As reported last year, the Department of Mathematics at Oregon State University has recently begun an attempt to teach “coherent calculus” by adopting a “reform” text, using ConcepTests during lecture, replacing recitations by “labs”, and holding weekly instructor meetings with time for discussion. In this talk, we will provide an update on our progress, including new data obtained through the use of the Calculus Concept Inventory (CCI) to measure student gains in conceptual understanding. (Received September 16, 2008)