data Analysis	Director of Institutional Planning, Research and Effectiveness
Sonia Valdez	Assessment and Data Analysis	Coordinator of Measurement and Evaluation / Student Learning Outcomes
Adrian Jackson	Marketing and Public Relations	Director of Community and Public Relations
Paul Borrego*	College Budget	Staff / Budget Office
Gina Jasso	New Student Orientation	Staff / Student Success
Maria Botello	Focus Group Coordinator	Staff / Student Success
Dr. Angie McPherson Williams	New Student Orientation	Director of Student Life
Luis Lopez**	Faculty Professional Development Coordinator	Director of Instructional Innovation Center Dean of Academic Support
Charlie Brammer	Budget and Purchasing	Administrative Assistant

(Source: QEP Records 2018) \* Left at the end of Fall 2018, \*\* became Dean of Academic Support in Nov. 2018.

The Core Team met with the Implementation Team to regularly gather feedback, collaborate on QEP activities, and provide assistance at events and professional development relating to QEP. The Implementation Team consists of the Core Team members, and the contributors listed above.

**Table 3: 2018-2019 Other Implementation Team Members**

Name	Team Role	College Role
Brenda Clark	Member	Faculty / Applied Science and Technology
Maria Botello	Member	Staff / Student Success
Karlene Fenton	Member	Staff / Dual Credit
Robert De Luna	Member	Faculty / Arts and Sciences
Alicia Perry	Member	Staff / Advising
Michael Cain	Member *	Faculty / Applied Science and Technology
Cynthia De La Fuente	Member *	Faculty / Applied Science and Technology

(Source: QEP Records 2018) \*Appointed beginning Spring 2019

## Funding

In Fall 2018 funding outlays for QEP expenditures, included personnel, professional development, travel, office supplies, promotional costs, instructional supplies and equipment, software and maintenance support and assessment instruments were managed within the Student Success Division by one of the three tri-Directors Liz Castillo, Director of Student Success.

Additional college resources were provided in the form of time expended by Institutional Planning Research and Effectiveness, Instructional Innovation Center, Student Life, Center for Learning Resources, Public Relations, College Services, Media Services, Instructional Technology, faculty assessors, and administrative support. There were miscellaneous expenses, such as, providing venues for QEP presentations and faculty and staff professional development events.

## Implementation Timeline Overview

### Fall 2014-Spring 2015

#### *Planning Year*

QEP professional development begins; no implementation in courses.

### Fall 2015-Spring 2016

#### *Pilot Year (Year 0)*

QEP professional development continued; faculty workshops developed and piloted; all identified courses provided assignments related to the Ethical Decision-Making SLOs (values, ethical issues, perspectives); campus-wide awareness campaign initiated; special projects initiated; Division roundtables initiated; Student Learning Outcomes Assessment and QEP implementation assessment.

### Fall 2016- Spring 2017

#### *Implementation (Year 1)*

QEP professional development and workshops continued; all identified courses provided assignments related to the Ethical Decision-Making SLOs (values, ethical issues, perspectives); campus-wide awareness campaign continued; special projects continued; Division roundtables/Best Practices; continuation of QEP student learning outcomes assessment and QEP implementation assessment.

### Fall 2017- Spring 2018

#### *Implementation (Year 2)*

QEP professional development and workshops continued; all identified courses provided assignments related to the Ethical Decision-Making SLOs (values, ethical issues, perspectives); campus-wide awareness campaign continued; special projects continued; Division Best Practices continued; continuation of QEP student learning outcomes assessment and QEP implementation assessment.

### Fall 2018- Spring 2019

#### *Implementation (Year 3)*

QEP professional development and workshops continued; all identified courses provided assignments related to the Ethical Decision-Making SLOs (values, ethical issues, perspectives); campus wide awareness campaign continued; special projects continued; Division Best Practices continued; continuation of QEP student learning outcomes assessment and QEP implementation assessment.

### Fall 2019- Spring 2020

#### *Implementation (Year 4)*

QEP professional development and workshops continue; all identified courses provide assignments relating to the Ethical Decision-Making SLOs (values, ethical issues, perspectives); campus-wide awareness campaign continue; special projects continue; Division Best Practices continue; continuation of QEP student learning outcomes assessment and QEP implementation assessment.

### Fall 2020- Spring 2021

#### *Implementation (Year 5)*

QEP professional development and workshops continue; all identified courses provide assignments relating to the Ethical Decision-Making SLOs (values, ethical issues, perspectives); campus-wide awareness campaign continue; special projects continue; Division Best Practices continue; continuation of QEP student learning outcomes assessment and QEP implementation assessment; Five Year Impact Report complete.

A detailed timeline overview for the QEP, as contained in the initial proposal, supplies a checklist for monitoring progress. Adherence to the timeline ensures each task or activity required to implement the QEP occurs.

## Key Strategies

Four **Key Strategies**, along with outcomes to measure success were developed for the QEP. The following pages offer summary details of **Implementation** and **Process Outcomes** along with **Results** of the outcomes. Also described for each key strategy are **Additional Measures and Actions**. These measures and actions were proposed and implemented by the QEP Team to provide informative data to drive ongoing decision-making during QEP implementation throughout Fall 2018. Finally, for each of the key strategies an **Action Plan** describes the

methods for improvement and continuation of the QEP for Spring 2019 as recommended by the QEP Implementation Team.

Methods to achieve these outcomes include four Key Strategies that drive QEP implementation:

1. Faculty and Staff Professional Development
2. Faculty-Student Best Practice Sharing
3. Student Engagement in Ethical Decision-Making
4. Community-Wide Ethical Decision-Making Awareness.

## Key Strategy One: Faculty and Staff Professional Development Activities

Several events were hosted by the QEP Implementation Team to promote QEP awareness, deliver professional development opportunities, and continue broad-based involvement in implementing the plan. The QEP Team shared ideas and strategies developed from their research to communicate the goals, focus, and student learning outcomes of the QEP. Equipping faculty and staff to develop student assignments/activities and engage students in learning about and applying Ethical Decision-Making was a top priority. This section of the report describes QEP sessions and the results of those presentations or workshops intended specifically for professional development.

### Implementation: Teaching and Assessing Ethical Decision-Making

At the start of each fall semester, SPC has a Professional Development Week, which begins with a Saturday Convocation all faculty and staff, including adjunct faculty and off-site faculty, administrators, and staff. This event is hosted in the Watson Fine Arts Center Auditorium and numbers well over 450 participants.

At the Fall Convocation on Saturday August 18, 2018 Charlie Langston and Andrew Hill, in accompanied by College President, Dr. Adena Williams Loston presented a case study. For maximum interaction and participation, attendees worked in small groups after the scenario presentation. Participants then used the SPC 4-step Process of Ethical Decision Making. At this point, the facilitators answered questions, listened to comments, and made observations. Having reviewed the case study beforehand, the College President also responded, adding her specific comments and observations.

The Fall 2018 case study involved a student walking out of class because the instructor showed a documentary that was R-rated. The student later informed the instructor that he/she, the student, was not allowed to watch R-rated movies. What should the instructor do if they are planning to have a question on the test directly related to the documentary?

Workshops offered opportunities for faculty and staff to work in small groups to learn methods for facilitating student attainment of the QEP Student Learning Outcomes. Furthermore, professional development for faculty and staff was delivered through a QEP presentation entitled *Teaching and Assessing Ethical Decision-Making* developed by the QEP Core Team.

At the conclusion of each of these professional development sessions an event evaluation was administered to the participants to obtain feedback. Participants were given a hardcopy Likert scale survey as well as being asked for comments and suggestions. QEP Directors collected and tabulated responses following each event. Results were shared with the President's Cabinet, the QEP Core and Implementation Teams, and were used to make data-driven decisions to improve engagement opportunities. For example, comments and suggestions included requests for case studies, PowerPoint presentations, and specific assignment examples. Based on these requests, materials were prepared and made available to those who requested them; these Power Point presentations and materials were used for subsequent QEP events.

For Employee Development Day, we introduced new employees to a case study, and The Learning Commons, as well as explained QEP website navigation and how to submit a QEP TIP of the week. The Learning Commons is a Canvas course that serves as a repository of information for instructors.

<b>Table 4: 2018-2019 QEP Professional Development</b>			
EVENT TITLE	DATE	LOCATION	N
<i>Professional Development Workshop Teaching and Assessing Ethical Decision-Making</i>	August 21, 2018	SLC 126	23
<i>QEP Showcase and Teaching and Assessing Workshop</i>	October 26, 2018	SLC 213	9
<i>Total Participants</i>			<b>32</b>

(Source: QEP Event Records 2018)

### Dual Credit / Early College High Schools

Training for DC/ECHS was provided by Renita Mitchell on Friday/Saturday August 3-4. Also on Wednesday August 8, Alberto Vasquez, Liz Castillo, and Dr. Manzo presented the Ethical Decision-Making process to the St. Philip’s Early College High School.

### QEP Professional Development Resources

St. Philip’s College continues to partner with Association of Practical and Professional Ethics (APPE), an international collaboration of educators, business leaders, government leaders and professionals from multiple disciplines. APPE sets the rules and provides case studies for the Regional and National Ethics Bowls.

Ethical Decision-Making professional development resources always available to faculty and staff. They include:

- [QEP Website](#)
- SPC Ethical Decision-Making Teaching Model
- SPC QEP Ethical Decision-Making Learning Commons through the college online learning platform Canvas
- Master Teacher Course content includes Ethical Decision-Making
- LibGuide: Ethical Decision-Making
- QEP Team workshops and presentations
- Individual consultation with QEP Team members and peer review of Ethical Decision-Making (EDM) assignments

In order to determine the effectiveness of QEP professional development, feedback was collected throughout the year. Following are the results of this input for Key Strategy One.

## Outcome

Faculty and staff have the support needed to provide quality Ethical Decision-Making instruction and valid assignments for assessment as evidenced by QEP Faculty/Staff Evaluation Survey results from QEP faculty and staff professional development events.

## Results

Qualitative and quantitative data were collected to evaluate professional development needs of the St. Philip's College community. Ethical Decision-Making instructions and presentations are conducted upon request.

Table 5: PDW August 21, 2018 Faculty/Staff Evaluation Surveys Fall 2018		
RESPONSE ITEM	NUMBER STRONGLY AGREED OR AGREED	% STRONGLY AGREED OR AGREED
1. The QEP event met the stated objectives.	15/15	100%
2. The QEP event provided me with useful information about St. Philip's College QEP.	15/15	100%
3. The QEP event provided me with useful information about Ethical Decision-Making.	15/15	100%
4. The QEP event provided me with examples of useful methods for making an ethical decision.	15/15	100%
5. The QEP event provided me with examples of useful methods for engaging diverse students in Ethical Decision-Making skill development activities.	15/15	100%
6. The presenters answered questions completely and appropriately.	15/15	100%
7. I was satisfied with the quality of this event.	15/15	100%

(Source: QEP Faculty/Staff Evaluation Surveys 2017-2018)

The quantitative results of the event evaluations strongly suggest event participants perceive the QEP Team is sufficiently supporting professional development needs. Faculty and staff on campus and at partnering off-site locations, including Dual Credit and Early College High Schools, continue to learn about incorporating Ethical Decision-Making activities into our culture with a **Can-Do Spirit**, one of our six College Values.

## Action Plan

In 2019, stronger support of off-site locations such as DC/ECHS will be discussed at the Core and Implementation meetings. Reducing division meeting participation in favor of additional time allocated for off-site locations such as DC/ECHS.

To strengthen staff interactions with students, in 2019 the four Academic Support Division Best Practices will emphasize a real-world Ethical Decision-Making focus. Instead of focusing on case studies, we will urge staff to assist students in approaching their decision-making by way of the EDM 4-step process and the three student learning outcomes for personal responsibility.

## Key Strategy Two: Faculty-Student Best Practice Sharing

Faculty and staff had multiple opportunities to discuss Best Practices to promote EDM, and evaluate student feedback on what worked for faculty and students.

### Implementation: Best Practice Forums

Venues implementing faculty-student Best Practice sharing included Best Practice Forums, held each semester at academic division meetings, a Learning Commons created via the Canvas online learning platform, and student feedback gathered at student focus groups held throughout the year.

In Fall 2018, members of the QEP team facilitated at least one Best Practice Forum to each of the seven college divisions. In fact, this fall was the first time three Best Practice Forums were conducted in one semester for Health Sciences and Applied Science and Technology.

<b>EVENT TITLE</b>	<b>DATE</b>	<b>DIVISION</b>	<b>N</b>
QEP Overview and Best Practice Forum	September 13, 2018	College Services	17
QEP Overview and Best Practice Forum	September 18, 2018	Health Sciences	45
QEP Overview and Best Practice Forum	September 19, 2018	Academic Services	20
QEP Overview and Best Practice Forum	September 24, 2018	Applied Science and Technology	28
QEP Overview and Best Practice Forum	October 11, 2018	Student Success	76
QEP Update and Best Practice Forum	October 16, 2018	Health Sciences	39
QEP Overview and Best Practice Forum	October 17, 2018	Academic Services	17
QEP Update and Best Practice Forum	October 22, 2018	Applied Science and Technology (SWC)	16
QEP Overview and Best Practice Forum	November 7, 2018	Presidents Division	16
QEP Update and Best Practice Forum	November 12, 2018	Applied Science and Technology	24
QEP Overview and Best Practice Forum	November 16, 2018	Arts and Sciences	70
QEP Update and Best Practice Forum	November 20, 2018	Health Sciences	41
		<b>Total Participants</b>	<b>409</b>

(Source: QEP Event Records 2018)

During previous Best Practice Forums, participants discussed the importance of values and how values may influence one's ability to identify ethical issues and consider perspectives of others. Participants were encouraged to continue engaging students in the EDM process with emphasis on the exploration of values.

As Best Practice sharing continued during Fall 2018, employees enhanced their use of Ethical Decision-Making process by utilizing discipline-specific case studies focusing on values. Participants discussed the importance of professional values and how values may influence one's ability to identify ethical issues specific to their discipline. Participants were encouraged to apply lessons learned and engage students in the EDM process with emphasis on discipline-specific cases.

One of the items that we focused on this semester was identifying values. In one of the activities conducted faculty members had to identify the five most important values from a list of approximately 32; participants also were encouraged to add other values if desired. Faculty members formed groups in order to reach a consensus on the five most important values. The groups discussed reasons influencing their choices including culture, age, gender, ethnicity, and other factors.

## Student Focus Groups

An additional method for Best Practice sharing data collection is student focus groups. These student focus groups are organized through Phi Theta Kappa and coordinated by Maria Botello, Student Success. Prior to visiting a class, student focus group leaders create a case study relevant to their audience. Their goal is to engage with students a minimum of twice per month. The focus was changed from student clubs back into the classroom for simplicity and adherence to the original project proposal.

Results of the Fall 2018 student focus groups: 61 students at SPC and 29 students at SWC participated, for a total of 90. Of those students, 59 were male, and 31 were female. The majority of the students indicated they were aware of the St. Philip’s College QEP when asked. They provided feedback about the discussion, at times changing their opinions once they considered all alternatives.

<b>EVENT TITLE</b>	<b>Club or Class</b>	<b>DATE</b>	<b>N</b>
<i>Student Focus Groups</i>	AUMT 1305: Introduction to Automotive Technology	September 18, 2018	15
<i>Student Focus Groups</i>	AUMT 2425: Automotive Trans and Transaxle	September 20, 2018	10
<i>Student Focus Groups</i>	MATH 0320: Intermediate Algebra	October 24, 2018	15
<i>Student Focus Groups</i>	MATH 1414: College Algebra	October 25, 2018	18
<i>Student Focus Groups</i>	SOCI 1301: Introduction to Sociology	November 13, 2018	21
<i>Student Focus Groups</i>	CNA, I-BEST Program	November 15, 2018	11
		<i>Total Participants</i>	<b>90</b>

(Source: Student Success Fall 2018 Ethical Decision-Making Student Focus Group Findings, reported by Maria Botello)

## Outcome

Faculty continually improve the quality of their Ethical Decision-Making activities by learning new tools and sharing best practices. Students also have an avenue to provide feedback about the EDM process through student focus groups.

## Results

Student awareness of the QEP continues increasing as faculty conduct discussions and lead students in the process of Ethical Decision-Making. Best Practice sharing continues, and input is incorporated into curriculum. As we work together to promote Ethical Decision-Making, SPC constituents exemplify our shared value of **Collaboration**.

## Action Plan

Ethical decision making content will continue to be presented at division meetings and department meetings. There is good rapport with the divisions, so presentations that are 15-20 minutes in length will continue once per semester.

Phi Theta Kappa will continue to gather information from student groups. Students collaborating with students creates a conducive atmosphere for sharing information.

## Key Strategy Three: Student Engagement in Ethical Decision-Making

Three primary methods were described in the QEP to engage students in Ethical Decision-Making learning activities. The first method involved linking the High Impact Educational Practices to New Student Orientation (NSO). The second method initiated Ethical Decision-Making academic coursework, and the third method of student engagement is Special Projects.

### Implementation: New Student Orientation (NSO)

In order to maximize results, the QEP aligned with the New Student Orientation by offering QEP related activities during each orientation session. Students take a pre-test; then QEP is described to students, and at the conclusion of each New Student Orientation presentation, a post-test is administered to students. Following are summary results of the New Student Orientation post-test QEP question for Fall 2018.

**Table 8: New Student Orientation (Q6) St. Philip's College has a Quality Enhancement Plan that focuses on which of the following themes?**

	TOTAL NUMBER OF INCORRECT RESPONSES	TOTAL NUMBER OF CORRECT RESPONSES	TOTAL NUMBER OF RESPONSES	% OF STUDENTS ANSWERING CORRECTLY
Fall 2018 August - December	243	481	724	66.4%

(Source: Chart Trends Responses NSO/FE Filtered for Q6 from Excel Spreadsheet, supplied by Gina Jasso)

New Student Convocation engages students through a lively and vibrant QEP presentation during which attendees watch a rap song written and performed by students for the QEP. Free T-Shirts with the QEP logo are distributed to the audience. Finally, SPC Academic Advisors promote QEP awareness to students when they meet with them throughout the semester.

### Ethical Decision-Making Coursework

The second method driving Key Strategy Three is Ethical Decision-Making coursework. Faculty across the campus have developed and implemented assignments for Ethical Decision-Making instruction. Calibration Day is planned for Thursday February 7<sup>th</sup> and Assessment Day will be Friday February 8<sup>th</sup>. The results will then be shared on March 22<sup>nd</sup> at the Assessment Showcase.

### Special Projects I

The third method of student engagement is Special Projects. Special Projects entail curricular and/or co-curricular student engagement by direct participation designing, creating, or facilitating a project such as creating a video, research presentation, or service learning project. Following are examples of student engagement in QEP Special Projects.

In Fall 2018, 473 students responded to the *What Would You Do?* scenarios. The Student Activities Division of Student Life continued to engage students in the QEP by posing thought-provoking scenarios during weekly Spirit Days and throughout the week. This year, we have implemented *What Would You Do?* to correspond to Hispanic Heritage Month, (September 15 -

October 15), Black Heritage Month (February), Woman’s Heritage Month (March), and Financial Literacy Month (April).

Student Engagement Grants (SEG) were awarded to three students for promoting and participating in Student Life sponsored *What Would You Do?* scenarios. Two part-time (\$500.00) scholarships and one full-time (\$1000.00) scholarship were awarded during Fall 2018 for supporting the QEP. Along with the St. Philip’s College Spirit and Pride Crew, SEG students, invited students to respond to *What Would You Do?* scenarios using the EDM process during Fall 2018.

This table describes student participation in these events for Fall 2018:

<b>Table 9: Fall 2018 <i>What Would You Do?</i></b>			
<b>SCENARIO</b>	<b>DATE</b>	<b>NUMBER OF PARTICIPANTS (MLK)</b>	<b>NUMBER OF PARTICIPANTS (SWC)</b>
Classmate plagiarized a paper	Wed. Aug. 29, 2018	2	7
Your co-worker stole money from cash drawer	Wed. Sept. 5, 2018	0	0
Pick up the money or return it	Wed. Sept. 12, 2018	6	2
Notify if ICE Raid is imminent or in progress	Wed. Sept. 19, 2018	43	0
Notify if ICE Raid is imminent or in progress	Thur. Sept. 20, 2018	0	23
ICE Agents asking people at store for identity	Wed. Sept. 26, 2018	17	35
Do you open the front door for ICE Agents?	Wed. Oct. 3, 2018	35	0
Do you open the front door for ICE Agents?	Thur. Oct. 4, 2018	0	38
Confront students who are laughing at you?	Wed. Oct. 10, 2018	0	14
Pitch in money to buy alcohol?	Wed. Oct 17, 2018	14	0
Accept monetary award to write friend’s paper?	Wed. Oct. 24, 2018	12	0
Accept monetary award to write friend’s paper?	Thur. Oct. 25, 2018	0	35
Inform employee of student stealing?	Wed. Oct. 31, 2018	9	43
Let your friend take someone else’s sleeping pills?	Wed. Nov. 7, 2018	3	0
Student sells popcorn when it’s supposed to be free.	Wed. Nov. 14, 2018	1	0
Student sells popcorn when it’s supposed to be free.	Thur. Nov. 15, 2018	0	26
Do you go to the party in the dorm room?	Wed. Nov. 21, 2018	10	22
Your study partner keeps getting texts from his girlfriend.	Wed. Nov. 28, 2018	1	39
Take the money from the wallet?	Wed. Dec. 5, 2018	0	0
Take the money from the wallet?	Thur. Dec. 6, 2018	0	36
		<b>MLK</b>	<b>SWC</b>
<b>Fall 2018 Totals</b>		<b>153</b>	<b>320</b>

(Source: Department of Student Life reported by Dr. Angela McPherson Williams / Dr. Mac)

## Special Projects II

On November 10, 2018, the St. Philip's College Ethics Bowl Team competed at the Texas Regional Ethics Bowl competition held locally at St. Mary's University. Seven students were in attendance at St. Mary's - Sarahi Zolia Perez, Alejandro Reyna V, Zephaniah Miranda Russell, Celsa Catalina Valero, Lauren Estrada, Erika Alma Bennett, Enrique "Henry" Alonzo.

The team also competed in the Two-Year College National Qualifier at Weber State University in Ogden Utah on December 1, 2018. The students in attendance at Weber State University were Sarahi Zolia Perez, Celsa Catalina Valero, Zephaniah Miranda Russell, Alejandro Reyna V, and Martin Gabriel Thomas. The Ethics Bowl Coaches for 2018-2019 were Andrew Hill, Matt Fuller, Jill Zimmerman, and Charlie Langston.

## Additional Student Engagement I

On October 18, 2018 the documentary "The Way of All Flesh: The Henrietta Lacks Story" was presented to the Introduction to Physical Therapy class by Amy Quesenberry. The goal of the movie was to teach students about patient rights.

## Outcomes

Artifact assessment has been set for February 8, 2019 after our Calibration on February 7, 2019. Eleven course sections have been randomly selected to have personal responsibility assessed. Personal responsibility aligns with Ethical Decision-Making and comprises the three student learning outcomes: values, ethical issues, and perspectives. Faculty assessors, will evaluate one artifact at a time and score each outcome as Not Demonstrated, Emerging, or Skillful.

As an additional means of assessing St. Philip's College student Ethical Decision-Making skills, Iowa State University's, Research Institutes for Studies in Education administered the Personal and Social Responsibility Inventory (PSRI) to include case studies developed to assess the three QEP Student Learning Outcomes for SPC students. All students enrolled in SPC courses received an invitation to complete the PSRI-I and PSRI-II via email during Fall 2018. Two separate administrations served as pre- and post-tests, allowing for comparison of results to determine student progress and evaluate total student population progression toward Student Learning Outcome achievement as data was collected for trend comparison throughout the QEP. For the PSRI-I there were 1196 student respondents and, of those, 439 completed the PSRI-II. PSRI-I was available August 24<sup>th</sup> – September 21<sup>st</sup>. PSRI-II was available November 26<sup>th</sup> – December 14<sup>th</sup>.

In September 2017 it was agreed that the Community College Survey of Student Engagement (CCSSE) conducted every other year to assess personal responsibility would no longer be used to assess personal responsibility because questions had changed and no longer aligned with Ethical Decision-Making.

In Fall of 2017, giving the number of direct and indirect methods of evaluation currently being used by the college as part of QEP, a decision was made to discontinue use of the Defining Issues Test, Version 2 (DIT-2), therefore minimizing assessment fatigue among our students. The college utilizes several other college-wide direct and indirect methods of evaluation.

Our team continues its commitment to exercising **Data-Informed** decision-making in accordance with this college value as our Ethical Decision-Making Quality Enhancement Plan persists. **Respect for All**, is evident in our Quality Enhancement Plan as learning more about Ethical Decision-Making is emphasized not only for students, but also for administrators, faculty, staff and external constituents.

## Results

As we continue to roll out the QEP and engage students in learning activities to enhance their Ethical Decision-Making skills, it is anticipated we will see progressive improvement in PSRI scores indicating successful student engagement in Ethical Decision-Making learning activities. This key strategy emphasizes our **Students First** shared value at St. Philip's College.

## Action Plan

We plan to continue tracking New Student Orientation Q6, which asks new students to identify our QEP topic, and for Ms. Maria Botello and Phi Theta Kappa to keep coordinating and conducting the Student EDM Focus Groups.

Irene Young is planning a Student Engagement Grant for SPC students to read books that focus on Ethical Decision-Making to students at Bowden Elementary. Cindy Pryor and Jill Zimmerman will assist.

We plan to present additional showings of "The Way of All Flesh: The Henrietta Lacks Story" and for the Health Sciences Division to host a panel discussion about ethics and medicine.

The Ethics Bowl Team will continue. There is even a possibility that the two year ethics bowl competition will be held in Texas, closer to home; in fact, SPC hosting the two-year ethics bowl is a possibility that we plan to pursue.

We will continue to give \$20 gift cards for PSRI-I and PSRI-II independently to encourage greater completion rates. We will continue to administer both PSRI-I and PSRI-II in the fall semester in order to increase consistency in the student group participating and follow our original proposal. It is suggested that data be compared between first and second year students, to observe improvement trends in Ethical Decision-Making skills.

## **Key Strategy Four: Develop SPC Community-Wide Ethical Decision-Making Awareness**

The primary methods to market the QEP are print media, digital / social media, classroom discussion, and presentations. One method is the inclusion of the QEP logo, focus statement, Student Learning Outcomes, and Process of Ethical Decision-Making on all SPC course syllabi.

### **Implementation: Print and Digital Media**

A wide variety of print media convey QEP information. Posters with the logo and EDM process are located in every SPC classroom. Large posters with the logo and process are displayed in multiple locations in the MLK and SWC campuses. Yard signs with the QEP logo are placed across both campuses. QEP information is included in college distributed print media such as student planners, newsletters, EDM process bookmarks and Student Engagement “talking points” cards. Print media and posters have been distributed to off-site locations.

The QEP logo and a “Tip of the Week” are displayed on all college digital signs. The community is encouraged to submit quotes electronically. These submissions are reviewed by subject matter experts to ensure they fulfill the requirements of Ethical Decision-Making. Additionally, quotes are vetted, to ensure that proper credit is given. Finally, a relevant image is selected to highlight the quote.

In Spring 2018, the QEP Implementation Team decided to align the weekly quotes with specific months: Black History Month, Women’s History Month, Financial Literacy Month, and Hispanic Heritage Month. To date, we have succeeded in this goal.

The QEP logo and focus statement appear on all desktop computers on campus. The QEP website offers public access to information about the QEP. QEP Progress Reports to the President’s Cabinet, QEP Core and Implementation Team minutes are posted after every meeting on the QEP website.

In addition to print and digital media, marketing tools for the QEP include items such as pens, pencils, bracelets, bracelet flash drives, flash drives, \$20 bookstore gift cards, and T-Shirts to help disseminate the Ethical Decision-Making message to our constituents and throughout the community.

### **External Constituent/Alumni Survey**

External constituents participate each semester in QEP EDM surveys. In Fall 2018, 58 surveys were submitted from various Program Advisory Boards in: Hotel Management, Culinary Arts, Restaurant Management, Automotive Technology, Physical Therapist Assistant, Radiology, HVAC, Pastry Arts, and GM ASEP.

Table 10: 2017-2018 External Constituent/Alumni Survey Results		
RESPONSE ITEM	AGREE OR STRONGLY AGREE	
<i>I was aware of ethics education at SPC.</i>	47/58	81.0%
<i>SPC provides a foundation in ethics to use for a guide in decision-making processes for students.</i>	53/58	91.4%
<i>SPC provides clear expectations for students in terms of ethical behavior.</i>	54/58	93.1%
<i>SPC coursework has specific learning assignments dedicated to ethics education.</i>	55/58	94.8%
<i>SPC offers several opportunities for extracurricular involvement with ethical concerns.</i>	52/58	89.7%
<i>Students at SPC are challenged to seek out good decision-making on ethical issues.</i>	55/58	94.8%
<i>Students at SPC realize living out integrity is a life-long pursuit.</i>	54/58	93.1%
<i>Selected Comments</i>		
Continue with the QEP, and feel it is doing future students well		
Didn't know before, but do now! Great Stuff		
Great Program to develop life skills in students!		
The college does a great job impressing on the students the need & importance of ethical decision making.		
Great Guide in decision making process.		

(Source: QEP External Constituent/Alumni Surveys Fall 2018)

## Outcome

During the Fall 2018, several of our external constituency partners provided positive feedback as indicated in the Table 10 above.

## Results

81.0% of external constituents surveyed in the Fall 2018 were aware of ethics education at SPC. The community-wide awareness strategy has been successful and we project incremental increases each year of the QEP as we focus on Ethical Decision-Making at St. Philip's College. Our shared value of **Community Engaged** guides this aspect of QEP implementation.

## Action Plan

We will continue to reach out to departments with advisory committees as the members provide much needed feedback on industries our students will enter. We plan to expand the number of QEP team members who participate in external constituents outreach effort.

In 2018-2019, to better connect with off-site locations, the QEP Team is considering integrating physical and virtual visits off-site using software applications such as Zoom. In addition, an Off-Site Resource Guide will be developed to provide access of all QEP information and resources

to off campus students, faculty, staff, and administrators. We plan to distribute smaller QEP posters to off-site locations.

We would like to revise several of the video clips on our website which are shown to students during orientation.

<b>2018-2019 Budget (Fall 2018)</b>				
<b>Description</b>	<b>Account</b>	<b>Budget</b>	<b>Used</b>	<b>Balance</b>
<b>Advertising Expense - Promotional</b>	<b>71003</b>	<b>8000.00</b>		<b>8000.00</b>
<b>Contract Services</b>	<b>71151</b>	<b>5000.00</b>		<b>5000.00</b>
<b>Software Maintenance and Support</b>	<b>71204</b>	<b>31000.00</b>		<b>31000.00</b>
<b>Instructional Supplies</b>	<b>71252</b>	<b>75000.00</b>	<b>3000.00</b>	<b>75000.00</b>
<b>Office Supplies</b>	<b>71255</b>	<b>1500.00</b>	<b>235.20</b>	<b>1264.80</b>
<b>Employee Membership Dues</b>	<b>71653</b>	<b>100.00</b>		<b>100.00</b>
<b>Employee Professional Development</b>	<b>71654</b>	<b>6500.00</b>	<b>100.00</b>	<b>6400.00</b>
<b>Institutional Assoc Fees and Dues</b>	<b>71661</b>	<b>650.00</b>		<b>650.00</b>
<b>Student Prizes, Awards, Attendance</b>	<b>71667</b>	<b>10000.00</b>		<b>10000.00</b>
<b>Student Test Certification Fees</b>	<b>71668</b>	<b>8000.00</b>		<b>8000.00</b>
<b>Printing Services</b>	<b>71691</b>	<b>6000.00</b>		<b>6000.00</b>
<b>Employee USA Travel</b>	<b>73010</b>	<b>11500.00</b>		<b>11500.00</b>
<b>Travel – In Town Mileage / Parking</b>	<b>73011</b>	<b>1000.00</b>		<b>1000.00</b>
<b>Travel – Out of Town Mileage / Parking</b>	<b>73012</b>	<b>2000.00</b>	<b>48.00</b>	<b>1152.00</b>
<b>Travel - Airfare</b>	<b>73013</b>	<b>1722.00</b>	<b>2124.57</b>	<b>-402.57</b>
<b>Travel – Transportation</b>	<b>73014</b>		<b>151.79</b>	<b>-151.79</b>
<b>Travel – Out of Town Lodging</b>	<b>73015</b>	<b>1750.00</b>	<b>645.96</b>	<b>1104.04</b>
<b>Travel – Out of Town Meals</b>	<b>73016</b>	<b>346.00</b>	<b>321.00</b>	<b>25.00</b>
<b>Travel – Other</b>	<b>73017</b>	<b>280.00</b>		<b>280.00</b>
<b>Totals</b>		<b>170448.00</b>	<b>6626.52</b>	<b>163821.48</b>

(Source: Department of Student Success)

## References

Botello, M. (2018). 2018 Ethical Decision-Making Student Focus Groups Findings.

Chart Trends Responses New Student Orientation Filtered for Q6 from Excel Spreadsheet (2018), supplied by Gina Jasso.

McPherson Williams, A. & Martin, J. (2018). *Department of Student Life Participation "What Would You Do?"*

QEP attendance records.