

# St. Philip's College

---

*QUALITY ENHANCEMENT PLAN: ETHICAL DECISION-MAKING*



**Mid-Year Progress Report: Fall 2015 Pilot Year (Year 0)**

## TABLE OF CONTENTS

<b>Summary</b>	<b>2</b>
<b>Key Strategy 1: Faculty and Staff Professional Development Activities</b>	<b>2</b>
Implementation	2
Process Outcome 1	4
Results	4
Additional Measures and Actions	5
Action Plan	5
<b>Key Strategy 2: Faculty-Student Best Practice Sharing</b>	<b>6</b>
Implementation	6
Process Outcome 2	7
Results	7
Additional Measures and Actions	10
Action Plan	11
<b>Key Strategy 3: Student Engagement in Ethical Decision-Making</b>	<b>12</b>
Implementation	12
Process Outcome 3	14
Results	14
Additional Measures and Actions	16
Action Plan	16
<b>Key Strategy 4: Develop SPC Community-Wide Ethical Decision-Making Awareness</b>	<b>17</b>
Implementation	17
Process Outcome 4	17
Results	18
Additional Measures and Actions	23
Action Plan	25
<b>QEP Budget Summary</b>	<b>26</b>
<b>QEP Team</b>	<b>27</b>

## Summary

The [2016 Quality Enhancement Plan: Ethical Decision-Making proposal](#) was verbally approved by the SACS-COC onsite review team October 14, 2015. The final written report is anticipated in June 2016. The purpose of this report is internal analysis of the QEP and communication of QEP progress across the College. Broad-based involvement from multiple St. Philip's constituents has proven an effective method of successful implementation to date. With minor exceptions and revisions the plan has been implemented as per the published timeline. The QEP Team appreciates very much the support of the College and the opportunity to exercise our shared values as we focus on the QEP Goal: Students engage in specific measurable activities that will provide opportunities to enhance their Ethical Decision-Making skills.

---

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 2015. Finally for each of the key strategies an **Action Plan** describes the methods for improvement and continuation of the QEP for Spring 2016 as recommended by the QEP Implementation Team.

### **Key Strategy 1: Faculty and Staff Professional Development Activities**

#### **Implementation**

St. Philip's QEP pilot year began August 2015. Many activities occurred prior to the beginning of Fall 2015 semester but are not included in this report. 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.

To initiate the semester's QEP professional development opportunities, the QEP Team hosted *A QEP Retreat Repeat: An Introduction to Ethical Decision-Making* in the Bowden Alumni Center during Professional Development Week on August 18, 2015 with 64 faculty and staff participating. Additionally, two small group workshops held August 19, 2015 during Professional Development Week and October 28, 2015 during Employee Development Day, delivered 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 offered through a QEP presentation entitled *Teaching and Assessing Ethical Decision-Making* developed by the QEP Core Team. During the semester *Teaching and Assessing Ethical Decision-Making* was presented to six different audiences.

Table 1 summarizes QEP professional development opportunities offered during Fall 2015 semester.

<b>Table 1 Fall 2015 QEP Professional Development</b>			
<b>EVENT TITLE</b>	<b>DATE</b>	<b>LOCATION</b>	<b>NUMBER OF PARTICIPANTS</b>
<i>A QEP Retreat Repeat</i>	August 18, 2015	Bowden Alumni Center	64
<i>QEP Faculty Pilot Workshop</i>	August 19, 2015	Heritage Room	26
<i>Teaching and Assessing Ethical Decision-Making</i>	August 21, 2015	Memorial Early College High School in New Braunfels, TX	22
<i>Teaching and Assessing Ethical Decision-Making</i>	August 28, 2015	Social and Behavioral Sciences Department	24
<i>Teaching and Assessing Ethical Decision-Making</i>	August 28, 2015	Southwest Campus	31
<i>Teaching and Assessing Ethical Decision-Making</i>	September 4, 2015	Communications and Learning Department	24
<i>Teaching and Assessing Ethical Decision-Making</i>	September 11, 2015	St. Philip's College Early College High School-San Antonio Independent School District	13
<i>Teaching and Assessing Ethical Decision-Making</i>	September 18, 2015	Central Texas Technology Center in New Braunfels, TX	20
<i>Professional Development Workshop Teaching and Assessing Ethical Decision-Making</i>	October 28, 2015	Sutton Learning Center Room 209	22
<i>Total participants</i>			226

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.

In accordance with our strategy to promote professional development, during Employee Development Day October 28, 2015, Dr. William Tillman presented to the College: *The Who, What and How's of a Successful QEP*. Dr. Tillman is the QEP writer and former director of Hardin Simmons University's SACS-COC approved Ethical Decision-Making QEP. He also provided consultant services to St. Philip's College during the development of SPC 2016 QEP. An additional method for professional development included the Master Teacher Certification Program facilitated by Luis Lopez, Director of the Instructional Innovation Center. A module for Ethical Decision-Making for new faculty enrolled in the program was included as part of the Master Teacher Certification Program.

### **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 all QEP Faculty and Staff professional development events.

### **Results**

#### A. QEP FACULTY/STAFF EVALUATION SURVEYS

Qualitative and quantitative data were collected to evaluate professional development needs of St. Philip's College community. A total 226 participants signed in for nine events categorized as professional development. A total 144 surveys were returned; 136 were valid responses. Incomplete surveys were considered invalid.

Following is a summary of Likert Scale response item options combined from the nine survey administrations:

134/136= <b>98.5%</b> strongly agreed or agreed:	1. The QEP event met the stated objectives.
134/136= <b>98.5%</b> strongly agreed or agreed:	2. The QEP event provided me with useful information about St. Philip's College QEP.
133/136= <b>97.8%</b> strongly agreed or agreed:	3. The QEP event provided me with useful information about ethical decision-making.
132/136 = <b>97%</b> strongly agreed or agreed:	4. The QEP event provided me with examples of useful methods for making an ethical decision.
132/136= <b>97%</b> strongly agreed or agreed:	5. The QEP event provided me with examples of useful methods for engaging diverse students in ethical decision-making skill development activities.
135/136= <b>99.3%</b> strongly agreed or agreed:	6. The presenters answered questions completely and appropriately.
134/136 = <b>98.5%</b> strongly agreed or agreed:	7. I was satisfied with the quality of this event

---

The quantitative results of the event evaluations strongly suggest event participants perceive the QEP Team is sufficiently supporting professional development needs.

### ***Additional Measures and Actions***

Anecdotal feedback from participants in QEP professional development events was generally positive. However, there were some issues and recommendations for improvement requiring QEP Team response.

Issue 1: Verbal reports from QEP Core Team members described concern expressed by some faculty instructing courses selected through random sampling to deliver required QEP artifacts for submission during the Fall Semester. Per the verbal reports, it was understood by some faculty that only a small group would be selected and that it would be those faculty previously participating in the QEP Faculty Pilot Workshop. Discussion indicated the miscommunication occurred due to the use of the term “pilot” year.

Response to Issue 1: Individual support was offered by members of the QEP Core Team to provide any requested or needed assistance for faculty needing to develop Ethical Decision-Making assignments.

Issue 2: Faculty concern regarding the amount of instructional time required during the semester for institutional assessment was expressed.

Response to Issue 2: QEP Team will recommend SPC establish a threshold for the maximum amount of instructional time in any one course that may be required for institutional assessment.

Recommendation for Improvement 1: A recommendation for improvement included providing specific examples of student learning assignments.

Response to Recommendation for Improvement 1: In order to accomplish the suggestion above, QEP CANVAS Learning Commons course facilitators are actively seeking assignments to post as a campus resource. Further discussion of the Learning Commons is included with Key Strategy 2.

### ***Action Plan***

Review of professional development activities indicates the QEP Implementation Team should continue with faculty and staff professional development activities as per the QEP timeline. In order to gain more knowledge and skill in providing meaningful learning experiences for St. Philip’s College in the area of Ethical Decision-Making, the College joined the *Association of Practical and Professional Ethics* November 25, 2015. In addition to institutional membership five members of the QEP Team obtained individual membership in the association: Laura Miele, Dr. Paul Machen, Irene Young, (QEP Directors) Andrew Hill and Matthew Fuller (Ethics Instructors). To continue to improve in the area of professional development and to respond to feedback received during the semester the QEP Team plans specific action items:

- QEP Directors and SPC Ethics Instructors plan to attend the Annual Conference of the *Association of Practical and Professional Ethics* February 18-21<sup>st</sup> in Reston, Virginia.
- To clearly and effectively communicate to faculty regarding timelines for preparing QEP assignments for institutional assessment, the QEP Team will coordinate with Institutional Planning, Research and Effectiveness to develop an assessment calendar for faculty to inform their course curriculum planning/schedules.
- QEP Core Team will recommend to the Vice President of Academic Success that the College specify a threshold for the amount of time (10%) in any one course that may be utilized for institutional assessment.

## Key Strategy 2: Faculty-Student Best Practice Sharing

### Implementation

Venues of implementing faculty-student best practice sharing included Best Practice Forums held twice during the semester at each academic division meeting, a Learning Commons created via the CANVAS online learning platform and obtaining student feedback from the QEP Student Assignment Evaluations.

Members of the QEP Team facilitated six Best Practice Forums during the semester, two at each academic division. Table 2 depicts these events:

<b>Table 2 Fall 2015 QEP Best Practice Forums</b>			
<b>EVENT TITLE</b>	<b>DATE</b>	<b>DIVISION</b>	<b>NUMBER OF PARTICIPANTS</b>
<i>QEP Overview and Best Practice Forum</i>	September 8, 2015	Health Sciences Division	60
<i>QEP Overview and Best Practice Forum</i>	September 16, 2015	Arts and Sciences Division	68
<i>QEP Overview and Best Practice Forum</i>	September 16, 2015	Applied Science and Technology Division	30
<i>QEP Update and Best Practice Forum</i>	November 18, 2015	Health Sciences Division	48
<i>QEP Update and Best Practice Forum</i>	November 18, 2015	Arts and Sciences Division	51
<i>QEP Update and Best Practice Forum</i>	November 18, 2015	Applied Science and Technology Division	51
<i>Total participants</i>			308

QEP Event evaluations were administered in hardcopy format following the September sessions. During the Best Practice Forums at the September 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 Website and 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.

An additional method of data collection for the QEP during Fall 2015 was student focus groups. A total of six student focus groups were held to obtain student input and gauge the level of QEP awareness of the student body. Table 3 describes these student focus groups.

<b>Table 3 Fall 2015 QEP Student Focus Groups</b>			
<b>EVENT TITLE</b>	<b>DATE</b>	<b>LOCATION</b>	<b>NUMBER OF PARTICIPANTS</b>
<i>Student Focus Group</i>	September 21, 2015	SPC – Southwest Campus	6
<i>Student Focus Group</i>	September 24, 2015	SPC – Martin Luther King Jr. Campus	7
<i>Student Focus Group</i>	September 24, 2015	SPC - Martin Luther King Jr. Campus	9
<i>Student Focus Group</i>	November 16, 2015	SPC - Southwest Campus	5
<i>Student Focus Group</i>	November 17, 2015	SPC - Martin Luther King Jr. Campus	4
<i>Student Focus Group</i>	November 17, 2015	SPC - Martin Luther King Jr. Campus	7
<i>Total participants</i>			38

In order to gain students' perceptions of the meaningfulness of their assigned Ethical Decision-Making coursework, QEP Student Assignment Evaluations in hardcopy format were administered to twelve randomly selected course sections and delivered to Institutional Planning Research and Effectiveness for results analysis and interpretation on December 4, 2015. There were 359 students included in this sample population. Ten students were enrolled in two of the selected course sections. The survey was distributed to faculty to administer in their classrooms from November 16, 2015 – December 3, 2015.

### **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**

#### **A. STUDENT ASSIGNMENT EVALUATIONS**

QEP Student Assignment Evaluations were administered to 12 course sections corresponding to the same student population surveyed with the DIT-2. December 8, 2015, 234 surveys were delivered to Institutional Planning, Research and Effectiveness. Of the 234 surveys, 233 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 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 233 returned surveys:

<b>Table 4 QEP Student Assignment Evaluations</b>	
<b>Survey Question</b>	<b>Average</b>
<i>1. To what extent was your Ethical Decision-Making assignment relevant to your course?</i>	3.18
<i>2. To what extent was your Ethical Decision-Making assignment relevant to your college experience?</i>	3.26
<i>3. To what extent was your Ethical Decision-Making assignment relevant to your life skills?</i>	3.48

Each faculty member administering the QEP Student Assignment Evaluation will have access to their individual results.

#### B. STUDENT FOCUS GROUPS

Results of the student focus groups indicate **50%** of students asked were familiar with Ethical Decision-Making as the topic of the 2016 Quality Enhancement Plan during the September groups. This increased to **81%** during the November focus groups. Following are the results of the student focus groups as reported by the facilitators:

Three Student Focus Groups (FG) were held in September:

FG#1:	Monday, September 21	11:30am	SPC Southwest Campus
FG#2:	Thursday, September 24	11:00am	SPC MLK Campus
FG#3:	Thursday, September 24	2:00pm	SPC MLK Campus

Total participation at each Student Focus Groups:

FG#1:	6 students
FG#2:	7 students
FG#3:	9 students

Participation by gender at each Student Focus Groups:

FG#1:	2 females, 4 males
FG#2:	5 females, 2 males
FG#3:	8 females, 1 male

Questions #1 – "Do you know what a QEP is?"

FG#1:	2 students answered "yes"; 2 correct answers
-------	--

- FG#2: 2 students answered “yes”; 1 correct answer; 1 incorrect answer (believed we were focusing on critical thinking)  
FG#3: 7 students answered “yes”; 7 correct answers

Questions #2 – “What is the focus of St. Philip’s College’s QEP?”

- FG#1: 1 student answered “yes”; 1 correct answer  
FG#2: 0 students answered; when asked a follow-up question about Ethical Decisions-Making 3 students linked EDM to the QEP  
FG#3: 7 students answered “yes”; 7 correct answers

Questions #3 – “How did you learn about our focus on Ethical Decision-Making?”

- FG#1: responses included syllabus review, posters  
FG#2: responses included posters, in-class discussions  
FG#3: responses included syllabus review, in-class discussions, assignments, test questions posters, digital signage

The following responses were given when the students were asked if they had seen the EDM logo:

- FG#1: 6 students had seen the logo  
FG#2: 6 students had seen the logo  
FG#3: 7 students had seen the logo

Questions #4 – “How would you recommend that the College spread the word about Ethical Decision-Making?”

- FG#1: responses included posters, digital signage, faculty-led discussions  
FG#2: responses included direct email, bumper stickers, posters in the classroom, discuss EDM tips of the week in class, warm-up exercises  
FG#3: responses included videos, catchy songs, outdoor events, signs in restroom stalls, class assignments, test questions,

General observations by Student Focus Group Facilitators:

- Based on these 22 students, the driver of student understanding of the QEP/EDM is determined by the engagement of their faculty members in the implementation of the QEP
  - Most student knowledge regarding the QEP and EDM originated from faculty members.
- Students did not engage with print or electronic information regarding EDM or the QEP.
  - Online information regarding the QEP (SPC Weekly, our website) was not mentioned at all
  - While students were familiar with the EDM logo, they did not associate it with the QEP or EDM
  - Posters had been noticed, but not read and understood

Three Ethical Decision-Making Student Focus Groups were held on Monday, November 16 and Tuesday, November 17:

Focus Group #1 (Monday, November 16 @ the Southwest Campus)

- 5 attendees
- Genders: 5 males; 0 females
- Fields of study: aviation airframe and power plant – 1; HVAC – 4
- Class standing: 2 first-year students; 3 second-year students
- 4 of the 5 attendees were aware that the focus of the SPC QEP was ethical decision-making

Focus Group #2 (Tuesday, November 17 @ the MLK Campus)

- 4 attendees
- Genders: 2 females; 2 males
- Fields of study: pre-nursing – 1; landscape architecture – 1; biology – 1; culinary arts - 1
- Class standing: 3 first-year students; 1 second-year students
- 2 of the 4 attendees were aware that the focus of the SPC QEP was ethical decision-making

Focus Group #3 (Tuesday, November 17 @ the MLK Campus)

- 7 attendees
- Genders: 1 female; 6 males
- Fields of study: automotive technology - 3; biology – 1; culinary arts – 1; kinesiology – 1; digital video - 1
- Class standing: 5 first-year students; 2 second-year students
- 7 of the 7 attendees were aware that the focus of the SPC QEP was ethical decision-making

In composite, 16 students attended the three focus group sessions. 13 of 16 (81%) were aware that the focus of the SPC QEP was Ethical Decision-Making.

### ***Additional Measures and Actions***

#### **BEST PRACTICE FORUMS**

Although QEP Event Evaluations are not included in the QEP assessment plan as a means of measuring the effectiveness of the Faculty-Student Best Practice Sharing Strategy, the QEP Team chose to collect this information following the first set of Best Practice Forums to obtain faculty input before the next scheduled set of Best Practice Forums occurred, to determine if changes would be needed; therefore, QEP Event Evaluations were administered following the September sessions at each of the three academic divisions. A total of 158 individuals signed in for these events. Seventy-three surveys were returned. One was incomplete. Following is a summary of Likert scale response item options combined from the 72 valid surveys from the three survey administrations:

70/72= **97.2%** strongly agreed or agreed:            1. The QEP event met the stated objectives.

69/72= <b>95.8%</b> strongly agreed or agreed:	2. The QEP event provided me with useful information about St. Philip's College QEP.
68/72= <b>94.4%</b> strongly agreed or agreed:	3. The QEP event provided me with useful information about ethical decision-making.
69/72 = <b>95.8%</b> strongly agreed or agreed:	4. The QEP event provided me with examples of useful methods for making an ethical decision.
68/72= <b>94.4%</b> strongly agreed or agreed:	5. The QEP event provided me with examples of useful methods for engaging diverse students in ethical decision-making skill development activities.
70/72= <b>99.3%</b> strongly agreed or agreed	6. The presenters answered questions completely and appropriately.
69/72 = <b>95.8%</b> strongly agreed or agreed	7. I was satisfied with the quality of this event

Results of these QEP Event Evaluations indicate the majority of participants in the Best Practice Forums were satisfied with the events. The main intent of best practice sharing is to collectively develop and share Ethical Decision-Making assignments. Although the results of the QEP Event evaluations are encouraging the actual level of engagement of faculty with this QEP strategy is uncertain, as only a few faculty have shared QEP specific assignments with the QEP Team.

#### SPC QEP ETHICAL DECISION-MAKING LEARNING COMMONS

An ongoing challenge of the QEP Team has been to collect SPC QEP specific assignments to share with the campus community. All faculty workshop participants were invited to join the QEP CANVAS Learning Commons and post an assignment for peer review by the QEP Team members. After peer review the assignments were to be posted for access to view by all members of the Commons. As of November 24, 2015 fewer than five such assignments are available. As of November 25, 2015, 58 invitations to participate in the Learning Commons have been sent and 35 have accepted invitations to participate. Of the 23 who have not accepted the course invitation, 15 are faculty and 8 are staff. There has been little voluntary participation in submission of assignments, but 75% of the participants have visited the site.

#### **Action Plan**

In order to increase participation in the QEP Learning Commons, it will be highlighted and marketed more heavily in Spring 2016 QEP presentations. The QEP workshops held in January will include more time and explanation of the QEP EDM Learning Commons. Learning Commons facilitator: Jill DeHoog is now actively recruiting by asking specific faculty to share their assignments through the Learning Commons. As the other faculty member assigned to facilitate the QEP Learning Commons is no longer on the Committee, a new faculty member will be recruited to assist in building the course. Plans for increasing participation include:

- Be intentional in seeking submissions from faculty members by contacting them personally.
- Increase use by talking about the Learning Commons at every venue where QEP is the topic.

- Capture e-mail addresses at workshops and forums to increase the number of participants.
  - Make sure there are submissions from every discipline so every participant feels like there is something that relates to their subject area.
- 

### **Key Strategy 3: Student Engagement in Ethical Decision-Making**

#### ***Implementation***

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. In order to maximize results, the QEP aligned with the First-Year Experience by offering QEP related activities during each FYE activity: New Student Orientation (NSO), New Student Convocation (NSC) and through Advising. As part of New Student Orientation, the QEP is described to students and at the conclusion of the NSO presentation a posttest question is given to students. 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. 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.

The second method driving Key Strategy 3 is Ethical Decision-Making coursework for students. Faculty across campus have developed and implemented assignments for EDM instruction. Selected student artifacts will be assessed for student attainment of the SLOs in Spring 2016. Courses randomly selected to submit student work for assessment are housed in Arts and Sciences Division.

Table 5 describes the courses selected:

<b>Table 5 Core Courses And Student Development Courses Selected To Provide Student Artifacts Spring 2016</b>						
<b>ACADEMIC PERIOD DESC</b>	<b>CRN</b>	<b>SUBJECT</b>	<b>COURSE NUMBER</b>	<b>COURSE SECTION NUMBER</b>	<b>ACTUAL ENROLLMENT</b>	<b>INSTRUCTOR LAST NAME</b>
Full Term	28917	ENGL	1301	461	25	Moran
Start II--14 Week Session	26608	ENGL	1301	362	16	Thompson
Full Term	16876	GOVT	2306	49	40	Dillard
Dual Credit Full Term	10715	HIST	1301	13	71	Moore
Full Term	26965	HIST	1301	21	30	Fitzgerald
Full Term	13108	PHIL	2306	7	40	Hill
8 Weeks Flex II	17329	SPCH	1311	120	6	Wise
8 Weeks Flex II	21767	ENGL	1302	154	9	Nighbert
Full Term	14968	ENGL	2327	11	26	Poff
Full Term	10209	HIST	1301	165	39	Thomas
Full Term	10256	HIST	2301	9	39	Hamilton
Full Term	10171	HUMA	1301	32	40	Fenton
Full Term	14555	SPCH	1321	45	28	Mosley
Full Term	15250	SDEV	370	1	33	Heckman
Full Term	15251	SDEV	370	7	36	Hester
Full Term	15259	SDEV	370	15	35	Mancha
Full Term	15271	SDEV	370	34	33	Stewart
8 Weeks Flex II	26659	SDEV	370	47	35	Escamilla
Full Term	15260	SDEV	370	35	35	West
Full Term	15274	SDEV	370	36	33	West

Department Chairpersons uploaded assignments for submission into iRubric assessment software before the close of Fall 2015 semester in preparation for Spring 2016 assessment.

The third method of student engagement for this key strategy is special projects. Students from Phi Theta Kappa developed two QEP skits which are available on the [QEP website](#) and via social media. Theater art students performed a skit for the SACS-COC site review Team October 13, 2015 depicting a St. Philip's College classroom with Ethical Decision-Making instruction occurring utilizing the case study method. These five students each received \$250 scholarships from the President's Discretionary Fund

for their work in representing the QEP. Six students in the Physical Therapist Assistant Program were approved to receive \$1000 Student Engagement Grant scholarships for Academic Year 2015-2016 pending completion of an Ethical Decision-Making research project. The students have successfully completed the first phase which is preparing a research poster. Students will present their poster and research periodically during Spring 2016 semester. Student Engagement Grants 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 2015 for supporting the QEP.

### **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), 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**

#### **A. COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE)**

Administration scheduled for Spring 2017.

#### **B. PERSONAL AND SOCIAL RESPONSIBILITY INVENTORY (PSRI)**

When the Personal and Social Responsibility Inventory was first delivered to students via email, the response rate was too low for valid data. Marketing and incentive strategies were developed and implemented immediately to increase the response rate. 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 13<sup>th</sup>. At that time, 12,634 students had been invited to participate and 672 students completed the survey meeting the required 600 student responses required for valid results. A report of the PSRI results was received by St. Philip's College January 8, 2016. These results are available on the [QEP website](#).

The original intent was to administer the PSRI twice during Fall 2015 semester and include case studies designed to directly measure the QEP SLOs. The research and development of the case study portion of the PSRI was not yet complete by Research Institute for Studies in Education, Iowa State University by the scheduled survey deployment date; therefore, case studies as part of the assessment will occur as a pre and posttest during Spring 2016 for baseline results of this portion of the PSRI. The pre-test will launch February 3, 2016.

#### **C. DEFINING ISSUES TEST, VERSION 2 (DIT-2)**

Twelve 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 – December 4, 2015. 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 Minnesota for scoring service on

December 10, 2015. The QEP Team received DIT-2 results January 27, 2016. Of the 267 DIT-2 forms submitted 189 were valid for assessment. The average age of students at SPC completing the DIT-2 was 23.3. Table 6 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.

<b>Table 6 Defining Issues Test, Version 2 - SPC Mean Scores by Schema</b>		
	<b>SPC</b>	<b>National Mean</b>
<b>Personal Interest (Stage 2/3)</b>	32.63	26.27
<b>Maintain Norms (Stage 4)</b>	38.39	37.32
<b>Post Conventional (P Score)</b>	21.73	31.06

The complete results including the raw data from the DIT-2 are available on the [QEP website](#).

#### D. DIRECT ASSESSMENT OF STUDENT ARTIFACTS WITH QEP ETHICAL DECISION-MAKING RUBRIC

Rubric assessment is scheduled for Spring 2016. The QEP Annual Report will report results of this assessment measure.



**Additional Measures and Actions**

WHAT WOULD YOU DO SCENARIOS

The number of students involved in Ethical Decision-Making activities facilitated by Student Life such as *What Would You Do* scenarios was recorded as a means of determining student levels of engagement.

Table 7 describes the number of students responding to the scenarios:

<b>Table 7 Fall 2015 Student-Life Facilitated <i>What Would You Do?</i></b>			
SCENARIO	DATE	CAMPUS	NUMBER OF PARTICIPANTS
<i>Managing Factory Underpaid Workers?</i>	August 19, 2015	SPC-MLK	20
<i>Managing Factory Underpaid Workers?</i>	August 19, 2015	SPC-SWC	5
<i>Sharing Teacher's Mental Illness?</i>	September 2, 2015	SPC-MLK	16
<i>Sharing Teacher's Mental Illness?</i>	September 2, 2015	SPC-SWC	15
<i>Bank Teller</i>	October 7, 2015	SPC-SWC	20
<i>Student Grade</i>	October 13, 2015	SPC-SPC	3
<i>Social Worker Reporting Unschooled Children?</i>	October 14, 2015	SPC-MLK	31
<i>Social Worker Reporting Unschooled Children?</i>	October 15, 2015	SPC-MLK	24
<i>Suspending Football Players before Championship Game?</i>	October 20, 2015	SPC-MLK	31
<i>Suspending Football Players before Championship Game?</i>	October 26, 2015	SPC-MLK	21
<i>Social Worker Reporting Unschooled Children?</i>	October 29, 2015	SPC-MLK	18
<i>HEB Eye Liner</i>	November 4, 2015	SPC-SWC	55
<i>Nursing Home Terminally Ill patient</i>	November 18, 2015	SPC-SWC	6
<i>Report Co-Worker's Dirty Email?</i>	November 25, 2015	SPC-MLK	31
<i>Report Co-Worker's Dirty Email?</i>	December 3, 2015	SPC-MLK	11
<i>Total participants</i>			307

**Action Plan**

Several ideas proposed by the Implementation Team based on ongoing feedback throughout the Fall 2015 semester will be implemented during Spring 2016:

- Provide faculty with dates and times PSRI will go to student email. (SPC to deliver student email to Iowa State University by January 18, 2016 for PSRI Pre-test scheduled launch February 3, 2016.)

- Develop an alternative to comparative analysis of DIT-2 to QEP artifacts direct assessment measures as Banner IDs are not included on QEP artifacts.
  - Coordinate with Institutional Planning Research and Effectiveness to develop a student tracking plan to assess using the DIT-2 for current sample of students assessed as a pretest prior to selected students' graduation dates and DIT-2 posttest administration.
- 

#### **Key Strategy 4: Develop SPC Community-Wide Ethical Decision-Making Awareness**

##### ***Implementation***

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.

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 Core Team and QEP Implementation Team minutes are posted weekly to the website.

Including the QEP logo and focus statement on all course syllabi was accomplished with some challenge. The QEP Team elected to include the information at the top of each syllabi. This section of the syllabi could not be easily edited and mass distributed. Ultimately, each department chair or faculty member included this information manually for each syllabi. Additionally, after this was accomplished it was necessary to repeat the process in order to include the updated Mission Statement of the College as well in the course syllabi. Further discussion will occur in the Action Plans section of this report.

##### ***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.

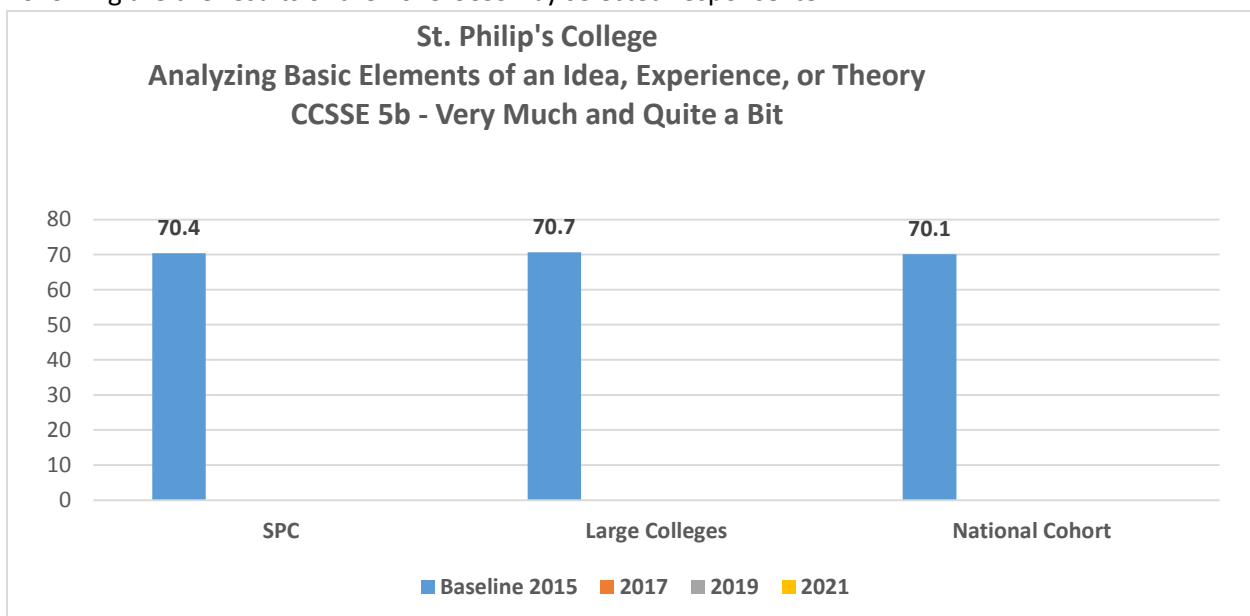
**Results**

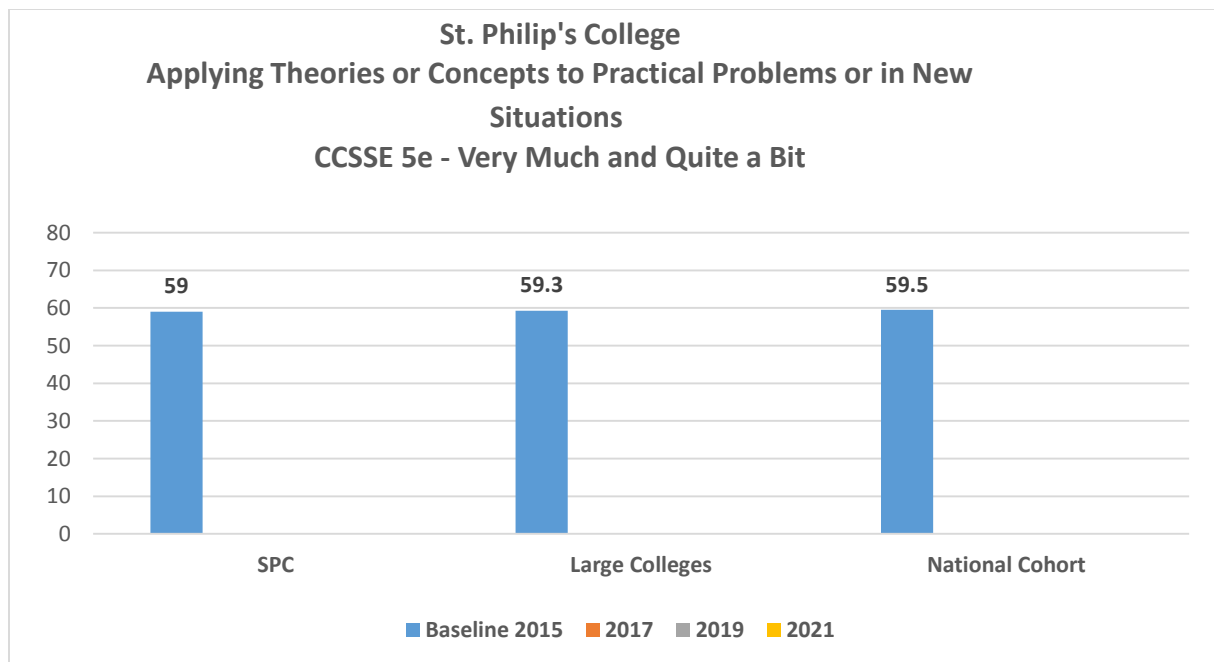
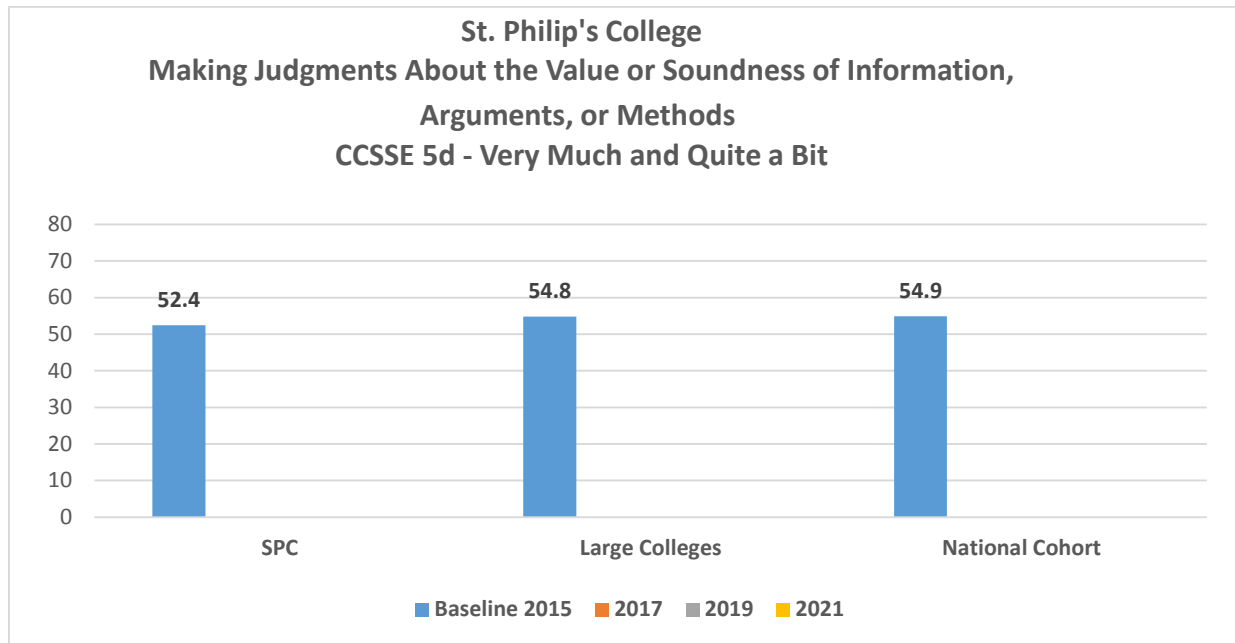
**A. COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE)**

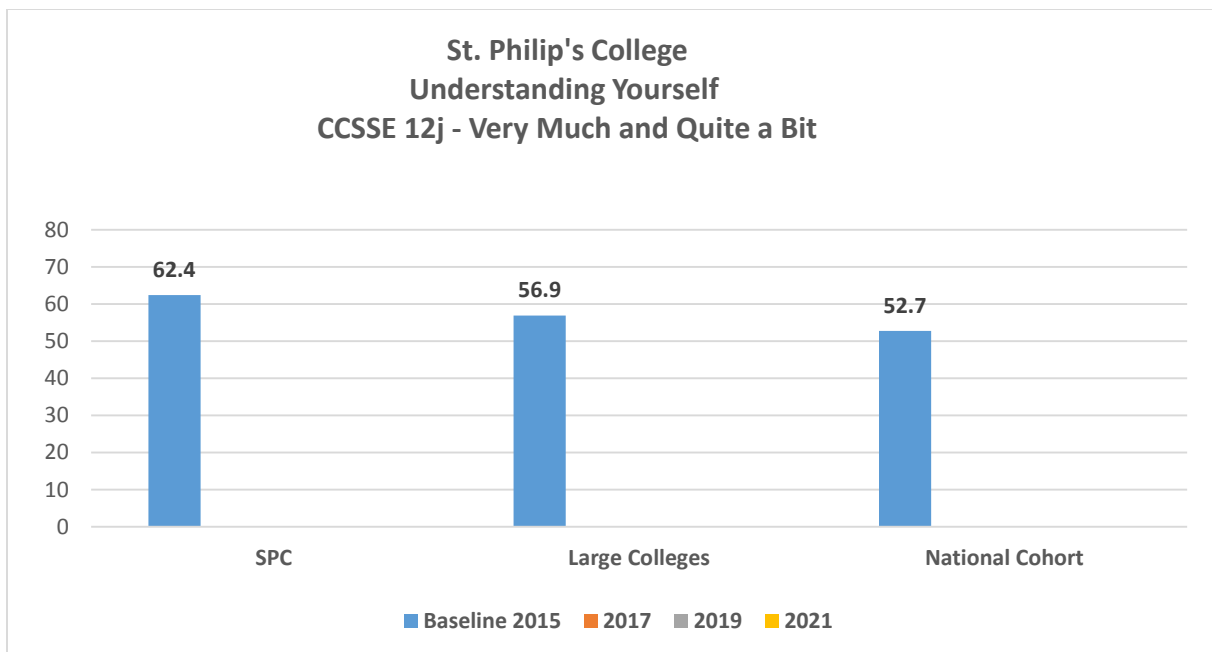
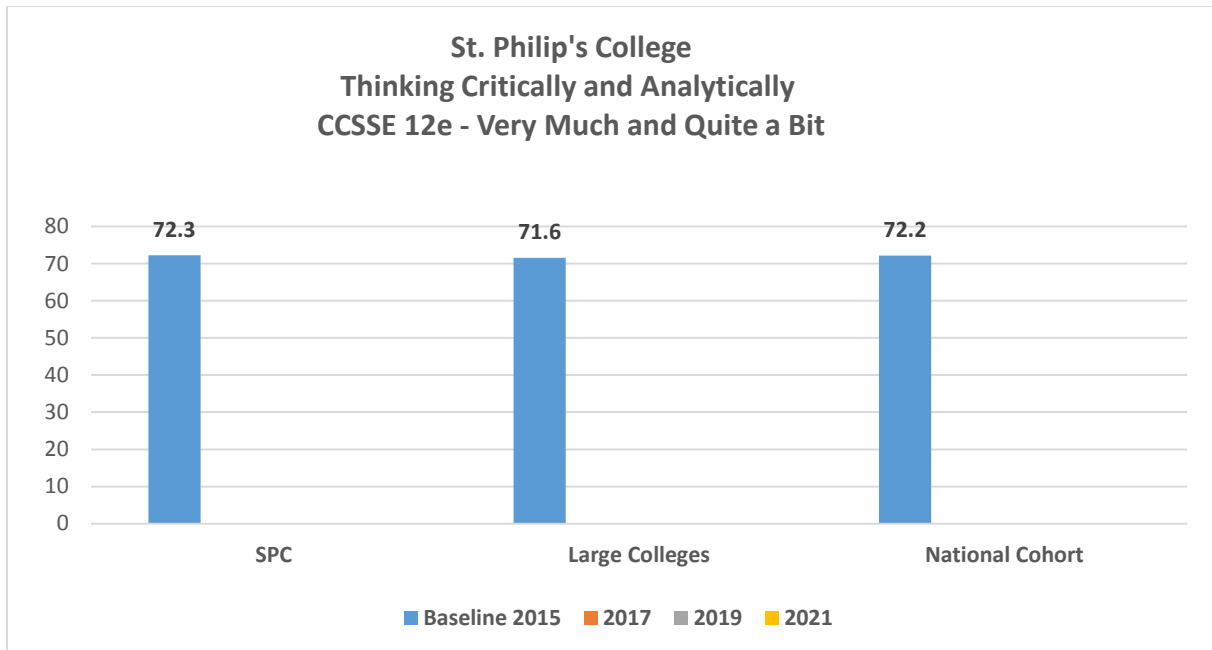
Table 8 (Table 32 in the QEP) describes selected items from the CCSSE selected to measure progress.

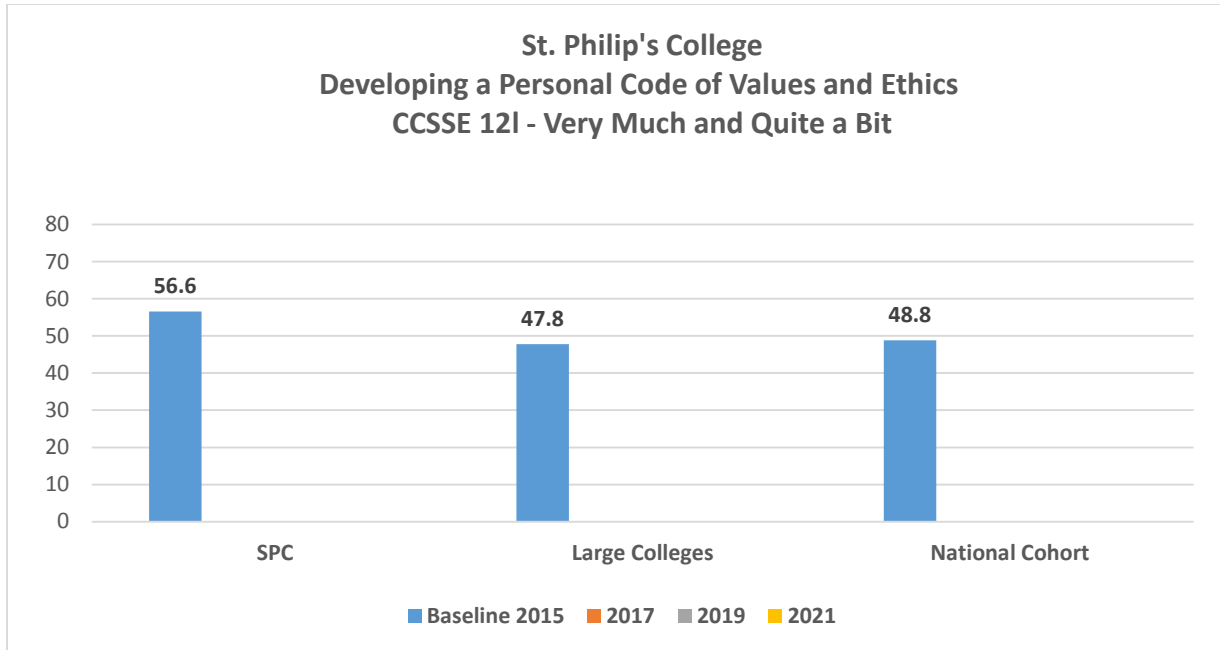
<b>Table 8 COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE)            SAMPLE SURVEY ITEMS TO TRACK FOR QEP</b>			
Item	Abbreviated student survey question ...how has your coursework emphasized the following mental activities:	Related student learning outcome	Related process outcome
5b	Analyzing the basic elements of an idea, experience, or theory?	1,2,3	2,3,4
5d	Making judgments about the value or soundness of information, arguments, or methods?	1,2,3	2,3
5e	Applying theories or concepts to practical problems or in new situations	1,2,3	3
Item	Abbreviated student survey question: How has your college experience contributed to your knowledge, skills, and personal development in:	Related student learning outcome	Related process outcome
12e	Thinking critically and analytically	1,2,3	3
12j	Understanding yourself	1	3
12l	Developing a personal code of values and ethics	1	3,4

Following are the results of the 2015 CCSSE by selected response item:









St. Philip's College is higher than the National Cohort for the two items: 5b and 12I: the items the QEP Team will track to measure SPC Community-Wide Awareness (Process Outcome 4).

**B. PERSONAL AND SOCIAL RESPONSIBILITY INVENTORY (PSRI)**

Table 9 (Table 31 in the QEP) describes selected items from the PSRI selected to measure progress.

<b>Table 9 PERSONAL AND SOCIAL RESPONSIBILITY INVENTORY SAMPLE SURVEY ITEMS TO TRACK FOR QEP</b>			
<b>Item</b>	<b>FACTOR: STUDENTS' PERCEPTIONS OF THEIR GROWTH</b>	<b>Related student learning outcome</b>	<b>Related Process Outcome</b>
SPERS 11	My experiences at this campus have increased my ability to learn from diverse perspectives.	3	2,3,4
SACIN 9	My experiences at this campus have helped me develop a better understanding of academic integrity	1,2	3,4
<b>Item</b>	<b>FACTOR: FACULTY ROLES IN ACADEMIC INTEGRITY</b>	<b>Related student learning outcome</b>	<b>Related process outcome</b>
ACIN 5	Faculty at this institution understand the campus academic policies	2	4
ACIN 10	Faculty reinforce the campus academic policies	2,3	3,4
<b>Item</b>	<b>FACTOR: GENERAL CLIMATE FOR PERSPECTIVE TAKING</b>	<b>Related student learning outcome</b>	<b>Related process outcome</b>
PERS 1	Helping students recognize the importance of taking seriously the perspectives of others is a major focus of this campus	3	3,4
PERS 6	Faculty at this institution help students think through new and challenging ideas or perspectives	1,2,3	3,4
PERS 8	This campus has high expectations for students in terms of their ability to take seriously the perspectives of others, especially those with whom they disagree	1,2,3	3,4
<b>Item</b>	<b>FACTOR: GENERAL CLIMATE FOR ETHICAL AND MORAL REASONING</b>	<b>Related student learning outcome</b>	<b>Related process outcome</b>
ETHC 1	Helping students to develop their ethical and moral reasoning is a major focus of this campus	1,2,3	2,3,4
ETHC 3	This campus helps students to develop their ethical and moral reasoning, including the ability to express and act upon personal values responsibly	1,2,3	2,3,4
ETHC 13	This campus provides opportunities for students to develop their ethical and moral reasoning in their academic work	1,2,3	3,4

Invitations to participate in the Personal and Social Responsibility Inventory (PSRI) were issued to 12,634 students via email. The survey closed November 13, 2015. Students completing the survey is 672.

Table 10 describes SPC results as compared to the national average for student perceptions in selected categories. The complete PSRI report for Fall 2015 is available on the [QEP website](#).

<b>Table 10 Institutional and National Student Factor Scores</b>				
	<b>Student Respondents</b>			
	Institutional		National	
	Mean	Standard deviation	Mean	Standard deviation
<b>Striving for Excellence</b>				
General Climate for Excellence	3.96	1.02	3.75	0.94
Motivation to Develop a Strong Work Ethic	3.91	.96	3.75	0.81
Communicating Expectations about Excellence	3.86	1.14	3.69	0.99
Developing a Strong Work Ethic	4.37	.86	4.53	0.63
<b>Cultivating Academic Integrity</b>				
General Climate for Academic Integrity	4.00	.90	3.87	0.81
Faculty Roles in Academic Integrity	4.22	.88	4.45	0.65
Developing Academic Integrity	2.98	1.35	2.52	1.11
<b>Refining Ethical and Moral Reasoning and Action</b>				
General Climate for Ethical and Moral Reasoning	4.01	.96	3.74	0.87
Sources of Support for Ethical and Moral Reasoning	3.90	.99	3.62	0.88

### C. EXTERNAL CONSTITUENT/ALUMNI SURVEY

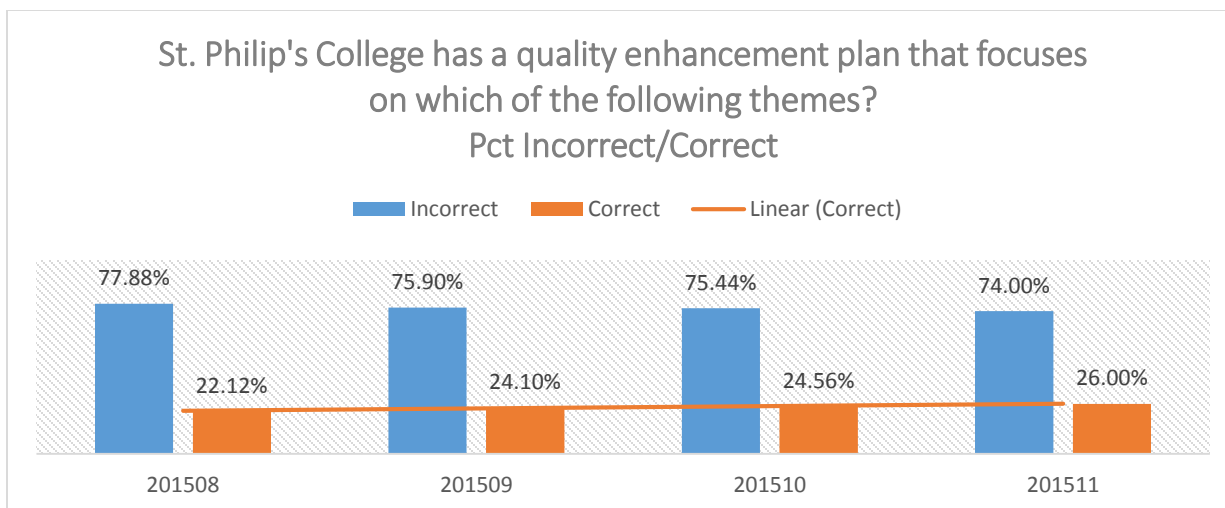
This survey was developed in an electronic format with Survey Point software. A Holiday postcard was developed to share basic QEP information and request feedback from External Constituents. The survey and postcard were distributed December 10, 2015. As of January 15, 2016 there were a total of 13 responses (12 blank; 1 complete). The QEP Team will work to find an alternative method for obtaining feedback from external constituents.

#### ***Additional Measures and Actions***

##### NEW STUDENT ORIENTATION POSTTEST

During New Student Orientation (NSO), students are given information about the St. Philip's College QEP. Following NSO students respond to 6 posttest questions to assess student retention of the information presented. One of the posttest questions relates to student awareness of the QEP topic. The number of students responding correctly to the QEP posttest question increased each month from August to November. The following chart provides further detail:





An additional primary means of informing the Campus Community included QEP presentations to College Divisions and major campus groups. The following events are not an all-inclusive listing of QEP presentations. Several have been described previously in this report. Table 11 summarizes presentations delivered to the College Community by the QEP Team providing an *Overview of QEP and Status Report*:

Table 11 Fall 2015 QEP Informative Presentations			
Event Title	Date	Campus Group	Number of Participants
<i>Overview of QEP and Status Report</i>	September 3, 2015	President's Division	17
<i>Overview of QEP and Status Report</i>	September 9, 2015	Interdisciplinary Programs Division	22
<i>Overview of QEP and Status Report</i>	September 11, 2015	College Services Division	30
<i>Overview of QEP and Status Report</i>	September 18, 2015	Student Success Division	63
<i>Overview of QEP and Status Report</i>	September 25, 2015	Faculty Senate	9
<i>Overview of QEP and Status Report</i>	September 25, 2015	Advisors	32
<i>Total participants</i>			173

Although QEP Event Evaluations are not included in the QEP assessment plan as a means of measuring the effectiveness of the Community-Wide Awareness Strategy, the QEP Team chose to collect this information following presentations early in the semester to obtain feedback to improve future presentations. Total individuals signed in for the evaluated September events described as *Overview of QEP and Status Report* is 173. Total of completed surveys returned is 139. Two were incomplete. Following is a summary of Likert scale response item options combined from the 139 completed surveys from the six survey administrations:

138/139 = **99.3%** strongly agreed or agreed: 1. The QEP event met the stated objectives.

139/139 = <b>100%</b> strongly agreed or agreed:	2. The QEP event provided me with useful information about St. Philip's College QEP.
137/139 = <b>98.6%</b> strongly agreed or agreed:	3. The QEP event provided me with useful information about ethical decision-making.
137/139 = <b>98.6%</b> strongly agreed or agreed:	4. The QEP event provided me with examples of useful methods for making an ethical decision.
137/139 = <b>98.6%</b> strongly agreed or agreed:	5. The QEP event provided me with examples of useful methods for engaging diverse students in ethical decision-making skill development activities.
139/139 = <b>100%</b> strongly agreed or agreed	6. The presenters answered questions completely and appropriately.
139/139 = <b>100%</b> strongly agreed or agreed	7. I was satisfied with the quality of this event

---

Results of these QEP Event Evaluations indicate that the majority of the audience for the *Overview of QEP and Status Report* were satisfied with the events.

**Action Plan**

The QEP Team will continue with implementing the QEP, collecting assessment data and complete an Annual Report at the conclusion of the Spring 2016 semester.

---

### QEP Budget Summary

The following spreadsheet describes QEP expenditures for Fall 2015:

## December

**Quality Enhancement Plan**  
**112001-820007-5010**

Description	Account Code	Budget	Commitments	Balance
Adjunct Faculty Salaries	61002	\$79,128.00	\$4,735.95	\$74,392.05
Professional Salaries	61012	\$66,916.00	\$66,916.56	-\$0.56
Compensation - Other	61048	\$17,918.00		\$17,918.00
Advertising Expense - Promotional	71003	\$9,000.00	\$5,459.93	\$3,540.07
Independent Contractor	71151	\$5,000.00		\$5,000.00
Software Maintenance and Support	71204	\$17,300.00	\$17,400.00	-\$100.00
Instructional Supplies	71252	\$7,200.00		
Office Supplies	71255	\$750.00	\$5,683.33	-\$4,933.33
Employee Professional Development	71654	\$5,000.00		\$5,000.00
Student Test or Certificate Fee	71668	\$4,000.00	\$6,500.00	-\$2,500.00
Refreshments - Catered	71673		\$510.00	-\$510.00
Refreshments - Other	71674			
Printing Services	71691	\$300.00	\$606.00	-\$306.00
Employee USA Travel	73010	\$8,000.00		\$8,000.00
TRVL Employee In Town Miles	73011		\$88.55	-\$88.55
		\$220,512.00	\$107,900.32	\$105,411.68

Committed \$6500 for PSRI

Members of the QEP Implementation and QEP Core Team are listed in Table 12. Core Team Members serve on the Implementation Team as well. QEP Core Team meets weekly. QEP Implementation Team meets biweekly.

<b>Table 12 QEP Team</b>		
<b>TEAM MEMBER</b>	<b>TEAM ROLE</b>	<b>COLLEGE ROLE</b>
Dr. Paul Machen	Director	Dean of Student Success
Laura Miele	Director	Faculty/Health Sciences
Irene Young	Director	Faculty/Arts and Sciences
Jill DeHoog	QEP Learning Commons Facilitator - Core Team	Faculty/Health Sciences
Dr. Christopher Davis	QEP Learning Commons Facilitator -Core Team	Faculty/Arts and Sciences
Jill Zimmerman	Faculty Workshop Coordinator/Facilitator/Webmaster - Core Team	Faculty/Librarian/Interdisciplinary Programs
Matthew Fuller	Faculty Workshop Coordinator/Subject Matter Expert - Core Team	Faculty/Arts and Sciences
Andrew Hill	Best Practice Sharing Facilitator/Subject Matter Expert - Core Team	Faculty/Arts and Sciences
Sean Nighbert	Best Practice Sharing Facilitator - Core Team	Faculty/Arts and Sciences
Dr. Maria Hinojosa	QEP Assessment Leadership - Core Team	Director Institutional Planning, Research and Effectiveness
Sonia Valdez	Advisory Assessment - Core Team	Coordinator of Measurement and Evaluation/Institutional Planning, Research and Effectiveness
Luis Lopez	Faculty Professional Development Coordinator	Director of Instructional Innovation Center
Cynthia Pryor	Member	Chair of Social and Behavioral Sciences
Randall Dawson	Member	Dean of Arts and Sciences
Diane Hester	Member	Faculty/Arts and Sciences
Richard Jewell	Member	Faculty/Applied Science and Technology
Tracy Ross-Garcia	Marketing and Public Relations Lead	Director of Community and Public Relations
Johnny Rodriguez	Digital Media Specialist	Staff/College Services
Dr. Richard Johnson	New Student Orientation (primary)	Staff/Student Success
Kevin Schantz	Focus Group Coordinator (primary)	Staff/Student Success
John Martin	Focus Group Coordinator (alternate)/New Student Orientation (alternate)	Staff/Student Success
Dr. Angie McPherson Williams	New Student Convocation (primary)/Special Projects (alternate)	Staff/Student Success
Maria Botello	Special Projects Lead	Staff/Student Success
LaTonya Jones	Student Representative	Student/President of Student Government Association
Paul Borrego	Member	Staff/Budget Office
Cassandra Alderete	Student Special Projects facilitator	Student/President of Phi Theta Kappa
Christina Cortez	New Student Orientation (alternate)	Director of Advising
Rosalinda Rivas	Member/Public Relations Marketing Coordinator	Staff/Student Success