

**SUNY Potsdam
Administrative Unit
Assessment Summary Form**

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Assessment Year: 2022-2023

PURPOSE

This annual assessment summary form provides the opportunity for units to follow-up on their assessment plans, track progress toward goals, and to highlight actions taken to improve processes and/or efficiencies in functioning that lead to outcomes that benefits students, staff, or the college. These could be process changes or improvements in efficiency, skill level of staff, opportunities for the college, or other aspects over which the unit has a certain amount of control.

SECTION 1: ASSESSMENT PLAN FOLLOW-UP

A key component of the continuous improvement assessment process is regularly following up on [your assessment plan](#). Please review your plan and select one-third of your unit goals, along with related desired outcomes and objectives to report on the progress made.

Selected Goal

The CCI will work with faculty to design and develop high quality online courses.

Desired Outcomes/Objectives

1. The CCI Instructional Design Team will create, in conjunction with faculty, at least 16 new online courses per annum
2. The CCI Instructional Design Team will work with Subject Matter Experts and Online Faculty Fellows to assess the quality of newly developed online courses as measured by the OSCQR rubric immediately following development.

Related Targets/Measures

1. All OSCQR certified courses created each semester (minimum of 16) will be recorded in a spreadsheet and will be monitored at the conclusion of each semester.

2. Completed OSCQR rubrics will be stored and examined on a “first pass” and “final pass” basis to determine gaps in initial development processes and outcomes.

Describe the progress made toward the selected goal and the related desired outcomes and objectives. Be sure to include steps taken and any information/data collected and results.

1. All OSCQR certified courses created each semester (minimum of 16) will be recorded in a spreadsheet and will be monitored at the conclusion of each semester.
 - a. Thirty-five (35) newly developed DL courses were OSCQR Certified from spring/summer 2022 (19) through fall 2022 (16), as recorded in our master spreadsheet.
 - b. Fall 2022 semester had five (5) additional courses that carried over into the spring 2023 development term due to heavy SME workloads. This resulted in delayed completion and certification for these course builds.
2. Completed OSCQR rubrics will be stored and examined on a “first pass” and “final pass” basis to determine gaps in initial development processes and outcomes.
 - a. Completed OSCQR Rubrics, Action Plans, and Development Logs are produced, analyzed, and stored in Teams.
 - b. The OSCQR Rubrics are often the “first pass” (ID produces the Action Plan) that identifies gaps the SME (faculty developer) must address before the “final pass” prior to issuing OSCQR Certification.
 - c. IDs routinely review data from this process to improve success/close the gaps during development and first pass review. The major gaps in development are outlined below.
 - d. Increasingly, the gaps observed are closing as training/coaching improves and new strategies are applied.

Based on the assessment data and information shared above, what planned actions were or will be taken as a result?

1. Development of new online courses remains time sensitive with courses needing to be deployed quickly, but with high quality. As we see multiple contract from multiple SME’s, the process has become quicker and more routine. Some faculty continue to struggle with these routines and timelines, so we now do the following:

- a. Sending reminders via the Provost's Office regarding work for hire timelines that are approaching and that have been missed.
 - b. Modifying our initial SME meetings to target "pressure points" in the design process which includes learning objective and outcome construction, discussion thread construction and alignment of assessments to the learning outcomes.
2. In order to increase the production of new high-quality courses, the CCI has explored and contracted with Empire State to work on course renewals, thereby releasing our IDs for new course construction.
3. Similarly, the CCI has contracted with external IDs to increase the number of courses developed.

SECTION 2: ADDITIONAL ASSESSMENT ACTIVITY

The CCI reviews the assessment and data plans with the CCI Board every month as a standing item on the agenda. Many of these board members are involved as SMEs in the development process and they provide helpful suggestions for design process. These discussions have resulted in a modification of the Online Pedagogy Course developed by the CCI and delivered by faculty fellows.

The CCI has begun working closely with departments (e.g. Markie Hooper and Special Education/General Education) to proactively work through program issues through proper instructional design. This has resulted in a major change in how we approach the student teaching seminar, with these materials now presented online and asynchronously rather than face to face, thereby allowing increased time for dialogue and data management as required by CAEP.