ST PHILIP’S COLLEGE
QUALITY ENHANCEMENT PLAN

Ethical Decision Making

SPC MISSION STATEMENT: St. Philip’s College empowers our diverse student population through personal and educational growth, career readiness and community leadership.

SPC STRATEGIC PLAN 2014-2018:
SPC Strategic Objective 2 – Leadership Provide opportunities for St. Philip’s College students and employees to develop as leaders.

QEP GOAL: Students will engage in specific measurable academic activities that will provide opportunities to enhance their ethical decision-making skills.

QEP FOCUS: Ethical decision-making requires the ability to connect choices, actions and consequences.

QEP OBJECTIVES:
1. Plan, implement and assess the QEP process to ensure that the goal is met.
2. Assess student learning for attainment of ethical decision-making skills.

QEP SCOPE: Core courses that assess Personal Responsibility/Ethical Decision-making as part of the THECB Core Objectives Assessment requirements and EDUC 1300 and SDEV 0370.

QEP STUDENT LEARNING OUTCOMES:
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.

QEP STRATEGIES:
1. Provide Faculty Development to enhance skills and create learning activities that support student ethical decision-making skills.
2. Facilitate faculty-student best practice sharing.
3. Engage students in ethical decision-making learning opportunities
4. Develop SPC community-wide ethical decision-making awareness

QEP SLO ASSESSMENT:

<table>
<thead>
<tr>
<th>Assessment instrument/name</th>
<th>Description</th>
<th>Date for data collection</th>
<th>Assessment Owner</th>
<th>Person(s) Responsible</th>
<th>Date</th>
<th>Notes/actions</th>
<th>QEP SLO Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community College Survey of Student Engagement Instrument (CCSSE) (Indirect Measures) (Existing Instrument)</td>
<td>Student Survey Asks students questions about institutional practices and student behaviors that are highly correlated with student learning and retention</td>
<td>Spring 2015, 2017, 2019</td>
<td>Planning, Research &amp; Evaluation (PRE)</td>
<td>PRE Director</td>
<td>July 31 of administration years (2015, 2017, 2019) Baseline 2015</td>
<td>Benchmark – Student Effort Survey Items to be tracked: 4a, 4d, 4e, 6b, 10a, 13d1, 13e1, 13a1</td>
<td>QEP SLOs 1,2,3</td>
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<tr>
<td>Personal Assessment Inventory instrument (PSRI) (Indirect Measures) (New Instrument)</td>
<td>Institutional Climate Measure (Pre- and Post-Test)</td>
<td>Cohort 1: Pre-F15; Post-F16 Cohort 2: Pre-F16; Post-F17 Cohort 3: Pre-17; Post-F18 Cohort 4: Pre-F18; Post-F19 Cohort 5: Pre-F19; Post-F20</td>
<td>Planning, Research &amp; Evaluation (PRE)</td>
<td>PRE Director</td>
<td>8 weeks after test deployed</td>
<td>Population: All Students (Selected survey items to align with SLOs)</td>
<td>QEP SLOs 1,2,3</td>
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