

From January 31 – February 1, 2017, PCC’s Assessment of Student Learning Committee surveyed all active Faculty and instructors for feedback on proposed revisions to the Institutional Student Learning Outcomes (ISLOs), formerly known as General Education Learning Outcomes (GELOs). A total of 294 surveys were distributed (106 faculty members, 188 instructors) and a total of 50 responses were received, resulting in an overall response rate of 17%. The following summary of survey results has been prepared by the PCC Office of Institutional Research.

- 41.5% (44/106) of faculty members and 3.2% (6/188) of instructors responded to the survey.
- Respondent Demographics:
 - Respondent Type: 88.0% - Faculty; 12.0% - Instructors
 - Respondent Campus: 86.0% - Pueblo; 6.0% - Fremont; 4.0% - Durango; 4.0% - Mancos
 - Respondent Division: 42.0% - Health & Public Safety Professions
38.0% - Arts & Sciences
20.0% - Business & Advanced Technology
- 60% of respondents voted to approve the proposed ISLO revisions “as-is” with no changes, 32% of respondents voted to “approve with changes”, and 8.0% did not approve the proposed revisions.

Shall the proposed revisions to PCC's ISLOs be approved for use during the 2017-2018 AY?	Approve "as-is"	Approve with changes	Do not approve	Grand Total
Grand Total - All Faculty & Instructors	30	16	4	50
Faculty	27	13	4	44
<i>Arts & Sciences</i>	9	6	1	16
<i>Business & Technology</i>	7	1	1	9
<i>Health & Public Safety</i>	11	6	2	19
Instructor	3	3	0	6
<i>Arts & Sciences</i>	2	1	0	3
<i>Business & Technology</i>	0	1	0	1
<i>Health & Public Safety</i>	1	1	0	2

- The following ISLOs were identified as areas of concern, however, no specific sub-points were indicated:
 - **Critical Thinking & Problem Solving**
 - *“I actually like the ISLO as long as I am not being asked to evaluate my students on ALL of the areas, some of which are not applicable to our program. This was implied in the heading, but I would like that to be clear.”*
 - **Textual Literacy**
 - *“I still would prefer it to be called Information Literacy.”*
 - **Professionalism & Social Consciousness**
 - *“The whole category of Professionalism and Social Consciousness is too wording and convoluted. Not sure how or why they are connected. At least narrow down the sub-points and make them more meaningful.”*
 - *“I suggest we consider separating Professionalism and Social Consciousness into two categories - perhaps leaving all of the "a)" and "b)" items in Professionalism, and moving the "c)" items to a different category.”*

- Respondents who voted not to approve the ISLOs provided the following feedback:
 - *"There are many items that are evaluated by how you feel this day. There should be solid reasons to evaluate."*
 - *"not apply to my discipline"*
 - *"I selected "do not approve" because there was not option for "I am confused." My sincerest apologies for not having had the time to be more involved with the generation, conversation and development of these. My main concern, and the emphasis my program will be placing, is on 5. Professionalism & Social Consciousness. I see these as two very separate categories or rubrics, with Professionalism being what the Emergency Services programs should emphasize. I also am confused as to how these can be accurately and meaningfully be graded or assessed."*

- Respondents who voted to approve the ISLOs "as-is" provided the following feedback:
 - *"Perfection!"*
 - *"Cleaner, clearer. Appear easier to "fit" into."*
 - *"We have discussed them in great length and I believe they are well thought out."*
 - *"The current ISLOs have not been revised for over a decade, so this is a long-awaited move forward. For the most part, the proposed ISLOs reflect what we would see nationally, thus worth trying. However, the ASL committee should include, as part of their duties, the responsibility of periodically (every 3 years minimum) revisiting and bringing for campus discussion any proposed changes or updates. We should not take the risk of permitting this important document to stagnate for another decade."*
 - *"It seems to me that these learning goals are a "throw-back" to the educational standards of my youth and schooling--goals that I feel have been lost for some years."*
 - *"They seem to touch all aspects of our different jobs here and the dig down to the essential tasks"*
 - *"I think the breakout of outcomes that were written for 4 textual literacy & 5 Professionalism will help me align my program level to institutional level."*
 - *"I like the changes to the critical thinking/problem solving ISLO. That fits in the health arena much better than the past ISLOs."*
 - *"I think that all five steps are crucial to the student's success, but think that step # 5 (Professionalism & Social Consciousness is of the most importance to the student's success."*
 - *"I feel the proposed ISLOs reflect the current state of education and assessment of student learning goals of the institution, as well as align well with the Strategic Plan and Continuous Improvement. I find them to be measurable and how mapping them fits with our program's outcome based curriculum. I am happy to see the changes and revisions taking place as well as the leadership being provided."*

- Additional feedback from all survey respondents:
 - *"They sure seem touchy feely."*
 - *"professionalism and social consciousness should be separate"*
 - *"don't let to focus on the checking the blocks on the individual tasks over shadow are we successfully serving the students and the community"*
 - *"Not that anything can be done about this - but again my apologies for not having the time to be more involved in what is a very important initiative here at PCC."*
 - *"You've done a great job of making this student and faculty oriented."*
 - *"I think the definition for "Textual Literacy" is great--but I question the use of "textual literacy" over "information literacy" and prefer the latter because it's consistent with the AAC&U VALUE Rubric, the new state rubrics from CCCS, as well as innovative programs from PCC's library and the English department curriculum for a new course, ENG 120."*