ALAMO COLLEGES DISTRICT
St. Philip's College

# St. Philip's College

*QUALITY ENHANCEMENT PLAN: ETHICAL DECISION-MAKING*



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**Annual Progress Report: 2017 - 2018 (Year 2)**
**QEP Directors: Elizabeth Castillo, David Kisel, Dr. Jude Thomas Manzo**

**TABLE OF CONTENTS**

## Summary

*This report is based on data generated during the 2017-2018 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 2 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 January 12, 2018.

## Introduction

The QEP supports the College Mission: *to empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership.* The college's vision: *to be the best in the nation in Student Success and Performance Excellence.* Our Institutional Priorities: *SACSCOC Compliance, Ethical Decision-Making, Graduation, Persistence, and Productive Grade Rate Improvement.*

The selection of the topic and the development of the Ethical Decision-Making QEP involved a broad array of St. Philip's College constituents dedicated to student learning and success. Continued collaboration in 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 will provide opportunities to enhance their Ethical Decision-Making skills. The following QEP Student Learning Outcomes (SLOs) are intended for all students and are included in SPC course syllabi:

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.

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-site locations. 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.

1. Identify options.

2. Consider consequences for yourself and others.

3. Make an ethical choice and take appropriate action.

Ongoing assessment and evaluation of both 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.

The Personal and Social Responsibility Inventory (PSRI) was administered twice, once in the fall and then in the spring, via student email, 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.

## Highlights

The following outcomes were achieved during 2015-2017 and continue to be met in 2017-2018:

- SACSCOC placed the SPC QEP in their resource room as an exceptional model
- Successful broad-based collaboration to enhance student learning
- Institutional membership in the Association of Practical and Professional Ethics
- Professional development was provided to college and off-site faculty and staff
- Exceeded college target of 70% *Skillful plus Emerging* for Student Learning Outcomes
- SPC reaffirmation by SACSCOC

## Leadership

The 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 to the Vice President of Academic Success weekly as well as 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, a faculty member from the Arts and Sciences Division, representing academic programs of study, and a faculty member from either the Health Sciences Division, or the Applied Science and Technology Division representing workforce programs of study.

In 2017-2018 the tri-Directors were Dr. Paul Machen, Dean of Student Success, Alberto Vasquez, a faculty member from Applied Science and Technology, and Dr. Jude Thomas Manzo a faculty member from the Arts and Sciences. The QEP Directors chair the Core Team and Implementation Team meetings and activities as the teams execute key deliverables. The QEP Implementation Team consisted of thirty individuals from multiple college divisions and is comprised of administrators, faculty, staff and students. The Core Team consisted of the three Directors and five individuals (with one Core Team position being vacant since spring of 2017):

| Table 1: 2017-2018 QEP Core Team | | |
|---|---|---|
| **Name** | **Team Role** | **College Role** |
| **Dr. Paul Machen** | **QEP Director** | **Dean of Student Success** |
| **Dr. Jude Thomas Manzo** | **QEP Director** | **Faculty / Arts and Sciences** |
| **Alberto Vasquez** | **QEP Director** | **Faculty / Applied Science and Technology** |
| **Andrew Hill** | **Subject Matter Expert** | **Faculty / Arts and Sciences** |
| **Matthew Fuller** | **Subject Matter Expert** | **Faculty / Arts and Sciences** |
| **Dr. Chris Davis** | **Learning Commons -Canvas** | **Faculty / Arts and Sciences** |
| **Jill Zimmerman** | **QEP Website** | **Faculty / Librarian / Interdisciplinary Programs** |
| **Irene Young** | **Best Practices Facilitator** | **Faculty / Arts and Sciences** |

(Source: QEP Records 2018)

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

| Table 2: 2017-2018 Additional Contributors | | |
|---|---|---|
| **Name** | **Team Role** | **College Role** |
| **Randall Dawson** | **VP Academic Success** | **VP Academic Success** |
| **Dr. Maria Hinojosa** | **Assessment and Data Analysis** | **Director of Institutional Planning, Research and Effectiveness** |
| **Sonia Valdez** | **Assessment and Data Analysis** | **Coordinator of Measurement and Evaluation / Student Learning Outcomes** |
| **Adrian Jackson** | **Marketing and Public Relations** | **Director of Community and Public Relations** |
| **Paul Borrego** | **Budget** | **Staff / Budget Office** |
| **Gina Jasso** | **New Student Orientation** | **Staff / Student Success** |
| **Maria Botello** | **Focus Group Coordinator** | **Staff / Student Success** |
| **Dr. Angie McPherson Williams** | **New Student Orientation** | **Director of Student Life** |
| **Luis Lopez** | **Faculty Professional Development Coordinator** | **Director of Instructional Innovation Center** |

(Source: QEP Records 2018)

The Core team met with the Implementation Team to regularly gather feedback, collaborate on QEP activates, and provide assistance at events and professional development relating to QEP. The Implementation Team consists of the Core Team members, and the contributors listed above, as well as two student representatives that help lead student focus groups.

| Table 3: 2017-2018 Other Implementation Team Members | | |
|---|---|---|
| **Name** | **Team Role** | **College Role** |
| **Brenda Clark** | **Member** | **Faculty / Applied Science and Technology** |
| **Victor O. Natera** | **Member** | **Staff / Student Success** |
| **David Kisel** | **Member** | **Faculty / Arts and Sciences** |
| **Christina Cortez** | **Member** | **Staff / Student Success** |
| **Alba Lourdes** | **Member** | **Faculty / Arts and Sciences** |
| **Jessica Lopez** | **Member** | **Faculty / Arts and Sciences** |
| **Christine Sauceda** | **Member** | **Staff / Student Success** |
| **Amy Quesenberry** | **Member** | **Faculty / Health Sciences** |
| **Richard Jewell** | **Member** | **Faculty / Applied Science and Technology** |
| **Cynthia Pryor** | **Member** | **Faculty / Arts and Sciences** |
| **Elizabeth Castillo** | **Member** | **Staff / Student Success** |
| **Katrina King** | **Student Member** | **Students / Phi Theta Kappa** |
| **Roxanne Saunders** | **Student Member** | **Students / Phi Theta Kappa** |

(Source: QEP Records 2018)

## Funding

In 2017-2018 funding outlays for QEP expenditures, including personnel, professional development, travel, office supplies, promotional costs, instructional supplies and equipment, software and maintenance support and assessment instruments were managed within the Student Success Division by one of the three tri-Directors Dr. Paul Machen, Dean 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, 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 948 QEP artifacts assessed showed that 28% were at the Skillful level for SLO 1 (Values), 43% were Skillful for SLO 2 (Ethical Issues) and 41% were Skillful for SLO 3 (Perspectives). The number of students that demonstrated a Skillful level has increased over the last two years from 16.1%, 23.8%, and 24.6% respectively in 2015-2016. The college target competency average for all SLOs (70% of students Skillful + Emergent) was exceeded; although, based on these results a concentrated effort to focus on SLO 1 is needed as 60.0% of students were Skillful + Emergent for this SLO.

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

(Source: *St. Philip's College Assessment Day Showcase Presentation March 23,* 2018)

Fifteen 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 to SPC students. All students enrolled in SPC courses received an invitation to complete the PSRI-I in fall 2017 and PSRI-II via email during spring 2018. 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 743 respondents and for PSRI-II 323 respondents. A comparison was made for the 165 students that took both the PSRI-I and PSRI-II. We will discuss the finding of the PSRI report and multi-Year comparison study on pages 25 and 26.

## 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
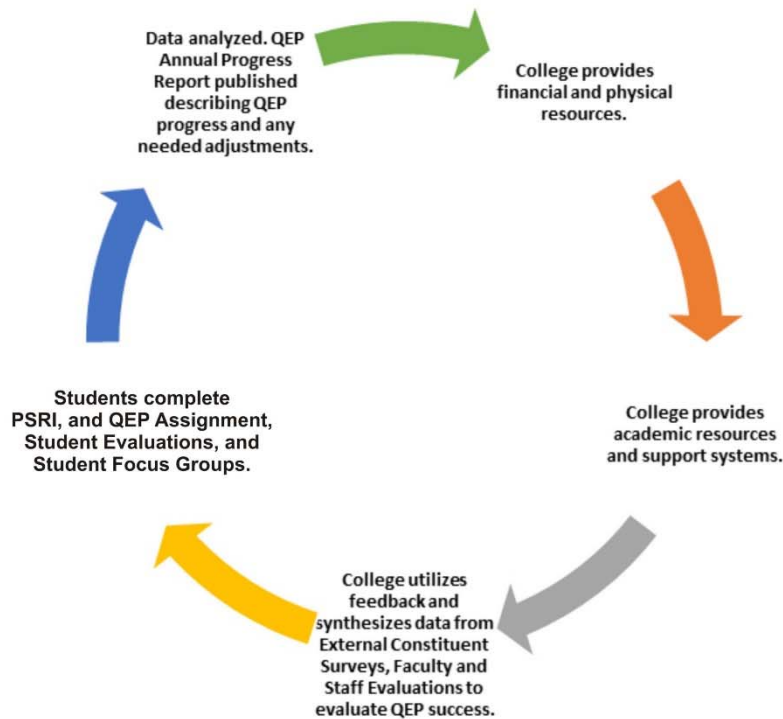### Objective 1: Plan, implement and assess QEP



*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. Increased Awareness of Ethical Decision-Making.

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**
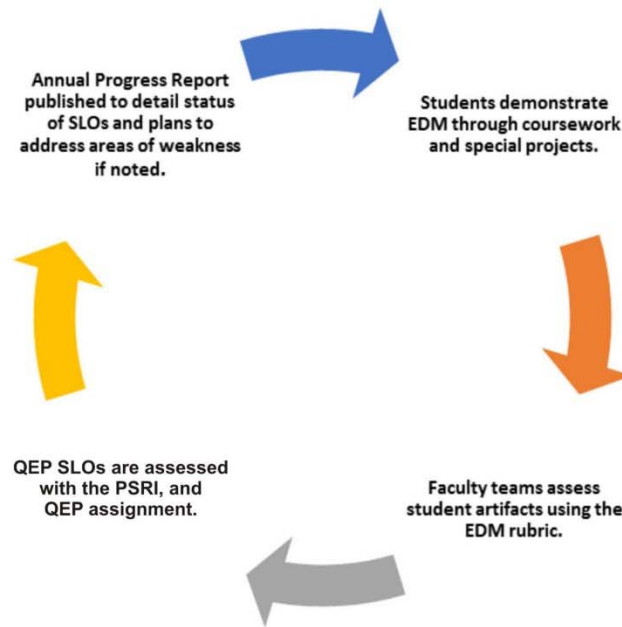*Objective 2: Assess student learning for attainment of Ethical Decision-Making skills*



*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 EDM 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 provide assignments related to the Ethical Decision-Making SLOs (values, issues, perspectives); campus-wide awareness campaign initiated; special projects initiated; Division roundtables initiated; Student Learning Outcomes Assessment and QEP implementation assessment

### Fall 2016- Spring 2017
*Implementation (Year 1)*

QEP professional development and workshops continue; all identified courses provide assignments related to the Ethical Decision-Making SLOs (values, 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 continue; all identified courses provide assignments related to the Ethical Decision-Making SLOs (values, 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 continue; all identified courses provide assignments related to the Ethical Decision-Making SLOs (values, 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 related to the Ethical Decision-Making SLOs (values, 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 2020- Spring 2021
*Implementation (Year 5)*

QEP professional development and workshops continue; all identified courses provide assignments related to the Ethical Decision-Making SLOs (values, 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; Five Year Impact Report completed

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

## Key Strategies

Four **Key Strategies** along with outcomes to measure their successfulness 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 is *Additional Measures and Actions*. These measures and actions were proposed and

implemented by the QEP Team to provide informative data to drive ongoing decision-making during QEP implementation throughout fall 2018. Finally, for each of the key strategies an *Action Plan* describes the methods for improvement and continuation of the QEP for spring 2018 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 in order 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 intended student learning outcomes of the QEP, as well as to equip faculty and staff to develop student assignments/activities and to engage students in learning about and applying Ethical Decision-Making. 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 and Spring semester, SPC has a Professional Development Week, which begins with a Saturday Convocation for the entire faculty and staff, including adjunct faculty and off-site faculty, administrators, and staff. This is hosted in the Watson Fine Arts Center Auditorium and numbers well over 450 participants.

At the Fall Convocation on Saturday August 19, 2017 Matt Fuller and Andy Hill, in accompaniment with the college President, Dr. Adena Williams Loston presented a case study. For maximum interaction and participation, the participants worked in small groups after the scenario was presented. The participants then used the SPC 4-step Process of EDM. At this point the facilitators took questions, comments and observations. The college President also responded, having reviewed the case study beforehand, adding her specific comments and observations.

On Thursday August 24, 2017 during the Professional Development Week, QEP invited a guest speaker, Dr. Miguel Bedolla, Associate Director of the Health Career Opportunity Program at UTSA, who spoke on "Why Do We Need Ethics?" Dr. Miguel Bedolla also served as an honorary member of the QEP Implementation Team, attending meetings during the spring of 2018.

At the Spring Convocation on Saturday January 6, 2018 Matt Fuller and Andy Hill, in accompaniment with the college President, again presented a case study to the entire college faculty and staff, using a similar format as the one described above.

Workshops offered opportunities for faculty and staff to work in small group settings 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. During the fall semester *Teaching and Assessing Ethical Decision-Making* was presented on three separate occasions.

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 were asked to offer comments and suggestions as well. QEP Directors collected and tabulated responses following each event. Results were shared with the President's Cabinet, the QEP Core and Implementation Teams, and used to make ongoing revisions throughout the semester. For example, comments and suggestions included requests for case studies, PowerPoint presentations and for specific assignment examples. Based on

these requests, handout materials were prepared and made available to those who had requested them; these Power Point Presentations and handout materials were then used for subsequent QEP events.

| Table 5: 2017-2018 QEP Professional Development | | | |
|---|---|---|---|
| EVENT TITLE | DATE | LOCATION | N |
| *Professional Development Workshop Teaching and Assessing Ethical Decision-Making* | August 24, 2017 | SPC Heritage Room | 19 |
| *Professional Development Workshop Teaching and Assessing Ethical Decision-Making* | October 6, 2017 | SPC CLR 301 | 14 |
| *Professional Development Workshop Teaching and Assessing Ethical Decision-Making* | January 9, 2018 | SPC SLC 219 B | 23 |
| | | *Total Participants* | *56* |

(Source: QEP Event Records 2018)

## QEP Professional Development Resources

St. Philip's College continues to utilize the resources from the Association of Practical and Professional Ethics (APPE), an international collaboration of educators, business leaders, government leaders and professionals from multiple disciplines. 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.*

From March 1-4, 2018 subject matter experts, Matt Fuller and Andy Hill, attended the 27th Annual APPE Conference. Five student members of the SPC Ethics Bowl Team were also selected and attend the conference and to observe the National Ethics Bowl Competition. Two of the QEP Directors also attended the conference. The two QEP Directors participated in a day-long pre-Conference session hosted by the Prindle Center at Depauw University, during which time nationally and internationally-recognized Ethics Center Directors and Staff from across the country discussed the opportunities and challenges of organizing an ethics center at the college and university level.

In addition to the resources available to SPC through APPE, other professional development resources related to Ethical Decision-Making continue to grow and are always available. They include:

- QEP Website
- SPC Ethical Decision-Making Teaching Model
- SPC QEP Ethical Decision-Making Learning Commons through the college online learning platform CANVAS
- Master Teacher Course content includes Ethical Decision-Making

- Center for Learning Resources: LibGuide: Ethical Decision-Making
- QEP Team workshops and presentations
- Individual consultation with QEP Team members and peer review of EDM assignments

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

## Outcome

Faculty and staff have the support needed to provide quality Ethical Decision-Making instruction and assignments which are valid for assessment as evidenced by the results of QEP Faculty/Staff Evaluation Surveys conducted following 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. Based on results and action plans from 2016-2017, in 2017-2018 the focus moved from Ethical Decision Making *Instruction and Assignments* toward *Case Study Analysis.* Ethical Decision-Making instructions and presentations are conducted upon request.

| Table 6: PDW January 9, 2018 Faculty/Staff Evaluation Surveys Spring 2018 | | |
|---|---|---|
| RESPONSE ITEM | NUMBER STRONGLY AGREED OR AGRED | % STRONGLY AREED OR AGREED |
| 1. The QEP event met the stated objectives. | 12/12 | 100% |
| 2. The QEP event provided me with useful information about St. Philip's College QEP. | 12/12 | 100% |
| 3. The QEP event provided me with useful information about Ethical Decision-Making. | 12/12 | 100% |
| 4. The QEP event provided me with examples of useful methods for making an ethical decision. | 12/12 | 100% |
| 5. The QEP event provided me with examples of useful methods for engaging diverse students in Ethical Decision-Making skill development activities. | 12/12 | 100% |
| 6. The presenters answered questions completely and appropriately. | 12/12 | 100% |
| 7. I was satisfied with the quality of this event. | 12/12 | 100% |

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

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

## Action Plan

In 2018-2019 stronger support of off-site locations such as DC/ECHS will be discussed at the Core and Implementation meetings. A move to reduce division meetings in favor of refocusing time to off-site locations such as DC/ECHS will be made.

To strengthen staff interactions with students, in 2018-2019 the four non-Academic Division Best Practices will emphasize a more real-world EDM 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 through the VIPs.

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

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

## Implementation: Best Practice Forums

Venues of 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 obtaining student feedback. Student feedback was gathered at student focus groups held throughout the year.

Members of the QEP team facilitated Best Practice Forums at least once in fall 2017 and once in spring 2018 to all seven college divisions.

| Table 7: Fall 2017 QEP Best Practice Forums | | | |
|---|---|---|---|
| EVENT TITLE | DATE | DIVISION | N |
| *QEP Overview and Best Practice Forum* | September 13, 2017 | Applied Science and Technology | 29 |
| *QEP Overview and Best Practice Forum* | September 15, 2017 | Arts and Sciences | 89 |
| *QEP Overview and Best Practice Forum* | September 20, 2017 | Health Sciences | 45 |
| *QEP Overview and Best Practice Forum* | September 22, 2017 | College Services | 27 |
| *QEP Overview and Best Practice Forum* | October 5, 2017 | Presidents Division | 16 |
| *QEP Overview and Best Practice Forum* | October 18, 2017 | Interdisciplinary Programs Division | 21 |
| *QEP Overview and Best Practice Forum* | October 20, 2017 | Student Success | 48 |
| | | *Total Participants* | *275* |

(Source: QEP Event Records 2018)

| Table 8: Spring 2018 QEP Best Practice Forums | | | |
|---|---|---|---|
| **EVENT TITLE** | DATES | DIVISION | N |
| QEP Overview and Best Practice Forum | January 9, 2018 | Applied Science and Technology | 72 |
| QEP Overview and Best Practice Forum | February 21, 2018 | Interdisciplinary Programs Division | 21 |
| QEP Overview and Best Practice Forum | February 21, 2018 | Health Sciences | 47 |
| QEP Update and Best Practice Forum | February 22, 2018 | Applied Science and Technology | 23 |
| QEP Overview and Best Practice Forum | February 23, 2018 | Arts and Sciences | 59 |
| QEP Update and Best Practice Forum | March 26, 2018 | Interdisciplinary Programs Division | 19 |
| QEP Overview and Best Practice Forum | March 23, 2018 | Student Success | 66 |
| QEP Overview and Best Practice Forum | April, 19, 2018 | College Services | 22 |
| QEP Overview and Best Practice Forum | May 5, 2018 | President's Division | 17 |
| | | *Total Participants* | *346* |

(Source: QEP Event Records 2018)

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

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

## Student Focus Groups

An additional method of data collection for Best Practice sharing is student focus groups. These student focus groups are organized through Phi Theta Kappa and coordinated by Maria Botello. Prior to visiting a club or origination student focus group leaders read the Mission Statement of each organization, and then create a case study that is relevant to that organization. The focus group began with the President and Vice President of Phi Theta Kappa leading the discussions, with other Phi Theta Kappa members observing. As the year went on, these members of Phi Theta Kappa were then trained to lead the discussions. A total of 12 student focus groups were held 2017-2018 to obtain student input and gauge the level of QEP awareness of the student body.

Results of the 2017-2018 student focus groups: 111 students at SPC and 23 at SWC participated, for a total of 134. Out of those, 85 were male, and 49 were female. The majority of the students indicated they were aware of the St. Philip's College QEP when asked; a few students confused decision with dilemma but had an idea of the Ethical Decision-Making Process.

| Table 9: 2017-2018 QEP Student Focus Groups | | | |
|---|---|---|---|
| **EVENT TITLE** | | DATE | N |
| *Student Focus Groups* | Phi Theta Kappa | September 18, 2017 | 12 |
| *Student Focus Groups* | Becalos (students from Mexico) | September 22, 2017 | 15 |
| *Student Focus Groups* | BIOM 2337 - Respiratory Equipment Maintenance | October 11, 2017 | 11 |
| *Student Focus Groups* | Construction Technology II Class | October 25, 2017 | 9 |
| *Student Focus Groups* | Applied Biomedical Equipment Technology | November 3, 2017 | 14 |
| *Student Focus Groups* | Early College High School (Seniors) | November 15, 2017 | 36 |
| *Student Focus Groups* | EDUC 2301 – Special Population Class | February 13, 2018 | 12 |
| *Student Focus Groups* | WLDG 1313 – Intro to Blueprint Reading for Welders | February 27, 2018 | 10 |
| *Student Focus Groups* | National Association of Home Builders | March 1, 2018 | 4 |
| *Student Focus Groups* | Future United Latino Leaders for Change (FULLC) | March 9, 2018 | 4 |
| *Student Focus Groups* | Student Government Association (SGA) | April 13, 2018 | 4 |
| *Student Focus Groups* | Tiger 1 Electric Car Club | April 24, 2018 | 3 |
| | | | |
| | | *Total Participants* | *134* |

(Source: Student Success 2017-2018 Ethical Decision-Making Student Focus Group Findings, reported by Maria Botello)

## Outcome

Faculty and students will have continuously improving quality of assignments as data is used to make ongoing adjustments. This outcome will be measured by data from student focus groups.

## Results

Student awareness of the QEP continues to increase and faculty now has access to student feedback regarding Ethical Decision-Making coursework. 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

We will continue presenting ethical decision making content at division meetings and department meetings. We have built a good rapport with the divisions and we continue to present two or three times per semester, when the initial goal was once per semester. We have developed shorter presentations of 10-20 minutes and can give the groups updates by visiting them more often.

Phi Theta Kappa will continue to gather information from student groups. Students' collaborating with students creates an 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 tying into the High Impact Educational Practice of utilizing New Student Orientation (NSO). The second method initiated is Ethical Decision-Making academic coursework and the third method 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, the QEP is then 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 2017 and spring 2018.

| 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 2017 August - December | 271 | 419 | 690 | 60.7% |
| Spring 2018 January - May | 91 | 228 | 319 | 71.5% |

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

New Student Convocation also engages students through a lively and vibrant presentation of the QEP, a QEP rap song written and performed by a student, and by distributing free T-Shirts with the QEP logo to the audience. Finally, SPC Academic Advisors promote QEP awareness to students when they meet with them throughout the semester. A "talking points" card distributed to each advisor provides prompts to ensure an effective conversation.

## Ethical Decision-Making Coursework

The second method driving Key Strategy Three is Ethical Decision-Making coursework for students. Faculty across the campus have developed and implemented assignments for Ethical Decision-Making instruction. Selected student artifacts were assessed for student attainment of the Institutional Student Learning Outcomes in spring 2018.

28 Faculty assessors scored a SACSCOC-approved sampling of 2044 selected student artifacts, to determine student competency levels in Ethical Decision-Making for three QEP Student Learning Outcomes February 2, 2018. Results of these Student Learning Outcomes were released in the Annual Assessment Day Showcase Report on March 23, 2018. (Valdez 2018) See Table 4 summary of results.

## Special Projects I

The third method of student engagement is Special Projects. Special Projects entails curricular and/or co-curricular student engagement by direct participation through 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.

The SPC EDM mobile App for Android originally developed during 2016-2017 by faculty member Alberto Vasquez and Hannah Mahaffey, a former Phi Theta Kappa student, is now being reconfigured as an iOS app by Alberto Vasquez.

The app includes information on the QEP process, EDM Student Learning Outcomes, links to the QEP website, embedded video on "What Would You Do", a link to "Feed the Tiger" for QEP questions, and a small quiz game. The iOS app will be similar in configuration.



## Special Projects II

In fall 2017 there were 876 students who responded to the *What Would You Do*? scenarios. In spring 2018, there were 490 students who participated in this EDM learning activity, for a grand total of 1,366 for the academic year. The Student Activities Division of Student Life continued to engage students in the QEP by posing thought-provoking scenarios during weekly Spirit Day and throughout the week.

Student Engagement Grants (SEG) were also awarded to three students for promoting and participating in Student Life sponsored *What Would You Do?* scenarios. Two part-time ($500.00) students and one full-time ($1000.00) student were awarded scholarships during fall 2017 and spring 2018 for supporting the QEP. SEG students along with the SPC Spirit and Pride Crew invite students to respond to *What Would You Do?* scenarios using the EDM process.

| Table 11: Fall 2017 What Would You DO? | | | |
|---|---|---|---|
| SCENARIO | DATE | NUMBER OF PARTICIPANTS (MLK) | NUMBER OF PARTICIPANTS (SWC) |
| Blow in the breathalyzer or not? | Wed. Sept. 13, 2017 | 6 | 1 |
| Blow in the breathalyzer or not? | Fri. Sept 15, 2017 | 10 | 1 |
| Blow in the breathalyzer or not? | Mon. Sept. 18, 2017 | 6 | 24 |
| Blow in the breathalyzer or not? | Tues. Sept. 19, 2017 | 2 | 11 |
| Your friend has pills. What would you do? | Wed. Sept. 20, 2017 | 7 | 12 |
| Your friend has pills. What would you do? | Thur. Sept. 21, 2017 | 3 | 35 |
| Your friend has pills. What would you do? | Fri. Sept. 22, 2017 | 4 | 0 |
| Your friend has pills. What would you do? | Mon. Sept. 25, 2017 | 7 | 0 |
| Your friend has pills. What would you do? | Tues. Sept. 26, 2017 | 4 | 13 |
| Should he steal the medication? | Wed. Sept. 27, 2017 | 37 | 13 |
| Should he steal the medication? | Thur. Sept. 28, 2017 | 13 | 47 |
| Should he steal the medication? | Fri. Sept. 29, 2017 | 2 | 0 |
| Should he steal the medication? | Mon. Oct. 2, 2017 | 8 | 0 |
| Should he steal the medication? | Tues. Oct. 3, 2017 | 0 | 22 |
| Friend steals ring. What would you do? | Wed. Oct. 4, 2017 | 68 | 7 |
| Friend steals ring. What would you do? | Thur. Oct. 5, 2017 | 7 | 0 |
| Friend steals ring. What would you do? | Fri. Oct. 6, 2017 | 28 | 0 |
| Friend steals ring. What would you do? | Mon. Oct. 9, 2017 | 1 | 0 |
| Friend steals ring. What would you do? | Tues. Oct. 10, 2017 | 2 | 46 |
| Friend steals ring. What would you do? | Thur. Oct. 12, 2017 | 7 | 0 |
| Your friend hints she wants to steal $. | Wed. Nov. 1, 2017 | 18 | 3 |
| Your friend hints she wants to steal $. | Thur. Nov. 2, 2017 | 0 | 39 |
| Do you turn in the wallet or not? | Wed. Nov. 8, 2017 | 7 | 0 |
| Do you turn in the wallet or not? | Mon. Nov. 13, 2017 | 0 | 17 |
| Do you turn in the wallet or not? | Tues. Nov. 14, 2017 | 11 | 24 |
| Do you turn in the wallet or not? | Wed. Nov. 15, 2017 | 28 | 13 |
| Drink alcohol or not at the party? | Thur. Nov. 29, 2017 | 27 | 39 |
| Find a wallet with $500 at the mall. | Wed. Dec. 6, 2017 | 41 | 3 |
| Find a wallet with $500 at the mall. | Thur. Dec. 7, 2017 | 19 | 2 |
| Find a wallet with $500 at the mall. | Fri. Dec. 8, 2017 | 0 | 21 |
| Someone is stealing a friends snacks | Wed. Dec. 13, 2017 | 15 | 42 |
| Someone is stealing a friends snacks | Fri. Dec. 15, 2017 | 37 | 16 |

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

| Table 12: Spring 2018 What Would You DO? | | | |
|---|---|---|---|
| **SCENARIO** | **DATE** | **NUMBER OF PARTICIPANTS (MLK)** | **NUMBER OF PARTICIPANTS (SWC)** |
| You were not charged for a pair of pants | Wed. Jan. 24, 2018 | 8 | 36 |
| You were not charged for a pair of pants | Thur. Jan. 25, 2018 | 0 | 1 |
| You were not charged for a pair of pants | Fri. Jan. 26, 2018 | 0 | 2 |
| Your friend has body image issues | Wed. Jan. 31, 2018 | 8 | 25 |
| Your friend has body image issues | Sun. Feb 4, 2018 | 0 | 27 |
| Your friend has body image issues | Tue. Feb. 6, 2018 | 0 | 2 |
| Is the relationship healthy or unhealthy? | Wed. Feb. 7, 2018 | 0 | 10 |
| To help or not to help | Wed. Feb. 28, 2018 | 26 | 0 |
| To help or not to help | Thur. March 1, 2018 | 0 | 11 |
| Mistake on your grade | Wed. March 7, 2018 | 67 | 11 |
| Lie about volunteer hours on college app. | Wed. March 21, 2018 | 8 | 11 |
| Lie about volunteer hours on college app. | Wed. March 28, 2018 | 0 | 28 |
| Someone drops money. Do you pick it up? | Thur. March 29, 2018 | 29 | 29 |
| What to do when family is paying for expenses? | Wed. April 4, 2018 | 40 | 16 |
| Alcohol for party or not? | Wed. April 11, 2018 | 0 | 14 |
| Alcohol for party or not? | Thur. April 12, 2018 | 5 | 0 |
| To tell the couple or not? | Wed. April 18, 2018 | 32 | 19 |
| To take the pills or not? | Wed. April 25, 2018 | 11 | 14 |

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

## Special Projects III

On February 6, QEP hosted an Ethical Decision-Making Guest Panel. Four students from the St. Philip's College Physical Therapist Assistant program: Krista Porter, Marlow Mungia, Hunter Miller, and Amanda Reyes, conducted the panel discussion with community and school professionals on ethical issues with electronic medical records. Guest panel: Darlene Evans-Owner /Administrator-Retired; Veatrice Williams PT- Pediatrics, Geriatrics, OP, LTC; Diana Corona SLP; Heather McLachlan MHA, RHIA,HIM; Jacqueline Stevenson OTR, MOT; Edward Gayden COTA, BA; Kathryn Freeman OTR, MOT; Shelley Kozel PT, PCS; Jemal Nelson BAAS. Dean of Health Sciences Rose Sterling; Amy Quesenberry, and Shelley Kozel organized the event.

## Special Projects IV

We were awarded an SEG grant during the Fall of 2017 to have students research establishing an Ethics Center at SPC. Irene Young directed the grant with the assistance of Jill Zimmerman and David Kisel. Stephanie Gooding, an SPC student completed the project. She answered questions each week relating to ethics, then researched other college Ethics Centers. She visited University Texas - San Antonio ethics center, and then created a proposal for an ethics center. She presented her findings and design to the QEP Implementation Team on November 28th, 2017. Ms. Gooding presented several of her visuals as well as a scale model of what an ethics center could look like at St. Philip's College. She proposed a mission statement for the St. Philip's College Ethics Center.

The Ethics Centers Mission Statement:

"The TIGER Center promotes ethical decision-making by connecting people, encouraging critical thinking, supporting collaborative action, inspiring, and leading the way to a successful future by example."

Trust

Involvement

Guidance

Ethical Decision-making

Respect



## Special Projects V

In 2017-2018 the St. Philip's College QEP Implementation Team followed up the 2016-2017 initiative that created a college-wide Ethics Bowl team in fall 2016. In the fall of 2017 this team competed at the regional Ethics Bowl competition held locally at St. Mary's University. SPC was one of only two community colleges that competed. The team competed against the three teams who ultimately went on to the National Competition held in Chicago March 1-4, 2018. Five members of the Ethics Bowl Team went to the APPE Convention to observe the National Ethics Bowl Competition.

## Prior Special Project

The short videos about Ethical Decision-Making developed by Phi Theta Kappa students in 2016-2017 continue to be utilized to support the QEP. The following link is to one of these videos:  https://www.youtube.com/watch?v=KSle09CXA1s&feature=youtu.be

The three QEP skits developed by students from Phi Theta Kappa are still available on the QEP Website and via social media.

## Additional Student Engagement I

Besides the Special Projects lead by students, faculty and staff created additional opportunities for students to practice ethical decision making out of the class room.

On November 16, 2017 Theater Director, Vincent Hardy, arranged for a special presentation to Dual Credit/Early College High School students of **All My Sons** at the college campus in the Watson Fine Arts Center Auditorium, which was followed by a question and answer session. During the question and answer session the audience asked the actors questions related to the Ethical Decision-Making process of the characters portrayed in the play. Following is the link:

http://spcms.alamo.edu/Mediasite/Play/424d5bde172a40c2bdd583027d1962791d **(25.14)**

The three QEP Directors were also present. They helped connect the discussion to the SPC 4-step Process of Ethical Decision-Making.

## Additional Student Engagement II

In 2016-2017, QEP piloted three presentations of the documentary "The Way of All Flesh: The Henrietta Lacks Story" which were open to students, faculty and staff. As a follow up, in 2017-2018 there were two presentations that were also open to students, faculty and staff; on October 5 Level III Vocational Nurses and other students viewed and discussed the documentary; on October 31, the documentary was presented to Histology and Medical Lab students as well as other interested students. The Directors were available to help facilitate discussions.

## Additional Student Engagement III

A film, Mohammed Everyman: A tale of Refugees in Germany, was screened at the MLK and SWC Campuses on November 14 and 15 respectively. Jason Fabianke and Sunny Hernandez were both involved in the film selection, preparations and discussions. The QEP Directors were available to help facilitate discussions.

## Outcome

In 2016-2017 it was agreed that the Community College Survey of Student Engagement (CCSSE) conducted every other year to asses 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 a decision was made to discontinue use of the Defining Issues Test, Version 2 (DIT-2), given the number of direct and indirect methods of evaluation currently being used by the college as part of the QEP. The college utilizes several other College-wide direct and indirect methods of evaluation, therefore minimizing assessment fatigue among our students.

Our team is still committed to exercising ***Data-Informed*** decision-making in accordance with this college value as our Ethical Decision-Making Quality Enhancement Plan continues. ***Respect for All*** is another St. Philip's College value and is evident in our Quality Enhancement Plan as learning more about Ethical Decision-Making is emphasized not only for students, but for administrators, faculty, staff and external constituents.

| | Initial Sample | | Respondents | | | |
| | | | Pre-Test | | Post-Test[1] | |
| | N | % | n | % | n | % |
|---|---|---|---|---|---|---|
| **Gender** | | | | | | |
| Male | 6168 | 43% | 260 | 35% | 112 | 35% |
| Female | 8133 | 57% | 483 | 65% | 211 | 65% |
| Not Reported | 103 | 1% | - | - | - | - |
| Total | 14404 | 100% | 743 | 100% | 323 | 100% |
| **Class Year** | | | | | | |
| First Year | 8373 | 58% | 387 | 52% | 136 | 42% |
| Second Year | 6031 | 42% | 356 | 48% | 187 | 58% |
| Not Reported | - | - | - | - | - | - |
| Total | 14404 | 100% | 743 | 100% | 323 | 100% |
| **Race** | | | | | | |
| American Indian/Alaska Native | 33 | * | 1 | * | 1 | * |
| Asian or Pacific Islander | 138 | 1% | 14 | 2% | 4 | 1% |
| Black or African American | 639 | 4% | 38 | 5% | 16 | 5% |
| Hispanic | 2785 | 19% | 152 | 21% | 78 | 24% |
| International | 5 | * | - | - | - | - |
| White Non-Hispanic | 1351 | 9% | 81 | 11% | 34 | 11% |
| Two or More Races | 7 | * | - | - | - | - |
| Other | 256 | 2% | 28 | 4% | 9 | 3% |
| Unknown or Not Reported | 9172 | 64% | 429 | 58% | 181 | 56% |
| Total | 14404 | 100% | 743 | 100% | 323 | 100% |
| **Status** | | | | | | |
| Full-Time | 2370 | 17% | 244 | 33% | 92 | 29% |
| Part-Time | 12034 | 84% | 499 | 67% | 231 | 72% |
| Not Reported | - | - | - | - | - | - |
| Total | 14404 | 100% | 743 | 100% | 323 | 100% |

Note: Items with * instead of a percentage rounded to 0%. Some items may not total 100% due to rounding.

[1] Post-test sample includes the students who received both the case study and the PSRI climate items as well as the students who received only the climate items.

(PSRI: Moral and Ethical Development Case Study" reported June 2018)

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.

Trend analysis for specific items from the Personal and Social Responsibility Inventory also provides data to measure QEP progress. Approximately 8 out of 10 students agreed somewhat

or strongly agreed that helping students develop their ethical and moral reasoning is a major focus of St. Philip's College.

Faculty members were asked to encourage student participation and $20 book store gift cards were delivered through Student Life as incentives to students for completing PSRI-I and PSRI-II. Up to 500 gift cards were given out for completing both parts. The PSRI-I was administered in late August through early November and the PSRI-II was administered in February. 743 students participated in PSRI-I and 323 students participated in PSRI-II, 165 participated in both allowing us to conduct a longitudinal study.

**Table 5: Case Study Aggregate Level Score Descriptive Statistics**

|  | Pre-Test | | | Post-Test | | |
|---|---|---|---|---|---|---|
|  | n | M | SD | n | M | SD |
| Level 1 Score | 743 | 2.74 | 2.38 | 165 | 2.87 | 2.37 |
| Level 2 Score | 743 | 2.54 | 2.45 | 165 | 3.02 | 2.60 |
| Level 3 Score | 743 | 3.36 | 2.89 | 165 | 3.96 | 2.88 |

(PSRI: Moral and Ethical Development Case Study Multi-Year Comparison" reported September 2018)

As can be seen from the table above all three mean statistics increased. Level 3, which is the highest level of moral thinking, increased the most from an average of 3.36 to 3.96.

## Results

The PSRI survey was inconclusive because of student turnover from year to year. Progress is difficult to track due to students not completing the pre-test *and* the post-test. New students participate while prior students do not participate due to graduation or transferring out of St. Philip's College. We anticipate that as we continue to roll out the QEP and engage students in learning activities to enhance their Ethical Decision-Making skills, 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

Initially the QEP team focused on faculty and staff. In 2016-2017 a motion was passed by the QEP core and Implementation Team to refocus efforts on student activities such as QEP student focus groups. Consequently Maria Botello and Phi Theta Kappa were asked to coordinate and conduct the Student EDM Focus Groups, focusing on student clubs, organizations and interest groups. We will support Phi Theta Kappa to continue gathering information from focus groups.

Irene Young is planning an SEG Grant for SPC students to read books that focus on ethical decision-making to students at Bowden Elementary. Cindy Pryor and Jill Zimmerman will assist.

In the spring of 2017 there were three showings of "The Way of All Flesh: The Henrietta Lacks Story". There were two additional showings in the fall of 2017. In 2018-2019 The Health Sciences Division would like to show the documentary again as many students are new to SPC.

This documentary sparked ethical decision-making discussions across the campus and community.

The Ethics Bowl Team plans to attend the regional ethics bowl at St. Mary's University in fall of 2018, and the Junior College Ethics Bowl in Ogden, Utah.

We will continue to give $20 gift cards for PSRI-I *and* PSRI-II independently to encourage greater completion rates. We will also look into the possibility that both parts be administered in the fall semester in order to increase consistency in the student group participating. 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 of the methods is the inclusion of the QEP logo, focus statement, Student Learning Outcomes, and Process of Ethical Decision-Making on all SPC course syllabi.

## Implementation: Print and Digital Media

A wide variety of print media convey QEP information. Posters with the logo and EDM process are located in every SPC classroom. Larger posters with the logo and process are displayed in multiple locations across both campuses. Yard signs with the QEP logo are placed across MLK and SWC campuses. QEP information is included in college distributed print media such as student planners, newsletters, EDM process bookmarks and Student Engagement "talking points" cards. Print media and posters have also 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 then reviewed by subject matter experts to ensure they fulfill the requirements of ethical decision-making.  In addition, quotes are typically vetted, to ensure that proper credit is given. Finally, a relevant image is selected to highlight the quote.

In spring of 2018, the QEP Implementation Team decided to align the weekly quotes with specific months: for Black History Month, Women's History Month, Financial Literary Month, and for Hispanic Heritage Month.

The QEP logo and focus statement appear as screensavers on computer monitors throughout both campuses. The QEP website offers public access to information about the QEP. QEP Progress Reports to the President's Cabinet, QEP Core and Implementation Team minutes are posted after every meeting to the QEP website.

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

## External Constituent/Alumni Survey

QEP EDM surveys of external constituents are conducted year round. In the 2017-2018 school year 115 surveys were submitted from various Program Advisory Groups in: Air Conditioning, Auto Body, Automotive Tech, Bio Medical Equip Tech, Computer Maintenance Tech, Electrical Trades, Electronics, GM ASEP, Health Info Tech, Histology, Hotel Management, Medical Lab Tech, Physical Therapist Assistant, Restaurant Management, Sonography, and STEM. 28 of the 115 respondents or 24.3% indicated that they graduated from SPC.

| Table 13:  2017-2018 External Constituent/Alumni Survey Results | | |
|---|---|---|
| RESPONSE ITEM | AGREE OR STRONGLY AGREE | |
| *I was aware of ethics education at SPC.* | 84/115 | 73.0% |
| *SPC provides a foundation in ethics to use for a guide in decision-making processes for students.* | 101/115 | 87.8% |
| *SPC provides clear expectations for students in terms of ethical behavior.* | 101/115 | 87.8% |
| *SPC coursework has specific learning assignments dedicated to ethics education.* | 105/115 | 91.3% |
| *SPC offers several opportunities for extracurricular involvement with ethical concerns.* | 100/115 | 87.0% |
| *Students at SPC are challenged to seek out good decision-making on ethical issues.* | 102/115 | 88.7% |
| *Students at SPC realize living out integrity is a life-long pursuit.* | 92/115 | 80.0% |
| | | |
| *Selected Comments* | | |
| "Having served for several years on the advisory committees, I have seen ethics as a continuous priority for the programs at SPC." | | |
| "Seems to be a great program to integrate and instill lifelong morals in employment and beyond" | | |
| "Promotion of ethical decision making will make the students better employees." | | |

(Source: QEP External Constituent/Alumni Surveys 2017-2018)

## External Constituent Presentations

Alberto Vasquez presented the QEP at the Adjunct Professional Enrichment Experience Summit (APEX-S) conference on June 2, 2018. The conference is geared towards adjunct faculty in the Alamo College District and was hosted by Region 20.

## Outcome

Awareness of Ethical Decision-Making emphasis at SPC will increase as evidenced by select item analysis from Personal and Social Responsibility Inventory (PSRI) and the External Constituent/Alumni Survey.

## Results

73.0% of external constituents surveyed (2017-2018) are 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** is well represented by 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 the industries our students will be entering. We plan to expand the number of QEP team members who participate in external constituents outreach effort.

In 2018-2019, to better connect with off-site locations, the QEP Team is considering both off-site and virtual visits using software applications such as Zoom. In addition, an Off-Site Resource Guide will be developed to provide full and complete access of QEP information and resources to off-site location students, faculty, staff and administrators.

| 2017-2018 Budget | | | | |
|---|---|---|---|---|
| Description | Account | Budget | Used | Balance |
| Advertising Expense - Promotional | 71003 | 9000.00 | 8588.80 | 411.20 |
| Software Maintenance and Support | 71204 | 14000.00 | 13400.00 | 600.00 |
| Instructional Supplies | 71252 | 3000.00 | 3900.00 | -900.00 |
| Office Supplies | 71255 | 750.00 | 432.40 | 317.60 |
| Employee Membership Dues | 71653 | 0.00 | 100.00 | -100.00 |
| Employee Professional Development | 71654 | 1500.00 | 225.00 | 1275.00 |
| Institutional Assoc Fees and Dues | 71661 | 0.00 | 1400.00 | -1400.00 |
| Student Prizes, Awards, Attendance | 71667 | 13000.00 | 0.00 | 13000.00 |
| Student Test Certification Fees | 71668 | 4000.00 | 0.00 | 4000.00 |
| Printing Services | 71691 | 3000.00 | 1201.50 | 1798.50 |
| Employee USA Travel | 73010 | 354.70 | 0.00 | 354.70 |
| Travel – In Town Mileage / Parking | 73011 | 1048.00 | 66.62 | 981.38 |
| Travel –USA Emp Airfare | 73013 | 1722.00 | 3735.46 | -2013.46 |
| Travel – Out of Town Lodging | 73015 | 1749.30 | 2623.95 | -874.65 |
| Travel – Out of Town Meals | 73016 | 346.00 | 692.00 | -346.00 |
| Travel – Other | 73017 | 280.00 | 289.25 | -9.25 |
| | | | | |
| Totals | | 53750.00 | 36654.98 | 17095.02 |

(Source: Department of Student Success)

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

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