ALAMO COLLEGES DISTRICT
St. Philip's College

St. Philip's College

QUALITY ENHANCEMENT PLAN: ETHICAL DECISION-MAKING

`

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

TABLE OF CONTENTS

Summary

This report is based on data generated during Fall 2019.

St. Philip's College successfully implemented all key strategies of the Quality Enhancement Plan (QEP) in accordance with the published proposal. This report describes major accomplishments for the first half of Year 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 (EDM) on October 14, 2015 and described the SPC QEP as exceptional. Accreditation was reaffirmed by SACSCOC on December 3, 2017.

Introduction

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

Mission: St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through educational achievement and career readiness. 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: Ethical Issues, Perspectives, and Values. The following QEP Institutional Student Learning Outcomes (ISLOs) are intended for all students and are included in SPC course syllabi:

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

Note that the order of the Institutional Student Learning Outcomes (ISLOs) changed in Fall 2019 as Ethical Issues moved from outcome two to outcome one. Perspectives moved from outcome three to outcome two, and Values moved from outcome one to outcome three. The order was updated in order to reflect how students would address the outcomes.

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 the Annual Assessment Day, a sample of selected student artifacts is assessed using a rubric for the three QEP Student Learning Outcomes (Personal Responsibility).

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

Leadership

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

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

In Fall 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-campus 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, Tip 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 including 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: Fall 2019 QEP Core Team		
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
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	Director of Institutional Planning, Research, and Effectiveness/SACSCOC Liaison
Shanna Bradford	Assessment and Data Analysis	Coordinator of Measurement and Evaluation / Student Learning Outcomes

(Source: QEP Records Fall 2019) (*stepping down as a QEP Core team member at the end of Fall 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: Fall 2019 Implementation Team Members		
Name	Team Role	College Role
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)

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

Table 3: Fall 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**
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**
Charlie Brammer	**Budget and Purchasing**	**Administrative Assistant**
Johnny Rodriguez	**Marketing and Public Relations**	**Marketing & Strategic Communications Manager**

Funding

Fall 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.

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 processes. 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.
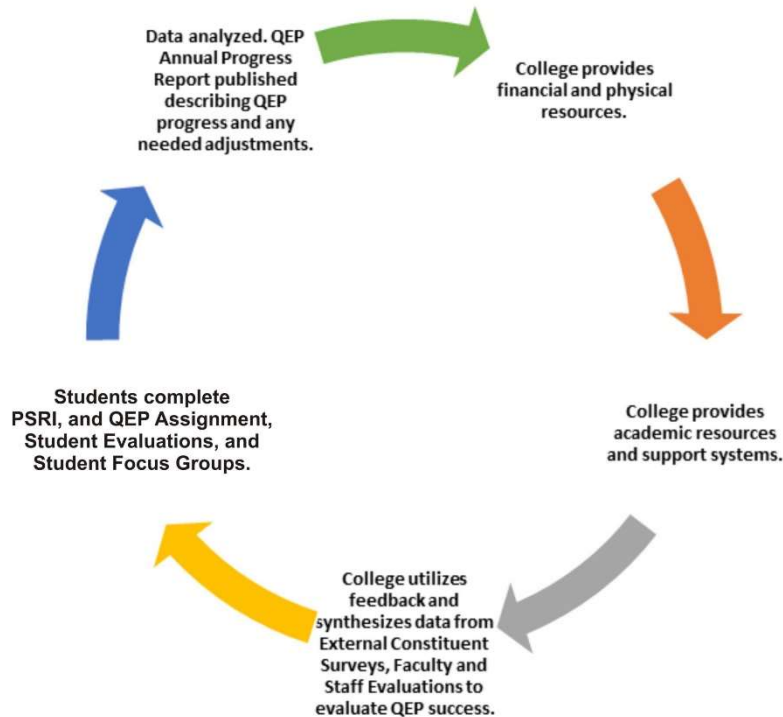
Initial Goal and Intended Outcomes

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

Data analyzed. QEP Annual Progress Report published describing QEP progress and any needed adjustments.

College provides financial and physical resources.

College provides academic resources and support systems.

College utilizes feedback and synthesizes data from External Constituent Surveys, Faculty and Staff Evaluations to evaluate QEP success.

Students complete PSRI, and QEP Assignment, Student Evaluations, and Student Focus Groups.

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

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

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

Note that the order of the Institutional Student Learning Outcomes (ISLOs) changed in Fall 2019 as Ethical Issues moved from outcome two to outcome one. Perspectives moved from outcome three to outcome two, and Values moved from outcome one to outcome three. The order was updated in order to reflect how students would address the outcomes.

Figure 2 represents the assessment cycle for QEP Objective 2:

<p align="center">QEP Implementation Assessment Cycle
Objective 2: Assess student learning for attainment of Ethical Decision-Making skills</p>

Annual Progress Report published to detail status of SLOs and plans to address areas of weakness if noted.

Students demonstrate EDM through coursework and special projects.

QEP SLOs are assessed with the PSRI, and QEP assignment.

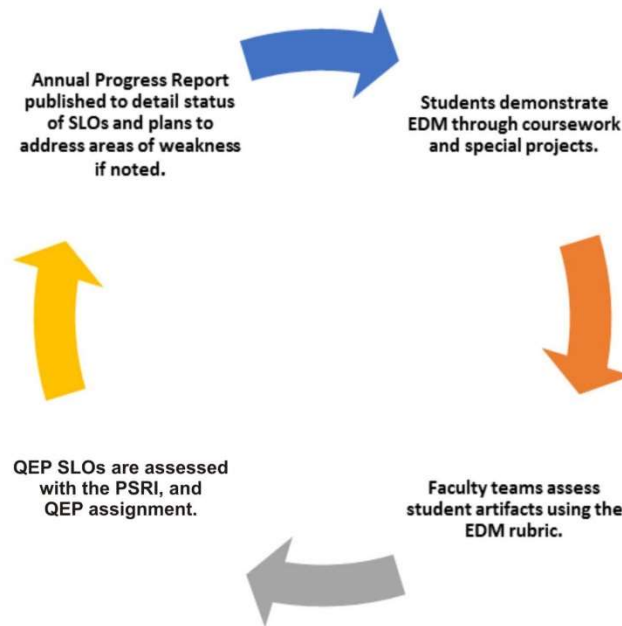Faculty teams assess student artifacts using the EDM rubric.

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 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 Fall 2019. Finally, for each of the key strategies an *Action Plan* describes the methods for improvement and continuation of the QEP for Spring 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-campus instructional 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?

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 and 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.

During Convocation on August 17th, 2019, the QEP directors visited the Social & Behavioral Sciences Faculty and Communications & Learning Faculty. Both departments have personal responsibility as one of their learning outcomes. In total, 79 faculty members attended including some dual credit instructors.

Each semester we conduct a Professional Development Workshop. The purpose is to inform new faculty members about Ethical Decision-Making, and to give them updates about items that have changed.

For Employee Development Day Fall 2019, we conducted training for moderator and judges for the ethics bowl. The training was conducted on October 25th with 28 attendees. We conducted two more training sessions in early November with an additional 8 attendees. The purpose of the Ethics Bowl is to give students the opportunity to practice what they have learned about Ethical Decision Making. It is an extracurricular activity and the contest will take place on Saturday.

Table 4: Fall 2019 QEP Professional Development			
EVENT TITLE	DATE	LOCATION	N
Professional Development Workshop Teaching and Assessing Ethical Decision-Making	August 20, 2019	SLC 126	29
Ethics Bowl Training Employee Development Day	October 25, 2019	SLC 209	28
		Total Participants	57

(Source: QEP Event Records 2019)

Dual Credit / Early College High Schools

During Fall 2019, we visited Brackenridge, Sam Houston, Lytle, La Vernia, Warren, Navarro, and Memorial ECHS. The focus of our visits was to talk to the students about ethical decision making. We also visited with all the students from St. Philip's Early College High School on August 16th before the school year started.

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

David Kisel, Liz Castillo, and Randall Dawson attended the 2019 SACSCOC summer institute on Quality Enhancement in Dallas, TX in July of 2019.

David Kisel, Liz Castillo, Dr. Jude Thomas Manzo, and the rest of the leadership team, attended the 2019 SACSCOC annual meeting in Houston, TX. It was an opportunity to come together with other SACSCOC institutions and discuss ideas including methods for a successful QEP. The meeting occurred in December 2019.

Dr. Jude Thomas Manzo, Andrew Hill, and Charlie Langston attended APPE's Summer institute in July 2019. Among the topics discussed were the steps to set up an ethics center.

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

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-campus instructional sites, including Dual Credit and Early College High Schools, continue to learn about incorporating Ethical Decision-Making activities into our culture with a **Can-Do Spirit**, one of our six College Values.

Action Plan

In 2020, stronger support of off-campus instructional sites such as DC/ECHS will be discussed at the Core and Implementation meetings and we will be reducing division meeting participation in favor of additional time allocated for off-campus locations such as DC/ECHS.

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

Key Strategy Two: Faculty-Student Best Practice Sharing

Faculty and staff had multiple opportunities to discuss Best Practices to promote 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 with each of the eight college divisions.

Table 5: Fall 2019 QEP Best Practice Forums			
EVENT TITLE	DATE	DIVISION	N
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, 2019	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
		Total Participants	*268*

(Source: QEP Event Records 2019)

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 Fall 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.

One of the items focused on during Fall 2019 was identifying perspectives by looking at the issue from different points of view. We also visited the Social and Behavioral Sciences and Communications departments during Fall 2019 convocation and during one of their Friday departmental meetings.

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 Fall 2019 student focus groups: 46 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.

Table 6: Fall 2019 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
		Total Participants	46

(Source: Student Success Fall 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 10-15 minutes in length will continue once per semester. In the Fall of 2019, we focused on perspectives; for the Spring of 2020, we will focus on ethical issues, 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 Fall 2019.

Table 7: 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 2019 August - December	281	526	807	65.2%

(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 is planned for Thursday February 13th and Assessment Day will be Friday February 14th. The results will then be shared on March 20nd at the Assessment Showcase.

Special Projects I

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

In Fall 2019, 1,754 students responded to the *What Would You Do*? scenarios. The Student Activities Division of Student Life continued to engage students in the QEP by posing thought-provoking scenarios during weekly Spirit Days and throughout the week.

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 2019 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 2019.

This table describes student participation in these events for Fall 2019:

Table 8: 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	37
Fellow student with bruises, marks, scratches	09/03/2019 – 09/06/2019	49	13
Falsifying volunteer hours	09/09/2019 – 09/13/2019	107	62
Disruptive classmates	09/16/2019 – 09/20/2019	104	74
ICE Agents on campus questioning students	09/23/2019 – 09/27/2019	80	62
ICE knocking on door of classmates' parents' house	09/30/2019 – 10/04/2019	84	68
ICE interrogating convenience store customers	10/07/2019 – 10/11/2019	124	36
Discover 1,100 votes not counted	10/14/2019 – 10/18/2019	47	52
A group project turned into an individual project	10/21/2019 – 10/24/2019	89	44
Underage drinking	10/28/2019 – 11/01/2019	84	22
To return a wallet/cash or not?	11/04/2019 – 11/08/2019	74	14
Stealing from the cash register	11/11/2019 – 11/15/2019	31	53
Being exposed to nude photos inside another student's locker	11/18/2019 – 11/22/2019	45	57
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	23
		MLK	SWC
Fall 2019 Totals		**1137**	**617**

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

Special Projects II

This year we were able to field two ethics bowl teams. One team came from our philosophy club, and the other team came from our Registered Nurses. Valerie Moke helped to train her 20 RN students for the competition. Jill Zimmerman, Andrew Hill, Charlie Langston, and Matt Fuller helped to prepare all the students for the competition. Dr. Jude Thomas Manzo helped by setting up scrimmages with other schools via Zoom.

On November 16, 2019, the St. Philip's College Ethics Bowl Team competed at the Texas Regional Ethics Bowl competition held locally at St. Mary's University. The team also competed in the Two-Year College National Qualifier at St. Philip's College, November 23, 2019. Both the RN Team and Team One won two of their three matches.

The students that participated this year include Zephaniah Miranda Russell, Julissa Gallegos, and Lauren Estrada as part of the philosophy club. Tyrone Chandler, Shayla Reams, Brian Barrientos, Jazmin Collins, Danielle Firigova, Nakis Villalobos, Shelby Watts, and Megan Wilson represented LVN/RNs. The Ethics Bowl Coaches for 2019-20 were Andrew Hill, Matthew Fuller, Jill Zimmerman, Charlie Langston, Wallace Mack, and Valerie Moke.

Special Projects III

The purpose of the Reading Buddies project is to read books that deal with Ethical Decision-Making to 2nd, 3rd, 4th, and 5th graders at our adopted school Bowden Elementry. The project was led by Faculty members Irene Young and Kelli Rolland-Adkins. The Fall 2019 semester was used for preparation; Jacob Barrera and Tameca English were selected as student Reading Buddies. Visits to Bowden Elementary every other Thursday afternoon started with students Tameca English and Jared Barrera reading three or four books to 45-60 students in the library or small groups in classrooms.

Outcomes

Artifact assessment has been set for February 14, 2019 after our Calibration on February 13, 2019. Eleven course sections have been randomly selected for personal responsibility assessment. Personal responsibility aligns with Ethical Decision-Making and comprises the three student learning outcomes: values, ethical issues, and perspectives. Faculty assessors, will evaluate one artifact at a time and score each outcome as Not Demonstrated, Emerging, or Skillful.

As an additional means of assessing St. Philip's College student Ethical Decision-Making skills, Iowa State University's Research Institutes for Studies in Education administered the Personal and Social Responsibility Inventory (PSRI) to include case studies developed to assess the three QEP Student Learning Outcomes for SPC students. All students enrolled in SPC courses received an invitation to complete the PSRI-I and PSRI-II via email during Fall 2019. 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 1151 student respondents and, of those, 164 completed the PSRI-II. PSRI-I was available August 23rd – September 20th. PSRI-II was available November 25th – December 13th. compared to 1196 and 169 from the previous year.

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

In Fall of 2017, considering the number of direct and indirect methods of evaluation currently used by the college as part of QEP, a decision was made to discontinue 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 prizes were issued by Educational Support Services as incentives to students for completing PSRI-I and PSRI-II. For PSRI-I the first 400 students were given blue QEP T-shirt and blue-tooth Speaker. For PSRI-II the first 400 students were given a foldable St. Philip's College blanket.

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 1151 student respondents and, of those, 164 completed the PSRI-II. PSRI-I was available August 23rd – September 20th. PSRI-II was available November 25th – December 13th.

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. *Kelli Rolland-Adkins* and Jill Zimmerman will assist.

The Ethics Bowl Team will continue. St. Philip's College hosted the Annual Two-Year National Ethics Bowl Championship on November 23, 2019. We will explore the possibility of hosting again, or if the tournament should move around the USA.

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. Another 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-campus 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, blankets, speakers, and T-Shirts to help disseminate the Ethical Decision-Making message to our constituents and throughout the community.

External Constituent/Alumni Survey

External constituents participate each semester in QEP Ethical Decision-Making surveys. In Fall 2019, 60 surveys were submitted from various Program Advisory Boards in Culinary Arts, Diesel Technology, Business Information Systems, Physical Therapist Assistant, Radiology, and Pastry Arts.

Table 9: Fall 2019 External Constituent/Alumni Survey Results		
RESPONSE ITEM	AGREE OR STRONGLY AGREE	
I was aware of ethics education at SPC.	47/58	81.0%
SPC provides a foundation in ethics to use for a guide in decision-making processes for students.	53/58	91.4%
SPC provides clear expectations for students in terms of ethical behavior.	54/58	93.1%
SPC coursework has specific learning assignments dedicated to ethics education.	55/58	94.8%
SPC offers several opportunities for extracurricular involvement with ethical concerns.	52/58	89.7%
Students at SPC are challenged to seek out good decision-making on ethical issues.	55/58	94.8%
Students at SPC realize living out integrity is a life-long pursuit.	54/58	93.1%
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 Fall 2019)

Outcome

During Fall 2019, several of our external constituency partners provided positive feedback as indicated in Table 9 above.

Results

81.0% of external constituents surveyed in the Fall 2019 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 constituent's outreach effort.

In 2019-2020, 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-campus 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 and convocation. It is possible that an all access pass can serve this purpose.

Fall 2019 Budget (Fall 2019)				
Description	Account	Budget	Used	Balance
Advertising – Print Media	71001	0.00	581.50	-580.50
Advertising Expense - Promotional	71003	2000.00	0.00	2000.00
Contract Services	71151	5000.00	0.00	5000.00
Software Maintenance and Support	71204	15000.00	13400.00	1600.00
Instructional Supplies	71252	0.00	0.00	0.00
Office Supplies	71255	750.00	0.00	750.00
Employee Membership Dues	71653	0.00	0.00	0.00
Employee Professional Development	71654	2500.00	1965.00	535.00
Institutional Assoc Fees and Dues	71661	0.00	0.00	0.00
Student Prizes, Awards, Attendance	71667	0.00	167.80	-167.80
Student Test Certification Fees	71668	6100.00	0.00	6100.00
Printing Services	71691	300.00	70.60	229.40
Student Registrations	71692	0.00	335.00	-335.00
Employee USA Travel	73010	902.00	0.00	902.00
Travel – In Town Mileage / Parking	73011	1000.00	215.24	784.76
Travel – Out of Town Mileage / Parking	73012	2000.00	107.64	1892.36
Travel - Airfare	73013	1722.00	1059.51	662.49
Travel – Transportation	73014	0.00	87.75	-87.75
Travel – Out of Town Lodging	73015	1750.00	4197.77	-2447.77
Travel – Out of Town Meals	73016	346.00	342.46	3.54
Travel – Other	73017	280.00	125.40	154.60
Totals		39650.00	22655.67	16995.33

(Source: Department of Student Success)

References

Botello, M. (2019). 2019 Ethical Decision-Making Student Focus Groups Findings.

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

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

QEP attendance records (2019).