# OVERVIEW STATUS REPORT • April 2015

<table>
<thead>
<tr>
<th>#</th>
<th>Project Status</th>
<th>Progress</th>
<th>Project Name</th>
<th>Project Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>ON SCHEDULE</td>
<td></td>
<td>Meeting (and Exceeding) Student Goals in Mathematics and Statistics.</td>
<td>(Link to detailed report) Joyce O’Halloran and Rachel Webb, The Fariborz Maseeh Department of Mathematics and Statistics</td>
</tr>
<tr>
<td>54</td>
<td>COMPLETED</td>
<td></td>
<td>On-line Academic Advising &amp; Career Development Modules.</td>
<td>(Link to detailed report) Mary Ann Barham, Advising &amp; Career Services</td>
</tr>
<tr>
<td>55</td>
<td>COMPLETED</td>
<td></td>
<td>Continuing Engagement for Social Change.</td>
<td>(Link to detailed report) David Osborn, University Studies</td>
</tr>
<tr>
<td>59</td>
<td>ON SCHEDULE</td>
<td></td>
<td>Leveraging the Efficiencies of a Credit-based &quot;Mini-MOOC&quot;.</td>
<td>(Link to detailed report) Talya Bauer, School of Business Administration</td>
</tr>
<tr>
<td>63</td>
<td>ON SCHEDULE</td>
<td></td>
<td>University Studies On-line General Education Pathways.</td>
<td>(Link to detailed report) Rowanna Carpenter, University Studies</td>
</tr>
<tr>
<td>67</td>
<td>COMPLETED</td>
<td></td>
<td>A Coherent Set of Ten Fully On-line Courses.</td>
<td>(Link to detailed report) John Rueter, Environmental Science and Management</td>
</tr>
<tr>
<td>73</td>
<td>COMPLETED</td>
<td></td>
<td>Last Five Miles: Coaching Students to Degree Completion.</td>
<td>(Link to detailed report) Becky Sanchez, School of Business Administration</td>
</tr>
<tr>
<td>78</td>
<td>COMPLETED</td>
<td></td>
<td>Reaching Out: Utilizing Technology to Enhance the Student Experience.</td>
<td>(Link to detailed report) Becky Sanchez, School of Business Administration</td>
</tr>
<tr>
<td>88</td>
<td>COMPLETED</td>
<td></td>
<td>Faculty Advising Initiative.</td>
<td>(Link to detailed report) Martha Dyson, College of Liberal Arts &amp; Sciences</td>
</tr>
<tr>
<td>91</td>
<td>SCHEDULE AT RISK</td>
<td></td>
<td>On-line Master of Social Work Degree with Specialization in Community and Leadership Practice.</td>
<td>(Link to detailed report) Sarah Bradley, School of Social Work</td>
</tr>
<tr>
<td>92</td>
<td>ON SCHEDULE</td>
<td></td>
<td>Giving Credit Where Credit is Due.</td>
<td>(Link to detailed report) Shelly Chabon, College of Liberal Arts &amp; Sciences</td>
</tr>
<tr>
<td>#</td>
<td>Project Status</td>
<td>Progress</td>
<td>Project Name · Project Lead</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------------------</td>
<td>----------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 96   | COMPLETED              | ![completed] | Tools for Improving Orientation Advising.  ([Link to detailed report](#))  
Martha Dyson, College of Liberal Arts & Sciences |
| 107  | COMPLETED              | ![completed] | Development of a Digital Academic Requirements Committee Petition.  ([Link to detailed report](#))  
Randi Harris, Office of Academic Affairs |
| 110  | ON SCHEDULE            | ![on_schedule] | Social Entrepreneurship Certificate.  ([Link to detailed report](#))  
Cindy Cooper, Impact Entrepreneurs |
| 111  | COMPLETED              | ![completed] | PDX Open: Reducing Student Textbook Costs.  ([Link to detailed report](#))  
Sarah Beasley and Karen Bjork, Library |
| 113  | ON SCHEDULE            | ![on_schedule] | Mapping an On-line Presence for UNST Mentors.  ([Link to detailed report](#))  
Dana Lundell and Annie Knepler, University Studies |
| 120  | COMPLETED              | ![completed] | On-line Faculty and TA Development.  ([Link to detailed report](#))  
Nike Arnold, Applied Linguistics |
| 136  | COMPLETED              | ![completed] | On-line Major Change with Integration to Banner.  ([Link to detailed report](#))  
Cindy Baccar, Enrollment Management and Student Affairs |
| 139  | COMPLETED              | ![completed] | Digital Badges for Creativity and Critical Thinking.  ([Link to detailed report](#))  
Emily Ford, Library |
| 155  | COMPLETED              | ![completed] | Mobile and Augmented Reality Resources for Learning.  ([Link to detailed report](#))  
Steve Thorne, Dept. of World Languages and Literatures |
| 158  | ON SCHEDULE            | ![on_schedule] | Highly Effective On-line Programming in Business.  ([Link to detailed report](#))  
Jeanne Enders, School of Business On-line Initiatives |
| 161  | COMPLETED              | ![completed] | Using Technology to Answer Key Questions on the Success of Students in STEM.  ([Link to detailed report](#))  
Paul Latiolais, Fariborz Maseeh Dept. of Mathematics and Statistics |
| 169  | ON SCHEDULE            | ![on_schedule] | An ePortfolio Initiative to Transform Learning and Assessment at PSU.  ([Link to detailed report](#))  
Yves Labissiere, University Studies |
| 186  | SCHEDULE AT RISK       | ![schedule_at_risk] | Reframing Chemistry and Biology Education at PSU for the 21st Century.  ([Link to detailed report](#))  
Rob Strongin, Dept. of Chemistry |
PROJECT STATUS: On Schedule

April 2015

#47 Meeting (and Exceeding) Student Goals in Mathematics and Statistics

Create an emporium-style classroom space to facilitate hybrid and partially on-line mathematics and statistics courses, and redesign five courses to allow students to proceed more quickly through requirements.

ACHIEVEMENTS THIS PERIOD
(03.09.15-04.26.15)

• Completed assessment of courses with short report identifying assessment findings.

GOALS FOR NEXT PERIOD
(04.27.15-05.31.15)

• Completed simple sustainability plan.
• Complete project!
• Complete project closeout, including finalizing the end-of-project report.

KEY DECISIONS

• None.

OPEN ISSUES

• None.

LEADS: Joyce O'Halloran, Professor, and Rachel Webb, Senior Instructor, The Fariborz Maseeh Department of Mathematics and Statistics, College of Liberal Arts & Sciences

PROJECT MANAGER: Samad Hinton


www.pdx.edu/oai/provosts-challenge
# 54 Online Academic Advising & Career Development Modules

Helping to increase student success by creating on-line academic advising and career development modules that can be used throughout Portland State University. Topics to be covered include: explanation of graduation requirements and University policies and procedures; information about campus resources; using PSU’s Degree Audit Reporting System; and understanding the career planning process (i.e. self-assessment, major and career exploration, importance of relevant experience, career decision-making, job search strategies).

**ACHIEVEMENTS**

- Project achieved the following outcomes:
  - Created [D2L advising modules](#) to include explanation of graduation requirements, university policies and procedures, explanation of DARS and information about campus resources.
  - Created [D2L career development modules](#) that include information on the career planning process - i.e. self-assessment, career exploration, gaining experience, major and career decision-making, job search strategies, and the Portland labor market.
  - Created 19 videos in these two modules, covering advising and career development topics.
  - Please see end-of-project report and summary of [project artifacts](#) for additional information.

**PROGRESS**

- LEAD: Mary Ann Barham, Director, Advising & Career Services
- PROJECT MANAGER: Hans VanDerSchaaf
- COLLABORATORS: College of Liberal Arts & Sciences, College of Urban & Public Affairs and School of Business Administration

www.pdx.edu/oai/provosts-challenge
PROJECT STATUS: Completed
April 2015

#55 Continuing Engagement for Social Change: At and Beyond Portland State

Increase engagement of Portland State University students in addressing the ecological and social crises facing our world by building on existing work in University Studies, including the creation of a digital community space, online workshops, an online alumni speakers bureau and an interactive resource guide.

ACHIEVEMENTS

- Project achieved the following outcomes:
  - The development of a model and platform for online workshops and the creation of three fully online workshops that support continued engagement in social change (available here).
  - Expanded participation by a dozen faculty in at least three online Communities of Practices, in addition to alumni engagement, student participation and student assignment integration.
- Please see the end-of-project report for additional information.

PROGRESS

LEAD: David Osborn, SINQ/Capstone Instructor, University Studies
PROJECT MANAGER: Hans VanDerSchaaf
COLLABORATORS: University Studies and Women, Gender and Sexuality Studies

www.pdx.edu/oai/provosts-challenge
Preparing SBA Students for Success by Positioning Practicum/Career Skills as a Centerpiece of the Curriculum by Leveraging the Efficiencies of a Credit-based “Mini-MOOC”

Leverage the efficiencies of a credit-based “Mini-Mooc” to help PSU and the School of Business Administration remain competitive and ensure that students are employable after graduation by providing them with practicums and career skills.

ACHIEVEMENTS THIS PERIOD (03.09.15-04.26.15)

• Completed evaluation and delivery of Winter 2015 pilot.
• Began evaluation and delivery of Spring 2015 pilot.
• Continued developing student and employer handbooks for internships.
• Created a visual flow chart of the sign-up process to be shared with students, faculty and staff.
• Created a video presentation to promote the online internship course for delivery by BA 101 and FIN 218 faculty and added this to the Internship Website.
• Continued developing career skills module to be incorporated into the course and shared with all SBA students.
• Promoted the SBA Passport to Student Success Welcome Week (Over 500 students signed up to date).
• Began discussions around how project work will be sustained post-Provost’s Challenge.
• Created and delivered a workshop to the SBA Honors Program students (~45 students) on April 3. Topics covered included internships and interview skills.

GOALS FOR NEXT PERIOD (04.27.15-05.31.15)

• Continue evaluation and delivery of Spring 2015 pilot.
• Finish development of student and employer handbooks for internships to help set expectations and create conditions for success.
• Finish developing career skills module to be incorporated into the course and shared with all SBA students.
• Continue creating excitement and sustainable practices around activities that build key career skills, improve students’ ability to land internships, and to be most effective once they have them (e.g., attending resume workshops, interview skills, etc.).
• Continue signing up new students to participate in the Passport to Student Success initiative.
• Continue sharing modules with PSU community.
• Continue work to embed project into the DNA of SBA to help make project sustainable.
• Begin drafting an end-of-project report to outline the project’s impact and future sustainability.

OPEN ISSUES

• None.

LEAD: Talya Bauer, Professor, Organizational Behavior and Human Resources Management, School of Business Administration

PROJECT MANAGER: Sarah Traxler

COLLABORATORS: School of Business Administration, University Studies, Employers, School of Business Online Initiatives, Office of Information Technology, Impact Entrepreneurs and PSU Career Center
#63 University Studies On-line General Education Pathways

The purpose of the University Studies On-line General Education Pathways Project is to develop on-line pathways for completion of SINQ, Upper-division Cluster and Capstone courses in Environmental Sustainability (Natural Sciences), Family and Society (Social Sciences), Interpreting the Past (Humanities), and the Knowledge, Values, Rationality (Humanities) clusters. This includes the creation of a cluster website, piloting a community of practice for one of the clusters and on-line research and information literacy support for clusters.

**ACHIEVEMENTS THIS PERIOD (03.09.15-04.26.15)**

- Worked to finalize the end-of-project report and sustainability plan, and project artifacts.

**GOALS FOR NEXT PERIOD (04.27.15-05.31.15)**

- Conduct final Lessons Learned meeting
- Finalize the end-of-project report and sustainability plan, and project artifacts.

**KEY DECISIONS**

- None.

**OPEN ISSUES**

- None.

**PROJECT STATUS: On Schedule**

April 2015

**LEAD:** Rowanna Carpenter, Director of Assessment and Upper Division Clusters, University Studies

**PROJECT MANAGER:** Reagan Vincennes

**COLLABORATORS:** University Studies; Faculty from the College of Liberal Arts & Sciences, School of Social Work, College of the Arts, and the College of Urban and Public Affairs; Office of Academic Innovation; Library; and Advising & Career Services

www.pdx.edu/oai/provosts-challenge
PROJECT STATUS: Completed

April 2015

#67 A Coherent Set of Ten Fully Online Courses at
Multiple Levels that Meet University, General
Education, and Departmental Requirements

Create ten fully online courses that enable undergraduate students to have more
flexibility (decreasing time to degree), while helping Environmental Science and
Management faculty optimize work assignments to match research needs.

ACHIEVEMENTS

- Project achieved the following outcomes:
  - Offered the following courses online: ESM 101, ESM 101 lab, ESM 102, ESM 102 lab, ESM 335, ESM 340, UNST 224, ESM 355U, SYSC 334 (was SYSC 399U), SCI 321, and USP 313U.
  - Students will be able to finish lab requirements for BS degree as a result of this project.
  - Developed ESM 150 as a fully online course.
  - Please see the end-of-project report for additional information.
  - Finalized the project’s sustainability plan with the Office of Academic Innovation.
  - Compiled summary of project artifacts.

PROGRESS

www.pdx.edu/oai/provosts-challenge

LEAD: John Rueter, Professor, Environmental Science and Management, College of Liberal Arts & Sciences

PROJECT MANAGER: Samad Hinton

COLLABORATORS: Environmental Science and Management, University Studies, Criminology & Criminal Justice Division, Urban Studies and Planning, Office of Academic Innovation
#73 Last Five Miles: Coaching Students to Degree Completion

Reach out to School of Business Administration students who were close to graduation (reaching back to 1995) but never applied, to help them complete degrees.

ACHIEVEMENTS

- Project achieved the following outcomes:
  - Eight students graduated as a direct result of the efforts of the Last Five Miles program.
  - The Degree Completion Specialist made contact with a total of 26 students.
  - Total Tuition generated from Last Five Miles Project, Winter 2014 - Fall 2014, was $13,146.
  - Tracked response rates from SBA outreach (phone calls, email, social media, etc.).
  - Tracked the number of students who re-enrolled in courses Winter & Spring 2014 Terms as a result of this project.
  - Tracked the number of students who graduated by Fall term 2014 as a result of this project.
- Please see the end-of-project report, including the numbers of students who re-enrolled and/or graduated, and summary of project artifacts, for additional information.

LEAD: Becky Sanchez, Director, Undergraduate Programs Office, School of Business Administration

PROJECT MANAGER: Hans VanDerSchaaf

COLLABORATORS: School of Business Administration and Degree Requirements
Reaching Out: Utilizing Technology to Enhance the Student Experience

Utilize technology in the School of Business Administration to enhance the undergraduate student experience: put systems in place to offer on-line advising and job counseling using video chats and create two promotional videos about the value of a business degree with a direct link to apply to SBA undergraduate programs.

ACHIEVEMENTS

• Project achieved the following outcomes:
  • Produced three promotional videos about the value of a business degree for the SBA website, including the use of web analytics that track video views and website hits.
  • Created a Standards of Practice (SOP) for distance advising including:
    • SOP for advisors - how to advise Online including Worksheet tools and technology use routines.
    • SOP for students - how can students access Online appointments and what tools do they need to do so.
  • Executed a student satisfaction survey measuring web page quality and advising availability/ satisfaction.
• Please see the end-of-project report and summary of project artifacts for additional information.

PROGRESS

LEAD: Becky Sanchez, Director, Undergraduate Programs Office, School of Business Administration

PROJECT MANAGER: Hans VanDerSchaaf

COLLABORATORS: School of Business Administration
PROJECT STATUS: Completed

April 2015

#88 Faculty Advising Initiative

Creation of an integrated professional and faculty advising system that includes an on-line faculty resource guide for advising and comprehensive on-line advising tutorials for faculty advisers.

ACHIEVEMENTS

- Project achieved the following outcomes:
  - Increased faculty understanding of non-major graduation requirements (BA, BS, BFA, BM, and University Studies)
  - Increased faculty competence in reading and understanding DARS
  - Increased faculty referrals of students to campus resources due to improved understanding of university resources
  - Improved faculty and student satisfaction with overall advising experience
- Please see the end-of-project report and summary of project artifacts for additional information.
- The faculty advising website is live, and it includes an online faculty advising guide.

PROGRESS

LEAD: Martha Dyson, Academic Adviser, College of Liberal Arts & Sciences

PROJECT MANAGER: Sarah Traxler

COLLABORATORS: Enrollment Management and Student Affairs

www.pdx.edu/oai/provosts-challenge
On-line Master of Social Work Degree with Specialization in Community and Leadership Practice

Take an existing three-year Master of Social Work degree and put it on-line, increasing accessibility for non-traditional students, including students of color, parents, low-income students, students with disabilities, tribal members, and students who live rurally.

ACHIEVEMENTS THIS PERIOD (03.09.15-04.26.15)

- Launched the two Spring 2015 courses.
- Modified already developed courses based on student feedback on the first 4 courses.
- Continued to add close captioning to video assets produced by the MSW faculty.

GOALS FOR NEXT PERIOD (04.27.15-05.31.15)

- Hold MSW lessons learned meeting with all participants within the project.
- Continue course development activities for the fourth and fifth batch of courses.
- Begin to draft the end-of-project report.

KEY DECISIONS

- None.

OPEN ISSUES

- Project is working through capacity challenges for faculty course developers, which is impacting the project schedule. We are creating course-by-course mitigation plans to help ensure course development finishes by June 30.
ACHIEVEMENTS THIS PERIOD
(03.09.15-04.26.15)

• Issued final rounds of RFPs and selected courses to adapt for CPL.
• Conducted CPL course adaptation and Course Learning Outcome training for participating faculty.
• Continued course adaptation for including CPL.
• Evaluation subcommittee developed evaluation instruments to use in pre- and post- pilot classes.
• Completed mapping of 19 of 20 courses for the Sustainability Certificate.
• Begin drafting Sustainability Certificate proposal for submission to Faculty Senate.
• Compiled and submitted Winter ’15 Quarterly HECC report and Winter ’15 term cost analysis worksheet.
• Compiled and submitted Winter ’15 Quarterly HECC report and Winter ’15 term cost analysis worksheet.
• Completed revisions of CPL website and submitted to University Communication for review and publication.
• Started revising/drafting language for inclusion in the PSU Online Bulletin.
• Presented to the Higher Education Coordinating Commission.
• Catalogued consultant’s materials and presentation for inclusion in our own faculty development training module.

GOALS FOR NEXT PERIOD
(04.27.15-05.31.15)

• All CPL adaptation course materials will be submitted to project Steering Committee and uploaded to project website.
• Continue course adaptation for including CPL.
• Continue working with the Office of Academic Affairs to further develop staffing, infrastructure and budget recommendations for how CPL can be formally adopted across PSU.
• For the Sustainability Certificate - Finish mapping last course; finalize and submit proposal to Faculty Senate.
• Make substantial progress and perhaps complete a student and faculty CPL manual.
• Complete preliminary drafts of: end-of-project report, sustainability plan and project artifacts.

OPEN ISSUES

• None.

LEAD: Shelly Chabon, Professor and Associate Dean, College of Liberal Arts & Sciences

PROJECT MANAGERS: Cornelia Coleman (College of Liberal Arts & Sciences) and Hans VanDerSchaaf (Office of Academic Affairs)

COLLABORATORS: College of Liberal Arts & Sciences, School of Business Administration, University Studies, Graduate School of Education, Library, College of Urban & Public Affairs, Office of the Registrar, Office of Academic Innovation, Institute for Sustainable Solutions, Faculty Senate, PSU-American Association of University Professors, Enrollment Management and Student Affairs, and Office of Academic Affairs
PROJECT STATUS: Completed

April 2015

#96 Tools for Improving Orientation Advising

Help decrease time-to-degree by providing tools that enable advisers to help freshman and transfer students register for the best classes at orientation. Tools will include making available to advisers a snapshot of incoming students’ transcripts, AP/IB scores, ACT/SAT scores, and any community college credits earned. An important component includes allowing pre-health students to register only after they have verified they meet math prerequisites.

ACHIEVEMENTS

- Project achieved the following outcomes:
  - Increased number of freshmen taking the math placement exam prior to attending orientation.
  - Increased retention of freshmen STEM majors.
  - Increased identification of high achieving students able to be successful with higher credit loads in their first year of college.
  - Increased identification of lower achieving students leading to more referrals to campus services, college success curriculum, and preparatory classes.
  - Improved faculty and professional adviser orientation experience due to availability of more thorough advising information.

- Tools created by the project include a snapshot of incoming students’ transcripts, AP/IB scores, ACT/SAT scores, and any community college credits earned to assist advisers, and building in technical functionality such that students in designated majors and pre-health professional programs are able to register for orientation only after they have verified they meet math prerequisites.

- Please see the end-of-project report and summary of project artifacts for additional information.

PROGRESS

LEAD: Martha Dyson, Academic Adviser, College of Liberal Arts & Sciences

PROJECT MANAGER: Sarah Traxler

COLLABORATORS: Enrollment Management and Student Affairs
Digitizing the Process: Development of a Digital Academic Requirements Committee (ARC) Petition

Create on-line resources, including workflows and electronic signatures, to accelerate the Academic Requirements Committee petition process. Digitizing this process will enable us to rethink every aspect of our petitions, eliminate redundancies, create institutional memory, and work toward a paperless environment.

ACHIEVEMENTS

- Project achieved the following outcomes:
  - Deployment of a fully functional digital ARC petition.
  - Trained appropriate faculty and staff on the use of the digital ARC petition.
  - Increased efficiency of the ARC petition process by reducing turnaround time from up to 10 weeks to the average petition taking between 1-10 days to be reviewed and processed.

- Please see the end-of-project report for additional information and these project artifacts:
  - Assessment plan
  - Academic Requirements Committee Petition Webpage
  - OnBase ARC Petition User Manual
  - OnBase ARC Petition Workflow

PROGRESS

LEAD: Randi Harris, Special Assistant to the Vice PROVOST’S for Academic Innovation and Student Success, Office of Academic Affairs

PROJECT MANAGER: Hans VanDerSchaaf

COLLABORATORS: University Studies, Registration and Records, Degree Requirements, Office of Information Technology, Academic Requirements Committee, and Advising & Career Services

www.pdx.edu/oai/provosts-challenge
PROJECT STATUS: On Schedule

April 2015

#110 Social Entrepreneurship Certificate

Create an on-line Certificate in Social Innovation and Social Entrepreneurship to be delivered as both a standalone non-credit-bearing certificate and as a credit-bearing courses through existing and planned PSU degree programs. The Certificate will equip and empower participants to launch social ventures or secure positions in an expanding field.

ACHIEVEMENTS THIS PERIOD (03.09.15-04.26.15)

- Continued community engagement and education to help the broader community in learning about the Social Entrepreneurship Certificate. Certificate was featured as part of the PSU Fearless Campaign on www.pdx.edu.
- Secured approval to remove the graduate prerequisite requirement.
- Continued process of requesting approval to remove the undergraduate prerequisite requirement to enable students to take courses out of sequence more easily and to increase the accessibility of courses.
- Presented on the Social Entrepreneurship Certificate and participated in two panel discussions at Ashoka U Exchange.
- Began conversations around project sustainability, to be outlined in the project’s end-of-project report.

GOALS FOR NEXT PERIOD (04.27.15-05.31.15)

- Continue community engagement and education to help the broader community in learning about the Social Entrepreneurship Certificate.
- Continue the process of requesting the removal of the undergraduate prerequisite requirement to enable students to take courses out of sequence more easily and to increase the accessibility of courses.
- Begin drafting an end-of-project report to outline the project’s impact and future sustainability.
- Provide input for project poster and attend May 19th Provost’s Challenge Celebration.
- Share project information at May 19th Changemakers Night event we are co-hosting.

KEY DECISIONS

- None.

OPEN ISSUES

- None.

LEAD: Cindy Cooper, Director, Impact Entrepreneurs, School of Business Administration

PROJECT MANAGER: Hans VanDerSchaaf

COLLABORATORS: School of Business Administration, School of Business On-line Initiatives, Institute for Sustainable Solutions and Community Partners
PROJECT STATUS: Completed

April 2015

#111 PDX Open: Reducing Student Textbook Costs

Collect Through the PSU Library, create an infrastructure for open textbook publishing and collaborate with faculty who wish to develop open access materials, to enable faculty to author textbooks that are freely accessible to students.

ACHIEVEMENTS

- Project achieved the following outcomes:
  - Developed publishing support services and procedures, including the creation of book cover templates; ISBN registration service; and established print-on-demand services with a third-party vendor
  - Awarded stipends to PSU faculty for developing online open textbooks with the anticipation of textbooks to support courses offered in Fall 2014 and Winter 2015. Five winning proposals from PSU faculty spanning a variety of academic disciplines were chosen for publication: Introduction to Mathematical Analysis; Preadvanced Japanese; Spatial Thinking in Planning Practice: An Introduction to GIS; Gender and Sexualities: An Inquiry; and Comprehensive Individual Curriculum & Instructional Design.
  - Please see the end-of-project report for additional information.
  - Student costs savings were $23,805 for use of the texts during one term.

PROGRESS

LEADS: Sarah Beasley, Education/Social Science Librarian, Library, and Karen Bjork, Digital Initiatives Coordinator, Library

PROJECT MANAGER: Hans VanDerSchaaf

COLLABORATORS: Faculty and staff in the Library

www.pdx.edu/oai/provosts-challenge
Mentors Advocating and Promoting Success (MAPS): Mapping an On-line Presence for UNST Mentors Supporting Retention

Expand the MAPS retention initiative to better support on-line mentors by researching and offering training around best practices in on-line mentoring through a newly created widget built into Desire to Learn or MyPSU.

**ACHIEVEMENTS THIS PERIOD (03.09.15-04.26.15)**

- Continued addressing student questions and concerns arriving through the Ask-a-Maps Mentor Tool.
- Continued check-ins with team to assess what we are learning from the new tool and how it should inform our work.
- Collaborated with units across campus on how to add the Ask-a-Maps Mentor Tool button to existing D2L courses without using a template course shell. Developed a solution on the best way to move forward.
- Finalized the analytics plan.
- Recorded Fall and Winter data in revised analytics plan spreadsheet.
- Accessed and analyzed baseline data on use of MAPS resources prior to the implementation of the MAPS widget.
- Further developed timeline around analytics plan and delivery of analytics report.
- Scheduled working sessions for the project team to develop an outline and begin drafting the analytics report.
- Created and uploaded a promotional banner on the Mentors Program website.

**GOALS FOR NEXT PERIOD (04.27.15-05.31.15)**

- Continue addressing student questions and concerns arriving through the Ask-a-Maps Mentor Tool.
- Continue check-ins with team to assess what we are learning from the new tool and how it should inform our work.
- Draft instructions on how to add the Ask-a-Maps Mentor Tool button to existing D2L courses without using a template course shell. Add instructions to the UNST Faculty Resources website and the Office of Academic Innovation's Faculty Services Knowledge Base website.
- Hold working sessions with the project team to develop an outline and begin drafting the analytics report.
- Begin drafting an end-of-project report to outline the project’s impact and future sustainability.

**KEY DECISIONS**

- None.

**OPEN ISSUES**

- None.

**LEAD:** Dana Lundell and Annie Knepler, University Studies

**PROJECT MANAGER:** Sarah Traxler

**COLLABORATORS:** Faculty, staff and students in University Studies
PROJECT STATUS: Completed

April 2015

#120 Promoting Excellence in Teaching through On-line Faculty and TA Development

Create on-line faculty development modules that focus on important instructional processes (e.g. providing effective feedback, scaffolding learning, checking comprehension, posing engaging discussion questions, designing appropriate assessments) in common instructional situations such as: lectures, labs, class discussions, office hours, distance and blended formats, and written work.

ACHIEVEMENTS

- Project achieved the following outcomes:
  - Administered a needs analysis that identified the topics for two online self-access professional development modules. The analysis included the points of view of 170 department chairs, faculty, and TAs from a variety of programs and 510 students, allowing the content of these modules to be tailored to the real needs of “instructional personnel” at PSU.
  - Developed two multi-step online self-access learning plans featuring classroom video and online environments. The online modules focused on student engagement and teaching with technology, both topics determined based on the initial needs analysis.
  - The online modules are available in LearnerWeb.
  - Please see the end-of-project report and summary of project artifacts for additional information.

PROGRESS

LEAD: Nike Arnold, Associate Professor, Applied Linguistics, College of Liberal Arts & Sciences

PROJECT MANAGER: Hans VanDerSchaaf

COLLABORATORS: Depts. of World Languages and Literatures and Applied Linguistics
PROJECT STATUS: Completed
April 2015

#136 On-line Major Change with Integration to Banner

Build a real-time, accurate, Banner integrated solution that displays a student’s current major, degree program, and prompts them to verify/or change each term. This enables undergraduate students to declare a major according to PSU’s major declaration policy.

ACHIEVEMENTS

- Project achieved the following outcomes:
  - Built a technical solution for students to submit a major/degree change in real-time using Banner self service (Banweb). This outcome was achieved when students were able to log into Banweb, submit a change of major and immediately see information related to their new current major (including being able to register for major-restricted courses).
  - Leveraged technology to enforce the practice of requiring students each term who meet the requirements to declare a major using the online process.
  - Please see the end-of-project report for additional information.

PROGRESS

LEAD: Cindy Baccar, Registrar, Enrollment Management and Student Affairs

PROJECT MANAGER: Hans VanDerSchaaf

COLLABORATORS: Office of the Registrar, Office of Information Technology and Advising Council

www.pdx.edu/oai/provosts-challenge
#139 Digital Badges for Creativity and Critical Thinking

In partnership with the School of Community Health, the PSU Library will procure a digital badge system, create a digital badge curriculum to certify and acknowledge skills attainment for creativity and critical thinking, and deploy this curriculum for a subset of undergraduate students in Community Health.

ACHIEVEMENTS

- Project achieved the following outcomes:
  - Mapped library learning outcomes to undergraduate community health curriculum.
  - Established a system for deploying instructional content and credentialing student mastery of information literacy competencies.
  - Piloted credentialing system in a subset of undergraduate community health courses.
- Please see the end-of-project report and the summary of project artifacts for additional information.
- The project’s badges can be viewed in Credly.
- In conjunction with completion of the project, the project lead, Emily Ford, Librarian; Betty Izumi, Assistant Professor of Community Health; Jost Lottes, Research Associate with the Institute on Aging; and Dawn Richardson, Assistant Professor in School of Community Health recently published a case study article: Ford, E., Lottes, J., Izumi, B., Richardson, D. (2015). Badge it! A Collaborative Learning Outcomes Based Approach to Integrating Information Literacy Badges within Disciplinary Curriculum. Reference Services Review, 43(1), 31-44.
PROJECT STATUS: Completed

April 2015

#155 Mobile and Augmented Reality Resources for Learning

By utilizing mobile media and place-based augmented reality techniques (i.e. games), this project will create multilingual learning opportunities for PSU students, as well as provide multilingual experiences to Portland metro area residents and visitors to the region.

ACHIEVEMENTS

- Project achieved the following outcomes:
  - Developed mobile activities/games in three languages (English/ESL, French, and Spanish, as agreed upon in the initial project Memorandum of Understanding), plus one additional language (Japanese), that align with and augment existing World Languages and Literature and Intensive English Language Program course curricula. Approximately 200 PSU students have participated in the building and use of Augmented Reality activities associated with this project.
  - Developed two distinct PSU campus tours, one general tour in English, French, and Spanish, and one focused on PSU sustainability projects in English, French, Japanese, and Spanish.
  - Submitted two scholarly articles for publication that report on the learning outcomes associated with place-based/mobile activities.
  - Designed and implemented a data management system with Academic and Research Computing to enable continued scientific/learning sciences research on mobile Augmented Reality activities.
  - The free ARIS Mobile App for iPhone is available at the Apple iStore.
  - Please see the end-of-project report and summary of project artifacts for additional information.

PROGRESS

LEAD: Steve Thorne, Associate Professor of Second Language Acquisition, World Languages and Literatures, College of Liberal Arts & Sciences

PROJECT MANAGER: Hans VanDerSchaaf

COLLABORATORS: Dept. of World Languages and Literatures, Dept. of Applied Linguistics and Intensive English Language Program
#158 Expanding the Sphere of Influence: A Vision for Increased Access Through Highly Effective On-line Programming in Business

Expand SBA’s sphere of influence by providing highly effective, on-line degree completion programs that enable students to achieve their career goals. This will entail offering two fully on-line part-time undergraduate degrees, supporting ePortfolio and internship projects, and by supporting the social enterprise coursework.

ACHIEVEMENTS THIS PERIOD (03.09.15-04.26.15)

- Completed course design, build and Quality Matters review for 6 of the 9 courses in the second batch of course development.
- Secured faculty support resources for next year, which will be crucial in supporting project sustainability.
- Finished Winter 2015 course development training.
- Completed second batch of academic and career modules.
- Continued work with setting up infrastructure for students to use ePortfolios.
- Presented at the AAEELBL ePortfolio conference about this project’s ePortfolio efforts.
- Made further progress on developing project sustainability plans.

GOALS FOR NEXT PERIOD (04.27.15-05.31.15)

- Complete QM review on all final courses and finish all course development for project.
- Complete final academic and career modules.
- Complete end-of-project report and sustainability plan and capture project artifacts.

KEY DECISIONS

- Faculty support person in SBA hired for next year to help with project sustainability.

OPEN ISSUES

- None.

LEAD: Jeanne Enders, Executive Director, School of Business On-line Initiatives, School of Business Administration

PROJECT MANAGER: Hans VanDerSchaaf

COLLABORATORS: School of Business Administration, Office of Academic Innovation, Impact Entrepreneurs, Employers, and Business Advisory Council
Using Technology to Collect and Analyze Data to Answer Key Questions on the Success of Students in STEM at PSU

Collect key questions from faculty and units relating to improving student success in STEM, then finding ways to try to answer those questions.

ACHIEVEMENTS

- Project achieved the following outcomes:
  - Engaged with the collaborators to identify and articulate measurable indicators (e.g. grades, transfer credits, etc.) and program objectives which define success and identify intermediate variables that correlate to student success.
  - Worked with The Office of Institutional Research and Planning (OIRP) to identify available institutional data that will help identify and understand the “leaks” in the pipeline and/or other bottlenecks and leverage points in the pathway.
  - Please see the end-of-project report and the project artifact (i.e. the detailed report on the success and flow of STEM students the project generated) for additional information.

PROGRESS

LEAD: Paul Latiolais, Professor, Fariborz Maseeh
Department of Mathematics and Statistics, College of Liberal Arts & Sciences

PROJECT MANAGER: Hans VanDerSchaaf

COLLABORATORS: PSU STEM Council, including representatives from the College of Liberal Arts & Sciences, Graduate School of Education, and Maseeh College of Engineering & Computer Science
#169 Making Learning Visible: An ePortfolio Initiative to Transform Learning and Assessment at PSU

The primary goal of the ePortfolio Evaluation Project is to identify the best possible on-line ePortfolio solution for use campus wide. The main priority is to find a solution that focuses on students and learning with a secondary focus on assessment.

**ACHIEVEMENTS THIS PERIOD (03.09.15-04.26.15)**

- Announced PebblePad as the ePortfolio solution.
- Worked with PebblePad and DHX Advertising on product communication plan.

**GOALS FOR NEXT PERIOD (04.27.15-05.31.15)**

- Draft and complete end-of-project report and sustainability plan.
- Review and publish project artifacts.
- Complete Project Charter for the upcoming implementation phase.

**KEY DECISIONS**

- None.

**OPEN ISSUES**

- None.

**PROJECT STATUS: On Schedule**

April 2015

**LEAD:** Yves Labissiere, Interim Director, University Studies

**PROJECT MANAGER:** Reagan Vincennes

**COLLABORATORS:** University Studies, Office of Information Technology, Office of Academic Innovation, School of Business Administration, Graduate School of Education, College of the Arts, School of Business Online Initiatives, Library, Maseeh College of Engineering & Computer Science, College of Liberal Arts & Sciences, College of Urban & Public Affairs, Institutional Research & Planning, Student Activities and Leadership Program and Advising & Career Services

www.pdx.edu/oai/provosts-challenge
ACHIEVEMENTS THIS PERIOD
(03.09.15-04.26.15)

• Started Process Oriented Guided Inquiry Learning (POGIL) Assessment Plan.
• Offered final 4 POGIL Pilot Courses.
• Worked on the Biology Self-Assessment plan to enable students to self-assess their preparedness for testing out of the lecture.
• Continued to plan the joint Chemistry-Biology Advanced Lab and create syllabus; discussed whether and how this relates to the advanced labs proposed for the Howard Hughes Medical Institute.
• Discussed role of Biology and Chemistry Graduate Assistants in supporting the remaining Provost’s Challenge project deliverables.

GOALS FOR NEXT PERIOD
(04.27.15-05.31.15)

• Continue work on the on Biology Self-Assessment and prepare it for PSU Squared.
• Conduct a Lessons Learned session with POGIL Learning Assistants to determine what worked and what did not in the pilot courses.
• Conduct a Lessons Learned session with faculty participants in the POGIL Pilot Courses to determine what worked and what did not in their classes.
• Complete the joint Chemistry-Biology Advanced Lab syllabus and capstone proposal draft.
• Complete POGIL Assessment Plan.
• Refresh PSU Squared with new content and links.
• Start preliminary data analysis of General Chemistry final exam data.
• Start draft of end-of-project report and sustainability plan.
• Begin to collect items for the project archive.

OPEN ISSUES

• Project schedule is behind due to an issue with faculty availability with respect to the estimated time remaining to complete the project. To mitigate, the project leads decided that it was best to add new staff - two graduate assistants, one for Chemistry and one for Biology - to the project team to keep it on track and provide the necessary support to complete the tasks.

LEADS: Rob Strongin, Professor, Department of Chemistry, and Suzanne Estes, Associate Professor, Department of Biology, College of Liberal Arts & Sciences

PROJECT MANAGER: Reagan Vincennes

COLLABORATORS: Depts. of Biology and Chemistry, PSU STEM Council and Industry Partners