

2017-18 Annual Report

TA significant accomplishment for the College this year is the completion of our strategic planning process. Our plan articulates our specific vision and key goals for the next five years, which has been viewed through a 10-year lens, and with the intent to influence outcomes for the next 20 years. The academic year (AY) 2017-18 in review shows a number of significant milestones and accomplishments in fulfillment of both University and College priorities.

1. Performance Indicators*

Goal 1. Provide a transformative educational experience for all learners*

- The College 6-Year Graduation Rates have remained consistent over the last 5 years. Of the students who started in our College in fall 2011, 66.3% graduated with a degree from CPHHS by summer 2018. This rate is slightly higher than the corresponding rate for the University as a whole (65.3%).
- The College's First Year Retention Rate increased from 86.7% in AY 16-17 to 87.9% in AY 17-18 and exceeds University rates for the same timeframe (63.3% to 65.3%).
- The College maintains a consistently high rate of U.S. minority group student (29.6%) enrollments, a rate that has steadily increased annually.
- In addition, nearly 40% of incoming first-time students were high achieving Oregon high school students. (Note: The University has switched to using unweighted HS GPA, so no comparative data exist.)

*See Appendix

Goal 2. Demonstrate leadership in research, scholarship and creativity while enhancing preeminence in the three areas of distinction

- During FY 18 we increased our external research funding, and faculty brought in \$20,334,912 in sponsored awards, grants, and contracts, which is an increase of 34% from last year and the largest amount ever for the College (9% higher than the previous record achieved in FY 16).
- Faculty submitted 169 proposals during FY 2018, about the same number as those submitted in the last FY.

Goal 3. Strengthen Oregon State's impact and reach throughout the state and beyond

The College continues to demonstrate large-scale impact in delivery of extension/outreach programs that strengthen OSU's impact and reach throughout Oregon and beyond. The highlights include:

- The OSU Center for Health Innovation had a very productive year. Dr. Allison Myers was hired to be our Director, replacing Dr. Gloria Krahn who has served as Interim Director since OCHI was launched in 2015. We formed our second Academic Health Department (AHD) in partnership with Benton, Lane, Linn, and

Lincoln counties. Our current work with our AHDs includes piloting an innovative internship program and providing program evaluation for Public Health Modernization projects. We worked with Northwest Center for Public Health Practice and four Oregon partners to provide a workforce development event to Oregon, utilizing a hybrid delivery format that allowed for participation from satellite sites. Our Community Health Worker (CHW) Training Program continues to provide entry-level training in a variety of locations in Oregon. In 2017-2018 we began delivering advanced-level CHW training in the form of online courses and developing a nine-month CHW leadership development course as well.

- SNAP-Ed (The Supplemental Nutrition Assistance Program Education) that brings together federal, state, and local resources to deliver programs to those enrolled in and eligible for SNAP. Success indicators include: 371,000 participants, 1,000 local & Statewide coalitions leverage complementary resources, 100 SNAP-Ed Hubs throughout 36 counties, 2,200 volunteers and partners gave 15,000 hours to SNAP-Ed, and 670,000 were reached through additional Food Hero marketing and outreach channels.
- Food Hero is an OSU Extension developed, research-tested social marketing campaign providing interactive demonstrations, along with policy, systems and environmental change activities aimed at increasing all forms of fruit and vegetable consumption among SNAP eligible Oregonians. Campaign materials are in English and Spanish. Success indicators include 829 classrooms (K-12) reached; 42 U.S. States documented using Food Hero campaign materials; 1,803,132 visits to FoodHero.org, an increase of 19% from the previous year; 303,304 individuals estimated to have been reached by Food Hero community events; 6,026 social media followers, a 14% increase from previous year; 99 food pantries using Food Hero materials; and 143 schools using Food Hero campaign materials.
- FNEP (Expanded Food and Nutrition Education Program) offers nutrition education to limited-resource families and children in Oregon. Success indicators include 400 adult participants, 971 youth in 10 counties, and evidence of improved understanding of food resource management, nutrition practices, food safety practices, and increased daily physical activity.
- The Master Food Preserver Program trains and certifies volunteers to assist OSU Extension Service in their efforts to provide up-to-date food safety and preservation information to Oregonians. Success indicators include 48,872 total program contacts, 4,762 attended workshops, 69 new volunteers certified and 325 recertified, 19,183 hours volunteered, 293 Ask an Expert questions answered, 5,472 food preservation and safety hotline questions answered, 1,295 pressure gauges tested, 495 farmers market and community booths (29,859 visitors), and 2,403 Facebook followers.
- 1,277 youth, 83% of which are underserved, received almost 100 hours of out-of-school STEM programming at one of 43 sites statewide. This effort was made possible through a \$1.5 million Oregon Department of Education grant to OSU Extension 4-H with the Portland Metro STEM Partnership.
- The intentional use of a condo setting for housing at the High Desert 4-H Leadership Retreat has taught youth more than leadership skills. The extensive evaluation of the over 125 youth from 17 counties reported that youth increased

skills in grocery shopping on a budget, time management, making ethical choices and getting along with people not like themselves.

- More than 200 college students make up the 4-H Kidspirit Staff, making it the largest employer of college youth on campus. These college students utilized the best practices in 4-H positive youth development to engage 1,300 youth in a range of healthy living activities, such as cooking, food science, bowling & gymnastics.

2. Teaching and Learning

Enhancing teaching and advising in ways that raise and equalize student success

To foster student support and increase student retention, the College revised our advising model for first-year students so that all incoming students to the College individually meet each term with their assigned academic advisor. Students now engage sooner in their academic careers with their assigned advisors, and they reap the benefits of engaging in one-on-one interactions as opposed to group gatherings. It is expected that under the revised model, the relationship building, individual curriculum tailoring, and closer program monitoring will facilitate the retention rates of all first-year students in the College.

Promoting responsible citizenship and global awareness among students

The College had a 51% increase in student participation in international exchange and education abroad programs. These 86 students engaged in programs that foster responsible global citizenship, develop sensitivity to cultural diversity, and effectively work in cross-cultural situations.

Online and hybrid delivery education

The College has implemented several major efforts to strategically grow online-learning opportunities to reach diverse learners and increase student access to quality education:

- The new interdisciplinary online MPH option, which is targeted at mid-career public health practitioners, was approved by the University. The College is marketing the option in collaboration with Ecampus, and we are admitting our first cohort of students for fall 2018. This online option in Public Health Practice will extend the reach of our MPH programs to include distance students. Based on market analysis and the volume of inquiries we receive about an online MPH program, we expect to experience significant demand for this option. After the initial cohort, we plan to enroll a new cohort of 50 students every fall.
- The development of an accelerated MPH pathway option for students in the newly approved hybrid Human Development and Family Sciences (HDFS), housed in School of Social and Behavioral Health Sciences, will offer a degree program at OSU's new Portland location beginning fall 2018. Students in this new program will have the opportunity to apply for an accelerated pathway to our new online MPH program in Public Health Practice. The program has identified learning competencies and assessments and will monitor student academic performance and enrollment statistics. The HDFS program, an Oregon State University location in Portland expands opportunities to extend our land

grant mission through existing and innovative new, collaborative academic programming to the 60% of Oregon residents in the Portland metropolitan area.

- The College is actively working to increase the number of undergraduate majors and minors that are available entirely online, which will increase our capacity to serve an increasingly diverse student population.

The development of new pedagogical models

In recognition of the changing environment for public health education, a recent national *Framing the Future* taskforce recommended key foundational principles that should guide public health graduate education. To incorporate these evolving curricular standards, we integrated foundational public health competencies into an innovative 12-credit graduate course that all MPH students are required to take, starting with students who entered the MPH program in fall 2017. Our College is now one of the first schools of public health in the nation to integrate the core curriculum and incorporate new national competencies mandated by the Council on Education for Public Health (CEPH), putting our students at the forefront of public health education.

Enhancing the integration and success of international students

The voices of international students are shaping their experiences within the College. International students' feedback was solicited to learn about their experiences in the College. Based on students' concerns, faculty representing the College, Career Development Center, and Office of International Services conducted a workshop for all international students in the College. Post-assessments revealed that the students left the workshop understanding the requirements of completing an internship as an international student, the process of applying for Curricular Practical Training (CPT), and where to go for additional help when searching for jobs/internships.

We examined the success of international students in one of our high-enrollment courses that is required of undergraduate students campus wide. Representatives from PHHS, Office of International Services, and INTO met to discuss data trends and identified possible strategies for facilitating the academic performance of international students.

Enhancing the comprehensive Healthy Campus Initiative

The College continues to enhance the Healthy Campus Initiative through several large-scale efforts:

- The HHS 231 Lifetime Fitness for Health (BACCORE course) serves all university students and encourages personal awareness and responsibility for the maintenance of health and physical well-being.
- Faculty also teach and supervise the Physical Activity Course Program that delivers a large number of courses (approximately 250) per term in fitness, dance, aquatic, outdoor recreation and other individual sports to over 5,000 students per term at OSU.
- The Faculty Staff Fitness program also continues to offer physical activity opportunities for OSU faculty and staff through dozens of classes from aquatics to salsa dance.

Advancing the Marine Studies Initiative

Contributing to the Marine Studies Initiative, faculty in the CPHHS have received funding for several studies focused on fishery workers, and by extension, the health and safety of their families and communities. The goal of this research program is to partner with fishing communities to reduce the incidence of non-fatal injuries and to provide a framework for the development of safety interventions. The West (Pacific) Coast Dungeness crab fishery and is one of the West Coast's most valuable fisheries according to the Pacific States Marine Fisheries Commission. OSU Federal Government Affairs submitted a proposal for Federal Fiscal Year 2019 Appropriations Support to garner funding this research program.

Growing programs at OSU-Cascades

Our College is facilitating the development of new academic programs at OSU-Cascades, including the new Registered Nurse-to-Bachelor of Science in Nursing program, as well as the Doctor of Physical Therapy (DPT) program.

Other initiatives focused on teaching and learning

A proposal for another new MPH option in Physical Activity is progressing in the curriculum approval process, with the goal of recruiting for fall 2019. In the past year, we also have added new graduate minors to our curriculum, and we are in the process of revising and/or repackaging existing graduate certificates; in addition to attracting new students to our College, by building largely on existing curriculum, these efforts represent new opportunities for students to package coursework in ways that demonstrate additional training and competency in transcript-visible content areas.

3. Research and Creative Work

Attracting and retaining exceptional faculty

To further the vision of both the University and the College, new faculty hires help ensure that we maintain our teaching mission and research excellence through innovation and collaboration. The College had three new faculty members join us in AY 17-18 and one more will start fall 18. These faculty represent the following programs: Health Policy, Environmental and Occupational Health, Kinesiology, and Human Development and Family Sciences.

Cultivating transdisciplinary research

The opportunities and supports described below contributed to building a vibrant community of scholars and cultivating interdisciplinary collaborations among faculty in the college, across the University, and with other institutions to address complex public health problem.

- The College organized and facilitated a stimulating College Research Seminar Series with 23 seminars attended by OSU faculty and students that featured OSU, state, regional, national, and international scholars.
- In 2017-18, we organized and co-hosted two Ignite Research Colloquia (informal venues with speakers presenting for 2 minutes about their research expertise and soliciting collaborators among other faculty and between/among Colleges):
 - 1) Joint College of Forestry and CPHHS Ignite Research Colloquium – Planetary

Health: People, Particles, and Places; 2) Division of Health Sciences (DHS) and Linus Pauling Institute (LPI) Ignite Research Colloquium. Following the Research Colloquia, we partnered with the College of Pharmacy, College of Veterinary Medicine, and LPI to release a Request for Proposals and awarded funds for 2 one-year collaborative projects each with a PI from the representative units.

- Many College faculty affiliated with OSU Research Centers and Institutes engage in transdisciplinary research projects (e.g., Environmental Health Sciences Center, Superfund Research Center, Linus Pauling Institute, Oregon Climate Research Institute, and the Sea Grant). Several faculty are collaborating with colleagues in other OSU colleges to establish the OSU Microbiome Initiative. Others are partnering with the World Health Organization, OHSU, Oregon Health Authority, and the OSU Sports Medicine Department.

In addition, our four College Research Centers foster transdisciplinary research collaborations, encourage graduate and undergraduate student involvement in research, and translate research to practice.

- The Center for Global Health (CGH) serves as a platform to connect faculty and students with international partners to develop innovative approaches that promote equitable population health around the world. The one major achievement for CGH was to co-organize an international symposium on universal health care titled "Universal Health Care, Equity, and Governance: Taiwan in International Perspective." Some highlights of this Symposium include: 5 national health systems featured, including Taiwan, Japan, South Korea, Canada and Chile; 8 international scholars/government officials speakers from Taiwan, Japan, S. Korea, Canada, Chile, and United States; over 100 participants, faculty and students from Oregon universities and health professionals from Oregon, Washington, and D.C.
- The Center for Healthy Aging Research (CHAR) promotes optimal aging in a multidisciplinary environment. A major goal of CHAR is to cultivate transdisciplinary research and collaborations. To this end, CHAR received funding from the Large Program Development Program from the Research Office for a study entitled: "The Long-Term Effects of Military Service." Deans from CPHHS and COS also provided support. CHAR has a team of nine faculty working on this project, as well as various post-docs and both graduate and undergraduate students.
- The Hallie E. Ford Center for Healthy Children & Families (HFC) brought more than 500 professionals to campus in May for the 5th annual Oregon Parenting Educators Conference and Training Institute. The two-day conference and institute are sponsored by the Oregon Parenting Education Collaborative, an innovative partnership between OSU and four Oregon foundations aimed at expanding access to parenting education for all Oregon families. This year's event included a wider group of external sponsors, including Oregon Health Authority, AllCare, the Oregon Head Start Association, and Greater Oregon Behavioral Health, Inc.
- The Moore Family Center for Whole Grain Foods, Nutrition and Preventive Health (MFC) fosters interdisciplinary collaborations by providing opportunities for researchers and students to learn and train in food and nutrition research. Faculty members have obtained extramural funding from NIH, USDA and private

foundations; publish in peer-reviewed journals; and engage in research studies. The Center has continued the Healthy Community Outreach projects, where OSU campus, extension and 4H collaborated together to bring whole grain community-based projects to all 12 regions of Oregon. Each project has research and evaluation components to bridge research with outreach to every part of Oregon.

Increasing the quality, capacity and impact of graduate research

The 2018 Graduate Student Research Poster Session provided a venue for 45 CPHHS graduate students to share their work, practice presentation skills, and network with colleagues and faculty from CPHHS and beyond. We continue to provide travel funds for doctoral students to present their research at professional conferences.

Cultivating partnerships with industry and other external stakeholders

CPHHS and COE leadership and faculty continued our partnership with Samaritan Health Services (SHS), Samaritan Research Institute (SRI), and Samaritan Athletic Medicine Center on OSU campus. The College has also expanded our research portfolio. We have increased the number of proposals submitted to and awards received from industry sponsors such as Bose, Alpha Foundation, Google, Merck Company Inc., InsightsNow, and Permobil Inc.

Other initiatives focused on research and creative work

The College successfully supported and facilitated undergraduate research and scholarship through CHAR LIFE Scholars, URSA-Engage, and student hourly and volunteer research positions. This year we designed and implemented the CPHHS Undergraduate Research Program 2017-18, a non-credit opportunity for CPHHS students. The new program, designed to align with recommendations from the University Undergraduate Student Research Workgroup, combined our desire to increase experiential opportunities that would reach a larger proportion of students and engage a more diverse group of students (first/second year, underrepresented, first generation). Although 58 students were accepted into the pilot program, 40 students on average participated in the activities and events.

4. Outreach and Engagement

Increasing study abroad opportunities and strategic international research partnerships

Highlighted above in *Promoting responsible citizenship and global awareness among students* section

Engaging alumni and other external partners

The College initiated a new mentorship program, CATALYST that engages alumni and external partners as mentors. Eighty-seven mentors and 127 students from all majors and student levels, from freshmen to graduate students, enrolled in the program. Our volunteer mentors represented a diverse group of professionals. Eighty-three percent of our mentors were OSU alumni, while the remaining 17%

represented community partners and some OSU faculty. We had mentors located in 15 states across the US, from Oregon to New York and Alaska. Overall, 91% of surveyed students either agreed or strongly agreed that the CATALYST program facilitated their career readiness and development, and 97% would recommend the program to another student.

Advancing economic and social progress in rural and urban areas in Oregon and beyond

Extension programs were highlighted under the section above *Positioning OSU's outreach and engagement programs as vehicles for facilitating high-impact learning and effectively utilizing university research and creative work.*

5. Diversity and Inclusion

The Equity, Inclusion and Diversity committee focused on advancing OSU's goal of increasing the diversity of students, faculty and staff by building our capacity to recruit, retain, and advance diverse students and colleagues through professional development and enhancing our pipeline programs. Specific accomplishments in 2017-2018 included:

- A two-hour training for instructional faculty on Creating Inclusive Teaching and Learning Environments offered in collaboration with Jane Waite from OSU's Social Justice Education Initiative. To date, more than 60 CPHHS faculty have completed this two-hour training.
- An eight hour "Self, Social and Global Awareness" (SSGA) facilitator training offered with expert Dr. Cheryl Franks. The SSGA curriculum is intended to introduce CPHHS students to equity, inclusion, social justice, and diversity issues through an all-day orientation session. Plans are moving forward to implement a pilot SSGA orientation fall 2018. We currently have 20 faculty-student facilitation teams trained.
- An additional two-hour session with Dr. Franks on "Beyond Cultural Competency: Skills and Strategies for White Faculty Mentoring Students from Underrepresented Racial and Ethnic Groups." The Colleges of Agricultural Sciences, Education, Liberal Arts, and Engineering co-sponsored the session and over 140 faculty and administrators registered and still more accessed the video recording.
- SNAP-Ed, the largest FCH program. In Multnomah County, Providence Health Promoters, trained by SNAP-Ed staff, extend SNAP-Ed to Hispanic families at 19 Catholic churches, expanding SNAP-Ed impact with Spanish-speaking populations (2,200 adults and youth).
- SNAP Outreach minimizes the barriers to enrollment and retention in the SNAP program (Food Stamps). The program assures that at-risk populations have access to healthy foods and that food insecurity issues are identified and addressed. FCH faculty deliver SNAP Outreach in 12 counties in Oregon.

6. Faculty and Staff Development and Support

We have successfully retained the more than 40 highly productive faculty who were hired during the last several years. We continue to implement effective strategies, including establishment of an ad-hoc committee to revise the formal mentoring

process for junior and mid-career faculty. This committee has just produced a draft report with recommendations that will be brought up to the College leadership and faculty during the next few weeks.

The College Research Office supports faculty research development and productivity in numerous ways: facilitated a forum, *How to Enhance Faculty Research Productivity*; 3 staff members provide services to ensure faculty have skills and assistance to manage each proposal/award from inception to award to close out; funding opportunity announcements are provided weekly to faculty via email; and College webpages provide an overview of proposal preparation and submission and frequently requested documents.

The CPHHS Faculty Thought Leadership Forum brought 3 renowned public health leaders to CPHHS to give keynote talks, participate in breakout sessions with broad faculty participation, and project the future challenges, opportunities and directions for public health broadly, with specific focus on Outreach, Education, and Research.

The team of eight academic advisors in the Office of Student Success participated in the professional development opportunity that involved activities and conversations focused on optimizing interactions and team dynamics. Advisors partner with students in a collaborative process to promote and support the exploration, development, and achievement of the unique academic and professional goals of each student. Fundamental to this work is effective communication and cooperation among colleagues.

7. Resource Stewardship

Enhancing resources through private philanthropy

Collaboration between the College and OSU Foundation continues to be successful. The partnership generated over \$7.95 million in gifts, pledges and private grants in FY 18, more than double the amount raised in FY 17 (\$3.6 million). This is the second best year in fundraising in the College's history!

Develop an integrated infrastructure recapitalization plan

We have developed and implemented an integrated infrastructure recapitalization plan informed by the needs of ongoing federally-funded research in laboratories in PHHS as well as in response to accreditation requirements for PHHS academic programs. The investment of over \$1 million in the past five years through this plan has resulted in required building power upgrades for freezers and freezer alarm systems and laboratory renovations (i.e., flooring installation and repairs, new benches and cabinetry and upgrades to athletic training and biomechanics laboratories) benefiting the Environmental and Occupational Health, Nutrition and Kinesiology programs. Input from faculty and program directors across the College inform ongoing infrastructure recapitalization planning.

COLLEGE OF PUBLIC HEALTH AND HUMAN SCIENCES (CPHHS)

Appendix

College of Public Health and Human Sciences¹ Strategic Plan Metrics 2017-18

PART 1

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Goal 1. Provide a Transformative Educational Experience for all Learners.																
Entering Fall Cohort	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
1.3 One Year Retention Rate	-	82.1%	77.8%	81.7%	81.0%	70.6%	79.9%	83.0%	84.5%	79.7%	85.8%	80.0%	82.4%	80.6%	86.7%	87.9%
Retained in original college	-	72.8%	67.3%	69.6%	70.0%	80.8%	72.8%	78.0%	75.9%	68.4%	62.0%	71.3%	74.2%	68.2%	72.4%	76.1%
Retained to another college	-	9.3%	10.5%	12.1%	11.0%	-10.2%	7.1%	5.0%	8.6%	11.3%	23.8%	8.7%	8.2%	12.4%	14.3%	11.8%
Entering Fall Cohort	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
1.4 6-Year Graduation Rate	-	-	-	-	-	-	66.4%	58.3%	64.0%	64.2%	63.2%	61.6%	66.7%	67.7%	64.8%	66.3%
First bachelor's in original college	-	-	-	-	-	-	55.2%	46.9%	54.3%	53.6%	53.0%	54.5%	52.8%	57.1%	51.9%	51.8%
First bachelor's in another college	-	-	-	-	-	-	11.2%	11.4%	9.7%	10.6%	10.2%	7.1%	13.9%	10.6%	12.9%	14.5%
Entering Fall Cohort	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
1.5 Junior Transfer 4-Year Graduation Rate	70.5%	72.9%	71.4%	71.9%	64.9%	73.4%	71.4%	71.7%	80.2%	77.1%	70.7%	73.6%	79.3%	70.9%	64.7%	61.9%
First bachelor's in original college	63.6%	62.5%	64.3%	68.8%	60.6%	70.9%	68.4%	66.7%	79.1%	72.3%	63.4%	59.4%	67.2%	60.8%	60.9%	59.5%
First bachelor's in another college	6.8%	10.4%	7.1%	3.1%	4.3%	2.5%	3.1%	5.0%	1.2%	4.8%	7.3%	14.2%	12.1%	10.1%	3.8%	2.4%
1.6 % US Minority Students	13.6%	13.0%	13.8%	13.5%	14.1%	14.9%	16.0%	16.5%	18.3%	19.3%	22.1%	25.0%	27.1%	28.9%	29.3%	29.6%
1.7 % International Students	3.0%	2.0%	2.0%	2.0%	3.0%	3.0%	3.0%	2.0%	2.0%	2.0%	2.0%	2.0%	3.0%	2.3%	2.4%	3.2%
1.8 % High Achieving Oregon High School Graduates (Weighted HS GPA)	-	23.3%	25.5%	29.1%	28.2%	23.3%	25.8%	26.1%	26.2%	29.9%	39.4%	33.7%	35.3%	33.6%	43.9%	-
1.8 % High Achieving Oregon High School Graduates (Unweighted HS GPA)¹	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	39.7%
1. OSU Admissions began using unweighted HS GPA beginning Fall 2016. Weighted HS GPA is no longer available for analysis.																
Goal 3. Strengthen Oregon State's Impact and Reach throughout the state and beyond.																
3.2 Invention Disclosures	1	0	1	0	2	0	1	0	1	0	1	0	4	0	1	2*

* 2017-18 "Invention disclosures" is an estimate based on submissions up to June 14, 2018. Prior year values are actual fiscal year totals.