



ALAMO COLLEGES DISTRICT
St. Philip's College

St. Philip's College

QUALITY ENHANCEMENT PLAN: ETHICAL DECISION-MAKING



Mid-Year Progress Report: Fall 2020 (Year 5)
QEP Directors: David Kisel, Liz Castillo, Dr. Jude Thomas Manzo

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Summary

This report is based on data generated during Fall 2020.

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 5 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 Issues:** – Students recognize ethical issues in the social context of problems.
2. **Perspectives:** Students analyze alternative ethical perspectives and predict the consequences related to a situation.
3. **Values:** 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 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 Four Step 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) are 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.

COVID-19

For Fall 2020 we remained at level 4 and 5 of the work remotely plan due to Covid-19. That meant that all faculty, staff, and students unless essentially required by their field specific accreditation boards worked from home. Face-to-face classes were conducted via Zoom. All travel was canceled except for virtual conferences. The Convocation, PDW, and PDD were all conducted remotely via Zoom. Other QEP activities were adapted to the remote environment like the quote of the week being on the website besides on the TV monitors on Campus. Some initiatives suffered while others benefited from the change.

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. During COVID-19 the report out was moved to the from the President's Cabinet to the Leadership meetings held on the first Tuesday of the Month.

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 2020, the Tri-Directors were Liz Castillo, Student Success; David Kisel, and Dr. Jude Thomas Manzo, faculty.

Ms. Liz Castillo's responsibilities include New Student Orientation, New Student Convocation, student focus groups, set up table for CultureFest, digital publicity, Footprints, Off-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 2020 QEP Core Team		
Name	Team Role	College Role
Liz Castillo	QEP Director	Staff / Student Success
David Kisel	QEP Director	Faculty / Arts and Sciences
Dr. Jude Thomas Manzo	QEP Director	Faculty / Arts and Sciences
Anna Delgado	Best Practices Facilitator	Faculty / Librarian / Academic Services
Michael Gershman	Best Practices Facilitator	Faculty/ Applied Science and Technology (MLK)
Andrew Hill	Subject Matter Expert	Faculty / Arts and Sciences
Charlie Langston	Subject Matter Expert /Special Projects	Faculty / Arts and Sciences
Celestino Valentin	Best Practices Facilitator	Faculty/ Applied Science and Technology (MLK)
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 2020)

The Core Team met with the Implementation Team regularly to gather feedback, collaborate on QEP activities, and aid 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 2020 Implementation Team Members		
Name	Team Role	College Role
Diane Alertas-Jacobs	Member	Faculty / Arts and Sciences
Jodi Bellamy	Member	Faculty/ Health and Bio Sciences
Mary Bozeman*	Member	Academic Program Specialist / Health Sciences Health and Safety Officer
Brenda Clark	Member	Faculty / Applied Science and Technology
Dr. Marie Feldmeier	Member	Faculty / Arts and Sciences
Dr. Michael Grillo	Member	Faculty / Arts and Sciences
Destiny Guerra	Member	
Konnie Harper-Thompson	Member	Certified Advisor / Enrollment Management
Alieen Hartfield	Member	Administrative Assistant / Child Development Center
Stacy Jones	Member	Extramural Coach/ Student Life
Brenda Major	Member	College Nurse / Student Life
Dr. Joelle Nanivazo	Member	Faculty / Arts and Sciences
Rachel Taylor-Robinson	Member	Faculty / Arts and Sciences
Dr. E Wayne	Member	Faculty / Arts and Sciences
Grayling Williams	Member	Faculty / Arts and Sciences

(Source: QEP Records Fall 2020) (*Left after Fall 2020)

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

Table 3: Fall 2020 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	<i>WWYD? Student Engagement Grant</i>	Director of Student Life
Charlie Brammer	Budget and Purchasing	Administrative Assistant
Johnny Rodriguez	Marketing and Public Relations	Marketing & Strategic Communications Manager

(Source: QEP Records Fall 2020)

Funding

Fall 2020 funding outlays for QEP expenditures included personnel, professional development, travel, office supplies, promotional costs, instructional supplies and equipment, software and maintenance support, and assessment instruments managed within the Student Success Division by one of the three Tri-Directors: Liz Castillo, Director of Student Success.

Additional college resources were provided in the form of time expended by Institutional Planning, Research, and Effectiveness, Instructional Innovation Center, Student Life, Center for Learning Resources, Public Relations, College Services, Media Services, Instructional Technology, faculty assessors, and administrative support. There were miscellaneous expenses, such as providing venues for QEP presentations and faculty and staff professional development events.

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, to evaluate the success of QEP implementation, process outcomes were developed.

Initial Goal and Intended Outcomes

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

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

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

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

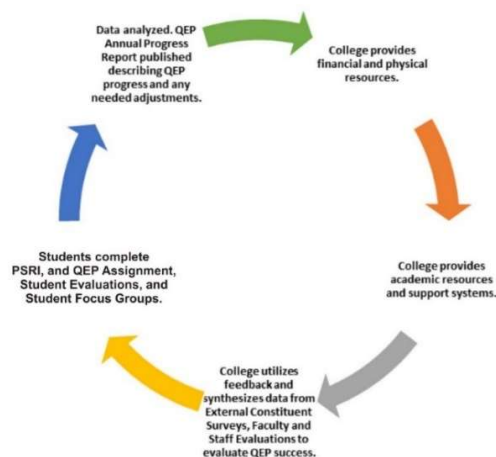


Figure 1

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

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

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

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

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 to reflect how students would address the outcomes.

Figure 2 represents the assessment cycle for QEP Objective 2:

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

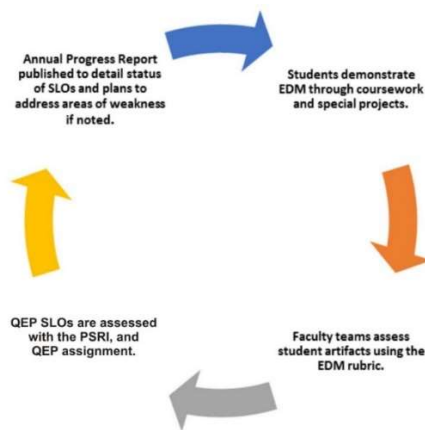


Figure 2

As the QEP Implementation Assessment Cycle continues, results are used for ongoing improvement. External and internal constituencies are kept abreast of the current status of the QEP via the QEP Website and through presentations at All College Meeting, College Division meetings, External Constituent/Advisory meetings, Student Ethical Decision-Making Focus Groups, Welcome tables during the first week of each semester, Club Rush, and invitations to

meetings made by other external and internal constituencies. The college fully expects improved student learning outcomes as faculty incorporate specific coursework designed to enhance students' Ethical Decision-Making skills into the classroom and as students engage in co-curricular learning opportunities. Additional expectations include a more collaborative campus culture and increased focus on Ethical Decision-Making.

Implementation Timeline Overview

Fall 2014-Spring 2015

Planning Year

QEP professional development begins, no implementation in courses.

Fall 2015-Spring 2016

Pilot Year (Year 0)

QEP professional development continued; faculty workshops developed and piloted; all identified courses provided assignments related to the Ethical Decision-Making SLOs (values, ethical issues, perspectives); campus-wide awareness campaign initiated; special projects initiated; Division roundtables initiated; Student Learning Outcomes Assessment and QEP implementation assessment initiated.

Fall 2016- Spring 2017

Implementation (Year 1)

QEP professional development and workshops continued; all identified courses provided assignments related to the Ethical Decision-Making SLOs (values, ethical issues, perspectives); campus-wide awareness campaign continued; special projects continued; Division roundtables/Best Practices; continuation of QEP student learning outcomes assessment and QEP implementation assessment.

Fall 2017- Spring 2018

Implementation (Year 2)

QEP professional development and workshops continued; all identified courses provided assignments related to the Ethical Decision-Making SLOs (values, ethical issues, perspectives); campus-wide awareness campaign continued; special projects continued; Division Best Practices continued; continuation of QEP student learning outcomes assessment and QEP implementation assessment.

Fall 2018- Spring 2019

Implementation (Year 3)

QEP professional development and workshops continued; all identified courses provided assignments related to the Ethical Decision-Making SLOs (values, ethical issues, perspectives); campus-wide awareness campaign continued; special projects continued; Division Best Practices continued; continuation of QEP student learning outcomes assessment and QEP implementation assessment.

Fall 2019- Spring 2020

Implementation (Year 4)

QEP professional development and workshops continue; all identified courses provide assignments relating to the Ethical Decision-Making SLOs (ethical issues, perspectives, values); campus-wide awareness campaign 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 2020. 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 was hosted virtually due to COVID-19 with over 500 participants. During convocation, a scenario that deals with Ethical Decision-Making is presented to the faculty and staff. This year the Convocation was done via Zoom increasing the attendance compared to prior years.

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 15, 2020 Charlie Langston, Andrew Hill, Marie Feldmeier accompanied by College President Dr. Adena Williams Loston presented a case study. 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 2020 case study “The decree” was about the jail where Derek Chauvin was taken. Having been given short notice the warden ordered that only white officers be allowed on the floor where Derek Chauvin was kept. The decree was short lived, but the ramifications were not. Employees of color felt they could not be trusted to their jobs.

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.

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 Professional Development Week the training was conducted via Zoom with 45 attendees. For Employee Development Day Fall 2020, the training was conducted via Zoom on October 23rd with 27 attendees.

Table 4: Fall 2020 QEP Professional Development			
EVENT TITLE	DATE	LOCATION	N
<i>Professional Development Workshop Teaching and Assessing Ethical Decision-Making</i>	August 18, 2020	Virtual via Zoom	45
<i>Employee Development Day</i>	October 23, 2020	Virtual via Zoom	27
<i>Total Participants</i>			

(Source: QEP Event Records 2020)

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

The 2020 SACSCOC summer institute on Quality Enhancement was canceled this year. David Kisel, Liz Castillo, Dr. Jude Thomas Manzo, and the rest of the leadership team, attended the 2020 SACSCOC annual meeting Virtually. 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 2020.

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 2021, 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 2021, the four Academic Support Division Best Practices will emphasize a real-world Ethical Decision-Making focus. Instead of focusing on case studies, we will urge staff to assist students in approaching their decision-making by way of the 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 2020, members of the QEP Team facilitated at least one Best Practice Forum with each of the eight college divisions. All division meetings were done remotely via Zoom almost doubling the attendance compared to the previous years.

EVENT TITLE	DATE	DIVISION	N
QEP Overview and Best Practice Forum	September 29, 2020	Arts and Sciences	105
QEP Overview and Best Practice Forum	September 30, 2020	College Services	40
QEP Update and Best Practice Forum	October 29, 2020	College Services	41
QEP Overview and Best Practice Forum	October 21, 2020	Health Sciences	81
QEP Overview and Best Practice Forum	November 5, 2020	Presidents Division	21
QEP Overview and Best Practice Forum	November 16, 2020	Applied Science and Technology (MLK)	34
QEP Overview and Best Practice Forum	November 18, 2020	Academic Services	34
QEP Overview and Best Practice Forum	November 18, 2020	Applied Science and Technology (SWC)	18
QEP Overview and Best Practice Forum	November 20, 2020	Student Services	75
QEP Update and Best Practice Forum	November 20, 2020	Arts and Sciences	102
		Total Participants	551

(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 identifying the ethical issues.

As Best Practice Sharing continued during Fall 2020, employees enhanced their use of Ethical Decision-Making process by utilizing discipline-specific case studies focusing on ethical issues. Participants discussed the importance of identifying what the ethical issue is.

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. Results of the Fall 2020 student focus groups: 135 students

participated. They provided feedback about the discussion, at times changing their opinions once they considered alternatives.

We continued to struggle to connect with various student populations during the fall. It is also the busiest time for PTK so it was that much more difficult. Rather than fighting to get students, we used our PTK member meetings which also included non-members as our focus groups. We spent the last few minutes of the meeting to present a scenario and just talk about it. It is possible the same students were counted more than once, but the total participants increased substantially.

The data does not reflect the wonderful conversations we had about QEP but below are the numbers for each month. Our member meetings were themed, so I added that content. We used a scenario using each movie/theme to change things up a bit. That was entertaining.

The students have grown tired of hearing about QEP. It may be because we target the same group (PTK). The officer team and I were working on creating an Among Us theme with QEP but that takes time, and it means more pressure on the PTK officer team to create. We got this idea because PTK's 2020 yearbook theme is Among Us.

Table 6: Fall 2020 QEP Student Focus Groups			
EVENT TITLE	Club or Class	DATE	N
Student Focus Group	Welcome Back to Hogwarts	September 30, 2020	21
Student Focus Group	PTK Loteria- Fellowship Night	October 16 2020	35
Student Focus Group	Paralyzing, Thrilling, spooKtacular	October 27, 2020	27
Student Focus Group	Un Poquitito Loco	November 6 2020	23
Student Focus Group	End of Semester Wrap-up	December 2, 2020	29
<i>Total Participants</i>			135

(Source: Student Success Fall 2020 Ethical Decision-Making Student Focus Group Findings, reported by Maria Botello)

Outcome

Faculty continually improve the quality of their Ethical Decision-Making activities by learning new tools and sharing Best Practices. Students also have an avenue to provide feedback about the Ethical Decision-Making process through student focus groups.

Results

Student awareness of the QEP continues increasing as faculty conduct discussions and lead students in the process of Ethical Decision-Making. Best Practice Sharing continues, and input is incorporated into curriculum. As we work together to promote Ethical Decision-Making, SPC constituents exemplify our shared value of **Collaboration**.

Action Plan

Ethical Decision-Making content will continue to be presented at division meetings and department meetings. There is good rapport with the divisions, so presentations that are 10-15

minutes in length will continue once per semester. In the Fall of 2020, we focused on ethical issues; for the Spring of 2021, we will focus on values, 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)

To maximize effectiveness, 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 2020.

Fall 2020 August - December	TOTAL NUMBER OF INCORRECT RESPONSES	TOTAL NUMBER OF CORRECT RESPONSES	TOTAL NUMBER OF RESPONSES	% OF STUDENTS ANSWERING CORRECTLY
Pre-test	1568	199	1767	11.3%
Post-test	1432	254	1686	15.1%

(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. New Student Convocation was a posted online as a video format for students to watch at their discretion. 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 4th and Assessment Day will be Friday February 5th. The results will then be shared Sometime in March 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 2020, 26 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. This year instead of approaching students face to face in places like the student center, a new approach of emailing students the scenario and then having them provide feedback via a survey link. The remote working environment made it much more difficult to approach students.

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 2020.

This table describes student participation in these events for Fall 2020:

Table 8: Fall 2020 <i>What Would You Do?</i>			
SCENARIO	DATE	NUMBER OF PARTICIPANTS (MLK)	NUMBER OF PARTICIPANTS (SWC)
Classmates making fun of another student’s house from her background in the Zoom meeting.	8/10/2020 - 8/14/2020	0	0
The pandemic has affected your friends more than you. You want to be supportive.	8/17/2020 - 8/21/2020	2	2
You get a part in the school play, but they require you to lose 15-20 pounds.	8/24/2020 - 8/28/2020	1	0
You see a cashier put a wallet left behind by a customer in their apron.	8/31/2020 - 9/04/2020	3	0
An instructor is helping you after hours and walk but you walk in on them having an intimate conversation.	9/8/2020 - 9/11/2020	1	0
	9/14/2020 - 9/18/2020	2	0
The leader of an organization you're a part of makes a racist comment on social media.	9/21/2020 - 9/25/2020	0	1
Your classmate looks over at your paper and begins changing their answers.	9/28/2020 - 10/2/2020	1	1
You're babysitting at home when your friends show up with snacks and alcohol, wanting you to join them.	10/5/2020 - 10/9/2020	4	1
A member of the honor society is increasingly becoming more and more distracted in meetings and even blowing them off.	10/12/2020 - 10/16/2020	1	0
You overhear your younger sibling/child’s teacher singling out and speaking harshly to a student.	10/26/2020 - 10/30/2020	0	0
The teacher cancels class but leaves the roll taped to the door. You overhear a student call a friend and then add the absent student’s name.	11/2/2020 - 11/6/2020	1	0
\$1,500 is being added to your account but you did not request it.	11/12/2020 - 11/20/2020	1	0
Your classmate wants to steal the test from the teacher’s desk, with you being the lookout.	11/30/2020 - 12/4/2020	2	2
Hearing friends speak negatively about a struggling student.	12/7/2020 - 12/11/2020	0	0
		MLK	SWC
Fall 2020 Totals		19	7

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

Special Projects II

This year the Two-year National Ethics Bowl was hosted by Santa Fe college. It was a virtual event. St. Philip's college was not able to field a team, because of the remote learning environment.

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 Elementary. The project was led by Faculty members Irene Young and Kelli Rolland-Adkins. The project was adapted to the remote environment in Fall 2020. To avoid issues with copyright laws, instead of reading books in a remote environment, the proposal is for the students to write their own book using the 4 – step process. Unfortunately, with the remote learning environment the project did not receive any applications from interested students. They plan to find a student/s to participate in the project in Spring 2021.

Outcomes

Artifact assessment has been set for February 5th, 2020 after our Calibration on February 4, 2020. Seventeen course sections have been randomly selected for personal responsibility assessment a larger sample than in 2019 that was only eleven courses. 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 2020. 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 was planned for August 23rd – September 20th but extended until October 2nd. Getting us an additional 223 responses for a total of 928. A bit lower than the 1151 from the previous year where we could promote the survey on campus. For PSRI-II we opened two weeks earlier than the previous year, November 7th – December 11th. We had 339 students complete both parts up from 169 in Fall 2019.

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 200 students were given white, long sleeve QEP T-shirt. For PSRI-II the first 200 students were given a blue, long sleeve QEP T-shirt. In addition, two iPads were raffled to students that completed the PSRI-II.

All students enrolled in SPC courses received an invitation to complete the PSRI-I via email during Fall 2020. 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 928 student respondents and, of those, 339 completed the PSRI-II. PSRI-I was available August 23rd – September 20th. PSRI-II was available November 7th – December 11th.

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. Perhaps creating a video to help students recall the what the QEP entails. Irene Young and Kelli Rolland-Adkins plan to continue the Student Engagement Grant activity for SPC students by having students write their own stories. We plan to rebuild the Ethics Bowl Team once we return to campus. We will continue to administer PSRI-I and PSRI-II in the Fall semester to increase consistency in the student group participating and follow our original proposal. It is suggested that data be compared between first- and second-year students, to observe improvement trends in Ethical Decision-Making skills. Also raffling less items like 10 iPads would simplify having to ship 200 T-shirts to students.

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 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 Literacy 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 2020, 1 survey was started and 0 were submitted from various Program Advisory Boards. The advisory boards are being done via Zoom. Before we would pass out the survey and wait for them to be completed. Now with each participant in their houses it is harder to persuade them to complete the survey. Out of the ones that start the survey only about half of them finish. This semester we visited, Early Childhood and Family Studies, Physical Therapist Assistant, Diesel Mechanics, Radiography Technology, Diagnostic Medical Sonography, and Business.

Outcome

During Fall 2020, we continued to visit external constituencies. The feedback provided this semester was very limited due to COVID-19 and the remote working environment. The external constituencies tended to have more participants because they were conducted via Zoom.

Results

In Fall 2020 few external constituency surveys were turned in. We need to make sure more people fill out the survey. 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 2021-2022, to better connect with off-campus instructional sites, the QEP Team is considering integrating physical and virtual visits using software applications such as Zoom. We would like to revise several of the video clips on our website that we show to students during orientation and convocation. It is possible that an all-access pass can serve this purpose.

Fall 2019 Budget (Fall 2020)				
Description	Account	Budget	Used	Balance
Advertising – Print Media	71001	0.00	0.00	0.00
Advertising Expense - Promotional	71003	3,463.00	2,368.35	194.65
Contract Services	71151	0.00	0.00	0.00
Software Maintenance and Support	71204	15,000.00	7,000.00	8,000.00
Instructional Supplies	71252	0.00	0.00	0.00
Office Supplies	71255	750.00	81.98	668.02
Employee Membership Dues	71653	0.00	0.00	0.00
Employee Professional Development	71654	2,500.00	0.00	2,500.00
Institutional Assoc Fees and Dues	71661	0.00	0.00	0.00
Student Prizes, Awards, Attendance	71667	0.00	0.00	0.00
Student Test Certification Fees	71668	6,100.00	0.00	6,100.00
Printing Services	71691	300.00	0.00	300.00
Student Registrations	71692	0.00	0.00	0.00
Employee USA Travel	73010	766.00	0.00	766.00
Travel – In Town Mileage / Parking	73011	232.00	0.00	232.00
Travel – Out of Town Mileage / Parking	73012	789.00	0.00	789.00
Travel - Airfare	73013	0.00	0.00	0.00
Travel – Transportation	73014	0.00	0.00	0.00
Travel – Out of Town Lodging	73015	1,487.00	0.00	1,487.00
Travel – Out of Town Meals	73016	294.00	0.00	294.00
Travel – Other	73017	238.00	0.00	238.00
Tools, Equip and Furniture <1K	74601	464.00	464.00	0.00
High Risk Comp & Other IT Equip <5K	74606	618.00	618.00	0.00
Totals		33,001.00	10,532.33	21,568.67

(Source: Department of Student Success)

References

- Botello, Maria (2020). 2020 Ethical Decision-Making Student Focus Groups Findings.
- Jasso, Gina (2020). Responses New Student Orientation Q6 from Excel Spreadsheet.
- Kisel, David (2020). QEP attendance records.
- McPherson Williams (2020). *Department of Student Life Participation "What Would You Do?"*