



Learning From Experience: Developing Portraits of Practice
Part I

A. Learning Community (LC) Title

Assessment of Institutional Measures (AIM) for Improved Student Learning Using Technology

B. Community Curator(s). Who has prepared Part I of this Portrait on behalf of your LC? What date was it completed?

Bonnie Allen Smith

2/18/08

C. Abstract (75 Words or less) *if it has changed*

Assessment of Institutional Measures (AIM) for Improved Student Learning Using Technology will be our project. Continuation of this project into a second year will provide assessment data that can be utilized to improve student learning outcomes.

The learning goals of the project are to continue to:

- **Develop and implement a plan for faculty to embed teaching/learning strategies throughout the curriculum using technology to enhance student understanding of the assessment process.**
- **Complete additional pilot projects of the institutional assessment process for the Success Skills using artifacts from the Electronic Portfolio Work Centers.**
- **Provide a series of presentations to various faculty groups sharing what Hocking College is doing regarding assessment. The presentation will emphasize and clearly articulate expectations for assessment at the program-level, and institutional-level. Those attending the session should learn the**

importance of ensuring that assessment is efficient, effective, and purposeful, rather than just a collection of information and data.

- Provide assessment information to all stakeholders through further development and updates to the Assessment Center Website.
- Support professional development opportunities and dialogue that will prepare learning community members for increased institutional assessment efforts and use of technology to enhance learning.

D. Learning Community Members, units, roles. List your community members, their units or disciplines and roles, *if they have changed*. Who has been added, deleted?

Core members	Unit/Discipline	Contributions
Bonnie Allen Smith	Coordinator, Assessment of Student Academic Achievement	Facilitator
Vicki Curl	Clinical Coordinator for the Physical Therapy Assistant Program	
Neil Hinton	Associate Director, School of Industry	
Joni Tornwall	Coordinator OnLine Learning	
Carolyn Tripp	Associate Dean, Arts & Sciences	
Mark Woltz	E-Portfolio Webmaster, Instructor, Programming and Network Services	
Judith Maxson	Provost and Senior Vice President of Academic Affairs	Executive Sponsor
Claudette Stevens	Vice President	Executive Sponsor

Associate Member Deleted	Unit/Discipline	Contributions
Derrick Bolin	Online Learning Specialist	Derrick has accepted other employment and is no longer employed at Hocking College.

E. Background & Context. Briefly describe your Learning Community Project and the context within which you undertake it. What do you intend to achieve? What technologies are you using and how? What desired ending(s) would you like for the story of your LC and its project? What types of institutional support do you have? What types of support would you like?

To meet the challenges of the 21st century “higher education must change from a system primarily based on reputation to one based on performance” (Spellings Report, 2006, p.20). Colleges and universities are being asked to measure and report meaningful student learning outcomes. In response to our nation’s focus on accountability, the Ohio Board of Regents has urged every college in Ohio to develop a Student Success Plan that can be published to enable everyone to inspect the learning outcomes and performance competencies that students are already achieving in Ohio’s higher education institutions.

Within this context, the *Assessment of Institutional Measures (AIM) for Improved Student Learning Using Technology* project will assist Hocking College to meet these challenges. This initiative will provide assessment data that can be utilized to continuously improve achievement of student learning outcomes. The goals that the learning community will achieve this year include:

- **Develop and implement a plan for faculty to embed teaching/learning strategies throughout the curriculum using technology to enhance student understanding of the assessment process.**
- **Complete additional pilot projects of the institutional assessment process for the Success Skills using artifacts from the Electronic Portfolio Work Centers.**
- **Provide a series of presentations to various faculty groups sharing what Hocking College is doing regarding assessment. The presentation will emphasize and clearly articulate expectations for assessment at the program-level, and institutional-level. Those attending the session should learn the importance of ensuring that assessment is efficient, effective, and purposeful, rather than just a collection of information and data.**
- **Provide assessment information to all stakeholders through further development and updates to the Assessment Center Website.**
- **Support professional development opportunities and dialogue that will prepare learning community members for increased institutional assessment efforts and use of technology to enhance learning.**

Use of Technology

Multiple technologies are being used to realize the goals of the project. Students learn by completing activities that require the use of technology: use of the Internet to gather research information, and use of simulation software in their technologies. E-Portfolio Work Center assignments promote active learning and self-reflection to enhance student awareness of the Success Skills, our general education outcomes. Feedback from instructional faculty often involves asynchronous communication (e-mail, computer conferencing) and provides an opportunity for students to reflect upon what they have learned, what they still need to know, and how to assess themselves related to Success Skill mastery.

Documents from the E-Portfolio Work Centers of graduates will be evaluated by evaluators using rubrics developed by the Success Skills Learning Community for the

institutional assessment process. These rubrics were created after considerable Internet research of rubrics used by other institutions. A new institutional assessment folder has been added to the E-Portfolio Work Center. Students will place required institutional documents in this folder, enabling our institutional assessment team to easily access them for assessment.

A new sound booth has been installed enabling students to record quality speeches and oral presentations for placement in their E-portfolio Work Center. Students are required to place a speech from their speech class and an oral presentation from a capstone class into their institutional assessment folder in their Electronic Portfolio Work Center. A new sound booth has been installed to facilitate quality recordings of the required general speeches and capstone oral presentations.

The E-Portfolio front page has taken on a new look making it even more user friendly. Plans to install a drag and drop feature, instead of the current upload procedure are being investigated for future installation by our webmaster.

A short script describing the assessment process and its importance has been written by the Focus action team members of the learning community and will become a short DVD that can be viewed by students in the Focus class to promote consistency of the information provided to students about the assessment process at Hocking College. This script is being reviewed by the Focus Course redesign committee. Flash programming was used by members of the learning community to develop a Success Skills game that will be utilized by students in their Focus on Success Course. This game will be a fun way for students to familiarize themselves with the Success Skills. Web CT enhancements are also adding a new dimension to the Focus course for several instructors.

An Assessment Website was created last year. Visit the site at www.hocking.edu/assessment_center. Annual program assessment report updates have been uploaded to keep the site current. This website assists students, faculty, and public audiences to acknowledge Hocking College's commitment to the assessment of student learning outcomes.

Desired Endings

The AIM project fits with our institutional mission and other campus initiatives, and our learning community will acknowledge continued institutional commitment to this initiative and sustainability beyond this academic year. We are continuing to emphasize student learning across our campus. Annual updates of the Success Skills Curriculum matrices and summative assessment documents will enable continuous program improvement in the areas of curriculum and instruction. Our students are using their E-portfolio Work Centers and they are beginning to find value in the creation of Professional E-Portfolios. We are hopeful that our work with assessment of student academic achievement and our institutional progress with student learning outcomes will result in reaccreditation by the Higher Learning Commission during our next visit.

Institutional Support

The AIM Learning Community has benefited from strong institutional support. The AIM initiative is supported by our Hocking College President, the Provost and Senior Vice President of Academic Affairs, the Director of Employee Learning, and our faculty and staff. We also receive support from Online Learning, the Office of Student Academic

Achievement, the Library, the Learning Lab, Computer Network Services the Web Office and Mark Woltz's Office of E-Portfolio Management.

Additional Support Desired

We are fortunate to have strong institutional support and grateful for the support of the Ohio Learning Network with the Phase II Extension Grant. Our project faces financial challenges due to budget constraints.

- We are in need of a new server to house our E-Portfolio Management System and our required speeches and oral presentations.
- The college currently has no webmaster to maintain the college websites, the position has been posted and we are hopeful that someone will be selected soon.
- We would like to see an increase in the connection of Success Skills to co-curricular activities that students could participate in and include in their E-Portfolio.

F. **Description of your early work, planning and preparations.** Describe the preliminary work of the learning community as you prepare for your community project and for attending your Region's Learning Institute (April 13). What were the key components in your planning and preparation for your LC (Roles? Methods? Timelines? Coordinating schedules?)? What were key issues and concerns, and, how did you sort them out? What were the key successes and what impacts have they had? Are there any vignettes that illustrate these?

Preliminary Work

The AIM learning community has enjoyed a productive year. We are striving to achieve the learning goals we had identified for this phase of the project. In preparing for our Regional Institute on February 23, 2008 we have reflected on our revised time line and determined that while we have made progress we still have much to accomplish before the May OLN Learning Communities Expo. The OLN Expo is earlier this year and we will be unable to provide 2008 institutional assessment data as we will be unable to access graduate E-Portfolios until mid June.

The AIM learning community meets two to three times each quarter. Coordinating schedules to maximize attendance at the meetings has been a major challenge. It has been difficult to arrange attendance at OLN Regional meetings because many of our members have Saturday commitments. Creation of a list serve has facilitated communication among learning community members. We have benefited from the perspectives of a diverse group of participants.

Time Lines and Challenges

The time line for the AIM project required revision during fall quarter 2007 and again during winter quarter when we learned of the OLN Expo date change. We recognized that in order to maximize our accomplishments we would need to form some solve and dissolve action teams to address institutional rubrics and the audit of the E-Portfolio Work Center documents of graduates. These action teams continue to work on these specific tasks and report their findings back to the entire learning community. Three members of the AIM Learning Community are involved in committee work to redesign the

Focus Course. As a group we organized and hosted the Chili, Chat and Chocolate sessions that provided faculty with an opportunity to discuss the Success Skills and Institutional Assessment Initiatives. The entire learning community is involved in planning for the Success Skills Fair scheduled for April 30, 2008. Faculty members will receive portfolios that were purchased with grant funding in recognition for their work with the Success Skills and Institutional Assessment initiatives. Hocking College is in the midst of a conversion to a Datatel Colleague data base platform. This challenging conversion has required the entire campus community to demonstrate patience as we learn how to interface the Colleague System with our E-Portfolio Management System to easily view student entries in their E-Portfolios.

Learning community members were actively involved in preparing the documentation for this portrait of practice case study and the power-point presentation for the regional learning institute.

Successes

Hocking College received the 2008 Council for Higher Education Accreditation (CHEA) Award for Institutional Progress in Student Learning Outcomes. CHEA established this award to acknowledge outstanding institutional progress in developing and applying evidence of student learning outcomes as part of the ongoing evaluation and improvement of college and university programs of study. Thirty-one applications were received and we were one of three selected for the 2008 award. John Dill, Deputy Chancellor for Education and Professional Development, U.S. Department of Defense, a member of the Award Selection Committee, used the following words to describe our application- "Innovative, Inspirational, Thought-Provoking, Pioneering, Adventuresome, and WOW! " Applications were reviewed for attention to student learning outcomes embedded in an institutional culture, good use of current technology in the methods and tools used to track outcomes, extensive use of faculty and faculty support, institutional leadership that is dedicated to the importance of outcomes and approaches to outcomes that can be replicated at other institutions.

The Chronicle of Higher Education included the following article featuring CHEA Award Winners. The article, "Accreditors Honor Colleges; and Hope to Send a Message About Themselves" is available online at this address:

<http://chronicle.com/temp/email2.php?id=QdgmMdJVRnxXq8XdxzTFTfcpJwbxrTtx>

Hocking College has also received notification that we will receive Program of Distinction recognition at the 2008 Winter Conference of the National Alliance of Community and Technical Colleges (NACTC) in Savannah, Georgia related to our work with assessment and student learning outcomes. Two members of our learning community will be attending the conference and doing a presentation about our assessment and learning outcomes initiatives.

Members of the AIM Learning Community will be presenting at the Ohio Digital Commons for Education (ODCE) workshop on March 3, 2008. We will also be presenting at the 113th Annual Meeting for the Higher Learning Commission in April of this year.

G. **Community building and project development.** Describe early phases of building your community and developing your collaborative project. What key challenges and problems do you face and how do you handle them? What did they - or will they - lead to? What successes have you enjoyed to date? Are there any vignettes of potential consequence or impacts that you can share? What resources are you using to support community building and how are they making a difference?

We are in the second year of our learning community work. Copies of the Miami University article, *Faculty Learning Communities: What are they?* were distributed to learning community members at an early meeting last year. At the next meeting the group discussed how a learning community is an action group that addresses a special campus learning need or issue. The group was excited about the article's statement that "these communities will make a positive impact on the culture of the institution over the years if given multi-year support" (page 1). Our learning community desires to deepen Hocking College's commitment to the assessment of institutional measures to enhance student learning using technology.

The AIM learning community has relished in the following successes:

- Members received copies of the focus book, *Assessing for Learning: Building a Sustainable Commitment Across the Institution* (Maki, 2004). The group decided to read chapters related to student assessment and teaching/learning strategies that will enhance student understanding of assessment. Members reflected upon what they had read and discussed pedagogical approaches including technology to enhance student learning that prompts students to achieve the desired learning outcomes.
- A script has been written that orients students in their freshman orientation (Focus on Success) course to the value Hocking College places on the assessment of learning. The Focus course was deemed the logical place for this information since the course provided strategies for academic success and introduces the Success Skills and the Electronic Portfolio Work Center. AIM members are exploring the possibility of developing the script into a short DVD that will promote the consistency of assessment information presented to the students. Three AIM members are participating in a Focus redesign committee. The script may be useful in the new course to provide consistency in the information presented to students about the Success Skills.
- A plan for the internal review of institutional measures (Success Skill artifacts) stored in the Electronic Portfolio Work Center has been developed.
- A pilot of the institutional assessment process using a sampling of student documents for the Success Skill, "Communicates Effectively" from the Electronic Portfolio Work Centers of 2006 graduates by a group of internal evaluators was conducted on May 18, 2007. An audit of the E-Portfolio documents from the spring 2008 graduating class will be held in June 2008.
- An Assessment Center Website providing assessment information, our student Success Plan, individual plans and annual summaries of program assessment reports and other assessment resources was launched on February 1, 2007. Creation of this digital website resource assists students, faculty and public audiences to acknowledge Hocking College's commitment to the assessment of

student learning; furthermore the new Assessment Website will foster dialogue across the campus and with other higher education communities related to the interpretation of assessment results and the need to continually support efforts and innovations that improve student learning. Additionally, the Assessment Website demonstrates accountability for student learning to students, the public, accreditors, legislators, and the Ohio Board of Regents.

- Members of the AIM Learning Community and the entire campus were invited to attend an on-line seminar entitled “Developing Tools and Strategies to Assess Student Learning” presented by Linda Suskie an assessment expert and executive director of the Middle States Commission on Higher Education.
- One of the largest challenges faced by the learning community has been dealing with the results of the informal E-Portfolio Work Center audit. The results showed that fewer students were submitting documents to the e-portfolio work center than originally thought. Analysis of the results has led learning community members to conclude that faculty and students need clearer explanation of the expectations related to the artifacts required to be submitted from Arts and Sciences courses and from each technology into the E-Portfolio Work Center. AIM members worked with members of the Success Skills Learning Community and developed a handbook of guidelines and explanations related to the expectations for the Success Skills and Institutional Assessment initiatives. The focus of the Fall Start Week activities was accountability and concurrent sessions were held to assist faculty with continued implementation of these projects.
- A series of chili, chat, and chocolate sessions provided an opportunity for faculty to discuss Success Skills and Institutional Assessment. These sessions have helped to strengthen our learning community and also promoted community building across the campus.
- A Success Skills Fair is planned for April 30, 2008. The fair will provide an opportunity for more campus wide community building and sharing of best practices.
- Resources used to support learning community building include the electronic portfolio management system, and the Maki text.

H. Planning Your Assessment Strategies. How will you evaluate your work/successes? How will you assess member learning, including technology? your community’s growth over the year? student learning or change connected with your project? Both formative (this Case Study is part of this) and summative methods should be used.

1) Improvement in student learning will be assessed by:

- Faculty who will provide feedback following evaluation of required electronic portfolio assignments.
- Formative and summative assessments as to the level of mastery of the Success Skills achieved by students throughout the Hocking College experience will help students to increase their skill levels and provide data for program and institutional assessment of Success Skills.

- Random sampling of student documents for one Success Skill from Electronic Portfolio Work Centers will be evaluated by a group of evaluators. Analysis related to the attainment of institutional learning outcomes will encourage program improvement initiatives that will ultimately improve student learning.

2) AIM member learning will be measured:

- Indirectly by a survey at the end of the project that will be developed by the learning community and will ask members to reflect upon their experiences and to cite learning that they have experienced. Members will specifically cite their learning related to technology.
- A Community Case Study “Portraits of Practice: Learning from Experience” prepared as part of the required documentation for the OLN report will provide evidence of the learning experienced by members throughout the project.
- A time line developed with target dates for implementation of project goals helps to gauge the growth of the learning community over the year.

Formative assessment measures that will help to assess the community’s growth over the year will include:

- Documentation of the continued integration of assessment knowledge into courses at the program level.
- Faculty reports related to the evaluation of required Electronic Portfolio assignments for mastery of the Success Skills by students.
- A power-point presentation summarizing the learning community’s growth will be developed and shared at the Regional Institute on February 23, 2008.

Summative assessment measures that will help to assess the community’s growth over the year will include:

- Analysis of the evaluator reports related to the assessment of institutional outcome measures contained within the Student Electronic Portfolios. Strengths and weaknesses of the process for the assessment of institutional measures will be discussed and recommendations for modifications of the process will be shared.
- The Assessment Website site will be functioning as a resource for all stakeholders.
- A Community Case Study “Portraits of Practice: Learning from Experience” prepared as part of the required documentation for the OLN report will provide summative evidence of learning community growth.

THIS IS THE END OF
Learning From Experience: Developing Portraits of Practice
Part I

Learning From Experience: Developing Portraits of Practice
Part II

**To be worked on after your Learning Institute
and finalized before the June 15th EXPO.)**

I. Community Curator(s). Who has prepared Part II of this Portrait on behalf of your LC? What date was it completed?

Bonnie Allen Smith

3/13/08

J. Key Resources. Who and what are the beneficial people, organizations, materials, websites, and other resources you have utilized? What help/support did you get from instructional designers, IT staff and other tech support personnel? *What types of support did you receive from departments, colleges, administration? Of all resources, which were essential and why were they essential?*

Who and what are the beneficial people, organizations, materials, websites, and other resources you have utilized?

Many individuals have proven themselves beneficial to the success of the AIM Learning Community.

- Each member of the AIM Learning Community brings individual strengths that support and enhance learning community activities.
- Our executive sponsors Judy Maxson and Claudette Stevens supported and guided the project throughout the academic year.
- Members of the Success Skills Learning Community were also supportive as we steadily worked to achieve our goals.
- Ohio Learning Network Southeast Regional Center Co-Coordinator Barbara Kunkle and Eugene Burns have demonstrated commitment to learning community success by responding quickly to e-mails.

What help/support did you get from instructional designers, IT staff and other tech support personnel?

- Mark Woltz, our E-Portfolio Management System webmaster updated the look of the E-Portfolio Management System and added two new folders to the E-Portfolio Work Center. Success skill performance evidence scored by the faculty during clinicals, internships,

directed practice, practicums or co-ops will be placed in the Internal Field Experience Measures folder. Success skill performance evidence scored by supervisors or external evaluators during clinicals, internships, directed practice, practicums or co-ops will be placed in the External Field Experience Measures folder.

- Todd Whited, from the TV Studio has supported our efforts to obtain quality recordings of student speeches and oral presentations. Students are required to place a presentation from a speech or verbal career skills class and an oral presentation from a capstone or end-of-program course into their institutional assessment folder.
- Paul Daniel, Hocking College Web Works and Billy Heft from the Office of Online Learning provided valuable assistance in maintaining the Hocking College Assessment Center Website. This website has enabled us to place program portfolios related to the Student Success Plan and other assessment documents online as well as presentations (internal and external) allowing us to demonstrate accountability to the public.
- Bill Modzelewski, Office of Computer Assisted Instruction for the School of Natural Resources assisted in developing the posters used to update the AIM Learning Community's display boards.
- Ben Dalton, Computer Network Services assists with maintaining the E-Portfolio server.
- Don Shaffer and Jose Perez have provided audio support for various presentations and the Success Skills Fair.

What types of support did you receive from departments, colleges, administration?

- The Aim Learning Community has benefited from strong institutional support. The AIM initiative is supported by our Hocking College President, Dr. John Light; the Provost and Senior Vice President of Academic Affairs, Dr. Judith Maxson; the Director of Employee Learning, Linda Deeds and our faculty and staff. The AIM project fits with our institutional mission and other campus initiatives and is viewed as sustainable well into the future.
- The Hocking College print shop (Diana Forester and Michael Ward) also supported the project through duplication of materials for dissemination across Hocking College and at Ohio Learning Network events.
- Students have benefited from the assistance provided in the E-Portfolio Help Centers located in the library, the Learning Lab and Natural Resources Room 218.
- We have also appreciated our affiliation with other colleges from the Southeast Regional Learning Communities Initiative:
 - *Developing Teaching Learning Strategies for the Nursing Simulation Laboratory*, Shawnee State University, Mattie Burton facilitator
 - *Appalachian Ohio Second Life Professional Learning Community*
Introducing immersive learning environments to Appalachian Ohio K-12 schools, Ohio University, Chang Liu facilitator
 - *Information Networks: Enhancing the Teaching and Learning Experience with Technologies*, Shawnee State University, Valerie Myers and Kathryn Locke facilitators
 - *Washington State Community College Course ReVisioning Project*, Washington State Community College, Ziad Akir facilitator
 - *Second Life as a Pedagogical Tool for Improving Statistics Homework Sessions*, Ohio University, Diana Schwerha and Chang Liu facilitators
 - *Enhancing the First Year Experience*, Marietta College, Suzanne Walker facilitator

- *Nursing Career-Ladder Access Through Innovation*, Hocking College, Ellen Wiseman facilitator

Of all resources, which were essential and why were they essential?

It is difficult to list the most essential resources as all of the aforementioned resources were instrumental in our success. We consider all of these resources essential.

K. Your Assessment Strategies. How did you evaluate your work/successes? How did you assess member learning, including technology? your community's growth over the year? student learning or change connected with your project?

What have you observed or concluded at this point with respect to member learning, your community's growth, and student learning?

How did you evaluate your work/successes?

AIM Learning Community members have evaluated our work and successes throughout the academic year by closely monitoring our progress related to the learning goals of the project. The following paragraphs describe our achievements related to each of the learning goals.

Goal #1: Develop and implement a plan for faculty to embed teaching and learning strategies throughout the curriculum using technology to enhance student understanding of the assessment process.

Progress:

- A module of information orienting students to the value Hocking College places on the assessment of student academic achievement will be delivered beginning fall quarter 2008 utilizing a hybrid course delivery format through Web CT in the required freshman orientation class (Focus on Success). Mastery of the Success Skills (our general education learning outcomes) and the use of the E-Portfolio Work Center will be emphasized.
- Flash programming was used to develop a Success Skills game that will be part of the assessment module in the Focus class. The game will be a fun way for students to familiarize themselves with the Success Skills.
- Faculty completed summative assessment matrices that identified Success Skill integration assignments that students will upload into the Institutional Assessment folder within the E-Portfolio Work Center.
- A new sound booth has been installed enabling students to record quality speeches and oral presentations for placement in the E-Portfolio Work Center. Students are required to place a speech from a speech or verbal career skills class and an oral presentation from a capstone or end-of-program class into their institutional assessment folder.
- Two new folders have been added to the E-Portfolio Work Center. Success Skill performance evidence scored by the faculty during clinicals, internships, directed practice, practicums or co-ops will be placed in the **Internal Field Experience Measures folder**. Success Skill performance evidence scored by supervisors or external evaluators during clinicals, internships, directed practice, practicums or co-ops will be placed in the **External Field Experience Measures folder**.

Goal #2: Complete additional pilot projects of the institutional assessment process for the Success Skills using artifacts from the Electronic Portfolio Work Centers.

Progress:

- A plan for the internal and external review of Success Skill evidence stored in student E-Portfolio Work Centers was further developed. This institutional assessment process includes recommendations for obtaining the sample of documents, holistic rubrics for scoring documents, providing an anchoring and training session for the evaluators, and time for reflecting upon the process to provide opportunity for participants to recommend change. A plan for sharing institutional assessment results with faculty has also been discussed.
- Institutional assessment rubrics for all 8 Success Skills were developed and adopted for use during the 2008 pilot of the Institutional Assessment process.
- On July 30, 2008 Hocking College's second institutional assessment team will meet to review a sampling of Success Skill documentation from the E-Portfolio Work Centers of spring 2008 graduates. The team will be assessing all 8 Success Skills during this pilot process.

Goal #3: Provide a series of presentations to various faculty groups sharing what Hocking College is doing regarding assessment. The presentations will emphasize and clearly articulate expectations for assessment at the program-level, and institutional-level. Those attending the session should learn the importance of ensuring that assessment is efficient, effective, and purposeful, rather than just a collection of information and data.

Progress:

- AIM members worked with the Success Skills Learning Community to offer a series of presentations during the 2007 Fall Start Week. The focus of these sessions was to assist faculty members with continued implementation of our Success Skills initiative.
- A series of Chili, Chat, and Chocolate sessions were held in February providing an opportunity for faculty to discuss Institutional Assessment and Success Skills. These sessions have helped to strengthen our learning community and also promoted community building across the campus.
- A Success Skills Fair was held April 30, 2008. The fair provided an opportunity for more community building and sharing of best practices. Faculty members received portfolios that were purchased with OLN grant funding in recognition for their work with Institutional Assessment and the Success Skills initiatives.

Goal #4: Provide assessment information to all stakeholders through further development and updates to the Assessment Center Website.

Progress:

- An Assessment Center Website providing assessment information, our Student Success Plan, individual plans and annual summaries of program assessment reports and other assessment resources was launched on February 1, 2007. Annual program assessment reports have been uploaded to keep the site current.
- PowerPoint presentations from state and national conferences have also been uploaded to this site enabling others to learn about Hocking College's work with Institutional

Assessment and the Success Skills.

- Creation of this digital website resource assists students, faculty and public audiences to acknowledge Hocking College's commitment to the assessment of student learning.
- The Assessment Center Website fosters dialogue across the campus and with other higher education communities related to the interpretation of assessment results and the need to continually support efforts and innovations that improve student learning.
- Additionally, the Assessment Center Website demonstrates accountability for student learning to students, the public, accreditors, legislators, and the Ohio Board of Regents.
- Visit the Assessment Center Website at www.hocking.edu/assessment_center.

Goal #5: Support professional development opportunities and dialogue that will prepare learning community members for increased institutional assessment efforts and use of technology to enhance learning.

Progress:

- AIM Members attended the SE Regional OLN Fall Kick-off in October 2007.
- Peggy Maki's (2004) book, *Assessing for Learning: Building a Sustainable Commitment across the Institution* has been a wonderful resource related to valuing assessment as a core institutional process. AIM members continued their study of this text during the Phase II extension grant period.
- Two AIM members (Judith Maxson and Bonnie Allen Smith) traveled to Washington D.C. to receive on behalf of Hocking College's faculty and staff, the 2008 Council for Higher Education Accreditation (CHEA) award for outstanding institutional progress in developing and applying evidence of student learning outcomes.
- Two AIM Members (Judith Maxson and Bonnie Allen Smith) attended and presented at the 2008 Winter Conference of the National Alliance of Community and Technical Colleges (NACTC) in Savannah, Georgia. Hocking College received Program of Distinction recognition from this organization related to our work with assessment and learning outcomes initiatives.
- Two AIM members (Joni Tornwall and Bonnie Allen Smith) presented at the Ohio Digital Commons for Education (ODCE) workshop on March 3, 2008.
- Two AIM members (Judith Maxson and Bonnie Allen Smith) attended and presented at the North Central Association's Higher Learning Commission Workshop, *Finding Common Ground: Accreditation, Assessment and Accountability* (April 11-15, 2008), in Chicago, Illinois.

How did you assess member learning, including technology?

- Learning community members reflected upon their experiences and cited learning that they have experienced this academic year. The following statements related to technology were included in the AIM member responses:
 - I have learned more about development of a website including audio clips, databases, digital images and website design.
 - I have learned about the importance of the E-Portfolio and how it (the E-Portfolio Work Center) is being used in the assessment process at Hocking College.
 - I have enjoyed the discussions about technology on the OLN list serve.

- I have learned about the video recording process for oral presentations.

How did you assess your community's growth over the year?

- Confirmation that the assessment module has been developed and is almost ready for pilot in the FOCUS class.
- A poster display summarizing the learning community's growth will be shared at the OLN EXPO on May 19, 2008.
- The Assessment Website site is functioning as a resource for all stakeholders.
- A Community Case Study "Portraits of Practice: Learning from Experience" prepared as part of the required documentation for the OLN report will provide summative evidence of learning community growth.

How did you assess student learning or change connected with your project?

- Faculty members were encouraged to provide feedback following evaluation of required electronic portfolio assignments.
- The Assessment module will be piloted during a summer quarter Focus on Success class and student feedback from this pilot will be utilized in making changes prior to fall 2008.
- Formative and summative assessments as to the level of mastery of the Success Skills achieved by students throughout the Hocking College experience will help students to increase their skill levels and provide data for program and institutional assessment of Success Skills.
- A pilot of the Institutional Assessment process for all 8 Success Skills is planned for July 30, 2008. Analysis related to the attainment of institutional learning outcomes will encourage program improvement initiatives that will ultimately improve student learning.

What have you observed or concluded at this point with respect to member learning, your community's growth, and student learning?

- Member learning has occurred throughout the project as reflected in the discussions held during learning community meetings.

L. What others know about what you've done. Beyond your community members, who else is vested in what you're doing? How did you communicate and update these stakeholders on your efforts and successes? What questions do your colleagues have? What have you told your students about your learning community?

Beyond your community members, who else is vested in what you're doing?

- The entire Hocking College community (faculty, staff, and students) is vested in the AIM Initiative as it enables us to improve our use of technology to enhance student learning and strengthens our commitment to the assessment of student academic achievement.
- The Hocking College Board of Trustees is supportive of the assessment of institutional measures initiative.

How did you communicate and update these stakeholders on your efforts and successes?

- Hocking College faculty, staff, administrators and students have been kept abreast of AIM Learning Community activities through colorful bulletin board displays.
- Faculty and staff had opportunity to attend a Success Skills Fair and view posters that shared information about the assessment process and the AIM initiative. The Success Skills Fair was also attended by representatives from Zane State and Phoenix Online.
- Students are formally introduced to the Success Skills in our freshman orientation course, Focus on Success. The importance of assessing these general education outcomes to obtain institutional data will continue to be emphasized. Three AIM members are part of a Focus course redesign group.
- Our Assessment Center Website enables us to communicate our progress with the AIM project to multiple stakeholders (students, families, legislators, and accreditors).
- The Ohio Learning Network and members of the Learning College Initiative have been kept up-to date about the project through presentations at our OLN meetings and the Portraits of Practice documents.

What questions do your colleagues have?

- Faculty colleagues have asked many questions during this academic year and we anticipate more in the future as the project continues. Some of the more frequently asked questions include:
 - Why do we need to do institutional assessment?
 - What is the difference between program assessment and institutional assessment?
 - Why do you think this assessment information will make a difference?
 - What is the difference between summative and formative assessment?
 - Do you think that students care about providing us with meaningful examples of their work for our data?
 - How do we make existing assignments work with minimal tweaking for the submission of required documents?
 - Who is going to ensure that the documents are in the E-Portfolio Work Centers of our students?

What have you told your students about your learning community?

- Students are formally introduced to the Success Skills and the AIM Learning Community in our freshman orientation course, Focus on Success.
- A bulletin board displayed near the office for the Assessment of Student Academic Achievement often shares project progress with interested individuals.

M. Dissemination. What visible bridgework -- structural elements, findings, lessons, ideas, beauties, legacies, processes, relationships, etc -- is your learning community leaving, that inspires others to *build their own bridges as they walk on them*? What digital resources have you developed that you will place into the E-Learning Athenaeum

of Ohio? What might members offer, such as informal “brown bag” lunches, research, write articles, give presentations about your work? What is important to tell others “not to do”?

What visible bridgework -- structural elements, findings, lessons, ideas, beauties, legacies, processes, relationships, etc -- is your learning community leaving, that inspires others to *build their own bridges as they walk on them*?

- We are continuing to build the bridge as we walk on it! Among our legacies will be:
 - The Assessment Center Website
 - An assessment module for the Focus on Success class.
 - A plan for the institutional assessment of all 8 Success Skills.
 - Rubrics for institutional assessment of all 8 Success Skills.
 - Data from the institutional assessment efforts.
 - Friendships that will last a lifetime.

What digital resources have you developed that you will place into the E-Learning Athenaeum of Ohio?

- Presentations shared at the OLN South East Regional Institutes at Shawnee State University and the ODCE will be placed on the E-Learning Athenaeum.
- Electronic copies of our Success Skills fair hand-out will be made available on the E-Learning Athenaeum.
- Presentations shared with faculty during fall start week activities will be made available on the E-learning Athenaeum.
- Copies of our Institutional Assessment rubrics will be made available on the E-Learning Athenaeum.
- A copy of our Institutional Assessment process will be made available on the E-Learning Athenaeum.

What might members offer, such as informal “brown bag” lunches, research, write articles, give presentations about your work?

- We will continue to give presentations to our faculty, staff and students about the importance of the AIM project.
- We will continue to share information about our program of assessment including our institutional assessment plan at state and national seminars via presentation.
- Once we have obtained some trend data from our institutional assessment process we plan to write and publish an article about our findings.

What is important to tell others “not to do”?

- Do not underestimate the time it will take to meet and work on the project together.
- Do not start too big- develop a multi-year plan and phase in different elements to achieve your goals.
- Do not expect others to make decisions- expect decisions to occur within the learning community, not top down.

N. 20/20 Hindsight. If you were to start over again, what would you do differently and why? What key challenges, problems, solutions, struggles, and failures, would you handle differently? To what degree would you change your goals? What additional successes would you enjoy? *What worked - or didn't work -- and why?*

What key challenges, problems, solutions, struggles, and failures, would you handle differently? To what degree would you change your goals?

- We would not change our goals.
- The project has been very time intensive.
- We would have tried to be clearer with faculty about the purpose and need for institutional assessment from the beginning. This has also been a challenge for the Success Skills Integration Project.
- Updates to the Assessment Center Website have been challenging because Hocking College was without a webmaster for several months.

What additional successes would you enjoy?

- Expansion of our institutional assessment processes to include all eight of the Success Skills.
- Continued growth of our Assessment Center Website.

What worked – or didn't work -- and why?

- Overall, we agree that our time line for the project has proven to be a useful guide for the project. Following the timeline has provided opportunity for discussion and reflection on our goals and the future of the institutional assessment process.
- We would recognize that we will make some mistakes and sometimes planks of the assessment bridge have to be pulled up and changed.
- It is important to keep good records of meetings and review decisions frequently to keep everyone on the same page.

O. What's next? Will your community continue? Formally? Informally? What could be next in another cycle of reflective practice? The next steps may not be totally predictable and yet, they would take you in another fruitful direction that builds upon your community's growth and knowledge.

Will your community continue? Formally? Informally?

The Assessment of Institutional Measures (AIM) for Improved Student Learning Using Technology project aligns with the institutional and Academic Affairs missions of Hocking College, the goals of the Success Skills Learning Community and the purpose of the academic assessment program. This project falls under Hocking College's ReVisioning Learning initiative which is an on-going long range commitment to the development of a learner centered institution. Our learning community will continue to meet formally during the next year as we are fully committed to the AIM initiative and its sustainability well into the future.

What could be next in another cycle of reflective practice?

- We are appreciative of the funding we received for the Phase II Extension Grant which enabled us to improve our use of technology to enhance student learning. We will continue to work towards 100% faculty participation in the Success Skills Integration Project and student placement of required documents into the E-Portfolio Work Center.
- We will refine our Institutional Assessment processes based on findings from the July 30, 2008 session.
- We will begin to establish trend data to be used for improvement of curriculum and instruction.

This is the end of Part II

Learning from Experience: Developing Portraits of Practice

Please bring a Final Copy of PORTRAIT OF PRACTICE - Parts I and II to the Ohio Learning Network's June 15, 2007 EXPO at the Reese Center, Central Ohio Technical College/OSU-Newark, and send a copy to your Southeast Regional Center.

Thank You!