# PROVOST’S CHALLENGE
## OVERVIEW STATUS REPORT
February 2014

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<td>Rob Strongin, Dept. of Chemistry</td>
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#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 (12.15.13-2.4.14)

- Continued with course development, including student activities and multimedia (primarily videos).
- Worked with Facilities and Planning to support the renovation of Neuberger Hall Room 96, including moving equipment to storage during renovation.
- Met with the Office of Academic Innovation (OAI) to begin discussions about scope of course development work.
- Finalized Project Management Plan.

## GOALS FOR NEXT PERIOD (2.3.14-3.9.14)

- Continue work on renovation of Neuberger Hall Room 96.
- Finalize detailed project work-plan and time-line.
- Initiate partnership with OAI for support with course development and complete initial planning.

## KEY DECISIONS

- None.

## OPEN ISSUES

- None.

**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: Hans VanDerSchaaf


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#54 Online Academic Advising & Career Development Modules

Helping to increase student success by creating online 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 THIS PERIOD (12.15.13-2.4.14)

- Finished video production for 3 of the 6 academic advising modules.
- Continued with content for career advising module.
- Continued with video production for career advising module.

GOALS FOR NEXT PERIOD (2.3.14-3.9.14)

- Finish video production for advising module, which is dependent on the newest version of the Degree Audit Reporting System.
- Finish creating content for career advising module by mid-February.
- Continue with video production for career modules.
- Finish development of career modules in Desire2Learn.
- Create and finalize Project Plan (detailed work plan/time-line).
- Create and finalize Project Management Plan (brief document covering project scope, roles, and change management process).

KEY DECISIONS

- None.

OPEN ISSUES

- None.

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

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#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, on-line workshops, an on-line alumni speakers bureau and an interactive resource guide.

**ACHIEVEMENTS THIS PERIOD (12.15.13-2.4.14)**

- Scheduled second series of workshops.
- Began scheduling second on-line workshop.
- Reached out to faculty to participate in communities of practice.
- Secured Outside Participant Copyright Permission Form.

**GOALS FOR NEXT PERIOD (2.3.14-3.9.14)**

- Finalize first on-line workshop.
- Shoot second video for second on-line workshop.
- Begin faculty participation in communities of practice.
- Begin planning with designers for resource guide on-line translation.
- Create and finalize Project Plan (detailed work plan/time-line).
- Create and finalize Project Management Plan (brief document covering project scope, roles, and change management process).

**KEY DECISIONS**

- None.

**OPEN ISSUES**

- None.

**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
#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”

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 (12.15.13-2.4.14)**

- Continued to present the project to further secure buy-in and support with SBA administrators and faculty.
- Secured location and computers, etc. for project coordination support.
- Wrote job description and created interview questions for project coordination support.
- Reviewed resumes and scheduled interviews for project coordination support. Hired two first-year PSU MBA students to assist with project coordination.
- Recorded 8 career skills development video modules based on the National Association of College Employers.
- 4 student interns are engaging in a soft launch pilot (i.e. pilot of the pilot).
- Created the soft launch pilot (i.e. pilot of the pilot) in Desire2Learn.
- Completed draft of detailed project work outline with time-line and milestones.
- Finalized Project Management Plan.

**GOALS FOR NEXT PERIOD (2.3.14-3.9.14)**

- Continue with finalizing video production modules (8 are finished) – 2 need to be edited and 3 need to be started.
- Administering soft launch pilot with 4 students, in preparation for Spring 2014 pilot.
- Further adjustments and work to prepare for Spring 2014 pilot.
- Finalize detailed project work outline with time-line and milestones.

**KEY DECISIONS**

- None.

**OPEN ISSUES**

- None.

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

**PROJECT MANAGER:** Hans VanDerSchaaf

**COLLABORATORS:** School of Business Administration, University Studies, Employers, School of Business On-line Initiatives, Office of Information Technology, Impact Entrepreneurs and PSU Career Center

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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 (12.15.13-2.4.14)

• Conversations regarding UNST new on-line course initiation and support initiated.
• Project time-line complete and course development terms assigned.
• Cluster Website Implementation Plan in development.
• Initiated New On-line Course Development for Spring 2014 course offerings.
• Initiated development of Experiential Cluster Course.
• Library completed two modules for pilot and the pilots have begun.

GOALS FOR NEXT PERIOD (2.3.14-3.9.14)

• Complete Office of Academic Innovation (OAI) Orientation Session(s) and finalize faculty development needs to round out the OAI project plan for this effort.
• Finalize Cluster Website Implementation.
• Plan and hire a web designer.
• Begin development of new key processes and implement as needed.
• Incorporate feedback on the library modules.

KEY DECISIONS

• Change Request #PC-OP_1 was submitted and approved for the addition of one more course. This does not affect the budget or time-line as the project was running under budget and OAI has the capacity to accommodate this extra course. This decision allows for a more balanced course list with 5 courses in each cluster.

OPEN ISSUES

• None.

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

PROJECT MANAGER: Kari St. Peters

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

Create 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 THIS PERIOD (12.15.13-2.4.14)

- Faculty and the Office of Academic Innovation (OAI) worked quickly to finish development of 5 courses that are being delivered in Winter 2014.
- Faculty and OAI continue to develop courses that will be delivered in Spring 2014 and Summer 2014.
- Project took important steps in resolving issues related to the on-time development of courses, including identifying faculty to move hybrid courses to a fully on-line format.

GOALS FOR NEXT PERIOD (2.3.14-3.9.14)

- Continue with development for additional courses that will be delivered in Spring 2014 and Summer 2014.
- Finalize Project Management Plan.
- Finalize detailed project work outline and time-line.
- Continue with efforts to assess this project, including: evaluating the on-line courses for learning objectives; determine the degree of any overlap to help with future course planning and development; and the degree to which students achieved course learning objectives.

KEY DECISIONS

- None.

OPEN ISSUES

- Project leadership is working through a few budget-related issues.

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

PROJECT MANAGER: Kari St. Peters

COLLABORATORS: Environmental Science and Management, University Studies, Criminology & Criminal Justice Division, Urban Studies and Planning, Office of Academic Innovation

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#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 THIS PERIOD (12.15.13-2.4.14)

- Graduated two students.
- Ensured enrollment towards graduation for three students.
- One student has petitioned to use the 1997 catalog year in order to graduate. If that petition is approved, he will be eligible for graduation.
- A new set of students was added to the current list from the Undergraduate Programs Office file purging process - outreach to these students has begun.

GOALS FOR NEXT PERIOD (2.3.14-3.9.14)

- Ensure progress towards graduation for as many students as possible.
- Connect with and graduate two students.
- Register five students in courses toward graduation.
- Create and finalize Project Plan (detailed work plan/time-line).
- Create and finalize Project Management Plan (brief document covering project scope, roles, and change management process).

KEY DECISIONS

- None.

OPEN ISSUES

- There is a group of students that is ready to graduate that have been unreachable through their Banner contact information or social media/internet means. Amanda Nguyen in the Student Accounts Office has been contacted about the possibility of using Skip-Trace to find these students.

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

PROJECT MANAGER: Hans VanDerSchaaf

COLLABORATORS: School of Business Administration and Degree Requirements
#78 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 THIS PERIOD (12.15.13-2.4.14)**

- Began advertising distance advising options on-line and via listserv.
- Promotional video in process, one interview complete.
- Transfer fair/orientations attended and laptops used to facilitate registration and dissemination of course equivalency information.

**GOALS FOR NEXT PERIOD (2.3.14-3.9.14)**

- Complete Skype advising packet/write up of Standards of Practice.
- Identify two additional candidates for interviews and add them to promotional videos.
- Create and finalize Project Management Plan (brief document covering project scope, roles, and change management process).
- Create and finalize Project Plan (detailed work plan/time-line).

**KEY DECISIONS**

- None.

**OPEN ISSUES**

- None.

**PROGRESS**

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

PROJECT MANAGER: Hans VanDerSchaaf

COLLABORATORS: School of Business Administration

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ACHIEVEMENTS THIS PERIOD (12.15.13-2.4.14)

• Held meeting with faculty and advisers in January, which provided information on advising needs to guide the next steps for the project. Conversation discussed how advising happens in various CLAS departments, as well as key issues that would be helpful to address.

GOALS FOR NEXT PERIOD (2.3.14-3.9.14)

• Project team will meet to digest January conversation and discuss next steps.
• Create and finalize Project Management Plan (brief document covering project scope, roles, and change management process).
• Create and finalize Project Plan (work plan with timeline/milestones).

KEY DECISIONS

• None.

OPEN ISSUES

• None.

PROGRESS

LEAD: Martha Dyson, Academic Adviser, College of Liberal Arts & Sciences
PROJECT MANAGER: Hans VanDerSchaaf
COLLABORATORS: Enrollment Management and Student Affairs

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#91 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 (12.15.13-2.4.14)

- Clarified expectations around course blueprints with Office of Academic Innovation (OAI) and conveyed to all involved faculty.
- Completed a course blueprint for SW 540 and started development of the course, in partnership with OAI.
- Completed course blueprint for SW 532 and SW 539 and sent to OAI.
- Met with OAI to identify common design elements across courses.
- Purchased technology to enable faculty-led creation of course videos.
- Created clarity on past expenditures in order to create a resource allocation plan for the remainder of the project.
- Finalized Project Management Plan.
- Completed initial draft of work outline with milestones.
- Developed sustainable budget model for the implementation of on-line MSW program.

## GOALS FOR NEXT PERIOD (2.3.14-3.9.14)

- By working with OAI, finalize: common multimedia and design elements across courses, including selection of technology-based activities.
- Start development of additional courses with OAI, including completion of course blueprints (work/production plan for each course), and one-to-one meetings between School of Social Work faculty and OAI instructional designer(s).
- Conduct trainings for faculty on screen capture and video technology
- Finalize resource allocation plan, in terms of resources to coordinate project in year two.
- Finalize detailed work outline with time-lines.

## OPEN ISSUES

- Project team and OAI will need to work quickly to create clarity on requirements, timing for course redesign and course redesign itself.
- Project team is working to create a mitigation plan to address how a faculty member’s appointment as the new School of Social Work Dean will change course development, as she had planned to play a significant role in course development.

## KEY DECISIONS

- None.

## PROGRESS

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### ACHIEVEMENTS THIS PERIOD (12.15.13-2.4.14)

- Submitted report and feedback regarding Oregon’s Higher Education Coordinating Commission proposed standards for Credit for Prior Learning (CPL) to Provost’s office.
- Convened first meeting of entire project Steering Committee on Friday 1.10.14, which included a summary of initial findings of current perceptions of CPL, based on interviews with faculty and department chairs.
- Developed a set of academic policy recommendations to present to Faculty Senate in March.
- Started developing a process for mapping course level learning goals to valid assessments.
- Prepared for implementation of CPL pilots in World Languages and Literatures and Institute for Sustainable Solutions.

### GOALS FOR NEXT PERIOD (2.3.14-3.9.14)

- Present update on project and summary of evaluation group findings (perceptions of CPL at PSU) to Faculty Senate in February.
- Present academic policy recommendations to Faculty Senate in March.
- Develop recommendations on CPL best practices for review by project team.
- Develop assessment methodologies for review by project team.
- Create implementation framework for review by project team.
- Develop protocols for Spring term field testing.
- Finalize detailed project work-plan and time-line.
- Conclude telephone interviews with administrators of CPL programs.

### OPEN ISSUES

- None.

### KEY DECISIONS

- None.

### PROGRESS

- None.

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PROGRESS

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

PROJECT MANAGER: Hans VanDerSchaaf

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

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PROGRESS
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 THIS PERIOD (12.15.13-2.4.14)

- Engaged in productive conversations with New Orientation staff in Enrollment Management and Student Affairs and pre-health advisers to: discuss the feasibility of allowing pre-health students to register for orientation only after they have verified they meet math prerequisites; and explore several technical solutions on this topic.
- Captured data on the percentages of students in pre-health programs who took the math placement before orientation, to help clarify the students affected by this project.

GOALS FOR NEXT PERIOD (2.3.14-3.9.14)

- Submit and/or present short report summarizing conversations and data to Student Success Steering Group, so the group can decide on the feasibility of allowing pre-health students to register only after they have verified they meet math prerequisites.
- Create and finalize Project Plan (detailed work plan/time-line).
- Create and finalize Project Management Plan (brief document covering project scope, roles, and change management process).

KEY DECISIONS

- None.

OPEN ISSUES

- None.

PROGRESS

LEAD: Martha Dyson, Academic Adviser, College of Liberal Arts & Sciences
PROJECT MANAGER: Hans VanDerSchaaf
COLLABORATORS: Enrollment Management and Student Affairs

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#107 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 THIS PERIOD (12.15.13-2.4.14)**

- Office of Information Technology (OIT) continues to develop workflow, and engage Hyland for any advanced workflow issues.
- Created and finalized Project Management Plan (brief document covering project scope, roles, and change management process).

**GOALS FOR NEXT PERIOD (2.3.14-3.9.14)**

- Create and finalize Project Plan (detailed work plan/time-line).
- Clarify process for attaching documents, specifically Degree Audit Reporting System (DARS) to electronic petitions.

**KEY DECISIONS**

- None.

**OPEN ISSUES**

- Reporting functionality in OnBase not currently available.
- OIT is researching the best user authentication method, but nothing is currently in place.
- Unsure if DARS will need to be attached and if so, will the student attach it, or a staff member? Need to clarify process.

**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

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#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 (12.15.13-2.4.14)

- Delivery of MGMT 421/521s in Winter 2014.
- Social Entrepreneurship Certificate was approved by the PSU Graduate Council on January 22, 2014 and by the PSU Undergraduate Curriculum Committee on January 27, 2014.
- The following courses - MGMT 421/521s, MGMT 422/522s, and MGMT 423/523s - were approved by the PSU Graduate Council on January 22, 2014 and by the PSU Undergraduate Curriculum Committee on January 27, 2014.
- Started course development for MGMT 422/522s (being delivered Spring 2014), including: developing syllabus, recording lectures and uploading to Desire2Learn.
- Finalized Project Management Plan.

GOALS FOR NEXT PERIOD (2.3.14-3.9.14)

- Continue with course development of MGMT 422/522s.
- Secure PSU Faculty Senate approval of Social Entrepreneurship Certificate.
- Secure PSU Faculty Senate approval of the following courses: MGMT 421/521s, MGMT 422/522s, and MGMT 423/523s.
- Finalize Project Plan (detailed work plan/time-line).

OPEN ISSUES

- Project team and project manager are working with a cross-disciplinary group of PSU staff to resolve challenges related to registering non-credit students for courses and enabling them to easily use Desire2Learn.

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
PROVOST’S CHALLENGE

PROJECT STATUS: On Schedule

February 2014

#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 THIS PERIOD (12.15.13-2.4.14)

• Selected eight faculty who will develop open source textbooks in the following six projects:
  • Advanced Japanese
  • Assessment of Special Education Learners
  • Transportation Safety
  • Gender and Sexuality
  • Environmental Sciences

• Met with all recipients to review time-lines, open access policy and intellectual property policy.

• Met with the Office of Academic Affairs to set up accounting process for grant recipients to draw funds as stipends or for expenses.

GOALS FOR NEXT PERIOD (2.3.14-3.9.14)

• Draft copyright agreement/submission document for authors.

• Develop an agreement document template that outlines the scope, time-line and preliminary plan for spending funds (with dates).

• Create and finalize Project Plan (detailed work plan/time-line).

• Create and finalize Project Management Plan (brief document covering project scope, roles, and change management process).

KEY DECISIONS

• Change request approved that will extend project end date to December 15, 2014 - no impact on budget or scope. Change will allow sufficient time for faculty to develop textbooks.

OPEN ISSUES

• None.

PROGRESS

LEAD: Sarah Beasley, Education/Social Science Librarian, Library

PROJECT MANAGER: Hans VanDerSchaaf

COLLABORATORS: Faculty and staff in the Library

www.pdx.edu/oai/provosts-challenge
PROVOST’S CHALLENGE

PROJECT STATUS: On Schedule

February 2014

#113 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 (12.15.13-2.4.14)

- Finalized MAPS mentor team by interviewing and selecting 2 MAPS mentors to participate in project through Provost’s Challenge funding, and 3 mentors through University Studies support.
- Met with Academic & Research Computing (ARC) to begin conversations about building platform for students to indicate assistance, and tracking tool to summarize the kind of assistance requested.
- Engage ARC to begin building platform and tracking tool.
- Drafted forms and landing page for MAPS on-line tool.

GOALS FOR NEXT PERIOD (2.3.14-3.9.14)

- Finalize text for forms.
- Continue to develop content for landing page.
- ARC begins development of platform and tracking tool.
- Create and finalize Project Plan (detailed work plan/time-line).
- Create and finalize Project Management Plan (brief document covering project scope, roles, and change management process).

KEY DECISIONS

- Hired 2 new MAPS mentors, both currently on-line mentors.

OPEN ISSUES

- None.

PROGRESS

LEAD: Annie Knepler, University Studies
PROJECT MANAGER: Hans VanDerSchaaf
COLLABORATORS: Faculty, staff and students in University Studies

www.pdx.edu/oai/provosts-challenge
PROVOST’S CHALLENGE

PROJECT STATUS: On Schedule

February 2014

#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 THIS PERIOD (12.15.13-2.4.14)

• Spoke to several faculty members about being recorded.
• Drafted second Institutional Review Board (IRB) application for video recordings.
• Confirmed registration procedure for recorded classes to allow students to opt-out of being recorded.

GOALS FOR NEXT PERIOD (2.3.14-3.9.14)

• Administer needs assessment to faculty, TAs, students and administrators.
• Begin analysis of needs assessment results to identify patterns to ultimately determine topics of modules.
• Confirm classes to be recorded.
• Create and finalize Project Plan (detailed work plan/time-line).
• Create and finalize Project Management Plan (brief document covering project scope, roles, and change management process).

KEY DECISIONS

• Using the change management process, a decision was made to extend the timing of the project to allow project to reach a larger and more representative group to better assess the needs of PSU’s faculty and students, and to limit coercion in order to bring project more in line with IRB compliance. New end date for project is December 15, 2014.

OPEN ISSUES

• None.

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

www.pdx.edu/oai/provosts-challenge
#136 On-line Major Change with Integration to Banner

Develop an on-line form, placed behind the Banner self-service login, within the Student menu, to allow students to declare/change their curriculum information, including major, degree, minor etc. The data changes will be pushed to Banner in real-time.

ACHIEVEMENTS THIS PERIOD (12.15.13-2.4.14)

- Kick-off meeting with Office of Information Technology (OIT) to determine time-line for development, testing and implementation was completed.
- Target delivery date of technical solution is February 28th.
- Target delivery date for communication plan to campus community is March 3rd.
- OIT responsible for technical solution.
- Registrar’s Office (RO) responsible for testing solution and communication plan.

GOALS FOR NEXT PERIOD (2.3.14-3.9.14)

- Complete RO testing of functionality.
- Complete finalized language edits for website verbiage, materials updates and communication notices for campus.
- Create and finalize Project Plan (detailed work plan/time-line).
- Create and finalize Project Management Plan (brief document covering project scope, roles, and change management process).

KEY DECISIONS

- None.

OPEN ISSUES

- Memorandum of Understanding (MOU) must be finalized in order for project to utilize funding - steps are being taken to finalize the MOU.

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
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 THIS PERIOD (12.15.13-2.4.14)

- Efforts to map learning outcomes and identify individual outcomes for the badges and assignments are occurring across all three courses that will be piloted.
- Project lead and project team are working through research questions for Institutional Review Board (IRB) approval.
- Held project team meeting and individual meetings between project lead and team members to move project forward.
- Created draft of Project Plan (detailed work outline with time-line and milestones).

GOALS FOR NEXT PERIOD (2.3.14-3.9.14)

- Convene project team to discuss draft of Core Curriculum.
- Continue building Badge in Desire2Learn.
- Finalize Project Plan (detailed work outline with time-line and milestones).
- Create and finalize project management plan (brief document covering project scope, roles, and change management process).
- Have a draft of an IRB proposal.
- Complete outline of course-specific badges.
- Complete outline of core curriculum.
- Complete structure of assignments in PHE 250.

OPEN ISSUES

- None.

LEAD: Emily Ford, Urban and Public Affairs Librarian, Library

PROJECT MANAGER: Hans VanDerSchaaf

COLLABORATORS: Library, School of Community Health and the Office of Academic Innovation

#139 Digital Badges for Creativity and Critical Thinking

www.pdx.edu/oai/provosts-challenge
#155 Mobile and Augmented Reality Resources for Learning

In 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 THIS PERIOD (12.15.13-2.4.14)

- Continued storyboarding campus tour of PSU sustainability projects.
- Nearly completed a Spanish version of the existing English and French AR game.
- Expanded mobile resources for use by the Intensive English Language Program (IELP) in coordination with IELP instructors.
- Continuing to plan and coordinate with the University of Oregon’s Center for Applied Second Language Studies. Have had two face-to-face meeting with the director of that center (Julie Sykes).
- Continuing to plan a “game jam” - an intensive development period where faculty and students from the OUS system can creatively interact and produce mobile resources for learning.

## GOALS FOR NEXT PERIOD (2.3.14-3.9.14)

- Alpha test new AR game with Spanish language students.
- Create and test an alpha version of the English language PSU campus tour focusing on sustainability projects.
- Complete and submit Human Subjects paperwork so that effectiveness research can begin.
- Create and finalize Project Plan (detailed work plan/time-line).
- Create and finalize Project Management Plan (brief document covering project scope, roles, and change management process).

## KEY DECISIONS

- None.

## OPEN ISSUES

- None.

## PROGRESS

www.pdx.edu/oai/provosts-challenge

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
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 (12.15.13-2.4.14)

- Identified customer session participants, including employers, prospective students, and community college leadership, to inform program requirements and become more knowledgeable about stakeholder interests.
- Launched three new courses and began initial review of Fall 2013 courses.
- Secured initial approval of restricted differential tuition proposal, to be deployed on a pilot basis, which will permit competitive pricing of fully on-line cohort-based degrees.
- Reviewed planned expenditures to create more clarity on resource allocation plans.
- Created detailed draft of work outline with time-line and milestones.
- Finalized Project Management Plan.

GOALS FOR NEXT PERIOD (2.3.14-3.9.14)

- Establish a plan to incorporate student work into a “soft launch” of ePortfolio in summer 2014.
- Identify resources to provide sufficient funding for course and module development support and stipends for faculty participating in course development.
- Finalize work outline with time-line and milestones.
- Recruit next group of faculty for courses and begin design process.
- Design time-line for extracurricular module development.

OPEN ISSUES

- Project team and project leadership are working through how to allocate project resources so that there are sufficient resources for course development support and stipends to compensate faculty for engaging in course development.

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

#158
#161 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.

<table>
<thead>
<tr>
<th>ACHIEVEMENTS THIS PERIOD (12.15.13-2.4.14)</th>
<th>GOALS FOR NEXT PERIOD (2.3.14-3.9.14)</th>
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</thead>
<tbody>
<tr>
<td>• Hosted workshop in mid-December with project team to discuss initial work and findings, which included:</td>
<td>• Project team will continue cohort analysis (test run has been completed) involving pre-health students.</td>
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<tr>
<td>• Discussion of report on analysis of freshman enrolled in entry-level math courses.</td>
<td>• Project team will secure background information of pre-health students, in terms of the math courses they take (course taking strategies and how successful they are).</td>
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<tr>
<td>• Initial summary of cluster analysis.</td>
<td>• Presentations to faculty and administrators will continue, including Chemistry, Biology and Physics.</td>
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<tr>
<td>• Update on analysis Jim Hook is conducting in Maseeh College of Engineering and Computer Science, to help as a model for tracking all STEM students.</td>
<td>• Create and finalize Project Plan (detailed work plan/time-line).</td>
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<td>• Project team was able to secure and analyze data.</td>
<td>• Create and finalize Project Management Plan (brief document covering project scope, roles, and change management process).</td>
</tr>
<tr>
<td>• Identified a cohort (pre-health students; 6,000 active files currently) to focus on in gathering data and promoting for the support of student success and economic development.</td>
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<tr>
<td>• Have begun presenting analysis to the CLAS Dean’s office, STEM Council and to the Office of Academic Affairs.</td>
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<table>
<thead>
<tr>
<th>KEY DECISIONS</th>
<th>OPEN ISSUES</th>
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</thead>
<tbody>
<tr>
<td>• None.</td>
<td>• None.</td>
</tr>
</tbody>
</table>

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

www.pdx.edu/oai/provosts-challenge
#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 (12.15.13-2.4.14)

- Finalized Project Plan.
- Initiated regular Project Team, Leadership Group, Subgroup and Steering Committee meetings.
- The three subgroups (Assessment, Pedagogy and Technology) have begun their work and expect to have identified all key requirements by the end of March.
- Commenced development of use cases to aid in the gathering of requirements.
- Began the RFP development process.

### Goals for Next Period (2.3.14-3.9.14)

- Complete RFP draft with templates for criteria and scoring.
- Complete gathering of requirements for the three subgroups (Assessment, Pedagogy and Technology).
- Initiate conversations with vendors and other institutions.
- Initiate requirements review process.

### Key Decisions

- It was more clearly articulated that because the Steering Committee is charged with selecting the final solution the Steering Committee also owns the development of the RFP that will be used for this selection.

### Open Issues

- None.

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

**Project Manager:** Kari St. Peters

**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, and Advising & Career Services

[www.pdx.edu/oai/provosts-challenge](http://www.pdx.edu/oai/provosts-challenge)
Pathways to Innovation: Reframing Chemistry and Biology Education at PSU for the 21st Century

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

ACHIEVEMENTS THIS PERIOD (12.15.13-2.4.14)

• Created workgroups to work on project tasks.
• Started building out detailed project budget.
• Project workgroups met with stakeholders to take next steps with project, including conversations around using Desire2Learn for student self-assessments, coordinating with PSU’s Office of Strategic Partnerships for internships and research experiences for students, and discussions with the Registrar’s Office about how PSU’s degree maps website might be used to articulate degree pathways.
• Finalized Project Management Plan and Steering Committee Charter.
• Met with the Office of Academic Innovation (OAI) to begin discussions about partnership.

GOALS FOR NEXT PERIOD (2.3.14-3.9.14)

• Begin course development work in earnest, in part through project workgroups and project team meetings that will cover: OAI services and how they can support project work, and what course development will look like.
• Decide on what existing PSU portals will be used for PSU Squared, the web portal that will provide Bio and Chem students with information including internships/research experiences, the self-assessment to determine whether testing out of intro Chem and/or Bio courses is feasible, and degree pathways.
• Create a summary of existing research/internship opportunities for students at OHSU and discuss alignment with the Office of Research and Strategic Partnerships and the PSU/OHSU Strategic Alliance.
• Finalize Project Plan (detailed work plan/time-line).

KEY DECISIONS

• A decision was made to align internship and research experiences developed through this project with the OHSU/PSU Strategic Alliance, in partnership with PSU’s Office of Research and Strategic Partnerships.

OPEN ISSUES

• None.

PROGRESS

LEAD: Rob Strongin, Professor, Department of Chemistry, College of Liberal Arts & Sciences

PROJECT MANAGER: Kari St. Peters

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