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St. Philip's College

QUALITY ENHANCEMENT PLAN: ETHICAL DECISION-MAKING



Annual Report 2015 - 2016 (Year 0)

TABLE OF CONTENTS

Executive Summary	Page
Table 1. Summary of QEP SLO Results AY 2015-2016	4
Table 2. Defining Issues Test, Version 2 - SPC Mean Scores by Schema	5
Table 3. Summary Results of Process Outcomes by Key Strategy	6
Implementation Timeline Overview	8
Initial Goal and Intended Outcomes	10
Figure 1. QEP Implementation Assessment Cycle: Objective 1: Plan, Implement Assess QEP	10
Figure 2. QEP Implementation Assessment Cycle: Objective 2: Assess student learning for attainment of Ethical Decision-Making skills	11
Budget Summary	12
Table 4. Budget Expenditures AY 2015-2016	12
Key Strategy One: Faculty and Staff Professional Development	14
Table 5. Fall 2015 QEP Professional Development	15
Table 6. Spring 2016 QEP Professional Development	16
Table 7. QEP Faculty/Staff Evaluation Surveys Fall 2015-Spring 2016	17
Key Strategy Two: Faculty-Student Best Practice Sharing	19
Table 8. Fall 2015 Best Practice Forums	20
Table 9. Spring 2016 Best Practice Forums	20
Table 10. Student Assignment Evaluations	20
Table 11. Fall 2015 Student Focus Groups	21
Table 12. Spring 2016 Student Focus Groups	21
Key Strategy Three: Student Engagement in Ethical Decision-Making	23
Table 13. NSO (Q6) St. Philip's College has a Quality Enhancement Plan that focuses on which of the following themes?	23
Table 14. Fall 2015 Student-Life Facilitated <i>What Would You Do?</i>	25
Table 15. Spring 2016 Student-Life Facilitated <i>What Would You Do?</i>	26
Chart 1. QEP 2015 Select CCSSE Items	27
Table 16. PSRI Institutional and National Student Factor Scores	28
Table 2. Defining Issues Test, Version 2 - SPC Mean Scores by Schema	29
Key Strategy Four: Develop SPC Community-Wide Ethical Decision-Making Awareness	30
Table 17. Fall 2015 QEP Informative Presentations	31
Table 18. Spring 2016 QEP Events	32
Table 19. Spring 2016 External Constituent/Alumni Survey Results	33
Direct Student Learning of Ethical Decision-Making: Student Learning Outcomes	35
Chart 2. Personal Responsibility Results 2015-2016	36
Continuous Improvement	41
References	43

Executive Summary

This report is based on data generated during the 2015-2016 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 (SACS-COC) 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, 2016, for St. Philip's College.

Introduction

The QEP supports the [College Mission](#) ... *to empower our diverse student population through personal and educational growth, ethical decision-making, career readiness and community leadership...* The selection of the topic and development of the Ethical Decision-Making QEP involved a broad array of St. Philip's College constituents dedicated to student learning and success. Continued collaboration in implementation of the plan necessitates commitment and ongoing industrious attention of multiple stakeholders to achieve the QEP goal: Students engage in specific measurable activities that will provide opportunities to enhance their Ethical Decision-Making skills. Consequently, the following QEP student learning outcomes (SLOs) are intended for all students and included in SPC course syllabi:

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.

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.

A focus statement and process for Ethical Decision-Making provide a common intellectual experience as the QEP is implemented across St. Philip's College, including all distance locations. Following are the focus and the process:

Focus statement: Ethical Decision-Making is the ability to connect values and choices to actions and consequences.

The Process of 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.

Furthermore, ongoing assessment and evaluation of both the plan and the outcomes are integral to QEP success. Multiple direct and indirect assessments throughout the academic year provide data to inform future QEP direction and measure progress toward outcomes achievement. During Annual Assessment Day, randomly selected student artifacts are assessed using a faculty-developed rubric for the three QEP SLOs. The Defining Issues Test, Version 2 (DIT-2) is administered to randomly selected SPC students annually and again to these same students prior to graduation. This assessment determines their level of moral development. Additionally, the Personal and Social Responsibility Inventory (PSRI) is administered twice within a semester via student email to ascertain students' perception of campus climate for Ethical Decision-Making and progress toward the QEP SLOs.

Highlights

The following outcomes were achieved in 2015-2016:

- ✦ QEP placed in SACS-COC resource room as an exceptional model
- ✦ Successful broad-based collaboration to enhance student learning
- ✦ Institutional membership in the Association of Practical and Professional Ethics
- ✦ Targeted faculty and staff professional development
- ✦ Exceeded College target of 70% *Skillful plus Emerging* for SLOs

Leadership

Exceptionally strong QEP support from senior leadership of the College includes 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. Three QEP Directors report to the Vice President of Academic Success weekly as well as to the President's Cabinet for accountability and counsel as they coordinate and oversee QEP implementation. The tri-director model ensures broad-based participation and includes a Director from Student Success, representing Student Success, a faculty member from Arts and Sciences Division representing academic programs of study and a faculty member from either Health Sciences Division or Applied Science and Technology Division representing workforce programs of study. QEP Directors chair the QEP Implementation Team as the team executes key deliverables of the QEP. The [QEP Implementation Team](#) consists of twenty-six individuals from multiple College Divisions and is comprised of administrators, faculty, staff and students.

Funding

Funding outlays for QEP expenditures, including personnel, fringe benefits, professional development, travel, office supplies, promotional costs, instructional supplies and equipment, software and maintenance support and assessment instruments are managed within the Student Success Division by Dr. Paul Machen, Dean of Student Success, and QEP Director. Additional college resources are 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, administrative support, as well as miscellaneous expenses in providing venues for QEP presentations and faculty and staff professional development events.

Assessment of Ethical Decision-Making

During Assessment Day 2016, trained faculty from Arts and Sciences Division assessed a random sample of Ethical Decision-Making/Personal Responsibility artifacts developed by students in fall 2015. After calibrating for inter-rater reliability, each artifact was assessed using a rubric for the QEP SLOs. The assessment levels are Skillful, Emergent and Not Demonstrated. Overall results for the 744 QEP artifacts assessed showed that 16.1% were at the Skillful level for SLO 1 (Values), 23.8% were Skillful for SLO 2 (Ethical Issues) and 24.6% were Skillful for SLO 3 (Perspectives). The range of Skillful for these SLOs is 16 – 25% with the average 21.5% comparable to Defining Issues Test, Version 2 (DIT-2) results indicating a mean proportion 21.73% of SPC student response item selections applied the Post Conventional stage of moral development, which is considered the most advanced. The College target competency average for all SLOs 70% of students Skillful + Emergent was exceeded; although, based on these results a concentrated effort to focus on SLO 1 is needed as 50.4% of students were Skillful + Emergent for this SLO.

Table 1 illustrates direct assessment results of QEP SLOs:

Table 1. Summary of QEP SLO Results AY 2015-2016	
QEP SLOS	RUBRIC ASSESSMENT RESULTS
SLO 1: Values	50.4% Skillful + Emergent
SLO 2: Ethical Issues	88.7% Skillful + Emergent
SLO 3: Perspectives	80.2% Skillful + Emergent
Average of all SLOs	73.1% Skillful + Emergent

(Source: Institutional Student Learning Outcomes Assessment Cycle I (2015-2016) Assessment Day Results January 29, 2016, reported by St. Philip's College Institutional Planning, Research and Effectiveness 2/10/2016)

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 in hardcopy format. University of Alabama Center for the Study of Ethical Development scored the DIT-2s. Of the 267 DIT-2 forms submitted 189 were valid for assessment. The average age of SPC students 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. Each schema score is representative of the proportion of responses that fall within that stage. National Mean is from the Guide for DIT-2.

	SPC	NATIONAL MEAN
Personal Interest (Stage 2/3)	32.63	26.27
Maintain Norms (Stage 4)	38.39	37.32
Post Conventional (P Score)	21.73	31.06

(Source: St. Philip's College Defining Issues Test, Version 2 2015 Report and Guide for DIT-2)

These results provide baseline data to measure progress of SPC students' growth in Ethical Decision-Making. The complete [DIT-2 report](#) is available on the QEP Website.

As an additional means of assessing St. Philip's College students' Ethical Decision-Making skills, Iowa State University, Research Institutes for Studies in Education administered the Personal and Social Responsibility Inventory (PSRI) to include case studies developed to assess the three QEP SLOs to SPC students. All students enrolled in SPC courses received the PSRI pre-test and PSRI post-test via email during spring 2016. Two separate administrations allow for comparison of results to determine student progress within a semester, in addition to evaluation of the total student population for progress toward SLO achievement as data is collected for trend comparison throughout the QEP. For the pre-test there were 844 respondents and 678 for the post-test. The number of valid PSRIs for the pre-test is 709 and for the post-test 585. A case study composite score based on student responses was derived using a score of 1, 2, or 3 to correspond to the level of moral reasoning used in the item response with 3 representing the highest level. For the pre-test the mean composite score is 2.08 and for the post-test 2.11. Expressed as a percentage the mean composite scores = 69.3% and 70.3% respectively. Further details from the PSRI will be shared later in this report. Personal and Social Responsibility Inventory Results are available on the QEP Website.

Evaluation of QEP Process

Evaluation of the QEP process indicates current strategies are working effectively. The QEP is embedded in St. Philip's College institutional planning and assessment process. Each operational unit completes an Operational Unit Assessment Plan (OUAP) that must support in whole or in part, the College Mission, strategic direction and action plans to include the QEP. OUAPs are reviewed annually by the entire SPC supervisory chain of command to include the College President. Beginning fall 2016, programs will incorporate program student learning outcomes that address Ethical Decision-Making in their Operational Unit Assessment Plans. Additionally, in order to evaluate the success of QEP implementation, process outcomes were developed. Process outcomes are defined as predictable and demonstrable results of QEP strategy implementation that are used to measure the progress of each method as the plan is

implemented. Table 3 summarizes process outcome results and/or baseline data by key strategy.

Table 3. Summary Results of Process Outcomes by Key Strategy	
Key Strategy 1: Faculty and Staff Professional Development	
Process Outcome	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.
Summary Results/Baseline	One hundred fifty-eight Faculty/Staff Evaluation Surveys administered following QEP Professional Development Events indicate 97.4%-98.7% of participants Agreed or Strongly Agreed the events provided useful methods for engaging students in EDM learning activities and that they were satisfied with the quality of the event.
Key Strategy 2: Faculty-Student Best Practice Sharing	
Process Outcome	Faculty and students will have continuously improving quality of assignments as data is used to make ongoing adjustments. This outcome will be measured by data from QEP Student Assignment Evaluations and student focus groups.
Summary Results/Baseline	Two hundred thirty-three student assignment evaluations (2015) demonstrated an average of 82.4% of students found their Ethical Decision-Making assignment relevant to extremely relevant to life skills. Seventy-two students participated in 12 different student focus groups during AY 2015-2016. The majority of students reported awareness of the QEP focus and that their knowledge of the QEP: EDM stemmed from faculty-led classroom discussions.
Key Strategy 3: Student Engagement in EDM Learning	
Process Outcome	Student engagement in EDM learning activities will increase as evidenced by select item analysis from the Community College Survey of Student Engagement (CCSSE), the PSRI and by direct assessment using the QEP EDM Rubric.
Summary Results/Baseline	Student perception of SPC role in helping them develop a personal code of values and ethics increased from 53.6% (Very Much plus Quite a Bit) in 2013 to 56.6% (Very Much plus Quite a Bit) in 2015 for CCSSE item 12L. Six hundred twenty-one valid student responses to the 2015 PSRI item: <i>This campus helps students to develop their ethical and moral reasoning, including the ability to express and act upon personal values responsibly</i> demonstrates 70% Agree Somewhat to Strongly Agree.
Key Strategy 4: SPC Community-Wide EDM Awareness	
Process Outcome	Awareness of EDM emphasis at SPC will increase as evidenced by select item analysis from the Community College Survey of Student Engagement (CCSSE), the PSRI, and External Constituent /Alumni Survey.
Summary Results/Baseline	Six hundred seventeen valid student responses to the 2015 PSRI item: <i>Helping students to develop their ethical and moral reasoning is a major focus of this campus</i> reveal 69% Agree Somewhat to Strongly Agree. Fifty-six Valid External Constituent/Alumni Surveys indicate 71.4% are aware of ethics education at SPC (2016).

Data analyses for Academic Year 2015-2016 indicates successful initiation of the QEP and provides evidence to support continued implementation as per the proposal. With the exception of minor modifications all aspects of the plan have been completed as per the timeline.

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 and 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 and 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 and 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:

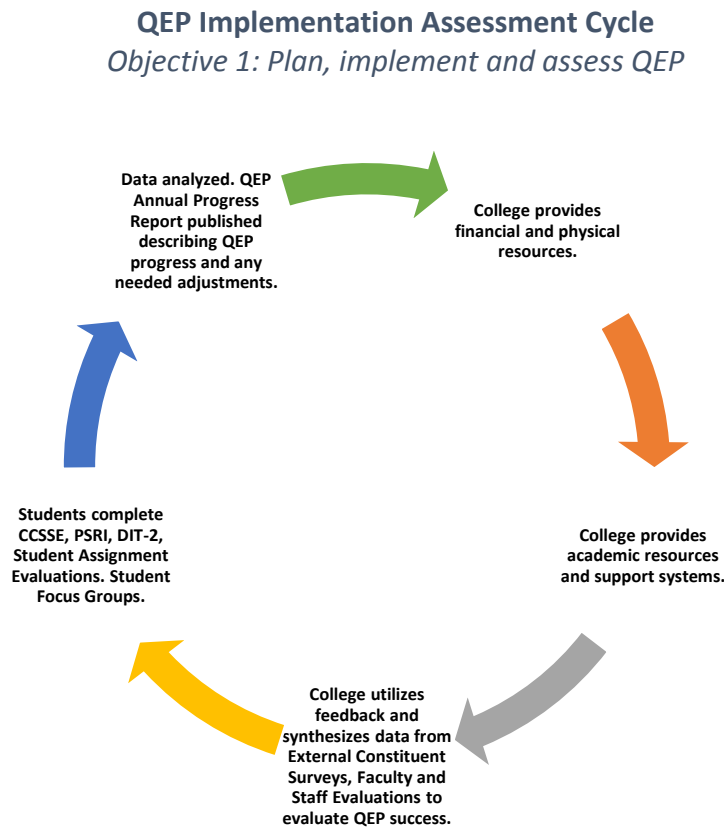


Figure 1

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

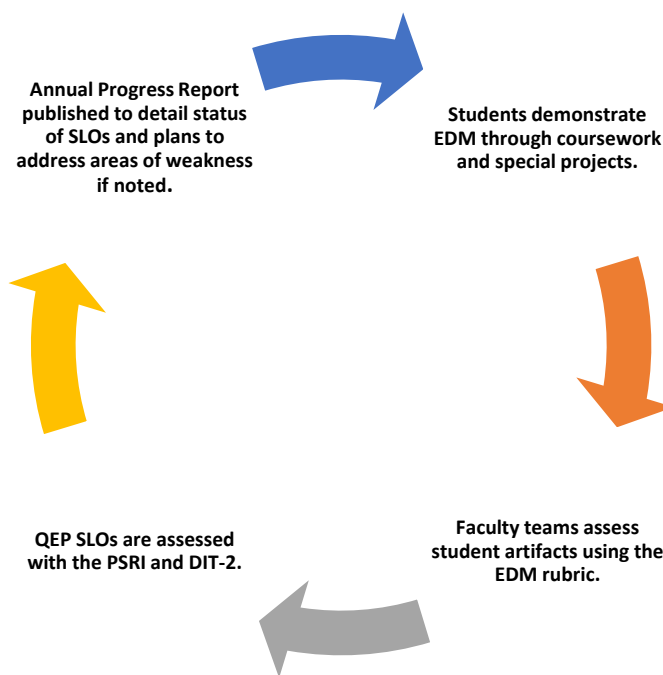


Figure 2

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.

Budget Summary

Table 4 QEP Budget Summary AY 2015-2016 follows:

June 2016

Quality Enhancement Plan 112001-820007-5010

Description	Account Code	Budget	Commitments	Balance
Adjunct Faculty Salaries	61002	\$ 8,116.39	\$ 8,116.39	\$ -
Administrator Salaries	61011	\$ 90,000.00	\$ 90,869.04	\$ (869.04)
Professional Salaries	61012	\$ 66,916.00	\$ 66,916.56	\$ (0.56)
Compensation - Other	61048	\$ 17,918.00		\$ 17,918.00
Advertising Expense - Promotional	71003	\$ 8,231.92	\$ 10,773.93	\$ (2,542.01)
Postage Charges	71101	\$	\$ 3.12	\$ (3.12)
Freight	71102	\$ 101.65	\$ 101.65	\$ -
Independent Contractor	71151	\$ 5,000.00	\$ 100.00	\$ 4,900.00
Software Maintenance and Support	71204	\$ 19,978.22	\$ 17,539.11	\$ 2,439.11
Instructional Supplies	71252	\$ 7,200.00	\$ 3,000.00	\$ 4,200.00
Office Supplies	71255	\$ 750.00	\$ 6,413.18	\$ (5,663.18)
Employee Professional Development	71654	\$ 5,000.00	\$ 2,392.00	\$ 2,608.00
Student Prizes, Awards, Attendance	71667		\$ 150.00	\$ (150.00)
Student Test or Certificate Fee	71668	\$ 7,200.00	\$ 7,200.00	\$ -
Refreshments - Catered	71673	\$ -	\$ 60.00	\$ (60.00)
Refreshments - Other	71674	\$ -		
Printing Services	71691	\$ 606.00	\$ 606.00	\$ -
Employee USA Travel	7300	\$ 6,110.00		\$ 6,110.00
TRVL Employee In Town Miles	73011	\$ 90.00	\$ 129.95	\$ (39.95)
TRVL Employee Out of Town Miles	73012	\$ 50.00	\$ 46.85	\$ 3.15
TRVL Employee Airfare	73013	\$ 1,000.00	\$ 4,119.15	\$ (3,119.15)
TRVL Employee Lodging Out of Town	73015		\$ 1,882.32	\$ (1,882.32)
TRVL Employee Meals	73016	\$ 700.00	\$ 692.00	\$ 8.00
TRVL Employee Other	73017	\$ 50.00	\$ 50.00	\$ -
		\$ 245,018.18	\$ 221,161.25	\$ 23,856.93

(Source: Charleen Brammer, Administrative Services Specialist to Dean Student Success, Dr. Paul Machen)

Budget Notes:

Advertising Expense (71003) has increased due to ordering a large number of pens, pencils and wristbands that contain the QEP logo.

Software Maintenance and Support (71204) Reazon Systems (iRubic) = \$15,102

Office Supplies (71255) is overdrawn due to large quantities of posters printed. In the fall semester, posters were printed for every office on every campus to include distance locations. Large quantities of ink and poster paper were purchased, as well as normal office supplies.

Student Test, Certificate Fee (71668) ETS = \$7,200

Refreshments for *Teaching and Assessing QEP*, Off Site Visits, and Focus Groups \$3,600 (Fall & Spring from President's Account)

Summer Travel to the Ethics Bowl in Bloomington, Indiana expenditures is still encumbered. This total should be less than \$3,000.

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.

Teaching and Assessing Ethical Decision-Making

To initiate Academic Year 2015-2016 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, 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 six different audiences.

Table 5 summarizes QEP professional development opportunities offered during fall 2015 semester.

Table 5. Fall 2015 QEP Professional Development

EVENT TITLE	DATE	LOCATION	N
<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	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>			<i>226</i>

(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.

In accordance with our strategy to promote professional development, during Employee Development Day October 28, 2015, Dr. William Tillman, Jr. 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 SACSCOC 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 includes the Master Teacher Certification Program that is facilitated by Luis Lopez, Director of the Instructional Innovation Center. A module for Personal Responsibility/Ethical Decision-Making for new faculty enrolled in the program is included as part of the Master Teacher Certification Program and during the face-to-

face sessions of the Master Teacher Certification Program, feedback for faculty specifically related to development of Ethical Decision-Making coursework is available from QEP Team members.

The QEP Core Team continued to present *Teaching and Assessing Ethical Decision-Making* during the spring semester 2016 with a concentrated effort to reach off-site locations. Participants at distance locations included administrators, faculty and school counselors. In addition to QEP, participants at offsite locations received information about SACS-COC reaffirmation status, Library Resources and Student Learning Outcomes Assessment at St. Philip's College. Table 6 describes these presentations.

Table 6. Spring 2016 QEP Professional Development			
EVENT TITLE	DATE	LOCATION	N
<i>Teaching and Assessing Ethical Decision-Making for Adjuncts</i>	January 9, 2016	Bowden Alumni Center	21
<i>Teaching and Assessing Ethical Decision-Making Workshop</i>	January 12, 2016	Sutton Learning Center	8
<i>Teaching and Assessing Ethical Decision-Making</i>	April 5, 2016	Smithson Valley High School	3
<i>Teaching and Assessing Ethical Decision-Making</i>	April 12, 2016	Canyon High School	6
<i>Teaching and Assessing Ethical Decision-Making</i>	April 28, 2016	First Baptist Academy	7
<i>Teaching and Assessing Ethical Decision-Making</i>	May 17, 2016	Canyon Lake High School	8
<i>Total Participants</i>			53

(Source: QEP Event Records 2016)

QEP Professional Development Resources

St. Philip's College joined 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 is working to launch an Ethics Bowl team in AY 2016-2017.

In addition to resources available to SPC through the APPE, other professional development resources related to Ethical Decision-Making now available as a result of QEP implementation 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 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. Total number of participants signed in for the fifteen events categorized as professional development is 279. A total of 166 surveys were returned. Total number of completed and valid surveys returned for these events is 158. Incomplete surveys were considered invalid. Table 7 summarizes Likert Scale response item options combined from the survey administrations.

Table 7. QEP Faculty/Staff Evaluation Surveys Fall 2015-Spring 2016		
RESPONSE ITEM	NUMBER STRONGLY AGREED OR AGREED	% STRONGLY AGREED OR AGREED
1. The QEP event met the stated objectives.	156/158	98.7%
2. The QEP event provided me with useful information about St. Philip's College QEP.	156/158	98.7%
3. The QEP event provided me with useful information about Ethical Decision-Making.	155/158	98.1%
4. The QEP event provided me with examples of useful methods for making an ethical decision	154/158	97.4%
5. The QEP event provided me with examples of useful methods for engaging diverse students in Ethical Decision-Making skill development activities.	154/158	97.4%
6. The presenters answered questions completely and appropriately.	157/158	99.4%
7. I was satisfied with the quality of this event	156/158	98.7%

(Source: QEP Faculty/Staff Evaluation Surveys 2015-2016)

The quantitative results of the event evaluations strongly suggest event participants perceive the QEP Team is sufficiently supporting professional development needs. An additional survey geared specifically toward staff professional development needs related to QEP was approved by the Institutional Review Board June 20, 2016, and pending results of this survey future QEP events will support specific staff needs pertinent to the QEP. Faculty and staff continue to learn about incorporating Ethical Decision-Making activities into our culture with a **Can-Do Spirit** as we live out this shared value.

Key Strategy Two: Faculty-Student Best Practice Sharing

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 6 Best Practice Forums during fall 2016, two at each Academic Division. Table 8 depicts these events:

EVENT TITLE	DATE	DIVISION	N
<i>QEP Overview and Best Practice Forum</i>	September 8, 2015	Health Sciences	60
<i>QEP Overview and Best Practice Forum</i>	September 16, 2015	Arts and Sciences	68
<i>QEP Overview and Best Practice Forum</i>	September 16, 2015	Applied Science and Technology	30
<i>QEP Update and Best Practice Forum</i>	November 18, 2015	Health Sciences	48
<i>QEP Update and Best Practice Forum</i>	November 18, 2015	Arts and Sciences	51
<i>QEP Update and Best Practice Forum</i>	November 18, 2015	Applied Science and Technology	51
<i>Total Participants</i>			<i>308</i>

(Source: QEP Event Records 2015)

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 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 spring 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. Table 9 summarizes the Best Practice Forums hosted by the QEP Team in spring 2016:

Table 9. Spring 2016 QEP Best Practice Forums

EVENT TITLE	DATE	DIVISION	N
<i>QEP Update and Best Practice Forum</i>	March 3, 2016	President's Division	18
<i>QEP Update and Best Practice Forum</i>	March 9, 2016	Interdisciplinary Programs	19
<i>QEP Update and Best Practice Forum</i>	March 9, 2016	Applied Science and Technology	22
<i>QEP Update and Best Practice Forum</i>	April 8, 2016	College Services	23
<i>QEP Update and Best Practice Forum</i>	April 15, 2016	Student Success	28
<i>QEP Update and Best Practice Forum</i>	April 20, 2016	Health Sciences	57
<i>QEP Update and Best Practice Forum</i>	April 20, 2016	Arts and Sciences	60
<i>Total Participants</i>			<i>227</i>

(Source: QEP Event Records 2016)

Student Assignment Evaluations

QEP Student Assignment Evaluations were administered in hardcopy format to 12 course sections corresponding to the same student population surveyed with the DIT-2. 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 through December 3, 2015. 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 (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 233 returned surveys:

Table 10. QEP Student Assignment Evaluations

SURVEY QUESTION	AVERAGE
<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

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

Of the 233 returned surveys, 192 (82.4%) indicated their EDM assignment was relevant to extremely relevant to life skills. 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 6 student focus groups were held fall 2015 to obtain student input and gauge the level of QEP awareness of the student body. Table 11 describes these student focus groups:

Table 11. Fall 2015 QEP Student Focus Groups

EVENT TITLE	DATE	SPC LOCATION	N
<i>Student Focus Group</i>	September 21, 2015	Southwest Campus	6
<i>Student Focus Group</i>	September 24, 2015	Martin Luther King Jr. Campus	7
<i>Student Focus Group</i>	September 24, 2015	Martin Luther King Jr. Campus	9
<i>Student Focus Group</i>	November 16, 2015	Southwest Campus	5
<i>Student Focus Group</i>	November 17, 2015	Martin Luther King Jr. Campus	4
<i>Student Focus Group</i>	November 17, 2015	Martin Luther King Jr. Campus	7
<i>Total Participants</i>			38

(Source: Student Success Fall 2015 Ethical Decision-Making Student Focus Group Findings, reported by Kevin Schantz)

Results of the fall 2015 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. Facilitation of QEP student focus groups continued in spring 2016. Table 12 offers details of these student focus groups.

Table 12. Spring 2016 QEP Student Focus Groups

EVENT TITLE	DATE	LOCATION	N
<i>Student Focus Group</i>	February 16, 2016	SPC – Martin Luther King Jr. Campus	7
<i>Student Focus Group</i>	February 16, 2016	SPC – Martin Luther King Jr. Campus	6
<i>Student Focus Group</i>	March 2, 2016	SPC - Martin Luther King Jr. Campus	11
<i>Student Focus Group</i>	March 23, 2016	SPC - Southwest Campus	7
<i>Student Focus Group</i>	April 19, 2016	SPC - Martin Luther King Jr. Campus	2
<i>Student Focus Group</i>	April 19, 2016	SPC - Martin Luther King Jr. Campus	0
<i>Student Focus Group</i>	April 28, 2016	SPC - Southwest Campus	1
<i>Total Participants</i>			34

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

When asked if they knew the focus of St. Philip's College QEP, 92% of the students in the spring 2016 focus groups responded correctly indicating student awareness of the Ethical Decision-Making QEP continues to increase. 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 anticipated. An additional result is that SPC constituents exemplify our shared value of **Collaboration** as we work together to promote Ethical Decision-Making.

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.

First-Year Experience

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 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 13. NSO (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 2015 August-December	655	190	845	22.48%
Spring 2016 January-May	199	96	295	32.54%

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

Results indicate a 10 percent increase in correct student responses regarding the focus of the QEP from the fall to spring semester of 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. In spring 2016 New Student Orientation was renamed and is now called the Freshman Experience. New Student Convocation is now called New Student Orientation.

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 2016.

Faculty assessors scored 744 student artifacts from randomly selected course sections to determine student competency levels in Ethical Decision-Making for three QEP SLOs January 16, 2016. Results of these student learning outcomes are discussed in greater detail in the section of this report titled: *Direct Student Learning of Ethical Decision-Making: Student Learning Outcomes* beginning on page 35.

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.

Students from Phi Theta Kappa developed three QEP skits which are available on the QEP Website and via social media. Theater Arts students performed a skit for the SACSCOC 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 received \$1000 Student Engagement Grant (SEG) scholarships for Academic Year 2015-2016 for completing an Ethical Decision-Making research project. Physical Therapist Assistant students then presented their research poster periodically during spring 2016 semester to a variety of audiences.

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 2015 for supporting the QEP. SEG students along with the SPC Spirit and Pride Crew invite students to respond to *What Would You Do?* scenarios using the EDM process. Table 14 describes student participation in these events for fall 2015:



Table 14. Fall 2015 Student-Life Facilitated *What Would You Do?*

SCENARIO	DATE	MLK Campus Participants	SWC Participants
<i>Managing Factory Underpaid Workers?</i>	August 19, 2015	20	5
<i>Sharing Teacher's Mental Illness?</i>	September 2, 2015	16	15
<i>Bank Teller</i>	October 7, 2015	N/A	20
<i>Student Grade</i>	October 13, 2015	3	N/A
<i>Social Worker Reporting Unschooled Children?</i>	October 14, 2015	31	N/A
<i>Social Worker Reporting Unschooled Children?</i>	October 15, 2015	24	N/A
<i>Suspending Football Players before Championship Game?</i>	October 20, 2015	31	N/A
<i>Suspending Football Players before Championship Game?</i>	October 26, 2015	21	N/A
<i>Social Worker Reporting Unschooled Children?</i>	October 29, 2015	18	N/A
<i>HEB Eye Liner</i>	November 4, 2015	N/A	55
<i>Nursing Home Terminally Ill patient</i>	November 18, 2015	N/A	6
<i>Report Co-Worker's Dirty Email?</i>	November 25, 2015	31	N/A
<i>Report Co-Worker's Dirty Email?</i>	December 3, 2105	11	N/A
<i>Total Participants</i>		<i>206</i>	<i>101</i>

(Source: Student Life Records for *What Would You Do?* reported by Dr. Angela McPherson Williams, Director Student Life and John Martin, Associate Director Student Life)

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. Table 15 demonstrates the participation of SPC students in *What Would You Do?* scenarios throughout spring 2016.

Table 15. Spring 2016 Student-Life Facilitated *What Would You Do?*

SCENARIO	DATE	MLK Campus Participants	SWC Participants
<i>Offensive Website</i>	January 27, 2016	17	28
<i>Nursing Student</i>	February 3, 2016	70	60
<i>IRS Worker</i>	February 10, 2016	27	16
<i>EMS Worker (Robbery)</i>	February 17, 2016	7	14
<i>Interview Questions</i>	February 24, 2016	24	18
<i>Computer for Your Son</i>	March 2, 2016	17	42
<i>Work Computer</i>	March 9, 2016	9	19
<i>Pregnant Applicant</i>	March 23, 2016	3	10
<i>Younger Manager</i>	March 30, 2016	23	11
<i>French Flag</i>	April 6, 2016	13	25
<i>Counter Offer</i>	April 13, 2016	5	7
<i>Breaking Prejudice</i>	April 20, 2016	8	5
<i>Drop a Class</i>	April 27, 2016	6	14
<i>Paying the Bills</i>	May 3, 2016	14	23
<i>Total Participants</i>		243	289

(Source: Student Life Records for *What Would You Do?* reported John Martin, Associate Director Student Life)

A total of 307 students responded to the *What Would You Do?* scenarios in fall 2015. This increased to 532 students participating in this EDM learning activity during spring 2016. 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

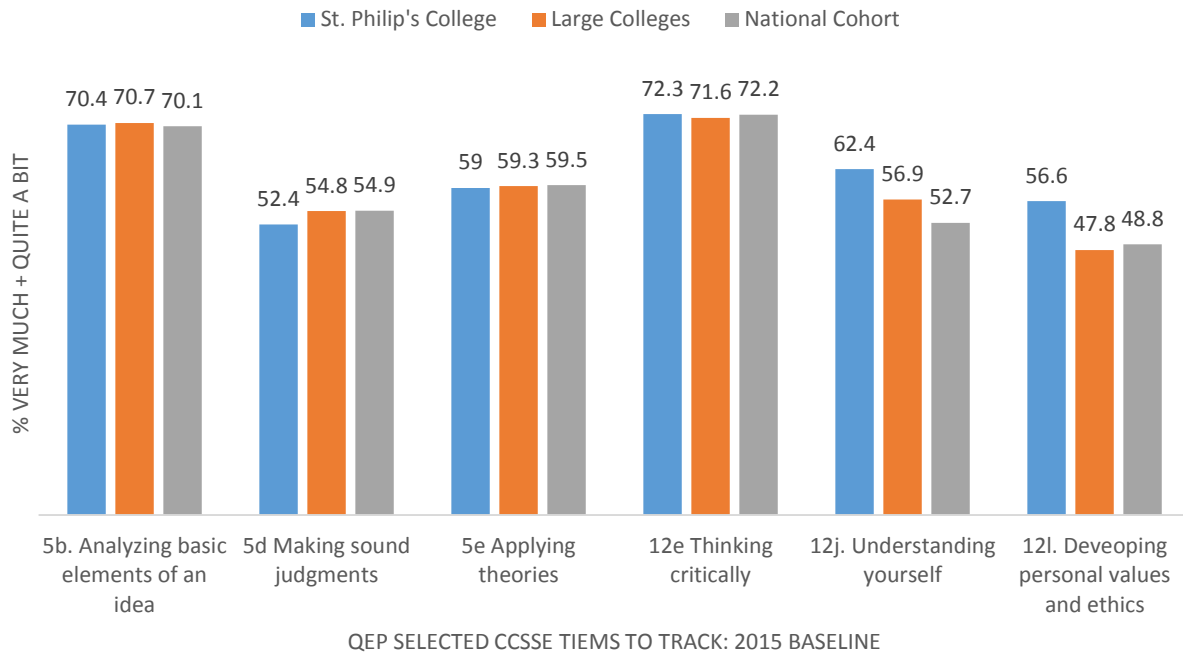
Student engagement in Ethical Decision-Making learning activities will increase as evidenced by select item analysis from the Community College Survey of Student Engagement (CCSSE), Personal and Social Responsibility Inventory (PSRI), Defining Issues Test, Version 2 (DIT-2) and direct assessment using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

Results

Student perception of SPC role in helping them develop a personal code of values and ethics increased from 53.6% (Very Much plus Quite a Bit) in 2013 to 56.6% (Very Much plus Quite a Bit) in 2015 for Community College Survey of Student Engagement (CCSSE) item 12l. In addition to CCSSE item 12l, items 5b: analyzing basic elements of an idea, experience or theory; 5d: making judgments about the soundness of ideas, arguments or methods; 5e: applying theories or concepts to practical problems or in new situations; 12e: thinking critically and analytically; and 12j: understanding yourself, were selected for trend analysis for the duration of the QEP. Chart 1 depicts 2015 results for these six select items providing baseline data for future comparison:



Chart 1. QEP 2015 SELECT CCSSE ITEMS



Trend analysis for specific items from the Personal and Social Responsibility Inventory also provides data to measure QEP progress. For example, 621 valid student responses to the 2015 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 70% Agree Somewhat to Strongly Agree and provides a baseline percentage to follow in subsequent years to track increases. 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 13th. At that time, 12,634 students had been invited to participate and 672 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 January 8, 2016. These results are available on the QEP Website. Table 16 describes SPC results as compared to the national average for student perceptions in selected categories and provides benchmarks to track throughout the QEP.

Table 16. PSRI Institutional and National Student Factor Scores (2015)

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

(Source: Personal and Social Responsibility Inventory St. Philip's College Institutional Report January 2016, reported by Research Institutes for Studies in Education)

Additionally, the Defining Issues Test, Version 2 (DIT-2) provides evaluative information for Key Strategy Three. 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, 2015, through 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 Alabama for scoring. 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 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.

	SPC	NATIONAL MEAN
Personal Interest (Stage 2/3)	32.63	26.27
Maintain Norms (Stage 4)	38.39	37.32
Post Conventional (P Score)	21.73	31.06

(Source: St. Philip's College Defining Issues Test, Version 2 2015 Report and Guide for DIT-2)

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 CCSSE and 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.

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.

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 campuses. Yard signs with the QEP logo are placed across MLK and SWC campuses. QEP information is included in college distributed print media such as student planners, newsletters, EDM process bookmarks and Student Engagement “talking points” cards. Print media and posters have also been distributed to 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.

Presentations

An additional primary means of informing the Campus Community includes 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 17 summarizes presentations delivered to the College Community by the QEP Team fall 2015 that provided an *Overview of QEP and Status Report*.

Table 17. 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

(Source: QEP Event Records 2015)

QEP community awareness strategies continued in spring 2016. An overview of the QEP was shared with St. Philip's College faculty teaching dual credit at area high schools and with new employees. As an offering during professional development week, the QEP Team hosted *Ethical Decision-Making from an International Perspective*. Fulbright Scholars-in-Residence Dr. and Ms. Naylor shared experiences with ethical issues in Ireland and discussed how differing perspectives impact reconciliation. A case study was presented to facilitate group discussion with active engagement from the audience. QEP was presented as well during the Early College High School Counselors' Breakfast. International Education collaborated with the QEP Implementation Team as International Education hosted a Brown Bag Series during Women's History Month. A brief documentary film by Spike Lee, *Throw Like a Girl* was shown followed by discussion regarding ethical Issues and societal perceptions explored by the film. Students attending the session enthusiastically joined in the group discussion. The following table summarizes these QEP Events:

Table 18. Spring 2016 QEP Events

EVENT TITLE	DATE	GROUP
<i>Overview of QEP along with Collaborating with High Schools</i>	January 9, 2016	Dual Credit Faculty
<i>QEP Overview during New Employee Orientation</i>	January 11, 2016	New Employees
<i>Ethical Decision-Making from an International Perspective with Fulbright Scholars-in-Residence Dr. Richard Naylor and Yvonne Naylor</i>	January 14, 2016	SPC Faculty and Administrators, Northwest Vista Faculty
<i>Overview of QEP at Early College High Schools Counselors' Breakfast</i>	February 5, 2016	Early College High Schools Administrators and Counselors
<i>QEP Collaboration with International Education for Women's History Month</i>	March 30, 2016	Early College High School Students

(Source: QEP Event Records 2016)

Community Engagement

As we strive for transformative change in our community through the efforts of our Ethical Decision-Making QEP, sharing the EDM process with our younger citizens and with external constituents enables opportunity for this realization. The QEP Team was invited by St. Philip's College Director, Academy of Fine Arts/Community Liaison to share the QEP with the San Antonio Youth Wind Ensemble and Kids' Camp. A *QEP Overview and Student Engagement Case Study* was presented to San Antonio Youth Wind Ensemble February 6, 2016, with two sessions for students. Approximately 90 middle/high school students attended. A new case study was introduced and students used the EDM process to discuss the QEP SLOs (Values, Ethical Issues, and Perspectives). QEP gift bags were distributed which included the QEP Brief, pen, pencil, EDM bracelet and some T-shirts were given away. One hundred percent of students reported the experience was a positive one. As another means of engaging the community with the QEP, during CultureFest, a QEP table was set up to collect suggestions for Tips of the Week to use for digital signage. Many members of the community visited the table and fifty-five tips were submitted.

June 15, 2016, QEP Team members presented an *Ethical Decision-Making Story and Case Study* to two groups of children ages 8 to 10 and 11 to 13 during Kids' Camp hosted by St. Philip's College. Approximately 46 children enthusiastically responded to the examples of using the Ethical Decision-Making Process to reach good decisions and make choices according to values. Administrators, faculty and school counselors sponsoring the event expressed a desire to continue collaborating to enhance students' Ethical Decision-Making skills. Program Directors from multiple programs at St. Philip's College shared the QEP Brief with members of their respective Advisory Committees and asked for their input via an External Constituent/Alumni Survey.

External Constituent/Alumni Survey

This survey was first 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. By January 15, 2016 there were a total of 13 responses (12 blank; 1 complete). As no valid responses were obtained with this survey strategy, the QEP Implementation Team developed an action plan to address this deficiency and on February 3, 2016 an electronic copy of the survey was shared with Dean of Health Sciences and Dean of Applied Science and Technology for distribution to Program Directors requesting programs administer the survey in hardcopy format during Program Advisory Committees held during spring 2016 semester. Seventy-four surveys were submitted from various programs: Culinary Arts (14 returned of 15 distributed), Physical Therapist Assistant (3/3), Medical Laboratory Services (13 returned of 17 distributed), Business Information Solutions (6 returned of 11 distributed), Construction Trades (8/8), Nursing (4 returned of 10 distributed), Welding (8 returned 1/8 without response items selected) and Radiography (18/18). Ninety surveys were administered in hardcopy format during Advisory Board Meetings throughout the semester. Total response rate is 82%. Of the 74 surveys returned 18 were incomplete or had more than one option selected per response item. Table 20 describes the results of the 56 completed/valid surveys:

Table 19. Spring 2016 External Constituent/Alumni Survey Results		
RESPONSE ITEM	AGREE OR STRONGLY AGREE	
<i>I was aware of ethics education at SPC.</i>	40/56	71.4%
<i>SPC provides a foundation in ethics to use for a guide in decision-making processes for students.</i>	48/56	85.7%
<i>SPC provides clear expectations for students in terms of ethical behavior.</i>	47/56	83.9%
<i>SPC coursework has specific learning assignments dedicated to ethics education.</i>	47/56	83.9%
<i>SPC offers several opportunities for extracurricular involvement with ethical concerns.</i>	42/56	75.0%
<i>Students at SPC are challenged to seek out good decision-making on ethical issues.</i>	45/56	80.4%
<i>Students at SPC realize living out integrity is a life-long pursuit.</i>	45/56	80.4%
Selected Comments		
<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

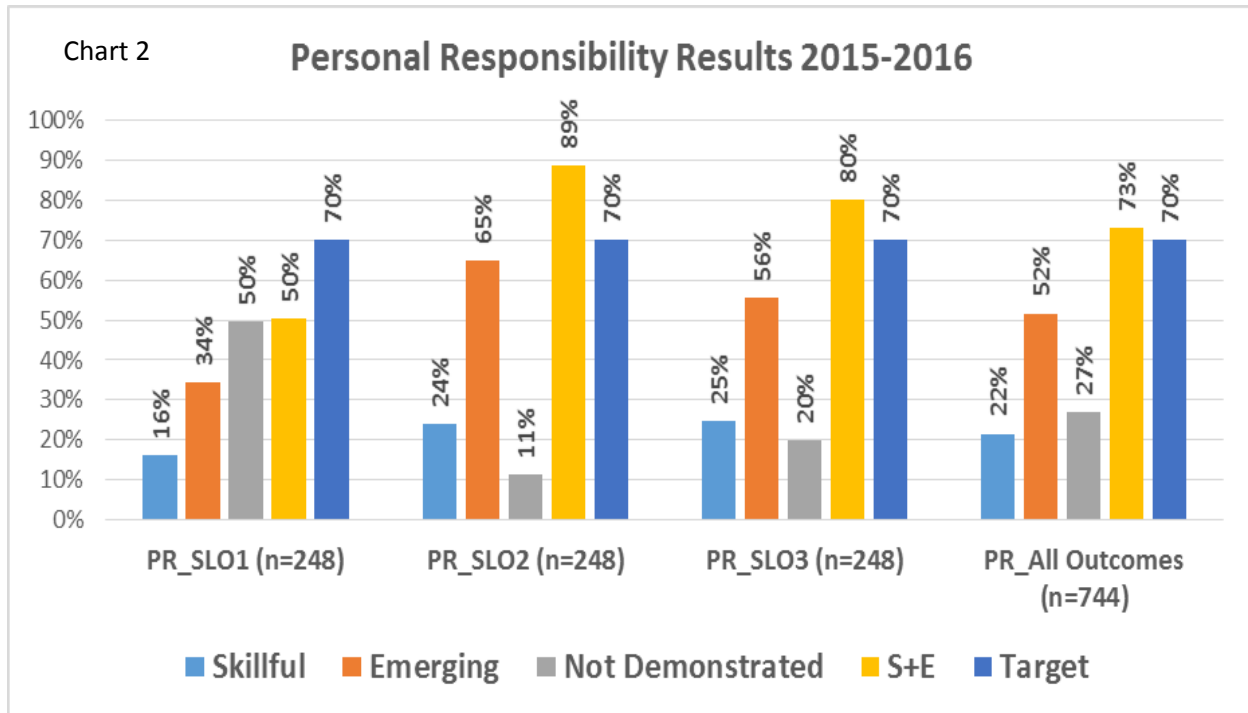
Baseline data for future trend analysis indicates per CCSSE (2015) 56.6% of students surveyed agree Very Much to Quite a Bit *developing a personal code of values and ethics is a major focus of this campus*. Baseline data from the PSRI (2015) reveals 69% of respondents Agree Somewhat to Strongly Agree *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.

Direct Student Learning of Ethical Decision-Making: Student Learning Outcomes

The process of directly measuring student learning by faculty assessors evaluating student artifacts has been used for institutional assessment at St. Philip's College for many years and has been persistently honed and refined to optimize results. This method of rubric assessment of student work continues to provide consistent and reliable results. St. Philip's College cyclically assesses Institutional Student Learning Outcomes (ISLOs) to include the following competencies: Critical Thinking, Communication, Empirical and Quantitative Skills, Teamwork, Social Responsibility and Personal Responsibility/Ethical Decision-Making. Ethical Decision-Making assessment ties into this pre-existing process and Personal Responsibility assessment for St. Philip's College is synonymous with Ethical Decision-Making assessment.

A representative sample of randomly selected course sections from the Communications and Learning Department, Counseling Department and Social and Behavioral Sciences Department determined which courses would submit student Personal Responsibility/Ethical Decision-Making coursework for annual assessment. These assignments were uploaded into iRubric software during fall 2015 in preparation for assessment during spring 2016. January 15, 2016, Arts and Sciences faculty participated in a Calibration Day prior to Assessment Day. During Calibration Day, faculty reviewed sample artifacts, assigned scores, compared results among the group and made adjustments as needed to align with the established standard. January 16, 2016, a team of faculty assessors scored 744 student artifacts to determine the level of achievement demonstrated for each of the QEP SLOs. Skillful (3), Emergent (2), or Not Demonstrated (1) describes the rubric competency levels used in scoring. The mean competency for all Personal Responsibility/Ethical Decision-Making artifacts assessed for 2015-2016 is 1.95 or 65%. The established target is 70% average for the three SLOs for Skillful + Emergent. This target was exceeded as the average for all three QEP SLOs is 73.1%; although, for the previous cycle 2014-2015 the average is 84.5%. The following chart from *St. Philip's College*

Assessment Day Showcase Presentation February 29, 2016 describes the QEP SLOs direct assessment results for 2015-2016:



As an additional means of determining direct student learning of Ethical Decision-Making skills at St. Philip’s College, the QEP Team coordinated with the Research Institute for Studies in Education to develop an instrument to assess students’ Ethical Decision-Making skills. In addition to selected items from the Personal and Social Responsibility Inventory, a case study was developed to measure student attainment of the QEP student learning outcomes.

The following section of this annual report is directly from the July 2016 *Personal and Social Responsibility Inventory St. Philip’s College Moral and Ethical Development Case Study Preliminary Report* prepared by the Research Institute for Studies in Education:

Introduction

This assessment surveys students in line with the St. Philip’s College Quality Enhancement Plan (QEP) and Student Learning Outcomes Assessment. The assessment asks students to examine their values as part of understanding their ethical and moral development.

The assessment consists of three parts, which were assembled to align with the three student learning outcomes outlined in the St. Philip’s QEP:

- A. Students gain the skills to assess their own values and the origins of those values (e.g., fairness, respect)
- B. Students identify and know about ethical issues (e.g., academic integrity, broad issues)
- C. Students analyze ethical perspectives (e.g., how perspectives might differ by character)

The following components comprise the St. Philip’s assessment:

1. *An original case study* was developed using Lawrence Kohlberg's theory of moral development, as well as the AAC&U Characteristic Traits of the Dimensions document. The case study asked students consider an incident of academic dishonesty, make a decision, and provide their reasoning for the decision.
2. *Ten items from the Personal and Social Responsibility Inventory (PSRI)* were selected by a team of assessment professionals at St. Philip's college to evaluate student's perceptions of the campus climate. The PSRI is a nationally-administered climate instrument designed to assess students' perceptions of institutional support and opportunities for education in personal and social responsibility.
3. *The Moral Foundations Questionnaire (MFQ)* was selected as a way through which to assess the student values from a different conceptual lens than Kohlberg. Jonathan Haidt, the social psychologist who created the instrument, suggests that societies develop their moral systems from five foundations: harm/care, fairness/reciprocity, loyalty/betrayal, authority/subversion, and sanctity/degradation.

Table A outlines how each step and task intentionally match to the three outcomes, as well as the rationale for each decision.

Survey Methodology

The assessment was delivered online to a panel of 12,271 students for both the pre- and post-tests – all data were collected electronically through the Qualtrics platform. The students were contacted through e-mail with a personalized message inviting them to complete an electronic survey. Each student was assigned an individual link, which allowed students to leave and return to the survey without losing progress.

The pre- and post-tests were administered approximately two months apart, with initial invitations sent in early-February and early-April respectively. For the pre-test, five reminders were sent to students who had not yet completed the survey throughout the month of February and into early March 2016. Similarly, for the post-test, five reminders were sent throughout the month of April and into early May 2016. There were 869 respondents to the pre-test and 700 respondents to the post-test.

Note on Assessing Change over Time

While change can be assessed over time using a pre-post design around specified experiences, it is difficult to say what or if change has occurred over the course of a short time. This pilot administration has provided an opportunity to further refine the instrument, and the case study element in particular. Refinement of the instrument in tandem with future administrations and data collection will provide more stable longitudinal data for the purposes of the St. Philip's QEP.

Table A: Assessment Alignment with Student Learning Outcomes

1. <i>Students read a scenario and make a decision</i>	Step 1 allows students to consider and react to an ethical issue	B – issues C – perspectives
2. <i>Students identify and rank up to five items that influenced their decision</i>	Step 2 allows us to see what values are influencing students decisions	A – values C – perspectives
3. <i>Students rate their commitment to the decision they made in Step 1</i>	Step 3 allows us to understand their commitment to the decision	A - values
4. <i>Students complete the MFQ Short Form, a psychometrically sound instrument that identifies which of five values inform decision-making processes.</i>	Step 4 allows us to understand broader foundations in students values	A – values B – issues C – perspectives
5. <i>Students rank five statements, which align with the previously assessed moral foundations. The survey does not indicate to the student that the previous 20 questions form five foundations.</i>	Steps 4 allows us to understand broader foundations in students' values, as well as the congruence between what they believe influences their decisions (ranking in Step 5) and what we have found influences their decisions (Step 4)	A - values

Sample and Respondent Characteristics

	Sample	Respondents	
		Pre-Test	Post-Test
Gender			
Male	5273	314	258
Female	6906	529	414
Not Reported	28	1	6
Total	12207	844	678
Class Year			
First Year	6199	365	340
Second Year	6007	478	337
Not Reported	1	1	1
Total	12207	844	678
Race			
American Indian/Alaska Native	31	2	3
Asian or Pacific Islander	119	13	8
Black or African American	489	49	26
Hispanic	2313	174	158
International	11	1	2
White Non-Hispanic	1240	91	60
Two or More Races	10	-	-
Other	147	24	14
Unknown or Not Reported	7842	488	407
Not Disclosed	5	2	-
Total	12207	844	678
Status			
Full-Time	2058	300	230
Part-Time	10148	543	447
Not Reported	1	1	1
Total	12207	844	678

This table presents response frequencies in relation to the overall panel provided by St. Philip's, with the pre- and post-test administrations garnering response rates of 6.9% and 5.6% respectively.

Case Study

This case study and the subsequent value ranking items were designed using Lawrence Kohlberg's theory of moral development (Evans, Forney, Guido, Patton, & Renn, 2010), as well as the AAC&U Characteristic Traits of the Dimensions document. Research (Rohan, 2000) suggests that value identification, value prioritization, and the consistency of prioritization over time are good measures of personal value development.

The case study was administered online, and students were asked to make a decision based upon a scenario involving academic integrity. This process of reasoning provides an opportunity for respondents to consider and react to an ethical issue. The selection of reasons for their initial decision provides potential opportunities to see what values are shaping student decisions and where students generally stand within the stages of moral development.....

Each case study reason was coded as 1-3 to denote the corresponding level of moral reasoning as selected by the student, and a composite mean score was calculated for each respondent. The score provides an estimate of a student's moral reasoning in response to this case study. Table 2 presents the institutional mean scores from both the pre- and post-test administrations of the case study.

Table 2: Case Study Composite Score

Item	Pre-Test			Post-Test		
	n	M	SD	n	M	SD
Case Study Composite Score	709	2.08	0.39	585	2.11	0.41

(July 2016 Personal and Social Responsibility Inventory St. Philip's College Moral and Ethical Development Case Study Preliminary Report prepared by the Research Institute for Studies in Education)

Please note this is a preliminary report. The final report will be posted to the QEP Website once it is complete.

Continuous Improvement

A mid-year review and analyses of data compiled throughout fall 2015 enabled the QEP Implementation Team to develop action plans to address any areas of implementation needing improvement and deploy for spring 2016. The full [Mid-Year Progress Report](#) is available on the QEP Website. As an example of an adjustment made to the QEP, the QEP External Constituent/Alumni Survey delivery format was changed from an email survey during December 2015 to hardcopy delivery format during spring 2016 Program Advisory Board Meetings. Results of this action were positive as 56 completed/valid surveys were returned spring 2016 as opposed to 0 completed/valid surveys in fall 2015.

Throughout the pilot year of the QEP, modifications were made as needed. For instance, 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 (RISE) by the scheduled survey deployment date; therefore, case studies as part of the assessment took place as a pre and post-test during spring 2016 for baseline results of this portion of the PSRI.

Researchers from RISE and the QEP Assessment Team met regularly via teleconference to discuss strategies for increasing student response rates, development of the case study instrument, and selection of response items for the PSRI at St. Philip's College. Recommendations from RISE include increasing time span between the pre- and post-test to allow greater opportunity for change and targeting a specific group of students for assessment to increase response rate and ability to track the same students during the semester. As the PSRI instrument is refined for use at St. Philip's College further adaptations to the timeline and/or the instrument to improve results is anticipated.

In order for the QEP to integrate successfully into the pre-existing Institutional Student Learning Outcomes Assessment Cycle, an alteration to this process was made. Prior to QEP implementation, Personal Responsibility/Ethical Decision-Making was assessed every other year and student assignments addressed one of the three student learning outcomes. Beginning fall 2015, all three QEP SLOs are assessed annually and student artifacts are expected to demonstrate each of the three Ethical Decision-Making student learning outcomes. The Coordinator of Measurement and Evaluation directs Institutional Student Learning Outcomes Assessment and provides oversight to the institutional process of assessing Texas Higher Education Coordinating Board core objectives to include Personal Responsibility/Ethical Decision-Making. As a means of continuous improvement, following Annual Assessment Day an Assessment Day Showcase orchestrated by the Coordinator of Measurement and Evaluation affords faculty the opportunity to review Assessment Day results, accomplishments and collaborate for strategies for improvement.

On February 26, 2016 *St. Philip's College Assessment Day Showcase* was held for this purpose and major themes were identified for improvement per the *Assessment Day Showcase Faculty Response Report 2016*:

1. Mapping discipline-specific course outcomes to iRubric prior to the beginning of each cycle
2. Improving student artifacts by aligning assignments with assessment rubrics
3. Utilizing standardized assignments across disciplines and courses.

Incorporating these recommendations as relevant to Ethical Decision-Making curriculum and assessment will be supported by the QEP Implementation Team. St. Philip's College QEP Team will continue to exercise **Data-Informed** decision-making in accordance with this College value as our Ethical Decision-Making Quality Enhancement Plan continues.

Respect for All is a St. Philip's College value and is evident in our Quality Enhancement Plan as learning more about Ethical Decision-Making is emphasized not only for students, but for administrators, faculty, staff and external constituents as well. The Pilot Year (0) of QEP implementation was successful and as the cycle continues, transformative change is the intended result as we collaborate through broad-based involvement living out our shared values: **Students First, Respect for All, Community Engaged, Collaboration, Can-Do Spirit, Data-Informed**, and remembering; *"It takes faith, hope and persistence to make a dream a reality."*
Artemisia Bowden

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