



ALAMO COLLEGES DISTRICT
St. Philip's College

St. Philip's College

QUALITY ENHANCEMENT PLAN: ETHICAL DECISION-MAKING



Mid-Year Progress Report: Fall 2016 (Year 1)
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Summary

This midyear report is based on data generated during the 2016-2017 academic year.

St. Philip's College successfully implemented all key strategies of the Quality Enhancement Plan (QEP) according to the [published proposal](#). This report describes major accomplishments of the Pilot Year (Year 0) 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, October 14, 2015 and described the SPC QEP as exceptional. Reaffirmation of SACSCOC accreditation has been deferred until December 2017 for St. Philip's College.

Four **Key Strategies** along with outcomes to measure their successfulness were developed for the QEP. The following narrative offers 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 2016. Finally for each of the key strategies an **Action Plan** describes the methods for improvement and continuation of the QEP for spring 2017 as recommended by the QEP Implementation Team.

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 continues; 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 continued; 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 roundtables 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 roundtables 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 roundtables 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 roundtables continued; continuation of QEP student learning outcomes assessment and QEP implementation assessment; Five Year Impact Report completed

In addition to a timeline overview, a detailed timeline 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.



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 and 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:

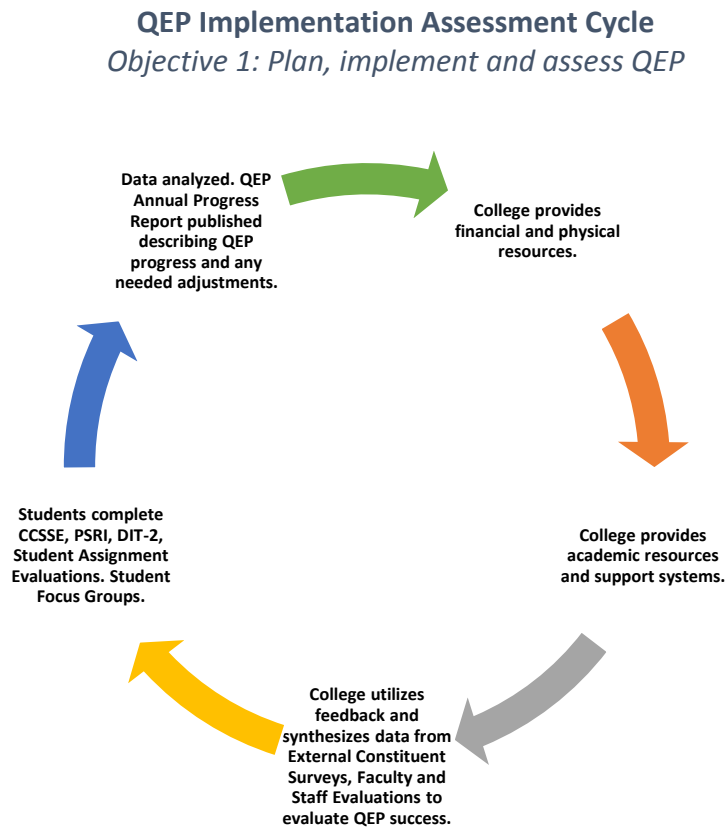


Figure 1

Four key strategies delineate the methods to implement the QEP. Process Outcomes provide a means for assessing the success of the strategies:

1. Faculty and staff will have support needed to provide quality Ethical Decision-Making instruction and assignments.
2. Faculty and staff will have continuously improving quality of assignments.
3. Student engagement in Ethical Decision-Making learning activities will increase.
4. Awareness of Ethical Decision-Making at St. Philip's College will increase.



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

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

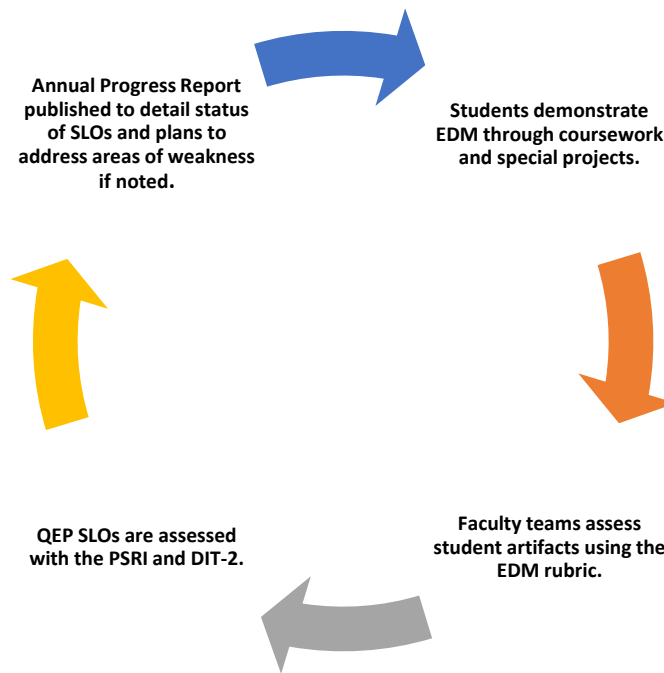


Figure 2

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 to various groups such as the All College Meeting and College Division meetings. 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.



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 goal, focus and intended student learning outcomes of the QEP, as well as to equip faculty and staff to develop student assignments/activities to engage students in learning about Ethical Decision-Making. This section of the report describes QEP sessions and results of those presentations or workshops intended specifically for professional development.

Implementation: Teaching and Assessing Ethical Decision-Making

Two separate group workshops were held on campus, the first being on September 23, 2016 for new faculty and staff. A second workshop was presented to nursing faculty and staff, upon their request, for those not able to attend the workshop in September. Workshops offered opportunities for faculty and staff to learn methods for facilitating student attainment of the QEP student learning outcomes in small group settings. 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 to four different audiences.

Table 1 summarizes QEP professional development opportunities offered during fall 2016 semester.

| Table 1. Fall 2016 QEP Professional Development | | | |
|---|--------------------|---|----|
| EVENT TITLE | DATE | LOCATION | N |
| <i>Professional Development Workshop Teaching and Assessing Ethical Decision-Making</i> | September 23, 2016 | New Faculty and Staff | 20 |
| <i>Professional Development Workshop Teaching and Assessing Ethical Decision-Making</i> | October 27, 2016 | Dual credit – Steele High school | 6 |
| <i>Professional Development Workshop Teaching and Assessing Ethical Decision-Making</i> | November 1, 2016 | Nursing Department | 10 |
| <i>Professional Development Workshop Teaching and Assessing Ethical Decision-Making</i> | November 10, 2016 | Dual credit – Alamo Heights High School | 4 |
| <i>Total Participants</i> | | | 40 |

(Source: QEP Event Records 2015)

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 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, copies of the PowerPoint presentation and for specific assignment examples. Based on these requests handout materials were prepared and made available for subsequent QEP event participants.

The QEP Core Team continued to present *Teaching and Assessing Ethical Decision-Making* during the fall semester 2016 with a concentrated effort to reach offsite locations. Participants at distance locations included administrators, faculty and school counselors. In addition to QEP, participants at offsite locations received information about SACSCOC reaffirmation status, Library Resources and Student Learning Outcomes Assessment at St. Philip's College. Table 1 describes these presentations.

(Source: QEP Event Records 2016)

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. The aim of the organization is to promote ethical behavior in the workplace, stimulate ethics and values research, facilitate the development of ethics curriculum and provide support and training to the next generation of faculty and professionals. APPE sponsors regional and national student competition in the Ethics Bowl and sponsors several publications. St. Philip's College QEP Implementation Team launched its Ethics Bowl team in fall 2016. The team competed at the regional Ethics Bowl competition held locally at St. Mary's. SPC was one of two community colleges that competed. SPC outscored 7 universities and the other community college.

In addition to resources available to SPC through the APPE, other professional development resources related to Ethical Decision-Making continue to grow and are always available as a result of QEP implementation to 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.



Key Strategy One: Outcome

Process Outcome 1

Faculty and Staff will have support needed to provide quality Ethical Decision-Making instruction and assignments which are valid for assessment as evidenced by 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 St. Philip's College community. Based on results and action plans from 2015-2016, the focus moved from Ethical Decision Making *Instruction and Assignments* toward *Case Study Analysis* for MLK and SWC. Ethical Decision Making Instruction and Assignments will be conducted upon request. Also, a more focused effort to reach out to Dual Credit and Early College High School. Below are results from Bryon P. Steele High School and Alamo Heights High School

| Table 2. QEP DC-ECHS Faculty/Staff Evaluation Surveys Fall 2016 | | |
|---|----------------------------------|-----------------------------|
| RESPONSE ITEM | NUMBER STRONGLY AGREED OR AGREED | % STRONGLY AGREED OR AGREED |
| 1. The QEP event met the stated objectives. | 17/17 | 100% |
| 2. The QEP event provided me with useful information about St. Philip's College QEP. | 17/17 | 100% |
| 3. The QEP event provided me with useful information about Ethical Decision-Making. | 17/17 | 100% |
| 4. The QEP event provided me with examples of useful methods for making an ethical decision | 17/17 | 100% |
| 5. The QEP event provided me with examples of useful methods for engaging diverse students in Ethical Decision-Making skill development activities. | 17/17 | 100% |
| 6. The presenters answered questions completely and appropriately. | 17/17 | 100% |
| 7. I was satisfied with the quality of this event | 17/17 | 100% |

(Source: QEP Faculty/Staff Evaluation Surveys 2016)

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 Dual Credit and Early College High Schools continue to learn about incorporating Ethical Decision-Making activities into our culture with a **Can-Do Spirit** as we live out this shared value.



Action

Stronger support of DC/ECHS will be discussed at the Core and Implementation meetings. A move to reduce division meetings in favor of refocusing time to DC/ECHS presentations will be made.



Key Strategy Two: Faculty-Student Best Practice Sharing

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 from QEP Student Assignment Evaluations. Additionally student focus groups held throughout the year enabled the QEP Team to gather student feedback to share with the campus community.

Members of the QEP team facilitated 10 Best Practice Forums during fall 2016 to all seven college divisions. Table 3 depicts these events:

| EVENT TITLE | DATE | DIVISION | N |
|---|--------------------|-------------------------------------|------------|
| <i>QEP Overview and Best Practice Forum</i> | September 9, 2016 | College Services | 60 |
| <i>QEP Overview and Best Practice Forum</i> | September 14, 2016 | Applied Science and Technology | 42 |
| <i>QEP Overview and Best Practice Forum</i> | September 21, 2016 | Health Sciences | 58 |
| <i>QEP Overview and Best Practice Forum</i> | September 22, 2016 | Interdisciplinary Programs Division | 18 |
| <i>QEP Overview and Best Practice Forum</i> | September 28, 2016 | Arts and Sciences | 72 |
| <i>QEP Update and Best Practice Forum</i> | October 13, 2016 | Applied Science and Technology | 24 |
| <i>QEP Overview and Best Practice Forum</i> | October 14, 2016 | College Services | 52 |
| <i>QEP Overview and Best Practice Forum</i> | October 19, 2016 | Interdisciplinary Programs Division | 16 |
| <i>QEP Update and Best Practice Forum</i> | October 19, 2016 | Arts and Sciences | 60 |
| <i>QEP Update and Best Practice Forum</i> | October 21, 2016 | Student Success | 32 |
| <i>Total Participants</i> | | | <i>421</i> |

(Source: QEP Event Records 2016)

During previous Best Practice Forums meetings, roundtable groups were formed with four discussion questions/topics for each group. Each group responded to the questions and prepared a summary which is posted on the QEP Learning Commons as a resource. During the November meetings participants were given an update of the QEP and examples of current QEP assignments at SPC as well as invited to share their assignments.

As best practice sharing continued during fall 2016, case study reviews provided an occasion for participants to broaden use of the Ethical Decision-Making process as it relates to exploration of values, as well as to engage in the High Impact Educational Practice of Common Intellectual Experiences as the case study method is used across the college. 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 exploration of values.



Student Assignment Evaluations

QEP Student Assignment Evaluations were administered in hardcopy format to 13 DIT-2 course sections corresponding to the same student population surveyed with the DIT-2, 9 faculty members, 3 of the 9 faculty members had multiple SDEV courses. There were 460 students included in this sample population. The survey was distributed to faculty to administer in their classrooms from November 14, 2016 through December 1, 2016. December 2, 2016, 460 surveys were delivered to Institutional Planning, Research and Effectiveness. Of the 460 surveys, 154 were complete. Likert Scale Responses in the Student Assignment Evaluation range from 1 to 5, with 5 being the best. Three questions read: "To what extent was your Ethical Decision-Making (EDM) QEP assignment relevant to your... 1) Course 2) College Experience and 3) Life Skills." The table below represents the average for each question for the 154 returned surveys:

| Table 4. QEP Student Assignment Evaluations | |
|--|---------|
| SURVEY QUESTION | AVERAGE |
| 1. To what extent was your Ethical Decision-Making assignment relevant to your course? | 2.68 |
| 2. To what extent was your Ethical Decision-Making assignment relevant to your college experience? | 2.79 |
| 3. To what extent was your Ethical Decision-Making assignment relevant to your life skills? | 3.20 |

(Source: St. Philip's College QEP Student Assignment Evaluations)

Of the 154 returned surveys, 115(74%) indicated their EDM assignment was relevant to extremely relevant to life skills. This was a decrease from fall 2015 of 8%. Individual faculty received results from their assigned course section to provide student feedback for faculty preparation of Ethical Decision-Making coursework for future cohorts.

Student Focus Groups

An additional method of data collection for best practice sharing is student focus groups. A total of 3 student focus groups were held fall 2016 to obtain student input and gauge the level of QEP awareness of the student body. Table 5 describes these student focus groups:

| Table 5. Fall 2016 QEP Student Focus Groups | | | |
|---|-------------------|-------------------------------|----|
| EVENT TITLE | DATE | SPC LOCATION | N |
| Student Focus Group | November 28, 2016 | Martin Luther King Jr. Campus | 7 |
| Student Focus Group | November 30, 2016 | Martin Luther King Jr. Campus | 5 |
| Student Focus Group | December 01, 2016 | Southwest Campus | 4 |
| <i>Total Participants</i> | | | 16 |

(Source: Student Success Fall 2016 Ethical Decision-Making Student Focus Group Findings, reported by Kevin Schantz)

Results of the fall 2016 student focus groups indicate greater than 50% of students asked were familiar with Ethical Decision-Making as the topic of the 2016 Quality Enhancement Plan during



the September groups. Numbers are expected to cycle due to higher enrollment of new students in college during fall or spring semesters. Fluctuation is normal.

Moreover, student focus group facilitators report students indicated an earnest interest in direct links between their fields of study and the QEP.

Key Strategy Two: Outcome

Process Outcome 2

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 QEP Student Assignment Evaluations and student focus groups.

Results

Student awareness of the QEP continues to increase and faculty now have access to student feedback regarding Ethical Decision-Making coursework following the pilot year of QEP. Baseline data for Student Assignment Evaluations has been obtained and as best practice sharing continues and input is incorporated into curriculum, an increase above 82.4% in student perception of the relevance of Ethical Decision-Making to coursework, college and life skills is the internal standard. An additional result is that SPC constituents exemplify our shared value of **Collaboration** as we work together to promote Ethical Decision-Making.

Action

In fall of 2016, the QEP Committee recommended a mobile app be developed to improve student awareness. Under the mentorship of QEP Director Alberto Vasquez, Hannah Mahaffey, student and member of Phi Theta Kappa, developed a mobile application for the Android platform. The mobile app was released on Google Play and is available for download. The app requires marketing to students. Student focus group surveys are expected to increase. For spring 2017, a mobile app will be under development for the iOS (Apple) platform.



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 a First-Year Experience (FYE) for new students. The second method initiated is Ethical Decision-Making academic coursework and the third method is special projects.

Implementation: First-Year Experience “Freshman Experience”

In order to maximize results, the QEP aligned with the First-Year Experience by offering QEP related activities during each FYE activity: Freshman Experience, New Student Orientation (NSO) and through Advising. In spring 2016 **New Student Orientation** was renamed and is now called the **Freshman Experience**. New Student Convocation is now called New Student Orientation.

As part of Freshman Experience, the QEP is described to students and at the conclusion of each NSO presentation post-test questions are given to students. Following are summary results of the NSO post-test QEP question for fall 2015 and spring 2016.

| Table 6. Freshman Experience (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 2016 August-December | 737 | 194 | 931 | 21.84 |

(Source: Chart Trends Responses NSO/FE Filtered for Q6 from Excel Spreadsheet, supplied by Jerrold J. Schott, Data Analyst-Student Success)

Results indicate there was a 0.64% decrease in correct student responses regarding the focus of the QEP from the AY 2015-2016. As the First-Year Experience continues, New Student Convocation engages students through a lively and vibrant presentation of the QEP, a QEP rap song 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 campus have developed and implemented assignments for EDM instruction. Selected student artifacts were assessed for student attainment of the SLOs in spring 2017.

Faculty assessors scored 2090 student artifacts from randomly selected course sections to determine student competency levels in Ethical Decision-Making for three QEP SLOs February 24, 2017. Results of these student learning outcomes will be release in the annual report.



Special Projects

The third method of student engagement for Key Strategy Three is special projects. Special projects entail curricular or co-curricular student engagement by direct participation in learning about Ethical Decision-Making through designing, creating or facilitating a project such as creating a video, research presentation or service learning. Following are examples of student engagement in QEP special projects.

Hannah Mahaffey, a student from Phi Theta Kappa developed the SPC EDM mobile App for Android devices. The app includes information on the QEP process, EDM SLO's, 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 app was created, tested and approved in fall 2016 semester and is now released thru the Google Play Store for evaluation in spring 2017.



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) scholarships were awarded and one full-time (\$1000.00) scholarship during fall 2016 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.

Student Activities Division of Student Life continued to engage students in the QEP by posing thought-provoking scenarios during Sprit Day in the spring semester.

Phi Theta Kappa students continued to support the QEP through the development of short videos about Ethical Decision-Making. The following link is to one of these videos:

<https://www.youtube.com/watch?v=KSle09CXA1s&feature=youtu.be>



Key Strategy Three: Outcome

Process Outcome 3

Student engagement in Ethical Decision-Making learning activities will increase as evidenced by select item analysis from the Community College Survey of Student Engagement (CCSSE) administration scheduled for spring 2017, Personal and Social Responsibility Inventory (PSRI), Defining Issues Test, Version 2 (DIT-2) and direct assessment using the QEP Ethical Decision-Making Assessment Rubric.

Results

Note for CCSSE: CCSSE will be administered in spring 2017. The results of that assessment will be included in the annual report.

Trend analysis for specific items from the Personal and Social Responsibility Inventory also provides data to measure QEP progress. For example, 998 valid student responses to the 2016 PSRI item: *This campus helps students to develop their ethical and moral reasoning, including the ability to express and act upon personal values responsibly* demonstrates 81% Agree Somewhat to Strongly Agree and provides a baseline percentage to follow in subsequent years to track increases. This is an 11% increase from 2015 at 70%.

Faculty were asked to encourage student participation and free T-shirts were delivered through Student Life as incentives to students. The survey closed on November 13th. At that time, all SPC student body including students at our sister colleges taking a single course at SPC students had been invited to participate and 1562 students completed the survey meeting the recommended 600 student responses required for valid results. A report of the PSRI results was received by St. Philip's College February 24, 2017. These results will be available on the QEP Website. Table 7 describes SPC results as compared to the national average for student perceptions in selected categories and provides benchmarks to track throughout the QEP.

(Source: Personal and Social Responsibility Inventory St. Philip's College Institutional Report January 2017, reported by Research Institutes for Studies in Education)

Additionally, the Defining Issues Test, Version 2 (DIT-2) provides evaluative information for Key Strategy Three. Thirteen course sections were randomly selected to submit QEP student artifacts for assessment of the QEP SLOs. These same sections were required to administer the DIT-2 to their students from November 14, 2016 through December 1, 2016. The completed paper and pencil surveys were mailed from St. Philip's College to the Center for the Study of Ethical Development at University of Alabama for scoring. The QEP Team received DIT-2 results January 25, 2017. Of the 460 DIT-2 forms submitted 157 were valid for assessment. The average age of students at SPC completing the DIT-2 was 23.3. Table 2 describes the mean scores for each of the three schema/stages. The Personal Interest Stage represents the least mature stage of moral development and Post Conventional the most mature stage of moral reasoning. National Mean is from the DIT-2 manual. It is worthy of note that 2009 is the most recent report of national norms for DIT-2 data. As this is the case, for this QEP research, analysis of DIT-2 data will be longitudinal for St. Philip's College and progress measured by self-improvement rather than exceeding national norms. Repeated administrations of the DIT-2 will



provide comparative data to measure QEP progress. Furthermore, as the DIT-2 is administered to students again prior to graduation; data will be available to determine student growth in Ethical Decision-Making during their time at St. Philip's College.

| Table 7. Defining Issues Test, Version 2 - SPC Mean Scores by Schema (2016) | | |
|---|-------|---------------|
| | SPC | NATIONAL MEAN |
| Personal Interest (Stage 2/3) | 30.43 | 26.27 |
| Maintain Norms (Stage 4) | 36.07 | 37.32 |
| Post Conventional (P Score) | 26.50 | 31.06 |

(Source: St. Philip's College Defining Issues Test, Version 2 2016 Report and Guide for DIT-2)

The complete results including the raw data from the DIT-2 are available on the QEP Website.

Although results of direct rubric assessment of student work is a measure for Process Outcome 3, since detailed results are described later in this report in the *Direct Student Learning of Ethical Decision-Making: Student Learning Outcomes* section of this report beginning on page 35, discussion will not occur here.

Based on results from PSRI, St. Philip's College exceeds the national norms for most survey items relevant to Ethical Decision-Making; although, SPC does not exceed the 2009 national mean for DIT-2 scores by schema. 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 CCSSE, PSRI and DIT-2 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

The QEP team has directed a considerable focus to faculty and staff. A motion will be discussed with the QEP core and implantation team to refocus efforts on student activities such as QEP student focus groups. SEG grants are currently being written to support student led focus groups.



Key Strategy Four: Develop SPC Community-Wide Ethical Decision-Making Awareness

The three primary methods to market the QEP are print media, digital media and classroom discussion/inclusion of the QEP logo, focus statement and SLOs on all SPC course syllabi.

Implementation: Print and Digital Media

A wide variety of print media share QEP information. Posters with the logo and EDM process are now located in every SPC classroom. Larger posters with the logo and process are displayed in multiple visible locations in major traffic areas across both campus. 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 distance locations.

The QEP logo and a “Tip of the Week” is displayed on all College digital signs. The QEP logo and focus statement is found as a screensaver 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 Team and QEP Implementation Team minutes are posted weekly to the QEP Website. When students were asked how they learned about the focus of the QEP in focus groups held during AY 2015-2016, the majority of students responded that posters, syllabus review, in-class discussions and digital media informed them of the Ethical Decision-Making QEP.

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

External Constituent/Alumni Survey

A direct approach was implemented in fall 2016 to conduct QEP EDM surveys to external constituents. One Hundred and one surveys were submitted from various programs in the: Culinary Arts, Physical Therapist Assistant, Medical Laboratory Services, Business Information Solutions, Advance Manufacturing, Nursing, and Radiography. Table 8 describes the results of the 101 completed/valid surveys:



| Table 8. Fall 2016 External Constituent/Alumni Survey Results | | |
|--|-------------------------|-------|
| RESPONSE ITEM | AGREE OR STRONGLY AGREE | |
| <i>I was aware of ethics education at SPC.</i> | 77/101 | 76.2% |
| <i>SPC provides a foundation in ethics to use for a guide in decision-making processes for students.</i> | 91/101 | 90.1% |
| <i>SPC provides clear expectations for students in terms of ethical behavior.</i> | 87/101 | 86.1% |
| <i>SPC coursework has specific learning assignments dedicated to ethics education.</i> | 88/101 | 87.1% |
| <i>SPC offers several opportunities for extracurricular involvement with ethical concerns.</i> | 82/101 | 81.2% |
| <i>Students at SPC are challenged to seek out good decision-making on ethical issues.</i> | 89/101 | 88.1% |
| <i>Students at SPC realize living out integrity is a life-long pursuit.</i> | 82/101 | 81.2% |
| <i>Selected Comments</i> | | |
| <i>"I have observed that ethics education comes from the example set by the faculty, as much as it comes from the curriculum. Students learn by example, and the faculty of the Radiography Program set an excellent example."</i> | | |
| <i>"This was my introduction to the Ethical Decision-Making process. I was unaware the SPC does this. I'm impressed with the concept and look forward to seeing this in students."</i> | | |
| <i>"Very refreshing to have this program in place."</i> | | |

(Source: QEP External Constituent/Alumni Surveys)

Key Strategy Four: Outcome

Process Outcome 4

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

Results

Baseline data for future trend analysis indicated per CCSSE (2015) 56.6% of students surveyed agreed Very Much to Quite a Bit *developing a personal code of values and ethics is a major focus of this campus*. This will be compared to the CCSSE 2017 data. Baseline data from the PSRI (2015) revealed 69% of respondents Agree Somewhat to Strongly Agree *Helping students to develop their ethical and moral reasoning is a major focus of this campus* and 71.4% of external constituents surveyed (2016) 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

An increase in participation from external constituents was noticed based on the direct connection with advisory committee members on QEP Directors. In spring, this was approved to be an assigned role to one of the QEP team members. The QEP directors will continue with this plan of action.



QEP Budget Summary

| St. Philip's College - Quality Enhancement Plan FY16-17 3/28/17 | | | | | |
|--|----------------------------|------------------------|----------------------|---------------------|--------------------------|
| Account | Title | Adjusted Budget | YTD Activity | Commitments | Available Balance |
| 61002 | Adjunct Faculty Salaries | \$ 60,038.00 | \$ 8,872.92 | \$ - | \$ 51,165.08 |
| 61011 | Administrator Salaries | \$ - | \$ 47,706.24 | \$ - | \$ (47,706.24) |
| 61012 | Professional Salaries | \$ 69,593.00 | \$ 34,796.52 | \$ 34,796.52 | \$ (0.04) |
| 61048 | Compensation-Other | \$ 18,187.00 | \$ - | \$ - | \$ 18,187.00 |
| 68001 | BEN FICA | \$ 6,812.67 | \$ 6,812.67 | \$ - | \$ - |
| 68005 | BEN Life Insurance | \$ 170.27 | \$ 170.27 | \$ - | \$ - |
| 68006 | BEN Long Term Disability | \$ 136.23 | \$ 136.23 | \$ - | \$ - |
| 68007 | BEN Short Term Disability | \$ 46.35 | \$ 46.35 | \$ - | \$ - |
| 68008 | BEN Workmans Compens | \$ 182.73 | \$ 182.73 | \$ - | \$ - |
| 68009 | BEN Unemployment Con | \$ 155.40 | \$ 155.40 | \$ - | \$ - |
| 68014 | BEN TRS | \$ 6,207.91 | \$ 6,207.91 | \$ - | \$ - |
| 68025 | BEN Health State Match | \$ 7,156.59 | \$ 7,156.59 | \$ - | \$ - |
| 71003 | Advertising Exp-Promoti | \$ 4,000.00 | \$ 1,882.37 | \$ 1.43 | \$ 2,116.20 |
| 71101 | Postage Charges | \$ - | \$ 13.95 | \$ - | \$ (13.95) |
| 71151 | Independent Contractor | \$ 5,000.00 | \$ - | \$ - | \$ 5,000.00 |
| 71204 | Software Maintenance a | \$ 17,100.00 | \$ 499.95 | \$ - | \$ 16,600.05 |
| 71252 | Instructional Supplies | \$ 7,200.00 | \$ 3,000.00 | \$ - | \$ 4,200.00 |
| 71255 | Office Supplies | \$ 750.00 | \$ 279.60 | \$ - | \$ 470.40 |
| 71654 | Employee Professional C | \$ 5,000.00 | \$ - | \$ - | \$ 5,000.00 |
| 71667 | Student Prizes, Awards, / | \$ 20,000.00 | \$ 2,941.20 | \$ 17,058.80 | \$ - |
| 71668 | Student Test or Certificat | \$ 4,000.00 | \$ 25.63 | \$ - | \$ 3,974.37 |
| 71691 | Printing Services | \$ 300.00 | \$ 2,723.00 | \$ - | \$ (2,423.00) |
| 71692 | Student Registrations | \$ - | \$ 100.00 | \$ - | \$ (100.00) |
| 73010 | Employee USA Travel | \$ 8,000.00 | \$ - | \$ - | \$ 8,000.00 |
| 73015 | TRVL USA Emp Lodging O | \$ - | \$ 1,339.08 | \$ - | \$ (1,339.08) |
| 73016 | TRVL USA Emp Meals Out | \$ - | \$ 255.00 | \$ - | \$ (255.00) |
| 73017 | TRVL USA Emp Travel Otr | \$ - | \$ 64.62 | \$ - | \$ (64.62) |
| | Net Total | \$ 240,036.15 | \$ 125,368.23 | \$ 51,856.75 | \$ 62,811.17 |

Due to a change in Faculty Compensation policy and procedure effective Spring 2017, non-teaching assignments (i.e. QEP) for F/T and P/T faculty are now treated as Release Time and the cost associated with this effort is no longer recorded as Adjunct or Other Compensation expense, resulting in a favorable budget comparison relative to the Adjunct Faculty Salaries and Other Compensation categories.



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