ALAMO COLLEGES DISTRICT
St. Philip's College

St. Philip's College

QUALITY ENHANCEMENT PLAN: ETHICAL DECISION-MAKING

Annual Progress Report: 2018 - 2019 (Year 3)
QEP Directors: David Kisel, Liz Castillo, Dr. Jude Thomas Manzo

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Summary

This report is based on data generated during the 2018-2019 academic year.

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 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 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. **V**alues: Students assess their own ethical values and identify the origin of their values.
2. Ethical **I**ssues: – Students recognize ethical issues in the social context of problems.
3. **P**erspectives: Students analyze alternative ethical perspectives and predict the ramifications of those perspectives to a situation.

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 2018-2019 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.

Table 1: 2018-2019 QEP Core Team Members		
Name	**Team Role**	**College Role**
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
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
Shanna Bradford**	Assessment and Data Analysis	Coordinator of Measurement and Evaluation / Student Learning Outcomes

(Source: QEP Records 2019) *Left/retired during Summer 2019 **Appointed beginning Summer 2019

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.

Table 2: 2018-2019 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 2019) *Appointed beginning Spring 2019 ** Left during Spring 2019

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

Table 3: 2018-2019 Additional Contributors		
Name	**Team Role**	**College Role**
Randall Dawson	**VP Academic Success**	**VP Academic Success**
George Johnson	**Dean**	**Dean of Arts and Sciences**
Adrian Jackson	**Marketing and Public Relations**	**Director of Community and Public Relations**
Paul Borrego*	**College Budget**	**Staff / Budget Office**
Jorge Flores**	**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	***WWYD? Student Engagement Grant***	**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**
Johnny Rodriguez	**Marketing and Public Relations**	**Marketing & Strategic Communications Manager**

(Source: QEP Records 2019) * Left/retired at the end of Fall 2018, ** Started in Spring of 2019, *** became interim Dean of Academic Support in Nov. 2018, and Left/retired during Summer 2019,

Funding

2018-2019 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 **S**tudent **L**earning **O**utcomes (SLO). The assessment levels are Skillful, Emerging and Not Demonstrated.

Overall results for the 627 QEP artifacts assessed showed that 49.7% were at the Skillful level for SLO 1 (Values), 47.4% were Skillful for SLO 2 (Ethical Issues) and 37.0% were Skillful for SLO 3 (Perspectives). The number of students that demonstrated a Skillful level has increased overall. The college target competency average for all SLOs (70% of students Skillful + Emergent) was exceeded at 71.63% overall; although, based on these results a concentrated effort to focus on SLO 1 is needed as 58.9% of students were Skillful + Emergent for this SLO. SLO 3 also fell to 69.4% from 83.3% in 2018.

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

(Source: St. Philip's College Planning and Research, Institutional Data 2019)

Fifteen 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 2018. 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 1,196 respondents and for PSRI-II 439 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 165 students completed both parts.

Evaluation of QEP Process

Evaluation of the QEP process indicates that current strategies are working effectively. The QEP 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, in order 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
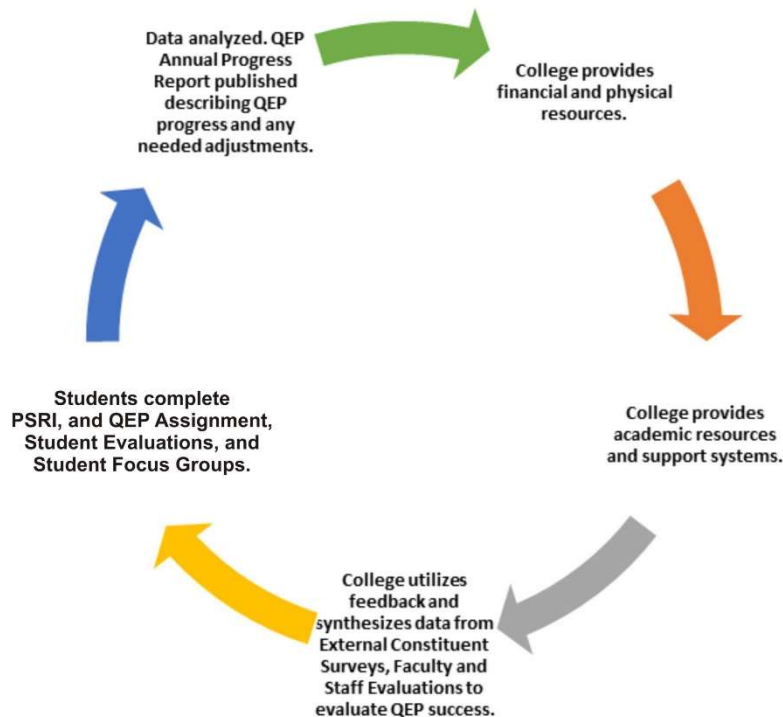*Objective 1: Plan, implement and assess QEP*

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. **V**alues: Students gain skills to assess their own values.

2. Ethical **I**ssues: Students identify and are knowledgeable of ethical issues.

3. **P**erspectives: Students analyze various ethical perspectives.

Figure 2 represents the assessment cycle for QEP Objective 2:

QEP Implementation Assessment Cycle
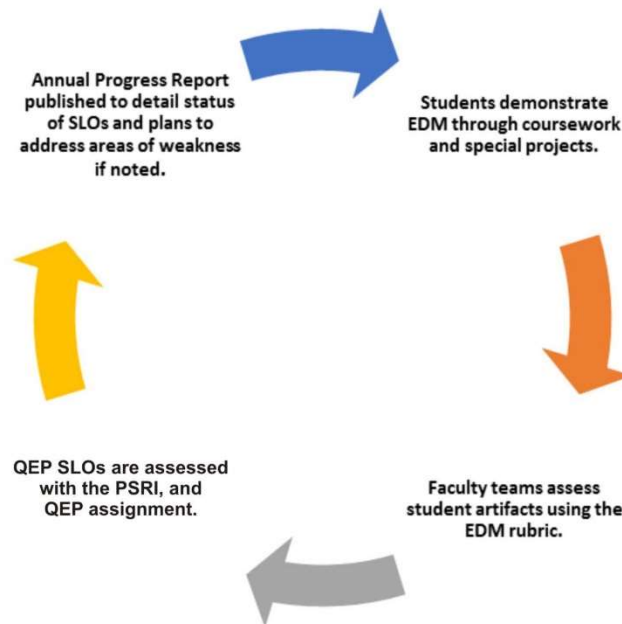*Objective 2: Assess student learning for attainment of Ethical Decision-Making skills*

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 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 (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.

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 2018-2019. Finally, for each of the key strategies an *Action Plan* describes the methods for improvement and continuation of the QEP for 2019-2020 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 18, 2018 Andrew Hill and Charlie Langston, accompanied by the College President, Dr. Adena Williams Loston, presented the Fall 2018 case study. "The Eye in the Sky."

"The Eye in the Sky"

A professor begins to show his students the award winning movie "The Eye in the Sky," a movie about military ethics and the use of drones, when one of the students stands up and leaves the classroom. The student returns for the next class, and explains: "I had to leave the class because you were showing an "R" rated movie. I am only sixteen and I'm not allowed to see "R" movies!" (Rated "R" movies are restricted; if you are under 17, you must be accompanied by a parent or adult guardian).

The Professor now has a problem. The movie is a detailed case study about the issue of collateral damage in the military's use of armed drones, and the case is central to the final exam. Should the professor change the course, specifically the final exam, to accommodate the young student? Should the professor maintain that the student has to watch the movie or fail this "in class" assignment?

At the Spring Convocation on Saturday January 12, 2019 Andrew Hill and Matthew Fuller, accompanied by the College President, presented a case study to all present college faculty and staff, using a similar format as the one described above. The topic for the Spring 2019 was "Donations."

"Donations"

Suppose someone donated money to the college in exchange for a building named after him or her. A few years later the donor is involved in some unethical behavior, and the college does not want to be affiliated with the donor anymore. The college wishes to remove the donor's name from the building and rename it. Does the college need to return the money that was donated?

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.

In the Spring Professional Development Workshop Matthew Fuller and Andrew Hill presented a case study from Dan Ariely, "Is cheating only a little bit ok?" A topic that came up in conversation was that people become immune to seeing small unethical behaviors or being reminded to be ethical.

Table 5: 2018-2019 QEP Professional Development			
EVENT TITLE	DATE	LOCATION	N
Professional Development Workshop Teaching and Assessing Ethical Decision-Making	August 21, 2018	SLC 126	23
QEP Showcase and Teaching and Assessing Workshop	October 26, 2018	SLC 213	9
Professional Development Workshop Teaching and Assessing Ethical Decision-Making	January 15, 2019	SLC 126	15
		Total Participants	47

(Source: QEP Event Records 2019)

Dual Credit / Early College High Schools

In Fall 2018, training for DC/ECHS was provided by Renita Mitchell on Friday/Saturday August 3-4, 2018. Also on Wednesday August 8, 2018 Alberto Vasquez, Liz Castillo, and Dr. Jude Thomas Manzo presented the Ethical Decision-Making process to the St. Philip's Early College High School.

In Fall 2019, on Thursday June 13, 2019, David Kisel and Dr. Jude Thomas Manzo presented the Ethical Decision-Making process to the St. Philip's Early College High School incoming freshmen and transferring sophomores.

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 in order to stay current and informed. They then share knowledge gained with the faculty and staff.

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.

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.

Subject matter experts attended the 28th Annual Association for Practical & Professional Ethics Conference in Baltimore, Maryland in March of 2019. Conference presentations included: Matthew Fuller and Shaun Smith: "Where the rubber meets the road: The ethics of driverless cars in cases of injury" and Andy Hill: "Teaching humanitarian values in the classroom."

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 6: PDW August 21, 2018 and January 15, 2019 Faculty/Staff Evaluation Surveys		
RESPONSE ITEM	NUMBER STRONGLY AGREED OR AGRED	% STRONGLY AREED OR AGREED
1. The QEP event met the stated objectives.	27/27	100%
2. The QEP event provided me with useful information about St. Philip's College QEP.	27/27	100%
3. The QEP event provided me with useful information about Ethical Decision-Making.	27/27	100%
4. The QEP event provided me with examples of useful methods for making an ethical decision.	27/27	100%
5. The QEP event provided me with examples of useful methods for engaging diverse students in Ethical Decision-Making skill development activities.	27/27	100%
6. The presenters answered questions completely and appropriately.	27/27	100%
7. I was satisfied with the quality of this event.	27/27	100%

(Source: QEP Faculty/Staff Evaluation Surveys 2018-2019)

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 2019-2020, stronger support of off-campus instructional sites 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 has been decided.

To strengthen staff interactions with students, in 2019-2020, 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 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. For the Spring the QEP Team scaled back a bit conducting only one Best Practice Forum per division with the exception of Applied Science and Technology, where it was decided the Martin Luther King Campus and the Southwest Campus should each have a Best Practices presentation.

EVENT TITLE	DATE	DIVISION	N
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
		Total Participants	*409*

Table 7: Fall 2018 QEP Best Practice Forums

(Source: QEP Event Records 2018)

Table 8: Spring 2019 QEP Best Practice Forums			
EVENT TITLE	DATES	DIVISION	N
QEP Overview and Best Practice Forum	February 8, 2019	Student Success	58
QEP Overview and Best Practice Forum	February 19, 2019	Applied Science and Technology (SWC)	31
QEP Overview and Best Practice Forum	March 8, 2019	College Services	17
QEP Update and Best Practice Forum	March 20, 2019	Applied Science and Technology	14
QEP Overview and Best Practice Forum	March 21, 2019	Arts and Sciences	50
QEP Overview and Best Practice Forum	April 16, 2019	Health Sciences	39
QEP Overview and Best Practice Forum	April 17, 2019	Academic Services	15
QEP Overview and Best Practice Forum	May 2, 2019	Presidents Division	14
		Total Participants	238

(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 Ethical Decision-Making process with emphasis on the exploration of values.

As Best Practice Sharing continued during 2018-2019, 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 Ethical Decision-Making process with emphasis on discipline-specific cases.

One of the items focused on during the Fall 2018 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 (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 2018-2019 student focus groups: 133 students participated. 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 alternatives.

Table 9: 2018-2019 QEP Student Focus Groups			
EVENT TITLE		DATE	N
Student Focus Groups	AUMT 1305: Introduction to Automotive Technology	September 18, 2018	15
Student Focus Groups	AUMT 2425: Automotive Trans and Transaxle	September 20, 2018	10
Student Focus Groups	MATH 0320: Intermediate Algebra	October 24, 2018	15
Student Focus Groups	MATH 1414: College Algebra	October 25, 2018	18
Student Focus Groups	SOCI 1301: Introduction to Sociology	November 13, 2018	21
Student Focus Groups	CNA, I-BEST Program	November 15, 2018	11
Student Focus Groups	COSC 1301- Intro to Computing	February 12, 2019	7
Student Focus Groups	PFPB 1413 – Intro to Plumbing Trade	February 14, 2019	5
Student Focus Groups	Randomly Selected Students	March 27, 2019	10
Student Focus Groups	Randomly Selected Students	March 28, 2019	8
Student Focus Groups	HART – 1400 HVAC Duct Fabrication	April 23,2019	6
Student Focus Groups	KINE 1101 - Aerobics	April 24, 2019	7
		Total Participants	*133*

(Source: Student Success 2018-2019 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 15-20 minutes in length will continue once per semester. In the Fall of 2018, we focused on values; for the Fall of 2019, we will focus on perspectives when conducting Best Practice Forums.

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; 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 2018-2019.

Table 10: 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%
Spring 2019 January - May	214	333	547	60.9%

(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.

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 7, 2019 and Assessment Day on Friday, February 8, 2019. The results were then shared on March 22, 2019 at the Assessment Showcase.

26 Faculty assessors scored a sampling of 2370 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, Team Work, 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.

Table 11: QEP SLO Personal Responsibility Sample Size				
Years / Outcomes	2015-2016	2016-2017	2017-2018	2018-2019
SLO 1: Values	248	427	300	209
SLO 2: Ethical Issues	248	434	324	209
SLO 3: Perspectives	248	429	324	209
Total Number of artifacts	744	1290	948	627

(Source: St. Philip's College Planning and Research, Institutional Data 2019)

In academic years starting with an even number (2016, 2018, 2020), each course is assessed in two of the following four Student Leaning Outcomes: Social Responsibility, Team Work, Empirical and Quantitative, Personal Responsibility. In academic years starting with an odd number (2015, 2017, 2019), each course is assessed on the Student Leaning Outcomes of Communication and Critical Thinking. Personal Responsibility also is assessed in academic years starting with an odd number because it is our SPC's QEP.

Eleven course sections were randomly selected to assess Personal Responsibility. 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.

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. In Spring 2019, 382 students participated in this Ethical Decision-Making activity, and in the Summer 2019, 145 students responded for a grand total of 1,000 for the academic year. This is the first time 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. This year, SPC has 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 Ethical Decision-Making process during Fall 2018.

SCENARIO	DATE	NUMBER OF PARTICIPANTS (MLK)	NUMBER OF PARTICIPANTS (SWC)
Table 12: Fall 2018 *What Would You Do*?			
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
		MLK	**SWC**
Fall 2018 Totals		**153**	**320**

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

Table 13: Spring 2019 *What Would You Do?*			
SCENARIO	**DATE**	**NUMBER OF PARTICIPANTS (MLK)**	**NUMBER OF PARTICIPANTS (SWC)**
Classmates engaged in a heated argument	Wed. Jan. 23, 2019	15	1
Classmate uses your answers on his midterm	Wed. Jan. 30, 2019	0	0
Students making jokes about slavery	Wed. Feb. 6, 2019	1	35
Hotel asks your friend to leave	Wed. Feb. 13, 2019	0	24
Friend gets upset for not agreeing with him	Wed. Feb. 20, 2019	5	23
Textbook with little history about slavery/civil rights	Wed. Feb. 27, 2019	10	35
Overhear two male students catcalling	Wed. Mar. 6, 2019	0	49
Instructor keeps eyeing your body	Wed. Mar. 20, 2019	11	29
Co-worker earns more money than you	Wed. Mar. 27, 2019	11	0
Colleague's review shows he earns more money	Wed. Apr. 3, 2019	0	37
Your friend stole a ring while shopping	Wed. Apr. 10, 2019	0	0
You find a wallet and your friend suggests to split the money in it	Wed. Apr. 17, 2019	9	11
A friend suggests trying pills	Wed. Apr. 24, 2019	0	18
A friend is not looking well and has been taking pills	Wed. May 1, 2019	0	39
Do you assist someone who cried for help?	Wed. May 8, 2019	12	7
		MLK	**SWC**
Spring 2019 Totals		**74**	**308**

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

Table 14: Summer 2019 *What Would You Do?*			
SCENARIO	**DATE**	**NUMBER OF PARTICIPANTS (MLK)**	**NUMBER OF PARTICIPANTS (SWC)**
Two classmates engaged in a heated argument	Wed. May 22, 2019	0	0
Co-worker takes money from cash drawer	Wed. May 29, 2019	3	0
Witness a male slap a female across the head	Wed. June 12, 2019	48	0
Notice a student has lots of bruises/scratches on face/arms	Wed. June 19, 2019	20	0
Friend explains her boyfriend is possessive	Wed. June 26, 2019	25	0
Friend explains her boyfriend is possessive	Wed. July 3, 2019	1	0
All the answers are in the book	Wed. July 10, 2019	0	27
Incorrectly awarded a grant of $250.00	Wed. July 17, 2019	4	15
The threat of ICE agents	Wed. July 24, 2019	1	0
A group of aggressive individuals on campus	Wed. July 31, 2019	1	0
		MLK	**SWC**
Summer 2019 Totals		**103**	**42**

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

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, and 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, Matthew Fuller, Jill Zimmerman, and Charlie Langston.

Special Projects III

On Friday, April 5, 2019 Physical Therapist Assistant students conducted the panel discussion "Ethical Decision Making, Best Practices for Patient Care" in the Heritage Room.
With the help of an Innovation Grant, four 1st-year and four 2nd-year Physical Therapist Assistant students conducted preparatory clinical research. The Guest Panel included Trisha Rivera, Arlyn Thobaben, and Ben Weatherford, Physical Therapists and Doctors of Physical Therapy; Veatrice Cook, Physical Therapist; Guy Whittington, Medical equipment sales representative. Dr. William Duffy, Amy Quesenberry, Shelley Kozel wrote the grant and organized the event. 53 students; Occupational Therapist faculty Kathryn Freeman, Edward Gayden; Chair Thermajean Jones; Dean Jessica Cooper, VP Randall Dawson; David Kisel; Jill Zimmerman; and Dr. Jude Thomas Manzo attended.

Special Projects IV

The purpose of the Reading Buddies project is to read books that deal with Ethical Decision-Making to 3rd, 4th, and 5th graders at Bowden Elementary. The project was led by Faculty members Irene Young and Cindy Prior. The Fall 2018 semester was used for preparation; Alicia Perry and Sabrina Hearn were selected as student Reading Buddies. In the Spring of 2019, visits to Bowden Elementary every other Thursday afternoon started with students Sabrina Hearn and Jared Barrera reading three or four books to 45-60 students in the library.

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. Dr. Jude Thomas Manzo assisted in the discussion.

Additional Student Engagement II

On April 9, 2019, 31 students from the Biomedical Equipment and Medical Laboratory Technician programs watched "The Inventor: Out for Blood in Silicon Valley." Faculty in attendance were Alberto Vasquez, Terri Murphy-Sanchez, Jemal Nelson, David Kisel, Jill Zimmerman, and Dr. Jude Thomas Manzo. Aspects of medical and business ethics were discussed after the documentary.

Academy Award winner Alex Gibney's documentary investigates the rise and Fall of Theranos, the one-time multibillion-dollar healthcare company founded by Elizabeth Holmes. In 2004, Elizabeth Holmes dropped out of Stanford and started the company…. In 2014, Theranos was valued at $9 billion….Just two years later, Theranos was cited as a "massive fraud" by the SEC, and its value was less than zero….With all the drama of a real-life heist film, the untitled documentary will examine how this could have happened and who is responsible, while exploring the psychology of deception. An HBO Production.

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.

Faculty members were asked to encourage student participation and $20 book store gift cards were delivered through Educational Support Services as incentives to students for completing PSRI-I and PSRI-II. 500 gift cards were given out for PRSI-I, and 500 additional gift cards were available for PSRI-II.

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 2018. 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

1196 student respondents and, of those, 439 completed the PSRI-II. PSRI-I was available August 24th – September 21st. PSRI-II was available November 26th – December 14th.

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 Ethical Decision-Making Focus Groups.

Irene Young is planning to continue the Student Engagement Grant activity 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. St. Philip's College will be hosting the Annual Two-Year National Ethics Bowl Championship on November 23, 2019.

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 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 Ethical Decision-Making 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, 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 Literary 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. 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, $20 bookstore gift cards, and T-Shirts to help disseminate the Ethical Decision-Making message to our constituents and throughout the community.

External Constituent/Enjoyment

On Thursday April 25, 2019 the QEP team set up a table at CultureFest. We requested that community members submit a quote that dealt with ethics. Most of the quotes were not relevant, but it got our external constituency thinking about Ethical Decision-Making and made them aware of our QEP. We received 299 quote submissions. The activity increased awareness of SPC's QEP and initiated thought and conversation about Ethical Decision-Making among external constituents and the college community.

External Constituent/Alumni Survey

External constituents participate each semester in QEP Ethical Decision-Making surveys. In 2018 -2019, 192 surveys were submitted from various Program Advisory Boards in: Hotel Management, Culinary Arts, Restaurant Management, Automotive Technology, Physical Therapist Assistant, Radiology, Heating Ventilation and Air Conditioning, Pastry Arts, General Motors Automotive Service Educational Program (GM ASEP), Diesel Technology, Health Information Technology, Hospitality, Physical Therapist Assistant, Bio Med, Surgical Tach, Restaurant Management, Culinary Arts, Vision Care, Histology, Occupational Therapy Assistant, Automated industrial Process, Medical Laboratory Technology, Radiography, Respiratory Technology, Early Childhood & Family Science, and Sonography.

Table 15: 2017-2018 External Constituent/Alumni Survey Results		
RESPONSE ITEM	AGREE OR STRONGLY AGREE	
I was aware of ethics education at SPC.	162/192	84.4%
SPC provides a foundation in ethics to use for a guide in decision-making processes for students.	183/192	95.3%
SPC provides clear expectations for students in terms of ethical behavior.	184/192	95.8%
SPC coursework has specific learning assignments dedicated to ethics education.	180/192	93.8%
SPC offers several opportunities for extracurricular involvement with ethical concerns.	171/192	89.1%
Students at SPC are challenged to seek out good decision-making on ethical issues.	182/192	94.8%
Students at SPC realize living out integrity is a life-long pursuit.	178/192	92.7%
Selected Comments		
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 2018-2019)

Presentations

From February 28 to March 3, subject matter experts attended the 28th Annual APPE Conference in Baltimore, Maryland. 28th Annual Association for Practical & Professional Ethics Conference Presentations included: Matthew Fuller and Shaun Smith: "Where the rubber meets the road: The ethics of driverless cars in cases of injury;" and Andy Hill: "Teaching humanitarian values in the classroom."

On May 15, 2019 QEP Tri-Director David Kisel, attended the Engaging Pedagogy Conference at Texas Lutheran University in Seguin. While at Texas Lutheran University Dr. William Duffy, and David Kisel toured the library housing the Texas Lutheran University QEP. Texas Lutheran

University created a space where students could record themselves giving a speech and have someone go over it with them. Improving communication was the goal of their QEP. Conference Presenters included: David Kisel "Quality Enhancement Plan: Ethical Decision-Making."

Outcome

During the 2018-2019, we visited 26 external constituency groups and had them take the external constituency group survey. At CultureFest we engaged the community by asking them to submit a quote and received 299 submissions.

Results

84.4% of external constituents surveyed in the 2018-2019 were aware of ethics education at SPC, an increase over 2017-2018 rate of 81.0%. 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-campus instructional sites, the QEP Team is considering integrating physical and virtual visits 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 these locations.

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

Table: 16 Budget for 2018-2019				
Description	Account	Budget	Used	Balance
Advertising Expense – Print Media	71001	0.00	696.00	-696.00
Advertising Expense - Promotional	71003	24000.00	23071.44	928.56
Contract Services	71151	0.00	0.00	0.00
Software Maintenance and Support	71204	14100.00	13400.00	700.00
Instructional Supplies	71252	3000.00	3000.00	0.00
Office Supplies	71255	1500.00	517.91	982.09
Employee Membership Dues	71653	100.00	650.00	-550.00
Employee Professional Development	71654	5000.00	4435.00	565.00
Institutional Assoc Fees and Dues	71661	650.00	125.00	525.00
Student Prizes, Awards, Attendance	71667	10000.00	0.00	10000.00
Rental of Equipment Expense	71672	0.00	108.40	-108.40
Printing Services	71691	500.00	1191.50	-691.50
Employee USA Travel	73010	1000.00	0.00	1000.00
Travel – In Town Mileage / Parking	73011	1000.00	103.70	896.30
Travel – Out of Town Mileage / Parking	73012	500.00	48.00	452.00
Travel - Airfare	73013	3722.00	5393.64	-1671.64
Travel – Transportation	73014	500.00	384.07	115.93
Travel – Out of Town Lodging	73015	3750.00	4311.05	-561.05
Travel – Out of Town Meals	73016	846.00	1169.88	-323.88
Travel – Other	73017	280.00	27.61	252.39
Totals		70448.00	58633.20	11814.80

(Source: Department of Student Success)

References

Botello, M. (2018). Fall 2018 and Spring 2019 Ethical Decision-Making Student Focus Groups Findings.

Bradford, S. & Valdez S. V. (2019). *St. Philip's College Assessment Day Showcase Presentation March 22,* 2019 reported by Coordinator of Measurement and Evaluation, Student Learning Outcomes Assessment.

Chart Trends Responses New Student Orientation Filtered for Q6 from Excel Spreadsheet (2019), supplied by Gina Jasso.

McPherson Williams, A. (2019). *Department of Student Life Participation "What Would You Do*?*"*

QEP attendance records.