The Provost’s Challenge accelerated transformational change at PSU by funding twenty-four faculty and staff-initiated projects that enhance online learning and the use of innovative technology in educational delivery to improve student success and graduation.

Led by Portland State University’s Provost Sona Andrews and Vice Provost for Academic Innovation and Student Success Sukhwant Jhaj, the Provost’s Challenge formed the initial launching project for reTHINK PSU. The Provost’s Challenge allocated $3 million in 2013 to fund and support twenty-four innovative faculty-staff activities, engaging more than 150 formal collaborators, to accelerate online learning and the use of innovative technology in educational delivery and to improve student success and graduation. The selected projects emerged from 162 ideas that were proposed by more than 1,000 faculty, staff and students.

The Provost’s Challenge successfully concluded on June 30, 2015, on time and under budget. Details on the outcomes are available on each project’s webpage. Of the $3 million allocated to Provost’s Challenge, $2,737,138 was spent, resulting in more than $260,000 in savings. The Provost’s Challenge Celebration in May 2015 brought together faculty, staff and students to share successes and reflect on their work.

The Provost’s Challenge Feature Video helps communicate the impact of this work.
## OVERVIEW STATUS REPORT • November 2015 (Final)

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

November 2015 (Final)

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

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

**ACHIEVEMENTS**

- Project achieved the following outcomes:
  - Initiated redesign of 5 courses: online STAT 243, 244 (Introduction to Statistics), online MTH 251, flipped MTH 111, and emporium MTH 70.
  - Led the design and implementation of an emporium-style computer classroom space moving from the existing Neuberger Hall 461 and 465 computer lab to the renovated Neuberger Hall 96 classroom for delivery of redesigned courses.
  - Please see the end-of-project report, project artifacts and project website for additional information.

**PROGRESS**

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
Helped to increase student success by creating on-line academic advising and career development modules that can be used throughout Portland State University. Topics covered included: 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, project artifacts and project website for additional information.

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
# Project Status: Completed

November 2015 (Final)

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

Increased 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 and project website 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](http://www.pdx.edu/oai/provosts-challenge)
PROJECT STATUS: Completed

November 2015 (Final)

#59 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”

Leveraged 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

- Project achieved the following outcomes:
  - Increased access to Internship / Practicum opportunities for students across SBA majors by creating an internal mini-MOOC offered each term and scalable from 20 to 2,000 students.
  - Increased student success by integrating 10 critical employment skills into each internship/practicum so that students learn about and then immediately apply these skills in real time.
  - Shared our learning modules and best practices with other interested units on campus so that PSU benefits more widely from what we’ve developed and learned.
- Please see the end-of-project report, project artifacts and project website for additional information.

PROGRESS

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

www.pdx.edu/oai/provosts-challenge
#63 University Studies On-line General Education Pathways

The purpose of the University Studies On-line General Education Pathways Project was 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 included 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

- Project achieved the following outcomes:
  - Online pathways for the completion of SINQ, Upper-division Cluster, and thematically-linked Capstone courses in Environmental Sustainability (Natural Sciences), Family and Society (Social Sciences), Interpreting the Past (Humanities), and Knowledge, Values, Rationality (Humanities) clusters. This was the result of developing 25 courses.
  - Experiential learning opportunities at the Junior level allowing for engagement with career or community projects.
  - Online UNST resources including SINQ-Cluster website and online Communities of Practice that provide space for continuing engagement with pressing community issues.
  - Online research support for UNST courses.
- Please see the end-of-project report, project artifacts and project website for additional information.

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

Created ten fully on-line 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:
  - Developed and offered the following ten courses online: ESM 101, ESM 101 lab, ESM 102, ESM 102 lab, ESM 335, ESM 340, UNST 224, ESM 355U, SYSC 399U, USP 313U.
  - Students are able to finish lab requirements for a BS degree as a result of this project.
  - Developed ESM 150 as a fully online course.
  - Please see the end-of-project report and project website for additional information.

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
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, project artifacts, and project website for additional information.
PROJECT STATUS: Completed

November 2015 (Final)

# 78 Reaching Out: Utilizing Technology to Enhance the Student Experience

Utilized 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 created three 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, project artifacts and project website for additional information.

PROGRESS

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

PROJECT MANAGER: Hans VanDerSchaaf

COLLABORATORS: School of Business Administration
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, project artifacts and project website for additional information.
- The faculty advising website is live, and it includes an online faculty advising guide.
PROJECT STATUS: Completed

November 2015 (Final)

#91 On-line Master of Social Work Degree with Specialization in Community and Leadership Practice

Took 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

- Project achieved the following outcomes:
  - Initiated a fully online Master of Social Work program by Fall 2014, as the result of developing 20 courses.
  - Finished course development and course offering so a student can complete the MSW degree.
  - Please see the end-of-project report, project artifacts and project website for additional information.

PROGRESS

LEAD: Sarah Bradley, Assistant Professor, School of Social Work
PROJECT MANAGER: Samad Hinton
COLLABORATORS: School of Social Work, Office of Academic Innovation and Community Partners

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

November 2015 (Final)

#92 Giving Credit Where Credit is Due

Built on past efforts and created a rigorous, reliable, and flexible framework for recognizing, measuring, and awarding credit for prior learning experiences while upholding the quality and value of a PSU degree.

ACHIEVEMENTS

- Project achieved the following outcomes:
  - Built a flexible, faculty-led, academically and fiscally sound individualized approach for prior learning assessment (PLA), competency based learning, and concurrent learning assessment (CLA) for Portland State University.
  - Worked with Faculty Senate on approval of policies related to PLA, competency based learning assessment, and CLA.
  - Provided CLO/CPL training and worked with faculty in six departments to adapt 18 existing courses to offer for CPL in FY16.
  - Provided a framework for clearly defining and assessing campus-wide sustainability learning outcomes.
  - Created a program that allows students to earn an undergraduate Certificate in Sustainability in their field of interest - submitted program request to College of Liberal Arts & Sciences departmental curriculum committee for review, which initiated the Faculty Senate approval process; secured an academic home for the Certificate in the College of Liberal Arts & Sciences.
  - Participated in the Credit for Prior Learning pilot led by the Higher Education Coordinating Commission through June 2015.
- Please see the end-of-project report and project website (includes to download artifacts) for additional information.

PROGRESS

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
Tools for Improving Orientation Advising

Helped decrease time-to-degree by providing tools that enable advisers to help freshman and transfer students register for the best classes at orientation. Tools 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, project artifacts and project website for additional information.

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

Created on-line resources, including workflows and electronic signatures, to accelerate the Academic Requirements Committee petition process. Digitizing this process enabled 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, project artifacts and project website for additional information.

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: Completed
November 2015 (Final)

#110 Social Entrepreneurship Certificate

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

ACHIEVEMENTS

- Project achieved the following outcomes:
  - Developed and delivered a four-course, credit-bearing and non-credit-bearing Certificate in Social Entrepreneurship and Social Innovation that includes three fully online courses and one practicum/field study. The practicum includes an option between a local or international field study.
  - Assessed the viability of raising funds for the development and marketing of a social innovation MOOC.
  - Secured approval from PSU and the Oregon University System for undergraduate and graduate academic certificates.
  - Secured approval from PSU for the following proposed certificate courses:
    MGMT 421/521s - Design Thinking for Social Innovation
    MGMT 422/522s - Money Matters for Social Innovation
    MGMT 423/523s - Storytelling and Impact Measurement for Social Innovation
  - Developed course content and instructional materials, engaged stakeholders and expert speakers, launched courses and taught courses.
  - Please see the end-of-project report, project artifacts and project website for additional information.

PROGRESS

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

www.pdx.edu/oai/provosts-challenge
#111 PDX Open: Reducing Student Textbook Costs

Through the PSU Library, created an infrastructure for open textbook publishing and collaborated with faculty who wished to develop open access materials, and enabled 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, project artifacts and project website 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
#113 Mentors Advocating and Promoting Success (MAPS): Mapping an On-line Presence for UNST Mentors Supporting Retention

Expanded 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.

**ACHIEVEMENTS**

- Project achieved the following outcomes:
  - A new technology tool "Ask-A-MAPS Mentor" was developed and completed by end of year 1 and implemented in year 2. This was be measured by its existence and visibility on its new host site location, UNST Mentor Program (http://mentors.unst.pdx.edu/maps).
  - Response Tracking Tool (Measurement Mechanism) - v1 pilot tracker design by June 30, 2014. A student response Tracking Tool for Ask-A-MAPS Mentor was created in year 1 as part of the standard program tracking and reporting measures for the MAPS project in UNST. This specific tool is a database or "button" showing student activity and numbers of responses, types, and categories. Term by term in year 2 this was used to gather and report numbers as shown in achievement #3 below.
  - Increased Numbers of Students Utilizing MAPS Resources - year 2 final report by June 30, 2015. The Tracking Tool was used with actual student user numbers reported via this tool. This was tracked term by term in UNST and available via the Mentor Program and UNST Data site. We are able to measure and identify numbers of students (FRINQ, SINQ, online, in person), as well as categories of types of retention issues addressed by the MAPS team (eg, financial concerns, food insecurity, wellness, etc).
  - Please see the end-of-project report, project artifacts and project website for additional information.
#120 Promoting Excellence in Teaching through On-line Faculty and TA Development

Created 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, project artifacts and project website 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

November 2015 (Final)
#136 On-line Major Change with Integration to Banner

Built 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 and project website 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
**PROJECT STATUS:** Completed

November 2015 (Final)

#139 Digital Badges for Creativity and Critical Thinking

In partnership with the School of Community Health, the PSU Library procured a digital badge system, created a digital badge curriculum to certify and acknowledge skills attainment for creativity and critical thinking, and deployed 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, project artifacts and project website 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

November 2015 (Final)

#155 Mobile and Augmented Reality Resources for Learning

By utilizing mobile media and place-based augmented reality techniques (i.e. games), this project created multilingual learning opportunities for PSU students, as well as produced 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, project artifacts and project website 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

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

November 2015 (Final)

#158 Expanding the Sphere of Influence: A Vision for Increased Access Through Highly Effective On-line Programming in Business

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

ACHIEVEMENTS

- Project achieved the following outcomes:
  - Developed and delivered two fully online part-time, undergraduate degree completion cohort programs in the option areas of management and leadership and supply and logistics management. This resulted in the development of 19 courses, two of which are new electives designed specifically for the fully online student. Partnered with other departments for guaranteed access to additional courses for junior cluster (UNST).
  - Developed 30-hour course development training and delivered it in a summer one-week training as well as a winter training delivered in 15 two-hour modules.
  - Produced 20 video modules to serve as on-demand student resources for academic and career success (includes topics such as time management, academic integrity, and teamwork).
  - Supported the Provost’s Challenge ePortfolio project.
  - Designed ePortfolio implementation for fully online students which leverages the new PSU ePortfolio tool. Developed online two-credit ePortfolio elective to refine final portfolio and port out to LinkedIn. Developed ePortfolio video and extra-curricular ePortfolio training for students who cannot take elective course.
  - Supported the social enterprise coursework and internship program developed as SBA Provost’s Challenge projects. These projects provide additional, elective options for fully-online students in the SBA and can be paired with the part-time undergraduate degree offerings for students requiring full-time status or seeking additional distinction through fully-online certificates.
  - Please see the end-of-project report, project artifacts and project website for additional information.

PROGRESS

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

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

November 2015 (Final)

#161 Using Technology to Collect and Analyze Data to Answer Key Questions on the Success of Students in STEM at PSU

Collected key questions from faculty and units relating to improving student success in STEM, then found 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 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, the project artifact (i.e. the detailed report on the success and flow of STEM students the project generated) and the project website for additional information.

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
PROJECT STATUS: Completed

November 2015 (Final)

#169 Making Learning Visible: An ePortfolio Initiative to Transform Learning and Assessment at PSU

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

ACHIEVEMENTS

- Project achieved the following outcomes:
  - Engaged the PSU community to generate buy in, educate and inspire creative thinking around a comprehensive ePortfolio solution for use campus-wide.
  - Determined the campus-wide requirements for an ePortfolio solution.
  - Conducted research of possible solutions based on “must have” requirements.
  - Conducted a Request-for-Quote (RFQ# 33534) process.
  - Developed a process and criteria for scoring different solutions.
  - Selected a handful of solutions to evaluate, scored them and selected a solution for implementation (PebblePad).
  - Please see the end-of-project report, project artifacts and project website for additional information.

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
PATHWAYS TO INNOVATION: REFRAMING CHEMISTRY AND BIOLOGY EDUCATION AT PSU FOR THE 21ST CENTURY

Reframed the way that Chemistry and Biology curriculum are delivered at PSU, such that the student experience is interactive, integrative, and outcome-centered.

ACHIEVEMENTS

- Project achieved the following outcomes:
  - Created online resources for students to ‘self assess’ their preparedness to test out of general chemistry. Biology is moving forward with a similar plan.
  - Created an interactive online database PSU2 (PSU’s Portal to Science for Undergrads) allowing students to access volunteer, work-study, internship, and mentoring opportunities in both biology and chemistry.
  - Creation of STEM scholars of practice supported by creating new pathways to meet general education requirements.
  - Ongoing faculty development.
  - Chemistry and Biology, as it relates to the idea of developing a joint introductory lab, summarized the internal PSU curricular requirements and ramifications for students meeting graduate/professional school requirements.
  - Biology and Chemistry developed POGIL-style instruction for the following courses: Principles of Biology, BI 251 and BI 252; Introduction to Genetics, BI 341; and General Chemistry, CHEM 221, CHEM 222, CHEM 223.
  - Biology and Chemistry developed PLTL workshops for one course sequence (beginning Fall 2014).
  - Developed a joint advanced laboratory research course for majors, including securing approval from each department’s curriculum committee.
- Please see the end-of-project report, project artifacts and project website for additional information.

PROGRESS

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

www.pdx.edu/oai/provosts-challenge