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

March 2014

#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 (2.3.14-3.9.14)

• Continued work on renovation of Neuberger Hall (NH) Room 96 classroom/lab including: stage was extended; new electric was installed; drywall was patched; room was painted; renovation of small room was completed; furniture was installed; and projectors were installed.

• Initiated partnership with Office of Academic Innovation (OAI) for support with course development, including convening a meeting between course developers and OAI staff.

• Classes for Spring 2014 term are already scheduled in the new classroom/lab.

GOALS FOR NEXT PERIOD (3.10.14-4.27.14)

• Complete renovation of NH 96.

• Prepare NH 96 for use in Spring 2014 term, including moving/installing computers and painting mural.

• Install hold/release print queue on printer.

• Train faculty and instructors on the use of the BrightLink projector.

• Continue work with OAI on course development.

• Finalize detailed project work outline and time-line.

OPEN ISSUES

• No funding is currently allocated for the 2014-15 school year for NH 96 equipment, software and student lab attendants. This threatens the full viability of the project. Project team is working to resolve this issue.

KEY DECISIONS

• A change request was approved that reallocates existing project resources to enable the purchase of up to $15,000 in new computers for the newly renovated classroom/lab, helping to enhance the student learning experience.

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


PROGRESS

www.pdx.edu/oai/provosts-challenge
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 THIS PERIOD (2.3.14-3.9.14)

- Continued video production for advising module, which is dependent on the newest version of the Degree Audit Reporting System.
- Continued content development for career advising module.
- Continued video production for career module.
- Continued development of career modules in Desire2Learn.
- Drafted Project Plan (detailed work outline/time-line).
- Finalized Project Management Plan (brief document covering project scope, roles, and change management process).

GOALS FOR NEXT PERIOD (3.10.14-4.27.14)

- Finish videos for advising module.
- Launch advising module.
- Finalize career advising module content.
- Continue with career advising video production.
- Finalize Project Plan/outline.

KEY DECISIONS

- None.

OPEN ISSUES

- Clarify options for launching advising module (bulk enrollment of all students in D2L, D2L self-registration, other)
- Consider hiring another videographer; current student videographer is overbooked.

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: On Schedule

March 2014

#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 (2.3.14-3.9.14)

• First on-line workshop is nearly finished.
• Hired three interns to help with project.
• Began faculty participation in communities of practice.
• Began planning with designers for resource guide on-line translation.

GOALS FOR NEXT PERIOD (3.10.14-4.27.14)

• Shoot second video for second on-line workshop (3.11.14)
• Schedule third on-line workshop shoot.
• Begin to translate resource guide.
• Continue to engage faculty in communities of practice.
• 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.

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 (2.3.14-3.9.14)

- Continued finalizing video production modules - 10 are finished for core course materials. 3 bonus videos are being created - 2 are being edited and 1 needs to be started.
- Administering soft launch pilot with 4 students, in preparation for spring 2014 pilot. Students have one more goal-setting/reflection assignment to complete, of the four assignments for the pilot.
- Further adjustments and work to prepare for Spring 2014 pilot.
- Six students are signed up for Spring 2014 pilot, with more expected in the coming weeks.
- Finalized detailed project work outline with time-line and milestones.
- Started writing intern success stories.

GOALS FOR NEXT PERIOD (3.10.14-4.27.14)

- Implement Spring 2014 pilot.
- Continue writing intern success stories.
- Produce videos of intern success stories, with footage the field.
- Begin production of videos that will interview administrators and employers about the value of applied experiences.
- Clarify video production, academic advisor and Desire2Learn needs and explore how this might/ might not relate to other SBA Provost’s Challenge projects.

OPEN ISSUES

- SBA Project leads are working through how to maximize and coordinate use of shared resources for the project (video production, academic advising support, and Desire2Learn support).

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 Online Initiatives, Office of Information Technology, Impact Entrepreneurs and PSU Career Center

www.pdx.edu/oai/provosts-challenge
ACHIEVEMENTS THIS PERIOD

(2.3.14-3.9.14)

• Completed Office of Academic Innovation (OAI) Orientation Session(s) and finalized faculty development needs to round out the OAI project plan for this effort.

• Finalized Cluster Website Implementation Plan.

• Began development of new key OAI processes and implemented as needed.

• Incorporated feedback on the library modules.

• Held first lessons learned meeting with faculty.

GOALS FOR NEXT PERIOD

(3.10.14-4.27.14)

• Hire a web designer for the cluster website.

• Define the cluster website build and implementation time-line.

• Initiate course development work for Spring 2014 development.

• Finalize last cluster courses.

• Begin development of key UNST processes.

• Develop course evaluation criteria and plan for both OAI and UNST.

OPEN ISSUES

• None.

KEY DECISIONS

• OAI Orientation for University Studies (UNST) program will include faculty from throughout UNST, to provide an opportunity for feedback from all.

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

PROGRESS

www.pdx.edu/oai/provosts-challenge
ACHIEVEMENTS THIS PERIOD (2.3.14-3.9.14)

• Continued with development of additional courses that will be delivered in Spring 2014 and Summer 2014, including: Developed course blueprints, including a schedule of robust feedback and facilitation; established a production schedule for those courses; created and applied ESM Master course template to Spring term courses.

• Finalized Project Management Plan.

• Continued with efforts to assess this project, including mapping departmental and course learning objectives.

GOALS FOR NEXT PERIOD (3.10.14-4.27.14)

• Successfully deliver three fully on-line courses in Spring 2014 term.

• Development will begin for the next three fully on-line courses, to be delivered Summer and Fall 2014.

• Continue with efforts to delivered Summer and Fall 2014.

• Secure signatures and approvals for course production agreements.

• Finalize detailed project work outline and time-line.

OPEN ISSUES

• None.

KEY DECISIONS

• A change request was approved that helps ensure Project #67 will meet expected outcomes, including the development and delivery of at least ten fully on-line courses.

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

PROJECT MANAGER: Hans VanDerSchaaf

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

PROGRESS

www.pdx.edu/oai/provosts-challenge
ACHIEVEMENTS THIS PERIOD (2.3.14-3.9.14)

• Received Skiptrace data (Skiptrace is a way of checking for a person’s current mailing address) for mailing addresses of 9 students that are eligible for graduation or have minimal/non-course requirements preventing them from graduation. These students were sent mailers.

• At this point, Project Team member is in semi-regular contact with 6 students who have expressed the desire for completion but are unable to enroll in courses or move forward for various reasons, including but not limited to, money and time.

• At the end of Spring term, 5 students will have graduated due to this project.

• Currently, Last Five Miles students are registered for 20 SCH.

GOALS FOR NEXT PERIOD (3.10.14-4.27.14)

• Move 3 students from Skiptrace/current re-enrollment towards graduation in Spring 2014.

• Connect with at least five more students.

• 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).

OPEN ISSUES

• None.

KEY DECISIONS

• None.

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

PROJECT MANAGER: Hans VanDerSchaaf

COLLABORATORS: School of Business Administration and Degree Requirements

PROJECT STATUS: On Schedule

March 2014

#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.
# 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 (2.3.14-3.9.14)

- Identified two additional candidates for promotional videos and completed one additional interview for promotional videos.
- Editing has begun for all videos.
- Attended Portland Community College transfer workshop and utilized laptops for meetings/presentation to 50 potential business students.

## GOALS FOR NEXT PERIOD (3.10.14-4.27.14)

- Complete final interview for promotional videos.
- Complete Skype advising guidelines/write up of Standards of Practice for delivering advising on-line.
- Video scope has now widened to align the videos within PSU’s new marketing campaign; the goal for next period is to include new branding elements in video edits.
- 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
ACHIEVEMENTS THIS PERIOD (2.3.14-3.9.14)

• Project team met several times to formulate a plan for moving forward, including that the project will hold trainings starting in Spring 2014.

• Training topics have been identified (see below) and scheduled for Spring 2014.

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

• Started draft of Project Plan (work outline with timeline/milestones).

GOALS FOR NEXT PERIOD (3.10.14-4.27.14)

• Further develop schedule for trainings.

• Implement initial training(s).

• Gather requirements for website, including what content will be needed. Website will serve as a central location for faculty advising information.

• Finalize Project Management Plan.

• Finish drafting and finalize Project Plan (work outline).

KEY DECISIONS

• Topics for trainings will include: Academic requirements; Student resources; Dashboard; and Student Success initiatives.

• Initial trainings will be delivered Spring 2014.

OPEN ISSUES

• It is not clear from the project team’s perspective how this work can be sustained at an institutional level beyond the life of the project. This issue is currently impacting the planning and efforts to facilitate faculty training sessions outside of the College of Liberal Arts & Sciences and the development of the University online resource guide.
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 (2.3.14-3.9.14)

- Finalized common multimedia and design elements across courses, including selection of technology-based activities.
- Finalized course blueprints for SW 540, SW 532, SW 539 and SW 541. This included completion of teaching and learning plans, weekly module overviews and detailed work/production planning for each course.
- Began production of the above courses with OAI staff, which included creating and applying a MSW master course template, and scheduling production meetings with faculty for course building and multimedia production.
- Revised course agreements and distributed to faculty course developers for their approval.
- Completed large group trainings for faculty and staff on screen capture and video technology.
- Created mitigation plan for addressing how a faculty member’s appointment as the new School of Social Work Dean will change course development.
- Addressed budget discrepancies and developed a budget template for ongoing fiscal management.

GOALS FOR NEXT PERIOD (3.10.14-4.27.14)

- Finish course production and preliminary review for SW 540, SW 532, SW 539, and SW 541.
- Begin course planning for SW 520, SW 550, SW 551, SW 530, SW 510 and SW 511.
- Continue work between OAI and individual faculty to develop teaching and learning plans, and any multimedia elements.
- Finalize plans for any program-wide resources that need to be delivered by June 15, 2014.
- Identify faculty to participate in next phase of course design work.
- Finalize list of electives to be designed for on-line delivery (original list has changed due to curricular changes).
- Secure approval of course agreements.
- Finalize detailed work outline.
- Finalize resource allocation plan, in terms of resources to coordinate project in year two.

OPEN ISSUES

- Project team and OAI will need to continue work to accelerate development of courses in Spring 2014.

KEY DECISIONS

- Change request was approved that enables project to adjust course development effort such that project will finish by June 30, 2015.

PROGRESS

LEAD: Sarah Bradley, Assistant Professor, School of Social Work
PROJECT MANAGER: Hans VanDerSchaaf
COLLABORATORS: School of Social Work, Office of Academic Innovation and Community Partners
ACHIEVEMENTS THIS PERIOD (2.3.14-3.9.14)

- Completed and presented update on project and summary of evaluation group findings (perceptions of Credit for Prior Learning at PSU) to Faculty Senate in February.
- Presented academic policy recommendations to Faculty Senate in March.
- Conducted telephone interviews with administrators of CPL programs.
- Hired consultant (Dr. Mary Allen) to provide guidance with the refinement of learning outcomes and the mapping of these outcomes to prior learning assessment.
- Clarified group deliverables.
- Dr. Chabon joined HECC CPL Cost Analysis Workgroup.
- Continued to add new members to team, including students from the College of Liberal Arts & Sciences, College of Urban and Public Affairs, Graduate School of Education, and the Women’s Resource Center.
- The project currently has 59 members from across the University.

GOALS FOR NEXT PERIOD (3.10.14-4.27.14)

- Development and refinement of:
  - Procedures for use in field tests
  - Recommendations on CPL best practices
  - Recommended assessment methodologies
  - Preliminary implementation time-line for program & course approval
  - Protocols for Spring term field testing
- Begin field testing of portfolios in the Institute for Sustainable Solutions and World Languages and Literatures.
- Consultant Dr. Mary Allen visits campus visit on April 2nd & 3rd.
- Present CPL policy recommendations for Faculty Senate vote (April 7th).
- Ongoing participation in HECC CPL Cost Analysis Workgroup.

OPEN ISSUES

- Project is working with Faculty Senate to adjust the timing of project presentations and requested Faculty Senate votes.

KEY DECISIONS

- Decided on CPL academic policy recommendations to present to Faculty Senate.
- Selected and hired consultant.

PROGRESS

www.pdx.edu/oai/provosts-challenge
#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 THIS PERIOD
(2.3.14-3.9.14)

- Submitted and presented short report summarizing conversations and data to Student Success Steering Group, so they can decide on the feasibility of allowing pre-health students to register only after they have verified they meet math prerequisites.
- Initiated conversations about Student Data Snapshot, which advisors will use at new student orientation.
- Drafted and finalized Project Management Plan (brief document covering project scope, roles, and change management process).

GOALS FOR NEXT PERIOD
(3.10.14-4.27.14)

- Discuss Student Data Snapshot, including building a plan for this part of the project.
- Begin implementing the Student Data Snapshot part of the project.
- After decision from Student Success Steering Group, build a plan for the math prerequisite part of the project.
- Begin implementing the math prerequisite part of the project.
- Create and finalize Project Plan (detailed work plan/time-line).

KEY DECISIONS

- The Student Success Steering Group decided that math prerequisites should be completed prior to on-campus orientation. The project team will draft a process for enacting this decision, for review by the Student Success Steering Group.

OPEN ISSUES

- None.

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

PROJECT MANAGER: Hans VanDerSchaaf

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 THIS PERIOD
(2.3.14-3.9.14)

- The student section of the digital Academic Requirements Committee (ARC) petition form was created in OnBase and workgroup is testing functionality.
- Drafted Project Plan (detailed work outline/time-line).
- Drafted Project Management Plan (brief document covering project scope, roles, and change management process).

GOALS FOR NEXT PERIOD
(3.10.14-4.27.14)

- Set up digital ARC petition system to maintain documents and records in a retrievable format.
- Workgroup will test the full digital ARC petition process.
- Finalize Project Plan/work outline.
- Finalize Project Management Plan.

OPEN ISSUES

- Reporting functionality in OnBase not currently available.
- The Office of Information Technology 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.

KEY DECISIONS

- None.

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
ACHIEVEMENTS THIS PERIOD (2.3.14-3.9.14)

• Finalized content for MGMT 422/522s.
• Recorded guest speakers, on-boarded guest instructors, and scheduled live guest webinar.
• Secured PSU Faculty Senate approval of Social Entrepreneurship Certificate.
• Secured PSU Faculty Senate approval of the following courses: MGMT 421/521s, MGMT 422/522s, and MGMT 423/523s.

GOALS FOR NEXT PERIOD (3.10.14-4.27.14)

• Teach MGMT 422/522s.
• Finalize syllabus and guest speakers and prepare lecture drafts for MGMT 423/523s.
• Clarify video production, academic advisor and Desire2Learn needs and explore how this might/might not relate to other SBA Provost’s Challenge projects.
• 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.
• SBA Project leads are working through how to maximize and coordinate use of shared resources for the project (video production, academic advising support, and Desire2Learn support).

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
ACHIEVEMENTS THIS PERIOD  
(2.3.14-3.9.14)

• Developed an agreement document template - for use between the Library and faculty textbook authors - that outlines the scope, time-line, intellectual property and preliminary plan for spending funds (with dates).

• Agreement documents were sent to recipients and are due back by 3/7/14.

• Clarified the process to determine if Institutional Review Board review is needed for projects that include recorded oral interviews.

GOALS FOR NEXT PERIOD  
(3.10.14-4.27.14)

• Projects begin in earnest.

• Finalize textbook project agreements.

• 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

• A change request was approved that shifted project time-line - project will now be completed by December 15, 2014. This change will create time for a longer ramp-up period for textbook projects; and to address unanticipated issues with respect to intellectual property, fund utilization, and mechanisms for implementing the grants to faculty who are developing textbooks.

OPEN ISSUES

• None.

PROGRESS

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

PROJECT MANAGER: Hans VanDerSchaaf

COLLABORATORS: Faculty and staff in the Library

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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 (2.3.14-3.9.14)

- Finalized text for MAPS form, which will enable students and mentors to identify student needs for support.
- Drafted text for landing page.
- Created greater awareness of the tool in the University Studies (UNST) mentor community.
- Drafted detailed work outline/Project Plan.
- Drafted Project Management Plan (brief document covering project scope, roles, and change management process).
- Academic & Research Computing (ARC) started development of the on-line MAPS form.

GOALS FOR NEXT PERIOD (3.10.14-4.27.14)

- ARC completes development of platform and tracking tool.
- Finalize text for landing page and add landing page to the UNST mentor website.
- Finalize detailed work outline/Project Plan.
- Finalize Project Management Plan.

KEY DECISIONS

- None.

OPEN ISSUES

- None.

PROGRESS

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

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OPEN ISSUES

• We hope that most students in the class will agree to be recorded. Unfortunately, this issue is beyond our control.

• SmartBoard for special classroom that will be used for Spring 2014 course does not fit in special classroom. Project team is working to resolve this issue.

KEY DECISIONS

• Decided to record only one class.

• Decided to record this class for the whole term.

ACHIEVEMENTS THIS PERIOD
(2.3.14-3.9.14)

• Administered needs assessment to faculty, TAs, students and administrators.

• Identified two potential topics for modules (teaching with technology, student engagement) based on preliminary analysis of needs assessment.

• Confirmed class to be recorded.

• Received Institutional Review Board approval.

• Started setting up recordings.

• Secured equipment for classroom where recordings will occur.

GOALS FOR NEXT PERIOD
(3.10.14-4.27.14)

• Visit class to be recorded and secured informed consent.

• Hire and train student worker.

• Conclude needs assessment administration.

• Conduct more thorough analysis of needs assessment to confirm topics for modules.

• If one module will cover teaching with technology, decide how to set up module - on-line and hybrid courses cannot be captured with the traditional video setup.

• 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).

PROJECT STATUS: On Schedule

March 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.

PROGRESS

www.pdx.edu/oai/provosts-challenge

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: On Schedule

March 2014

#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 THIS PERIOD (2.3.14-3.9.14)

- Continued Registrar’s Office (RO) testing of functionality and iterative development with the Office of Information Technology (OIT).
- Delayed finalized language edits for website verbiage, materials updates, and communication notices for campus until we have a final product.
- Finalized Memorandum of Understanding for project.
- Worked with OIT and Human Resources to engage OIT resource in project.
- Drafted Project Management Plan (brief document covering project scope, roles, and change management process).
- Drafted Project Plan (detailed work outline/time-line).

GOALS FOR NEXT PERIOD (3.10.14-4.27.14)

- Complete RO testing of functionality.
- Finalize language edits for website verbiage, materials updates, and communication notices for campus.
- Finalize Project Plan/work outline.
- Finalize Project Management Plan.

OPEN ISSUES

- None.

KEY DECISIONS

- None.

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

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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 (2.3.14-3.9.14)

- Convened project team to discuss draft of Core Curriculum and nearly completed the rubric for badges, which maps badges with skills, learning outcomes and assignments.
- Completed outline of core curriculum.
- Completed structure of assignments in PHE 250.
- Worked towards solution for course buyouts for faculty participating in project.

KEY DECISIONS

- Core Curriculum Badges are currently named: Website evaluation, Professional/Popular/In Between (distinguishing between types of literature), Contributor to Information Landscape (participating in conversations about disciplinary topics), Search Techniques, Source Documentation and Analysis of Information.
- Revised schedule for pilots:
  - Fall 2014 - Social Gerontology
  - Fall 2014 - Community Nutrition
  - Fall 2014 - Our Community, Our Health

GOALS FOR NEXT PERIOD (3.10.14-4.27.14)

- Complete outline of course specific badges for Our Community Our Health and Community Nutrition.
- Complete Institutional Review Board proposal.
- Complete badge mapping to Bloom’s, outcomes, and rubrics.
- 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).

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

PROGRESS

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 (2.3.14-3.9.14)

- Pilot tested the ESL version of core AR game with a full Intensive English Language Program (IELP) class cohort.
- Gathered extensive video data to analyze player actions and improve interface, tasks, and playability. Analysis now in-progress.
- Created Spanish language version of core AR game.
- Created Japanese language version of core AR game.
- Completed translation of Russian content for core AR game.
- Chinese translation of content of core AR game in-progress.
- Thorne met with Viking Student Information center personnel (Nicholas Running) regarding the development of self-guided AR versions of PSU tours for students and visitors to campus. Positive meeting and we are moving forward with a collaboration.
- Human Subjects paperwork, necessary for carrying out research, is in-progress and partially drafted.

## GOALS FOR NEXT PERIOD (3.10.14-4.27.14)

- Alpha test new AR game with Spanish language students.
- Create Russian language version of core AR game.
- Create and test an alpha version of the English language PSU campus tour focusing on sustainability projects.
- Finalize 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).

## OPEN ISSUES

- In order to integrate general campus tours with the soon-to-be-released PSU ap, we will need to have technical guidance on cross-platform virtual tour development platforms (i.e., consulting with specialists at OAI).

## KEY DECISIONS

- None.

## PROGRESS

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

March 2014

#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 (2.3.14-3.9.14)

- Identified resources to provide sufficient funding for course and module development support and stipends for faculty participating in course development.
- Design timeline for extracurricular module development. Established process for development of learning modules (click here for link).
- Recruited and trained spring faculty and launched course design/execution for spring for five courses.

GOALS FOR NEXT PERIOD (3.10.14-4.27.14)

- Complete benchmark module production.
- Recruit next group of faculty for fall courses and begin design process.
- Clarify video production, academic advisor and Desire2Learn needs and explore how this might/might not relate to other SBA Provost’s Challenge projects.
- Finalize work outline with timeline and milestones.
- Establish a plan to incorporate student work into a “soft launch” of ePortfolio in summer 2014.
- Having identified resources, now complete execution plan for course development via course leaders.
- Finalize restricted differential tuition.

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. Mitigation is nearly complete.
- SBA Project leads are working through how to maximize and coordinate use of shared resources for the project (video production, academic advising support, and Desire2Learn support), including the best alignment of personnel resources and project needs.

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
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 THIS PERIOD
(2.3.14-3.9.14)

• Project team continued cohort analysis (test run has been completed) of pre-health students.

• Project team worked to secure background information of pre-health students, in terms of the math courses they take (course taking strategies and how successful they are).

• Presentations were made to faculty, administrators continue, and Physics.

• Initial findings on enrollment growth and suppression of growth in targeted courses in mathematics seems to suggest that: the ALEKS placement is increasing the flow of STEM students, except in statistics, where it’s possible that large format courses and competition from other institutions might be negatively impacting enrollment.

GOALS FOR NEXT PERIOD
(3.10.14-4.27.14)

• Cohort analysis of pre-health students continues.

• Work to secure additional background information on pre-health students will continue, as it will throughout most of the project.

• Work to understand enrollment changes in targeted mathematics courses will continue to help answer questions such as, “Are similar patterns happening in other units (e.g. students are moving to community colleges to take introductory courses that require statistics)?”.

• Presentations will be made to Chemistry and Biology about project, including asking these departments if they are seeing changes in enrollment patterns in targeted entry-level courses.

• Write a report based on initial findings to be shared with STEM faculty and administrators, including Deans.

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

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

KEY DECISIONS

• None.

OPEN ISSUES

• None.

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
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 (2.3.14-3.9.14)

- Continued development of use cases to aid in the gathering of requirements.
- Began defining and documenting requirements.
- Initiated conversations around a 5 year plan for implementation including identification of faculty development needs.
- Initiated conversations with vendors and other institutions.
- Defined a requirements review process.

GOALS FOR NEXT PERIOD (3.10.14-4.27.14)

- Develop an External Communications Plan.
- Complete RFP draft with templates for criteria and scoring.
- Complete gathering of requirements for the three subgroups (Assessment, Pedagogy and Technology).
- Initiate requirements review process.
- Define focus group needs and approach.
- Complete 5 year plan.

KEY DECISIONS

- The Steering Committee elected to use the MOSCOW method of rating and prioritizing requirements.

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

PROJECT STATUS: On Schedule

March 2014
ACHIEVEMENTS THIS PERIOD
(2.3.14-3.9.14)

• Began course development work in earnest, in part through initiating work with the Office of Academic Innovation (OAI) and a project team meeting to share current thinking and planning for course development.

• PSU Squared (on-line portal for sharing information about career pathways and internship opportunities) team started detailed work outlines.

• Project leadership took important steps to further clarify scope of project, including: clarifying which courses and labs will part of project; and clarifying that work with OHSU will be only identifying possible internship opportunities.

• Project team initiated work with the Office of Information Technology to start building the self-assessment pilot (for Chemistry student to assess whether it makes sense for them to try to test out of General Chemistry) in Desire2Learn.

• Several wage letters and course agreements were signed and finalized.

GOALS FOR NEXT PERIOD
(3.10.14-4.27.14)

• Self-assessment - build the instrument itself and test/validate the instrument by using with Honors General Chemistry students and incoming Honors General Chemistry students in Spring 2014 term.

• Decide on whether to hire part-time coordinator to support project.

• Continue with course and lab development.

• Finish detailed work outlines for PSU Squared work and finalize overall Project Plan (detailed work outline/time-line).

• Finalize additional wage letter and course agreements.

OPEN ISSUES

• As project has progressed, project team believes that project scope needs to be narrowed. Project leadership is submitting a change request to address this issue.

• A broad work outline for the project exists. More details for the work ahead are needed, particularly as it relates to PSU Squared, to keep project on schedule. Project team is creating detailed work outlines.

KEY DECISIONS

• Desire2Learn will be used to pilot self-assessment.

PROGRESS

www.pdx.edu/oai/provosts-challenge

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

PROJECT MANAGER: Hans VanDerSchaaf

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