



ALAMO COLLEGES DISTRICT  
St. Philip's College

# St. Philip's College

---

*QUALITY ENHANCEMENT PLAN: ETHICAL DECISION-MAKING*



**Annual Progress Report: 2019 - 2020 (Year 4)**  
**QEP Directors: David Kisel, Liz Castillo, Dr. Jude Thomas Manzo**

## TABLE OF CONTENTS

	Page
<b>Summary</b>	3
<b>Introduction</b>	3
<b>Implementation Timeline Overview</b>	9
<b>Key Strategy One: Faculty and Staff Professional Development</b>	12
Implementation	12
Outcome	14
Results	14
Action Plan	15
<b>Key Strategy Two: Faculty-Student Best Practice Sharing</b>	16
Implementation	16
Outcome	18
Results	18
Action Plan	18
<b>Key Strategy Three: Student Engagement in Ethical Decision-Making</b>	19
Implementation	19
Outcome	22
Results	23
Action Plan	24
<b>Key Strategy Four: Develop SPC Community-Wide Ethical Decision-Making Awareness</b>	25
Implementation	25
Outcome	26
Results	26
Action Plan	27
<b>QEP Budget Summary</b>	28
<b>References</b>	29

## Summary

*This report is based on data generated during the 2019-2020 academic year.*

St. Philip's College successfully implemented all key strategies of the Quality Enhancement Plan (QEP), Ethical Decision-Making in accordance with the [published proposal](#). This report describes major accomplishments for Year 4 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 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. As a Historically Black College and Hispanic Serving Institution, St. Philip's College is a vital facet of the community, responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity. St. Philip's College creates an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access.

**Vision:** St. Philip's College will 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 Institutional Student Learning Outcomes (ISLOs) are intended for all students and are included in SPC course syllabi:

1. **Ethical Issues:** – Students recognize ethical issues in the social context of problems.
2. **Perspectives:** Students analyze alternative ethical perspectives and predict the ramifications of those perspectives to a situation.
3. **Values:** Students assess their own ethical values and identify the origin of their values.

A Focus Statement and a Process for Ethical Decision-Making provide a common intellectual experience as the QEP is implemented across St. Philip's College, including off-campus instructional sites. Following are the Focus Statement and the 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 2019-2020 the Tri-Directors were Liz Castillo, Student Success; David Kisel, and Dr. Jude Thomas Manzo, faculty.

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.

Mr. David Kisel's responsibilities include Annual Report, Mid-year Report, Five Year Report, Collecting sign-in sheets, External Constituency surveys, Welcome Week, Professional

Development Week, Employee Development Day, Tips of the Week vetting process, ISLO data collection, and Canvas Repository.

Dr. Jude Thomas Manzo’s responsibilities include Division Best Practices, overseeing Student Engagement Grants (SEG) activities like the Ethics Bowl Team, Reading Buddies, *What Would You Do?* (WWYD), QEP website, weekly Cabinet report out, weekly progress reports, and conducting Core and Implementation team meetings.

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

<b>Table 1: 2019-2020 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
Michael Cain	QEP Website	Faculty/ Applied Science (SWC)
Amy Quesenberry*	Best Practices Facilitator /Special Projects	Faculty / Health Sciences
Irene Young	Best Practices Facilitator /Special Projects	Faculty / Arts and Sciences
Melissa Guerrero	Assessment and Data Analysis	Coordinator of Measurement and Evaluation / Student Learning Outcomes
Shanna Bradford	Assessment and Data Analysis	Coordinator of Measurement and Evaluation / Student Learning Outcomes
Michael Gershman**	Best Practices Facilitator /Special Projects	Faculty/ Applied Science

(Source: QEP Records 2019-2020) (\*stepping down as a QEP Core team member at the end of Fall 2019 \*\* added for Spring 2020)

The Core Team met with the Implementation Team regularly to 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 below.

<b>Table 2: 2019-2020 Implementation Team Members</b>		
<b>Name</b>	<b>Team Role</b>	<b>College Role</b>
Brenda Clark	Member	Faculty / Applied Science and Technology
Charlie Langston	Member	Faculty / Applied Science and Technology
Diane Alertas-Jacobs	Member	Faculty / Applied Science and Technology
Richard Jewell	Member	Faculty/ Applied Science (SWC)

(Source: QEP Records 2019-2020)

In addition to the Core and Implementation team, there are many contributors assisting with data collection and providing guidance.

**Table 3: 2019-2020 Additional Contributors**

<b>Name</b>	<b>Team Role</b>	<b>College Role</b>
<b>Randall Dawson</b>	<b>VP Academic Success</b>	<b>VP Academic Success</b>
<b>George Johnson</b>	<b>Dean</b>	<b>Dean of Arts and Sciences</b>
<b>Adrian Jackson</b>	<b>Marketing and Public Relations</b>	<b>Director of Community and Public Relations</b>
<b>Jorge Flores</b>	<b>College Budget</b>	<b>Staff / Budget Office</b>
<b>Gina Jasso</b>	<b>New Student Orientation</b>	<b>Staff / Student Success</b>
<b>Maria Botello</b>	<b>Focus Group Coordinator</b>	<b>Staff / Student Success</b>
<b>Dr. Angie McPherson Williams</b>	<b><i>WWYD? Student Engagement Grant</i></b>	<b>Director of Student Life</b>
<b>Charlie Brammer</b>	<b>Budget and Purchasing</b>	<b>Administrative Assistant</b>
<b>Johnny Rodriguez</b>	<b>Marketing and Public Relations</b>	<b>Marketing &amp; Strategic Communications Manager</b>

(Source: QEP Records 2019-2020)

## Funding

2019-2020 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 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.

## Assessment of Ethical Decision-Making

In preparation for Assessment Day, each faculty member participated in a calibration workshop led by subject matter experts. After calibrating for inter-rater reliability, the trained faculty from the Arts and Sciences Division assessed student artifacts. Each artifact was assessed using rubrics for the QEP **Student Learning Outcomes (SLO)**. The assessment levels are Skillful, Emerging and Not Demonstrated.

This year besides Personal Responsibility, the artifacts also assessed Communication and Critical Thinking. In prior years, each artifact assessed one outcome for Communication and one outcome for Critical Thinking. This left some outcomes with few or no results. It was decided that both Competencies would assess all three outcomes. If we add the three outcomes for personal responsibility that have always been assessed, that is a total of nine outcomes.

During the Spring/Summer 2019. The Outcomes were updated. The committee decided that for personal responsibility SLO 1 (Ethical issues), SLO 2 (Perspectives), SLO 3 (Values). Replacing

the old order SLO 1 (Values) SLO 2 (Ethical issues), SLO 3 (Perspectives). The change in order was a pedagogical change to make thing easier for students to answer the questions.

Overall results for the 609 QEP artifacts outcomes assessed showed that 45.3% were at the Skillful level for SLO 1 (Ethical issues), 37.9% were Skillful for SLO 2 (Perspectives) and 41.4% were Skillful for SLO 3 (Values). The college target competency average for all SLOs (70% of students Skillful + Emergent) was exceeded at 77.0% overall; although, based on these results a concentrated effort to focus on SLO 3 is needed as 64.5% of students were Skillful + Emergent for this SLO.

Table 4: QEP SLO Results 2016 to 2020					
ASSESSMENT RESULTS Skillful + Emergent	2016	2017	2018	2019	2020
SLO 1: Ethical Issues	88.7%	82.0%	81.8%	86.6%	86.7%
SLO 2: Perspectives	80.2%	76.0%	83.3%	69.4%	79.8%
SLO 3: Values	50.4%	63.9%	60.0%	58.9%	64.5%
Average of all SLOs	73.1%	74.0%	75.4%	71.6%	77.0%
Number of artifacts	744	1290	948	627	609

(Source: St. Philip’s College Planning and Research, Institutional Data 2020)

Ten core course sections were randomly selected to submit QEP student artifacts for assessment of the QEP Student Learning Outcomes.

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. All students enrolled in SPC courses received an invitation to complete the PSRI-I and PSRI-II via email during Fall 2019. The two separate administrations served as pre- and post-tests, allowing for comparison of results to determine student progress in addition to evaluation of the total student population for progress toward Student Learning Outcome achievement as data was collected for trend comparison throughout the QEP. For the PSRI-I there were 1157 respondents and for PSRI-II 471 respondents. This year only the students that completed PSRI-I were invited to complete PSRI-II. This was an increase over the previous year when only 439 students completed both parts.

## COVID-19

In March of 2020 spring break was extended an extra week, and we commenced remote learning via Zoom for most of our courses. The only face to face courses allowed are technical courses that require hands on practice. Most faculty, staff, and students are working from home. This has allowed for greater participation from adjunct faculty, external constituencies, and others as all meetings are done via Zoom. On the student side, the volatility in the labor market has affect many of our students, some lost their jobs or had their hours cut. Other students are working extra hours for extra money if someone else in their household lost their job. Students working from home instead of being on campus has provided several challenges for our data collection efforts. Having a roster for everyone at a meeting to sign in or to take a survey with paper and pencil is no longer an option; everything has been adapted to be remote and keep faculty, staff, and students safe.

## Evaluation of QEP Process

Evaluation of the QEP process indicates that current strategies are working effectively. Ethical Decision-Making is embedded in St. Philip's College institutional planning and assessment process. Each operational unit completes an Operational Unit Assessment Plan (OUAP) that must support in whole or in part, the College Mission, strategic direction, and action plans, which include the QEP. OUAPs are reviewed annually by the entire SPC supervisory chain of command, including the College President. Beginning Fall 2016, programs incorporated Student Learning Outcomes that address Ethical Decision-Making in their Operational Unit Assessment Plans. Additionally, to evaluate the success of QEP implementation, process outcomes were developed.

## Initial Goal and Intended Outcomes

The QEP goal is for students to engage in specific measurable activities that will provide opportunities to enhance their Ethical Decision-Making skills. It is supported by two objectives:

1. Plan, implement and assess the QEP process to ensure the goal is met.
2. Assess student learning for attainment of Ethical Decision-Making skills.

An Annual QEP Implementation Assessment Cycle exists concurrently for each objective to assure the QEP goal is met. The graphic below represents the cycle for Objective 1:

### QEP Implementation Assessment Cycle *Objective 1: Plan, implement and assess QEP*

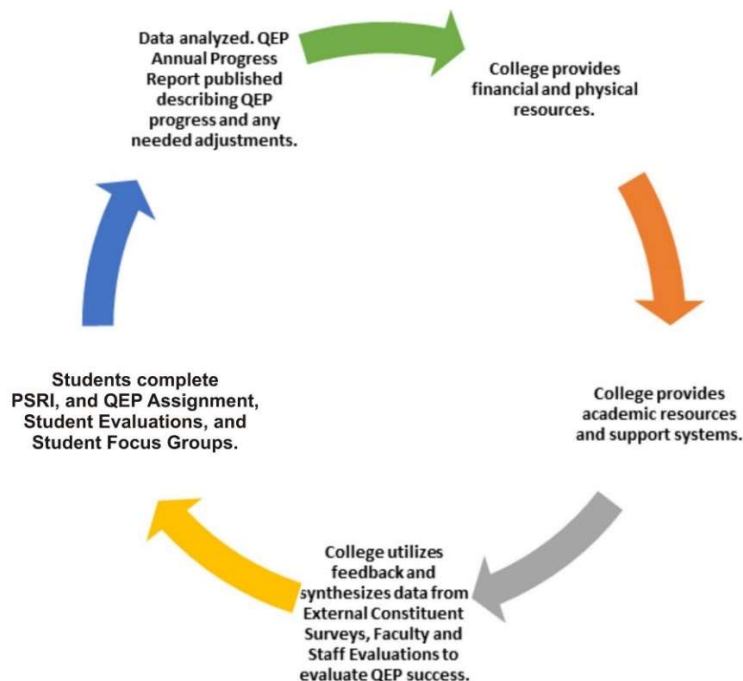


Figure 1



Four key strategies delineate the methods to implement the QEP at St. Philip's College. Process Outcomes provide a means for assessing the success of the strategies:

1. Faculty and staff will have the support needed to provide quality Ethical Decision-Making instruction and assignments.
2. Faculty and staff will continuously improve the quality of assignments.
3. Student engagement in Ethical Decision-Making learning activities will increase.
4. Will increase awareness of Ethical Decision-Making at the College and in the community.

Assessment of student learning is accomplished by measuring competency across three Ethical Decision-Making student learning outcomes or VIP's:

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

Figure 2 represents the assessment cycle for QEP Objective 2:

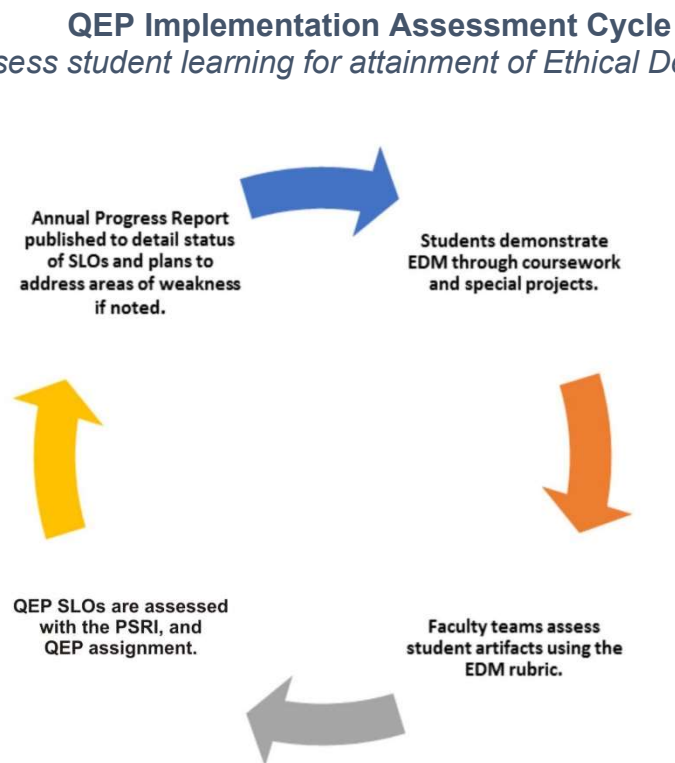


Figure 2

As the QEP Implementation Assessment Cycle continues, results are used for ongoing improvement. External and internal constituencies are kept abreast of the current status of the QEP via the QEP Website and through presentations at All College Meeting, College Division meetings, External Constituent/Advisory meetings, Student Ethical Decision-Making Focus

Groups, Welcome tables during the first week of each semester, Club Rush, and invitations to meetings made by other external and internal constituencies. The college fully expects improved student learning outcomes as faculty incorporate specific coursework designed to enhance students' Ethical Decision-Making skills into the classroom and as students engage in co-curricular learning opportunities. Additional expectations include a more collaborative campus culture and increased focus on Ethical Decision-Making.

## **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 initiated.

### **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 Best Practices continued; 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 (ethical issues, perspectives, values); campus-wide awareness campaign continued; special projects continued; 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 (ethical issues, perspectives, values); 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.

As contained in the initial proposal, a detailed timeline overview for the QEP, 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 2019-2020. Finally, for each of the key strategies an **Action Plan** describes the methods for improvement and continuation of the QEP for 2020-2021 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 for all faculty and staff, including adjunct and off-site faculty, administrators, and staff. This event is hosted in the Watson Fine Arts Center Auditorium with over 450 participants. During convocation, a scenario that deals with Ethical Decision-Making is presented to the faculty and staff.

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.

At the Fall Convocation on Saturday August 17, 2019 Charlie Langston, Andrew Hill, Matthew Fuller, and Dr. Derek Wilson 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 2019 case study “The Cheater” involved a student confessing to their current instructor that they had to cheat in a class that they took the previous semester. Does the instructor have an obligation to report it? What if the class was taken at another college?

At the Spring Convocation on Saturday January 11, 2020 Charlie Langston, Andrew Hill, and Dr. Derek Wilson 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.

Spring 2020: It is for Your Own Good - Students being tracked by the college. We talked about how much information a College can collect about a student. At what point does it go from being academic interest to being personal, like knowing what time the student checked into the dorm at night, collected by key card data.

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, and 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, Power Point 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.

The Spring Professional Development Workshop was used to train Judges and Moderators for the ethics bowl we hosted that St. Philip’s College on November 23, 2019.

<b>Table 5: 2019-2020 QEP Professional Development</b>			
<b>EVENT TITLE</b>	<b>DATE</b>	<b>LOCATION</b>	<b>N</b>
<i>Professional Development Workshop Teaching and Assessing Ethical Decision-Making</i>	August 20, 2019	SLC 126	29
<i>Ethics Bowl Training Employee Development Day</i>	October 25, 2019	SLC 209	28
<i>Professional Development Workshop Teaching and Assessing Ethical Decision-Making</i>	January 14, 2020	SLC 126	44
<i>Total Participants</i>			<i>101</i>

(Source: QEP Event Records 2019-2020)

## **Dual Credit / Early College High Schools**

The QEP team teamed with library services and visited numerous dual credit high school sometimes one classroom at a time, other times presenting to the entire school at once. After March 2020, schools closed and visits were canceled or postponed.

## QEP Professional Development Resources

St. Philip's College continues to partner with the Association for 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. APPE defines its Mission as follows:

*The Association for Practical Professional Ethics (APPE) is a comprehensive international organization advancing scholarship, education, and practice in practical and professional ethics.*

*Through its individual and institutional members, APPE supports and trains the next generation of faculty and professionals, works to improve ethical conduct in the workplace, and to advance public dialogue in ethics and values.*

## Train the Trainer Conferences

It is also important for our QEP directors and Subject Matter Experts (SME) to attend conferences to stay current and informed. They then share knowledge gained with the faculty, staff and students.

Dr. Jude Thomas Manzo attended the 2019 Ethics Bowl Summer Workshop at the Prindle Center at Depauw University in Indiana in July. During that time nationally and internationally recognized Ethics Center Directors, Staff and Coaches from across the country discussed the opportunities and challenges of organizing an ethics bowl, and coaching a team, at the high school, college and university levels. The philosophy instructors attended a virtual conference in July 2020.

David Kisel, Liz Castillo, and Randall Dawson, attended the 2019 Summer Institute on Quality Enhancement and Accreditation in Dallas, TX. It was an opportunity to come together with other SACSCOC institutions and discuss ideas including methods for a successful QEP. Dr. Jude Thomas Manzo, David Kisel, Liz Castillo along with all the college leadership team attended, SACSCOC annual meeting in December of 2019 in Houston, TX. The Summer institute on Quality Enhancement and Accreditation was canceled for 2020 due to Covid-19.

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. Faculty/Staff Evaluation Survey results from QEP show that the faculty, and staff back the Ethical Decision-Making initiative.

## 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 6: PDW August 19, 2019 and January 13, 2020  
Faculty/Staff Evaluation Surveys**

RESPONSE ITEM	NUMBER STRONGLY AGREED OR AGREED	% STRONGLY AGREED OR AGREED
1. <i>The QEP event met the stated objectives.</i>	32/32	100%
2. <i>The QEP event provided me with useful information about St. Philip's College QEP.</i>	32/32	100%
3. <i>The QEP event provided me with useful information about Ethical Decision-Making.</i>	32/32	100%
4. <i>The QEP event provided me with examples of useful methods for making an ethical decision.</i>	32/32	100%
5. <i>The QEP event provided me with examples of useful methods for engaging diverse students in Ethical Decision-Making skill development activities.</i>	31/32	97%
6. <i>The presenters answered questions completely and appropriately.</i>	32/32	100%
7. <i>I was satisfied with the quality of this event.</i>	32/32	100%

(Source: QEP Faculty/Staff Evaluation Surveys 2019-2020)

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 (DC/ECHS), 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 2020-2021, stronger support of off-campus instructional sites such as DC/ECHS will be discussed at the Core and Implementation meetings. We need all Core team members to participate in visiting off-campus locations. With school closers due to Covid-19 we will need to find alternative ways to present to them like via Zoom.

To strengthen staff interactions with students, in 2020-2021, 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 Ethical Decision-Making 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 Ethical Decision-Making, while also evaluating 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 2019, members of the QEP Team facilitated at least one Best Practice Forum to each of the seven college divisions. The Applied Science and Technology division was divided into two this year. The Applied Science and Technology Martin Luther King Campus and the Applied Science and Technology Southwest Campus for a total of 8 divisions.

<b>Table 7: Fall 2019 QEP Best Practice Forums</b>			
<b>EVENT TITLE</b>	<b>DATE</b>	<b>DIVISION</b>	<b>N</b>
QEP Overview and Best Practice Forum	September 27, 2019	Student Success	59
QEP Overview and Best Practice Forum	October 16, 2019	Academic Services	20
QEP Overview and Best Practice Forum	October 16, 2019	Applied Science and Technology (SWC)	24
QEP Overview and Best Practice Forum	October 16, 2019	Health Sciences	44
QEP Overview and Best Practice Forum	October 18, 2019	Arts and Sciences	65
QEP Overview and Best Practice Forum	October 24, 2018	Applied Science and Technology	20
QEP Overview and Best Practice Forum	November 7, 2019	Presidents Division	12
QEP Overview and Best Practice Forum	November 8, 2019	College Services	24
<b>Total Participants</b>			<b>268</b>

(Source: QEP Event Records 2019)



<b>Table 8: Spring 2020 QEP Best Practice Forums</b>			
<b>EVENT TITLE</b>	<b>DATES</b>	<b>DIVISION</b>	<b>N</b>
QEP Overview and Best Practice Forum	February 3, 2020	Applied Science and Technology (MLK)	21
QEP Overview and Best Practice Forum	February 12, 2020	Health Sciences	41
QEP Overview and Best Practice Forum	February 19, 2020	Academic Services	16
QEP Overview and Best Practice Forum	February 20, 2020	Applied Science and Technology (SWC)	14
QEP Overview and Best Practice Forum	February 21, 2020	Arts and Sciences	80
QEP Overview and Best Practice Forum	February 28, 2020	College Services	27
QEP Update and Best Practice Forum	April 9, 2020	Applied Science and Technology (MLK)	42
QEP Update and Best Practice Forum	April 23, 2020	College Services	34
QEP Overview and Best Practice Forum	April 24, 2020	Student Success	83
QEP Overview and Best Practice Forum	April 24, 2020	Arts and Sciences	117
QEP Update and Best Practice Forum	May 7, 2020	Presidents Division	21
<i>Total Participants</i>			496

(Source: QEP Event Records 2020)

During previous Best Practice Forums, in the Fall of 2019 we focused on identifying perspectives by looking at the issue from different points of view. Some of the scenarios that we used to show different perspectives were the football game tackle out of bounce or slip and fall, and the Wal-Mart parking lot right of way. Participants were encouraged to continue engaging students in the Ethical Decision-Making process with emphasis on the exploration of different perspectives.

In Spring 2020 we focused on identifying the ethical issue by showing participants a visual picture and asking them to identify potential ethical issues. Participants were encouraged to apply lessons learned and engage students in the Ethical Decision-Making process with emphasis on discipline-specific cases. After shifting into the remote environment, we showed attendees members 6 quotes and asked them what quotes were in fact said by the person we gave credit to. The exercise demonstrated how difficult it can be to vet a quote.

In March of 2020 when COVID-19 started several of the division meeting were canceled and later rescheduled for April or May. The division meeting where held via zoom making it impossible for us to get a sign in sheet. On a positive note, attendance greatly increased, with many adjunct faculty being able to attend, or full time faculty having the capability to shift from one meeting to another in front of their computers with no travel time required.

**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 (PTK) 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 2019-2020 student focus groups: 65 students participated. Most 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 alternatives. After March of 2020 when COVID-19 started the Student Focus groups were postponed, with the intention to move them online later.

Table 9: 2019-2020 QEP Student Focus Groups			
EVENT TITLE	Club or Class	DATE	N
Student Focus Group	SWC: HVAC students	September 18, 2019	9
Student Focus Group	MLK: PTK students	September 23, 2019	13
Student Focus Group	SWC: Plumbing students	October 30, 2019	5
Student Focus Group	MLK: Students with disabilities	October 30, 2019	8
Student Focus Group	SWC: Construction students	December 4, 2019	6
Student Focus Group	MLK: Military students	December 5, 2019	5
Student Focus Group	SWC: Academy students	February 13, 2020	5
Student Focus Group	MLK: Students with disabilities	February 26, 2020	8
Student Focus Group	SWC: Construction students	April 4, 2020	6
Total Participants			65

(Source: Student Success 2019-2020 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 Ethical Decision-Making 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 10-15 minutes in length will continue once per semester. We will move to remote presenting via Zoom due to Covid-19.

Phi Theta Kappa will continue to gather information from student groups. Students collaborating with students creates a conducive atmosphere for sharing information. The student focus groups will move to a remote survey. The information gathered from the student focus groups continues to be minimal and irrelevant.

## 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; the third method of student engagement is Special Projects.

### Implementation: New Student Orientation (NSO)

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 2019-2020.

	TOTAL NUMBER OF INCORRECT RESPONSES	TOTAL NUMBER OF CORRECT RESPONSES	TOTAL NUMBER OF RESPONSES	% OF STUDENTS ANSWERING CORRECTLY
Fall 2019 August - December	281	526	807	65.2%
Spring 2020 January - May	88	200	288	69.4%

(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 video 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.

After we moved into the remote environment due to COVID-19, the New Student Orientation survey was moved from pen and pencil to a Canvas survey. We are waiting for the results, as questions on how they can be tracked have come up. We have used the information captured until mid-March for this report.

### 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 took place Thursday, February 13, 2020 and Assessment Day on Friday, February 14, 2020. The Assessment Showcase was canceled this year as we moved to remote working environment after spring break.

26 Faculty assessors scored a sampling of 2604 selected student artifacts, to determine student competency levels in the Student Learning Outcomes. Ethical Decision-Making is paired with Personal Responsibility. We consistently assessed students in all three outcomes. For the other Student Learning Outcomes: Social Responsibility, Teamwork, Empirical and Quantitative, Communication, and Critical Thinking students had been assessed in only one of the three outcomes. It was decided that starting in 2018-2019 students would be assessed in all three outcomes so that sufficient data could be obtained for each outcome. This decision may have

led to longer assignments, students getting tired, etc. The sample size for the other five Student Learning Outcomes grew while the sample size for Personal Responsibility decreased.

Years / Outcomes	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
SLO 1: Ethical Issues	248	434	324	209	203
SLO 2: Perspectives	248	429	324	209	203
SLO 3: Values	248	427	300	209	203
<b>Total Number of artifacts</b>	<b>744</b>	<b>1290</b>	<b>948</b>	<b>627</b>	<b>609</b>

(Source: St. Philip’s College Planning and Research, Institutional Data 2020)

In academic years starting with an even number (2016, 2018, 2020), each course is assessed in two of the following four Student Learning Outcomes: Social Responsibility, Teamwork, Empirical and Quantitative, Personal Responsibility. In academic years starting with an odd number (2015, 2017, 2019), each course is assessed on the Student Learning Outcomes of Communication and Critical Thinking. Personal Responsibility is assessed in all academic years because it aligns with the St. Philip’s College QEP.

Ten course sections were randomly selected to assess Personal Responsibility. Personal Responsibility aligns with Ethical Decision-Making and comprises the three Student Learning Outcomes: Ethical Issues, Perspectives, and Values. Faculty assessors evaluate one artifact at a time and score each outcome as Not Demonstrated, Emerging, or Skillful. This year 77.0% of the 609 contained in the sample were, Emerging, or Skillful.

## 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 2019-2020, 2647 students responded to the *What Would You Do?* scenarios. This is the second year that *What Would You Do?* has been active in the Summer Semester. 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.

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 each semester 2019-2020 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 Ethical Decision-Making process.

Starting in March 2020 *What Would You Do?* moved into COVID-19 remote learning. Instead of students being engaged in person at one of the student centers, students were send an email with the scenario and asked to respond.

**Table 12: Fall 2019 What Would You Do?**

SCENARIO	DATE	NUMBER OF PARTICIPANTS (MLK)	NUMBER OF PARTICIPANTS (SWC)
Not updating major due to potential scholarship	08/19/2019 – 08/23/2019	9	0
Incorrectly awarded a grant	08/26/2019 – 08/30/2019	115	39
Fellow student with bruises, marks, scratches	09/03/2019 – 09/06/2019	49	15
Falsifying volunteer hours	09/09/2019 – 09/13/2019	107	64
Disruptive classmates	09/16/2019 – 09/20/2019	104	76
ICE Agents on campus questioning students	09/23/2019 – 09/27/2019	80	64
ICE knocking on door of classmates' parents' house	09/30/2019 – 10/04/2019	84	70
ICE interrogating convenience store customers	10/07/2019 – 10/11/2019	124	38
Discover 1,100 votes not counted	10/14/2019 – 10/18/2019	47	54
A group project turned into an individual project	10/21/2019 – 10/24/2019	89	46
Underage drinking	10/28/2019 – 11/01/2019	84	24
To return a wallet/cash or not?	11/04/2019 – 11/08/2019	74	16
Stealing from the cash register	11/11/2019 – 11/15/2019	31	55
Being exposed to nude photos inside another student's locker	11/18/2019 – 11/22/2019	45	59
Overhearing a conversation about your colleague getting fired soon	11/25/2019 – 11/27/2019	20	0
Steal much needed medication you can't afford?	12/02/2019 – 12/06/2019	75	25
		<b>MLK</b>	<b>SWC</b>
<b>Fall 2019 Totals</b>		<b>1137</b>	<b>645</b>

(Source: Department of Student Life reported by Dr. Angela McPherson Williams / Dr. Mac 2020)

**Table 13: Spring 2020 What Would You Do?**

SCENARIO	DATE	NUMBER OF PARTICIPANTS (MLK)	NUMBER OF PARTICIPANTS (SWC)
Perform heart transplant on young girl or older woman	01/21/2020 – 01/24/2020	55	0
Alter numbers	01/27/2020 – 01/31/2020	51	49
Cheating classmate	02/03/2020 – 02/07/2020	98	8
Short paragraph of black history/culture in textbook	02/10/2020 – 02/14/2020	49	16
Making fun of interracial couple	02/17/2020 – 02/21/2020	92	33
Overhear father telling daughter she is not allowed to pick a doll of color	02/24/2020 – 02/28/2020	80	16
Rude cashier at grocery store	03/02/2020 – 03/06/2020	58	41
Do you lie about your income to receive assistance?	03/16/2020 – 03/20/2020	0	0
You grab last box of eggs but older man behind you needs it.	03/23/2020 – 03/27/2020	12	10
Illiterate customer gets made fun of.	03/30/2020 – 04/03/2020	11	1
Your roommate wants to Zoom bomb the next lecture.	04/06/2020 – 04/09/2020	4	2
Small dog locked in hot car.	04/13/2020 – 04/17/2020	5	3
Extra money dispenses from ATM machine.	04/20/2020 – 04/24/2020	3	0
Employee tells student with service dog to vacate the premises.	04/27/2020 – 05/01/2020	2	1
Aggressive parents at children's game	05/04/2020 – 05/08/2020	4	1
		<b>MLK</b>	<b>SWC</b>
<b>Spring 2019 Totals</b>		<b>524</b>	<b>181</b>

(Source: Department of Student Life reported by Dr. Angela McPherson Williams / Dr. Mac 2020)

**Table 14: Summer 2020 What Would You Do?**

SCENARIO	DATE	NUMBER OF PARTICIPANTS (MLK)	NUMBER OF PARTICIPANTS (SWC)
Two classmates in heated argument	05/18/2020 – 05/22/2020	15	1
Help co-worker cheat	05/25/2020 – 05/29/2020	2	0
Receiving sensitive info you don't agree with	06/01/2020 – 06/04/2020	0	0
Zoom bomb	06/08/2020 – 06/11/2020	5	1
Steal from your boss?	06/15/2020 – 06/18/2020	5	3
Witness teenagers beating homeless person	06/22/2020 – 06/25/2020	3	2
Friend lied on college application	06/29/2020 – 07/02/2020	6	5
Do you pay for the other person's meal?	07/06/2020 – 07/09/2020	3	1
Do you pay for the other person's meal?	07/13/2020 – 07/16/2020	2	0
Best friend's family wants to adopt a baby from a different culture	07/20/2020 – 07/23/2020	1	1
Work studies go to the movies together	07/27/2020 – 07/31/2020	1	1
Concerned peer confronting classmate	08/03/2020 – 08/07/2020	2	0
		<b>MLK</b>	<b>SWC</b>
<b>Summer 2019 Totals</b>		<b>45</b>	<b>15</b>

(Source: Department of Student Life reported by Dr. Angela McPherson Williams / Dr. Mac 2020)

## Special Projects II

On November 16, 2019, the St. Philip's College Ethics Bowl Teams competed at the Texas Regional Ethics Bowl competition held locally at St. Mary's University.

The teams also competed in the Two-Year College National Qualifier at St. Philip's College in on November 23, 2019. The Ethics Bowl Coaches for 2019-2020 were Andrew Hill, Matthew Fuller, Jill Zimmerman, and Charlie Langston. The RN team came in 3<sup>rd</sup> and Team One came in 5<sup>th</sup>. Both teams were (2-1) for the tournament. We had a total of 10 teams from across the USA compete in the Two-Year College National Qualifier.

## Special Projects III

The purpose of the Reading Buddies project is to read books that deal with Ethical Decision-Making to 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders at Bowden Elementary. The project was led by Faculty members Irene Young and Kelli Rolland-Adkins. The project was expanded to include 6 students. In March after we went into remote learning due to COVID-19 the students recorded them selves reading the books, even though they could not share them with the school due to copyright/performance issues.

## Outcome

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 consequently no longer aligned with Ethical Decision-Making.

In Fall of 2017, considering 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.

## PSRI -Results

Student engagement in Ethical Decision-Making learning activities will increase as evidenced by select item analysis from the Personal and Social Responsibility Inventory (PSRI) and direct assessment using the QEP Ethical Decision-Making Assessment Rubric.

Instead of giving out \$20 gift cards, we ordered T-shirts and speakers for PSRI-I and Blankets for PSRI-II. A new district policy requires that when giving out gift cards the monetary value be added to the student's income and continuing to offer gift cards as an incentive could have negatively affected student financial aid. We wish to encourage greater PSRI-I and PSRI-II completion rates. We will continue to administer PSRI-I and PSRI-II in the Fall semester 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.

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. All students enrolled in SPC courses received an invitation to complete the PSRI-I via email during Fall 2019. Later that semester, those who had completed PSRI-I were invited to complete PSRI-II. 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 1157 student respondents and, of those, 471 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>.

## 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 by having the question moved from paper and pencil into a Canvas quiz. Phi Theta Kappa will keep coordinating and conducting the Student Ethical Decision-Making Focus Groups in a virtual environment via Zoom or student surveys. *What Would You Do?* Will also continue in an email format until we can return to campus safely. The Reading buddies will continue, perhaps asking students to look for books that are no longer under copyright or writing their own books to read to the children via a Zoom format.



## **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 Ethical Decision-Making process are 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, Ethical Decision-Making 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. In 2019 we expanded to Holocaust awareness month, Asian American month, Native American Heritage month, and Pride month. We also started place quotes during the summer months. In March of 2020 quotes were moved to our website, as we entered the remote learning format due to COVID-19.

The QEP logo and focus statement appear on all desktop computers on campus. The QEP website offers public access to information about the QEP. Weekly QEP Progress Reports to the President’s Cabinet are posted 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, and T-Shirts to help disseminate the Ethical Decision-Making message to our constituents and throughout the community.

### **External Constituent/Enjoyment**

Culture Fest was canceled for 2020 due to Covid-19.

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

External constituents participate each semester in QEP Ethical Decision-Making surveys. In 2019 -2020, 58 surveys were submitted from various Program Advisory Boards in: Culinary Arts, Physical Therapist Assistant, Radiography, Pastry Arts, Diesel Technology, and Business Information Systems. In March 2020, several external constituent meetings were postponed

until April or May. Dr. Guerrero moved the paper and pencil survey into survey monkey, so that participants could fill it out as we visit the external constituencies meetings via Zoom.

Table 15: 2019-2020 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)

## Presentations

We went and presented the QEP to students and teachers at several high schools. We would have done more presentations, but everything was shut down after spring break due to COVID-19.

## Outcome

During the 2019-2020, we visited 8 external constituency groups and had them take the external constituency group survey. Culture Fest was canceled for 2020 due to Covid-19.

## Results

81.0% of external constituents surveyed in the 2019-2020 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 2019-2020, to better connect with off-campus instructional sites, the QEP Team is considering integrating virtual visits using software applications such as Zoom. We would like to revise several of the video clips on our website which are shown to students during orientation.

<b>2019-2020 Budget (adjusted)</b>				
<b>Description</b>	<b>Account</b>	<b>Budget</b>	<b>Used</b>	<b>Balance</b>
Advertising – Print Media	71001	581.50	581.50	0.00
Advertising Expense - Promotional	71003	0.00	0.00	0.00
Contract Services	71151	0.00	0.00	0.00
Software Maintenance and Support	71204	13400.00	13400.00	0.00
Instructional Supplies	71252	0.00	0.00	0.00
Office Supplies	71255	703.16	0.00	703.16
Employee Membership Dues	71653	0.00	850.00	-850.00
Employee Professional Development	71654	3025.00	3025.00	0.00
Institutional Assoc Fees and Dues	71661	0.00	0.00	0.00
Student Prizes, Awards, Attendance	71667	167.80	167.80	0.00
Student Test Certification Fees	71668	621.66	0.00	621.66
Refreshments-Catered	71673	875.00	875.00	0.00
Refreshments-Other	71674	74.08	74.08	0.00
Printing Services	71691	300.00	70.60	229.40
Student Registrations	71692	335.00	335.00	0.00
Employee USA Travel	73010	902.00	0.00	902.00
Travel – In Town Mileage / Parking	73011	1000.00	310.08	689.92
Travel – Out of Town Mileage / Parking	73012	107.64	107.64	0.00
Travel - Airfare	73013	2773.44	2773.44	0.00
Travel – Transportation	73014	141.35	141.35	0.00
Travel – Out of Town Lodging	73015	6178.97	6769.13	-590.16
Travel – Out of Town Meals	73016	872.96	1037.96	-165.00
Travel – Other	73017	280.00	219.50	60.50
<b>Totals</b>		<b>32339.56</b>	<b>30738.08</b>	<b>1601.48</b>

(Source: Department of Student Success)

## References

Botello, M. (2020). Fall 2019 and Spring 2020 Ethical Decision-Making Student Focus Groups Findings.

Bradford, S. (2020). *St. Philip's College Assessment Day Showcase Presentation* reported by Coordinator of Measurement and Evaluation, Student Learning Outcomes Assessment.

Chart Trends Responses New Student Orientation Filtered for Q6 from Excel Spreadsheet (2020), supplied by Gina Jasso.

McPherson Williams, A. (2020). *Department of Student Life Participation "What Would You Do?"*

QEP attendance records.