

College of Public Health and Human Sciences (CPHHS) Provost Report 2016-2017

This report summarizes the annual accomplishments and collaborative activities/events within our Schools, Research Centers, and Extension and Outreach programs. Appended to this document are the recently distributed College Metrics and Academic Program Review Data that illustrate further growth and continuous improvement of the College.

Goal I. Provide a transformative educational experience for all learners

Enhance the learning environment to raise and equalize student success

The CPHHS **Office of Student Success** (OSS) is focused on enhancing the learning environment to raise and equalize student success. The OSS collaborates with undergraduate and graduate students to promote and support the exploration, development, and achievement of the unique academic and professional goals of all learners. In AY 2016-17, the OSS revised the academic advising philosophy to encompass holistic student advising rather than exclusive focus on degree completion. The Office now requires that undergraduate students meet with the same advisor for all advising interactions, reducing academic errors through early detection and promoting relationship building between students and advisors, i.e., by encouraging students to view their academic advisors as allies who offer support and resources. It is noteworthy that the College 6-Year Graduation Rates have remained consistent over the last 5 years. Of the students who started in our College in Fall 2010, **51.9%** of them graduated with a degree from CPHHS by Summer 2016 and **64.8%** graduated from OSU (any college) within the same time frame. These rates are comparable to or slightly higher than the corresponding rates for the University as a whole (40.3%, and 63.3%, respectively). We are also pleased that the College's First Year Retention Rate increased from 68.2% in 15-16 to 72.4% in 16-17 (see Appendix).

Make high-impact learning a hallmark of undergraduate education

Because of the applied nature of our discipline(s), the College embraces the value of high impact learning and offers a variety of opportunities for students. The overwhelming majority of all undergraduate students engage in some form of experiential learning (internships, service learning, research, or education abroad) with students in Kinesiology, Athletic Training, Dietetics, Human Development and Family Sciences (HDFS), and Public Health participating in a required internship or practicum experience that is integrated as part of their studies. This year we initiated the administration of the Year-End Annual Review (YEAR) that asked undergraduate students to record their involvement in high-impact practices in the previous year. Approximately 800 undergraduate students in the College provided information about their engagement in clubs and organizations as well as experiential learning opportunities. They also offered suggestions of what changes would facilitate their involvement in high-impact practices. Students described research, global opportunities, internships, leadership development, or service learning experiences in which they plan to engage in the upcoming year and how financial support would be an asset to ensure their involvement. To that end, we reallocated scholarship dollars within the CPHHS to create funds specifically for experiential learning opportunities. Faculty also completed an audit of experiential learning opportunities that were both required and optional within each major. Mapping these experiences provided information about student engagement in high-impact practices and strategic avenues to systematically incorporate high-impact practices into degree requirements.

Faculty and staff also served as members of the OSU Undergraduate Research Working Group and supported and facilitated **undergraduate research and scholarship** through the CPHHS Undergraduate Research Awards Program (URAP), CHAR LIFE Scholars, and OSU URISC and URSA-Engage. Through our growing **international exchange and education abroad programs** the College also prepares undergraduates for responsible global citizenship giving them a competitive advantage to effectively work in an increasingly global professional environment (see Goal III).

Advance learning through course design, assessment and faculty development

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 have integrated core public health competencies into an innovative 12-credit course that all incoming MPH students will enroll in this fall. The redesigned curriculum will focus on translating research into practice and will prepare the next generation of leaders to solve complex public health problems. Our College is now one of the first schools of public health 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. To align with the national taskforce's recommendations, faculty have revised the competencies and

strengthened curricular offerings for each of our concentrations in Biostatistics, Environmental and Occupational Health, Epidemiology, Global Health, Health Management and Policy, and Health Promotion and Health Behavior.

CPHHS is committed to **competency-based education** and employs **multiple methods to assess student progress**. Faculty members assess students enrolled in courses with assigned competencies as well as culminating experiences for competency attainment. Records are reviewed and discussed annually by faculty in our undergraduate and graduate programs and appropriate curricular revisions are made.

In collaboration with OSU's Social Justice Initiative, CPHHS hosted **professional development sessions** during Spring 2017 focused on *Creating Equitable Teaching and Learning Environments*. Over 45 faculty, graduate students and staff participated in the training. Plans are in place for continued training into the coming academic year. In addition, Equity, Inclusion and Diversity (EID) language was incorporated into faculty annual Plans of Work, annual reports, and annual evaluations. Through Digital Measures we now systematically collect faculty efforts directed at student success through the lens of EID. Our faculty also participate in seminars organized by the Center for Teaching and Learning.

Grow online education and explore new pedagogical models

CPHHS is committed to offering online learning opportunities to better accommodate and serve all students and broaden our reach. To this end, we have increased the Ecampus teaching program by ~15% each year since AY 2013-14. All courses necessary to qualify for admissions to the Dietetics option of the Nutrition major are delivered online and faculty are developing an online version for all core courses required for the Kinesiology undergraduate degree. We continue to deliver the online HDFS undergraduate degree program, the online Public Health undergraduate minor, as well as several online sections of popular BACCORE courses. Many faculty completed training in the design of hybrid courses and have converted undergraduate and graduate courses to be delivered in hybrid format. We are also working with Ecampus to develop a new online option for the MPH program; we will submit the Category II proposal in Fall 2017 and enroll our first cohort in Fall 2018.

Enhance and ensure the success of international students

To enhance the success of international students, faculty in the public health disciplines, in collaboration with the INTO OSU Partnership, developed an innovative and competitive **MPH Graduate Pathway Program**. The 3-term MPH Pathway Program provides international students the opportunity to advance their English language skills with a curriculum consisting of English language courses taught by INTO staff and public health courses taught by CPHHS faculty. Upon successful completion of the pathway program, students will matriculate into the MPH program. Six students will enroll in the Pathway Program in Fall 2017. We also worked collaboratively with INTO recruiters on the ground in Asia to recruit international students directly into the MPH program. To further enhance the success of international students, an academic advisor from our College serves on the OSU International Student Advisory Work Group. This group ensures that international students are intentionally considered in the creation and delivery of university policies, academic support resources, academic programs, and student success initiatives.

Faculty in the global health discipline developed a new India Hybrid MPH in Global Health program. This innovative MPH program aims to recruit top-quality international students and increase the visibility and distinction of our College and OSU. In this unique hybrid MPH degree program, international students take online courses in Year 1 and complete an internship in India. In Year 2, the students take in-person courses on the Corvallis campus.

Enhance our comprehensive Healthy Campus Initiative

The College continues to enhance the Healthy Campus Initiative through the H 231 Lifetime Fitness for Health (BACCORE course). The course serves all university students and is designed to encourage 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.

Expand strategies to recruit diverse and high-achieving students

The College implemented several strategies to recruit diverse and high-achieving students. Using our student peer advisors we recruited prospective undergraduate students in the rural area of Medford in addition to our traditional recruitment locations such as Portland. We analyzed data from previous years to identify which recruitment events have

been most effective to inform our recruitment strategies for the AY 2017-18 admissions cycle. We have successfully increased awareness of the Accelerated Master's Program (AMP) and have 2 AMP students matriculating into the MPH degree program this year, 2 scheduled to matriculate in Fall 2018, and 2 more in the process of applying to the program.

Many **4-H Youth Development programs**, including OSU 4-H Summer Conference, Outreach Leadership Institute, *Juntos*, Regional Leadership Retreats, and Youth Voice in Governance: Experiencing Citizenship, recruited diverse young people to become students at OSU. We offered a record number of GRAs supported by faculty research grants and our **URAP and LIFE Scholars programs** attracted high achieving students to engage in research opportunities with faculty. The **Graduate Laurels Block Funding** award recruited 13 diverse and high-achieving MPH students this year. We are proud to report that this year nearly one-third (29.3%) of the students, the highest proportion ever in our College, are from a U.S. minority group. In addition, nearly 44% of incoming first-time students in AY 2016-17 (10% more than in AY 2015-16) were high achieving Oregon high school students, the highest ever for our College (see Appendix).

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

Attract and retain high quality faculty

We recruited and hired three new faculty members to support foundational disciplines in our College and strengthen OSU's signature area, Healthy People. All three will join OSU during the next academic year: Dr. Denise Hynes, Professor of Health Policy and Associate Director for Health Data and Informatics, the Center for Genome Research and Biocomputing (CGRB); Dr. Sarah Rothenberg, Assistant Professor of Environmental and Occupational Health; and Dr. William Massey, Assistant Professor of Kinesiology. We implemented successful strategies to promote retention including the provision of funds for faculty to attend professional meetings and/or for professional development; establishment of an ad-hoc committee to revise the formal mentoring process for junior and mid-career faculty; delivery of an informative workshop for faculty preparing for or interested in promotion to learn more about the process and receive feedback; and implementation of a faculty research incentive program (FRIP) replacing our former salary savings policy. We also provided opportunities and infrastructure to maximize the research potential of new faculty, including a 3-day workshop on advanced statistical techniques delivered by Dr. Bethany Bray (Penn State University). Through these efforts, we have successfully retained the 40 highly productive faculty hired during the last several years.

Expand and cultivate transdisciplinary research on campus or through partnerships

The opportunities and supports described below focused on 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 problems.

- We offered a **Grant Writing Seminar** facilitated by an external consultant who provided a road map for successful grant writing attended by 48 faculty and postdocs in CPHHS, Pharmacy, Vet Med and Engineering. In the subsequent **Grant Writing Workshop** selected faculty developed grant applications for submission to federal agencies.
- The College organized and facilitated a stimulating **College Research Seminar Series** with 24 seminars attended by OSU faculty and students that featured OSU, state, regional, national, and international scholars.
- We collaborated with **OHSU Oregon Clinical and Translational Research Institute (OCTRI)** on their renewal proposal submitted to and awarded by NIH Clinical and Translational Science Awards (CTSA) Program. The program has provided immediate returns to our College: Assistant Professor Sean Newsom was selected to receive a KL2 award for early faculty career development and graduate student Barrett Welch has been appointed as a TL1 trainee.
- To cultivate interdisciplinary research collaboration and foster student learning we organized and co-hosted **3 Joint-College Ignite Research Colloquia** (informal venues with speakers presenting for 2 minutes about their research expertise and soliciting collaborators among other faculty and between Colleges): CAS/CPHHS: Food Insecurity and Food Safety, COE/CPHHS: Precision Health, and CEOAS/CPHHS: Climate Change Impacts on Human Health.
- Following the Ignite Research Colloquia we partnered with CAS, COE, CEOAS, and the OSU Research Office to release **3 Requests for Proposals** to fund pilot projects, one for each of the 3 Joint-College Ignite Research Colloquia. We awarded funding for 6 one-year collaborative projects each with a PI from the representative Colleges.
- The College Research Office facilitated a **forum, How to Enhance Faculty Research Productivity**, which was attended by faculty from across the College.

Supports described above assisted faculty to bring in \$15,405,006 in sponsored awards, grants, and contracts (see Appendix). Faculty submitted 170 proposals during FY 2017, a 21.4% increase over FY 2016. Our research reflects our values and commitment to embracing innovative approaches, conducting community-based research with diverse populations, promoting interdisciplinary collaboration, and integrating students. To achieve these values we have built a rich research program, including 4 Research Centers and funded research projects that will impact population health in communities across Oregon and beyond.

CPHHS faculty actively **cultivate and enhance transdisciplinary research** across campus and beyond through partnerships. For example, many are affiliated with **OSU Research Centers and Institutes** and engaged in transdisciplinary research projects (e.g., Environmental Health Sciences Center, Superfund Research Center, Linus Pauling Institute, Oregon Climate Research Institute, and the Sea Grant). Faculty in our College led the development of a Marine Studies Initiative proposal titled, *The Center for Ocean Health and Thriving Communities: A Prospectus to Establish an MSI Center of Excellence*, a collaboration with coastal community members and faculty from the OSU Colleges of Agricultural Sciences; Business; Earth, Ocean, and Atmospheric Sciences; Liberal Arts; and Sea Grant Extension. Several are collaborating with colleagues in other OSU colleges to establish the OSU Microbiome Initiative in response to a call from the White House's Office of Science and Technology Policy. Faculty are also partnering with the World Health Organization, OHSU, Oregon Health Authority, and pioneering new human translational research collaborations in fitness and health with the OSU Sports Medicine Department.

Our 4 **College Research Centers** foster transdisciplinary research collaborations, encourage graduate and undergraduate student involvement in research, and translate research to practice (see Goal III).

- 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. During AY 2016-17 the CGH established a new partner for education and research, Taipei Medical University in Taiwan. The Center hosted 2 visiting scholars to promote international collaboration, Dr. Stephen Hsu from National Taiwan University, and Professor Haiyin Huo from Guangxi Medical University in China and organized and sponsored two major educational events on campus: a symposium on Health Care Policy and Politics and a three-part seminar series on refugee and health titled *Health and Displacement*.
- 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 that end, the nearly 60 faculty affiliated with CHAR have academic homes in 8 colleges as well as 4 research institutes and centers, including the Linus Pauling Institute, the Hallie Ford Center for Healthy Children and Families, the Moore Family Center, and the Environmental Health Sciences Center. In an annual retreat, faculty learned about each other's research expertise and actively engaged in building research collaborations related to core areas of CHAR.
- The **Hallie E. Ford Center for Healthy Children & Families (HFC)** hosted a special day of events to celebrate its 5-year anniversary. The symposium, which was led by the Center's leadership team, highlighted the impact and future of the Center and its multidisciplinary research cores. Featured research illustrated the powerful roles of research, policy, and practice in building the resilience of children and youth, families, and communities. The day closed with a presentation by Dr. Salwa Massad, of the World Health Organization and Palestinian National Institute of Public Health, titled, *The Health of Children Living in Chronic War Zones: The Palestinian Case*.
- 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 funding from NIH, USDA, and private foundations; published in peer-reviewed journals; and engaged in research studies on whole grains, gut microbiota and obesity, perceptions of whole grains and health, identification of barriers to healthy eating, and acceptability of whole grain products. The Center obtained funding from the OHSU Knight Cancer Institute Community Partnership program and partnered with KidSpirit and OHSU's Let's Get Healthy! research program. The funding provided innovative education stations to conduct formative evaluations on healthy behaviors and impact of the program.

Increase the quality, capacity and impact of graduate programs

The College has implemented key strategies to improve the **quality, capacity, and impact** of our graduate programs. To build our **capacity** to train doctoral students we developed a new concentration in Global Health for the PhD in Public Health degree program. The first cohort will begin in Fall 2017. Faculty in the Athletic Training Program enrolled their first cohort of students in the Master of Athletic Training degree program which is accredited by the Commission on

Accreditation of Athletic Training Education. Faculty in Kinesiology also developed the Master of Adapted Physical Education program, a new professional master's degree program. We are currently developing a new online option for the MPH program (see Goal 1). In addition, administrators and faculty have held multiple meetings with the College of Business to pursue two potential partnerships in our graduate programs (MBA/MPH dual degree, jointly with our Health Management and Policy program; MBA in Sports Management, jointly with our Kinesiology program). The College is involved in early discussions with institutions such as University of Portland School of Nursing and Willamette University Law School to develop interinstitutional dual degree programs. Conversations are also scheduled to occur with two other law schools (University of Oregon and Lewis & Clark) and with Western University of Health Sciences (possible joint Doctor of Osteopathy/MPH degree). We continue to offer the online Graduate Certificate in Public Health for public health practitioners and others seeking professional development and continuing education.

Despite declining national enrollment trends, enrollment in the MPH program has remained strong with 52 new students joining the program in Fall 2017. Enrollment in the College PhD programs held steady last year, and both applications and enrollments for Fall 2017 increased significantly. Successful recruitment strategies included promoting visibility of our graduate programs and growing the reputation of the College as an accredited school of public health, increasing participation in both local and national conferences and recruitment fairs, working with advisors to target OSU undergraduates, and recruiting international students through the Pathway Program.

We implemented several strategies to improve the **quality and impact** of our graduate programs. To incorporate new national curricular standards, we have integrated core public health competencies into an innovative 12-credit course that is now required for all incoming MPH students (see Goal I). With the addition of our new faculty hires we were also able to improve the **quality** of all graduate programs by updating our curricula and offering more elective courses. Increasing numbers of PhD students in the human science disciplines are concurrently completing an MPH degree which positively impacts their careers and employment opportunities. The College Research Office provided a forum for doctoral students to identify research funding opportunities (e.g., pre-doctoral and postdoctoral opportunities).

Goal III. Strengthen impact and reach throughout Oregon and beyond

Position OSU's outreach and engagement programs as learning laboratories that promote high-impact learning and effectively utilize university research

CPHHS faculty designed and delivered in Portland, Oregon, a course titled, ***Certified Northwest: A Course in Public Health***, during Spring 2017 to serve regional needs in the greater Portland-area. Faculty used in-person lectures at the OSU/OHSU Collaborative Life Science Building and OSU's Canvas course management system to deliver content including the role of adequate sleep and health, disaster preparedness, nutrition, culturally competent communication, and healthcare economics among others. A new ***Certified Northwest*** course is in the planning phase which would address topics relevant to Sports Management in collaboration with the OSU College of Business. The **Oregon Public Health Policy Institute**, developed by our faculty in Health Policy, was again offered as a summer workshop to employees at state and local health agencies in Oregon to build skills in developing, implementing and evaluating public health policies.

The **OSU Center for Health Innovation (OCHI)** strengthened partnerships with local public health departments through the creation of **Academic Health Departments** with Clackamas and Benton Counties. We collaborated with the Oregon Coalition of Local Health Officials to address workforce needs and offered each county public health department the opportunity to apply for an affiliate faculty position at the College. We are also working to develop a **Career Pathway/Professional Pipeline** with community colleges, exploring public health and nutrition pathways with Clackamas Community College, and creating other pathways with Linn-Benton Community College. This year OCHI joined the steering committee of the Seattle-based Northwest Center for Public Health Practice (NWCPHP), one of ten regional public health training centers in the U.S. In partnership with other Oregon-based steering committee members and NWCPHP, we plan to bring a Public Health Workforce Development Event to our state.

The **OCHI** continues to serve as a vehicle for stimulating collaboration with other Colleges (e.g., Engineering and Business) to engage with the health care industry sector and drive economic development. This year we engaged in multi-college efforts to promote human health as a signature area for OSU in partnership with industry and community groups. We have strengthened existing relationships with health care provider and insurer groups as well as child and family development organizations and developed new partnerships with community groups (e.g., AARP, Special Olympics). Under the auspices of the OCHI, the **Community Health Worker (CHW) Training Program**, a partnership

between OSU (CPHHS, PACE, and Extension Services) and Eastern Oregon Coordinated Care Organization (EOCCO), delivered entry-level CHW courses 3 times in Eastern Oregon, once in Coos Bay, and once in Salem. In response to an assessment from employers about their CHW workforce development needs, we created an advanced-level CHW module, which will be available for CHW continuing education in Fall 2017. We are also collaborating with the Oregon Rural Practice-based Research Network on their CHW Learning Collaborative project for EOCCO.

The ongoing **Individualized Movement and Physical Activity for Children Today (IMPACT)** program is a unique program that offers physical activity opportunities for children, youth, and young adults with special needs and serves more than 80 children in the community aged 6 months to 21 years. Our **College Research Centers** also continue to provide outreach and engagement programs as laboratories that promote high-impact learning and effectively translate research to practice. Examples of initiatives and accomplishments from the Centers are summarized below.

- **CHAR** co-sponsored a mini White House Conference with the Governor's Council on Senior Services to discuss policy issues on aging and create an agenda for Oregon. Participants included legislators and their aides, staff from public and private agencies, faculty, and the general public. Drs. Karen Hooker and Gloria Krahn participated in a panel discussion at the Oregon Caregiving Summit, sponsored by the Portland Business Journal. At the annual Gerontology Conference sponsored by the OSU Extension's Family and Community Health program, several faculty affiliated with CHAR presented seminars and/or workshops. CHAR faculty also contributed to extension programs for older adults including Better Bones and Balance, Walk with Ease, and SNAP ED. The CHAR **LIFE Registry**, a subject pool of nearly 800 Oregonians aged 50 and older, is available for research opportunities to faculty and students.
- The **HFC** hosted a 2-day Oregon Family Impact Seminar Series at the State Capitol on the topic of *Child Obesity: School and Community Solutions*. These nonpartisan seminars brought together top researchers, state legislators, and agency leaders to provide the best scientific evidence to bear on policies that affect the well-being of children and families. The Center also hosted the fifth annual Oregon Parenting Education Week which included a statewide conference with keynote presentations and workshops attended by over 425 professionals. The HFC continued to provide evaluation, technical assistance, and professional development to 15 parenting education "hubs" (as part of the Oregon Parenting Education Collaborative). The Center also provided leadership to a statewide School Readiness Consortium of researchers who analyzed and provided data to inform state planning.
- The **MFC** continued to sponsor **Healthy Community Outreach projects**, a collaboration among the OSU Corvallis campus, Extension, and 4H faculty members, to bring community-based projects to all 12 regions of Oregon. Each project focused on whole grains and had a research, evaluation and outreach component. In a partnership with University Housing & Dining Services and the community-at-large, the MFC provided outreach and facilitated healthy eating and the KidSpirit Youth programs, *Chefs in Motion* and *Future Iron Chefs*. The MFC piloted the *Be Orange* health challenge for OSU faculty and staff and also hosted the Annual Food, Nutrition and Health Update as well as K-12 teacher training workshops.

Grow rural and urban regional centers to advance social progress

Our College is taking a leadership role in the Cooperative Extension System's national initiative to develop a more explicit focus on improving population health. Our **Public Health Extension programs**, Family Community Health (FCH) and 4-H Youth Development, advance social progress in both rural and urban communities, and reached more than 100,000 Oregonians last year. FCH offered educational programs focused on 1) healthy eating and nutrition including *Food Hero*, *Farm to School*, *Smarter Lunchrooms*, and food safety and preservation; and 2) physical activity including *Walk with Ease*, *Strong Women*, and *Better Bones and Balance*. Extension programs are currently active in 4 Blue Zones Projects (Grants Pass, Klamath Falls, The Dalles, and the Umpqua Region) which work toward sustainable changes to the built environment to influence healthy behaviors. Noteworthy initiatives implemented by the 4-H Program included the *4-H Tech Wizards Program*, *Youth Advocates for Health Program*, *Outreach Leadership Institute*, *4-H Inner City Youth Institute*, *4-H Summer Conference* as well as the *4-H STEM Beyond School Program*. The College's Motorcycle Safety Program, Team Oregon, provided statewide training, education and outreach for 11,000 riders.

Increase study abroad and strategic international research partnerships

In keeping with OSU's goals of internationalizing the curriculum and transforming the University into a top-tiered international research university, the college offers numerous **international exchange and education abroad programs** to prepare students for responsible global citizenship, develop sensitivity to cultural diversity, and effectively work in cross-cultural situations. During AY 2016-17, 11 students participated in an international internship through the Office of

Global Opportunities (OSU GO). Students studied in India, Malaysia, Vietnam, Tanzania, Scotland, South Africa, Spain, and Ecuador. In addition, 46 students studied abroad through OSU GO on topics ranging from food and culture studies in the heart of Tuscany, to art and architecture studies in Hangzhou, China. Thirty of the 57 CPHHS students who travelled abroad through OSU GO received Financial Aid from OSU. In addition, 12 students participated in faculty-led study abroad programs (6 London; 6 Taiwan). In March, Stephanie Grutzmacher, Assistant Professor in Nutrition, and 5 MPH students traveled to Ethiopia to work on a food insecurity and community empowerment project. Finally, an innovative education abroad program in Botswana was initiated this year by the Robert and Sara Rothschild Endowed Chair of Global Health, Dr. Sunil Khanna, in collaboration with the University of Michigan's School of Nursing. The program enrolled both undergraduate and graduate students from across OSU and the University of Michigan in Summer 2017.

The College hosted 4 graduate students and 1 faculty member from Fu Jen Catholic University (FJU) in Taiwan; 3 CPHHS faculty members visited FJU. Several CPHHS faculty members also worked closely with staff from the Office of Student Success to promote their faculty-led programs and the College hosted 4 College information sessions and recruitment events for students to learn about global opportunities.

College faculty members are actively engaged in **interdisciplinary research across the globe**. Examples include: Joe Catania received NIH funding to study *Translating Oral-HIV Testing to Low Income, Low Literacy Youth in Tanzania*; Carolyn Aldwin is mentoring Jeon Small, a post doc funded through an NIH Diversity Supplement, to examine the impacts of HIV+ on the well-being on HIV+ caregivers in Uganda and South Africa; Molly Kile examines developmental exposure to arsenic and immune function in children in Bangladesh; Perry Hystad collaborates with the Population Health Sciences Research Institute in Canada on a global assessment of air pollution and cardiopulmonary disease; Neilann Horner examines nutritional adequacy of local food for young girls and pregnant women in Nepal; Chunhui Chi examines health policy in Taiwan; and Sunil Khanna and Tammy Bray are collaborating on an industry-funded project to improve child nutrition in India.

Engage alumni and other external partners to advance our goals

In 2016, CPHHS partnered with the OSU Alumni Association to employ a College Alumni Relations Director (CARD) tasked with strengthening relationships with CPHHS alumni through intentional, value-added two-way alumni engagement. Utilizing various tactics such as hosted alumni gatherings, college Impact awards, and alumni-student mentoring, the CARD position increased the number of unique alumni engagement opportunities. College volunteers increased from 30 volunteers in 2016 to 93 in 2017 and the number of attendees at alumni events grew from 208 in 2016 to 632 in 2017. As part of the college's ongoing efforts to engage with alumni, the CARD collaborates with the college's Marketing and Communications office to include alumni news and showcase alumni success stories in the college's monthly e-newsletter *Synergies*. The newsletter is sent via email every month to about 12,000 alumni and friends of the college and was inserted as a print edition in the *Oregon Stater* alumni magazine twice this year. The content is online and accessible 24/7. Alumni profiles and/or a letter from the CARD are included in every e-newsletter.

Commitment to Three Essential Features at OSU

1. Enhancing Diversity

Increasing diversity of faculty, staff and students

The CPHHS EID Enhancement Committee composed of faculty, staff, and students developed and implemented the College EID initiatives including those aimed at **increasing diversity of faculty, staff and students**. As stated above, about one third of our students self-identified as a U.S. minority. The gap between enrollment and graduation rates, however, suggested areas for improvement in retention of students of color. Toward this end, we continued efforts to diversify the student population and grow our capacity to retain and support students through graduation and into productive careers. Results from our 2016 Climate Survey indicated a need for professional development to encourage stronger faculty support for students, particularly those from historically marginalized groups. In response the College hosted a professional development session for faculty (see Goal I).

We have also been effective in building pathways to higher education for diverse students. The 4-H Outreach Leadership Institute (OLI), a program focused on supporting access to higher education among students from low-income, first generation, and largely Latino backgrounds, directly or indirectly assisted more than 1,000 students in making the transition to college. Over a dozen students and faculty were directly engaged in OLI presenting workshops on public health and the college application process and directly mentoring young people.

Developing comprehensive work-life balance programs

As part of our ongoing commitment to become a great place to work, learn, and flourish as described in our Vision 2025 Strategic Plan, the College is committed to creating and sustaining a culture that enables our College community members to thrive. We strive to foster a positive and productive work environment where work and learning can be balanced with personal life. The Schools implemented a variety of activities to achieve this goal including hosting end of the term and the academic year parties for faculty, staff and their family members. In annual review sessions, the School Heads engaged faculty in discussions about work-life balance. In one School, a staff member was asked to spearhead “fun” for the School with the goal of encouraging faculty camaraderie and a culture supportive of work-life balance.

2. Stewardship of Resources

Enhancing resources through private philanthropy

Collaboration between the College and OSU Foundation continues to be successful and the Foundation welcomed the College’s new Dean as a key fundraising partner. The college-foundation partnership generated over \$3.6 million in gifts, pledges and private grants in FY 2017. Highlights from the year included a \$2 million donor commitment to begin an experiential learning program in global health for OSU students. The global health program is a collaborative, multidisciplinary effort for OSU and creates an inter-university partnership with the School of Nursing at the University of Michigan. Highlights also include a donor commitment to fund a new postdoctoral fellowship in Dr. Emily Ho’s cancer prevention lab. As a separate funding unit in the Foundation but part of the College, the Oregon 4-H Youth Development Program continues to be strong receiving over \$2.9 million in private support for FY 2017. This support included a \$2 million estate commitment to support programs and sustainability for Oregon 4-H in Linn County, and support for youth mental health programs in rural communities.

Develop an integrated infrastructure recapitalization plan

This year’s integrated infrastructure recapitalization plan involved systematic and significant renovation of the research laboratories in Milam Hall and the Women’s Building to accommodate biological research for faculty in Kinesiology, Nutrition, and Environmental and Occupational Health programs. Projects completed in AY 2016-17 included HVAC upgrade and door renovations for optimal freezer room operations for Milam Hall, laboratory renovations for Women’s Building rooms 11 and 11A to accommodate the Ergonomics Lab and the Occupational Safety and Health Lab, as well as the installation of OptiTrack® Motion Capture cameras for human biomechanics and injury prevention research in the Neuromechanics Lab in Women’s Building room 10. We have installed Milli-Q® Advantage A10 Water Purification equipment in Milam Hall room 7. We also renovated room 115 Milam Hall to serve as a conference room and office. We continue to invest in assessment equipment shared collaboratively with Samaritan Sports Medicine.

3. Technology as a Strategic Asset

Share relevant information to make effective decisions

The College continues to provide investment in technology to manage faculty and student data for educational improvement, program evaluations, and accreditation reporting. The College uses Digital Measures for the collection of data on faculty teaching, research, and service activities and accomplishments, and Atrium and Salesforce for collecting information on undergraduate student advising and program competencies. Most recently, the College invested in an online platform, TimeTrade, for scheduling undergraduate student appointments with academic advisors. TimeTrade was launched in Spring 2017 and has streamlined appointment processes, been positively received by students, and resulted in an increased number of student appointments. Applicants for all CPHHS graduate programs used SOPHAS, a centralized web-based system that allows students to apply to multiple programs at nationally accredited schools of public health using one application; and facilitates processing and collection of metrics for CPHHS and the Graduate School. We also use the data management systems operated by the University, including Banner, CORE, Data Warehouse, and Academic Analytics to increase efficiencies, quality of services, and development of reports.

Oregon State University
College of Public Health and Human Sciences
 Annual Academic Program Review 2016-17

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	% Change '15 - '17
Faculty FTE																
Professional	82.6	75.7	81.5	85.9	93.1	96.0	100.2	87.0	87.0	108.2	98.2	101.8	105.0	113.1	119.9	14.2%
Non-Professional	28.6	30.6	30.0	36.7	41.0	43.5	47.6	49.6	52.4	55.5	54.7	62.6	59.0	63.8	63.7	8.0%
Total Faculty FTE	111.2	106.3	111.5	122.6	134.1	139.5	147.8	136.6	139.4	163.7	152.9	164.4	164.0	176.9	183.6	12.0%
E&G Tenured/Tenure Track	44.5	41.2	43.1	45.4	49.8	47.0	46.1	38.1	40.8	52.3	44.7	44.5	46.2	50.1	50.3	8.9%
Faculty Headcount																
Professional	107	103	112	115	126	134	128	113	115	143	134	130	140	154	161	15.0%
Non-Professional	36	40	39	43	49	52	54	57	65	67	60	73	68	83	90	32.4%
Total Faculty Headcount	143	143	151	158	175	186	182	170	180	210	194	203	208	237	251	20.7%
E&G Tenured/Tenure Track																
0% E&G Funded	2	2	2	2	2	2	1	7	3	2	2	4	1	2	3	200.0%
1%-33% E&G Funded	1	0	2	2	1	0	1	2	1	2	3	4	6	3	4	-33.3%
34%-66% E&G Funded	4	6	3	2	3	3	1	2	4	4	2	3	2	6	5	150.0%
67%-99% E&G Funded	10	11	9	10	10	16	16	14	11	11	13	10	15	18	24	60.0%
100% E&G Funded	35	30	34	37	41	34	33	25	30	41	35	34	32	32	26	-18.8%
Total Tenured/Tenure Track	52	49	50	53	57	55	52	50	49	60	55	55	56	61	62	10.7%

SCH (Academic Year)																
Undergraduate	81257	81790	83277	82919	80941	83660	84129	86805	91090	96871	87818	83209	83014	78651	71853	-13.4%
Lower Division	43041	44973	45545	44614	43730	43788	44864	46957	48740	51893	48765	46393	45307	41373	38093	-15.9%
Upper Division	38216	36817	37732	38305	37211	39872	39265	39848	42350	44978	39053	36816	37707	37278	33760	-10.5%
Graduate	6818	6848	6410	5964	6458	6158	6629	6454	7154	7804	7142	7468	7418	6497	7124	-4.0%
First Professional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
TOTAL SCH	88075	88638	89687	88883	87399	89818	90758	93259	98244	104675	94960	90677	90432	85148	78977	-12.7%

Duplicated Major Count																
Undergraduate	2197	2312	2334	2488	2503	2689	2730	2993	3258	3495	3076	3166	3197	3045	2828	-11.5%
Graduate	227	243	233	230	248	237	239	229	264	290	270	292	277	246	265	-4.3%
First Professional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
TOTAL Major Count	2424	2555	2567	2718	2751	2926	2969	3222	3522	3785	3346	3458	3474	3291	3093	-11.0%

* The College of Health and Human Sciences was established in Fall 2002 with the merging of the College of Health and Human Performance

*Faculty FTE and Headcount excludes Motorcycle Safety Instructor:

Oregon State University
College of Public Health and Human Sciences
 STRATEGIC PLANNING METRICS 2016-17

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
Goal 1. Provide a Transformative Educational Experience for all Learners.															
1.3 First Year Retention Rate (College/University)	-	72.8/ 82.1	67.3/ 77.8	69.6/ 81.7	70.0/ 81.0	80.8/ 70.6	72.8/ 79.9	78.0/ 83.0	75.9/ 84.5	68.4/ 79.7	62.0/ 85.8	71.3/ 80.0	74.2/ 82.4	68.2/ 80.6	72.4/ 86.7
1.4 6-Year Graduation Rate (College/University)	-	-	n/a	n/a	-	-	55.2/ 66.4	46.9/ 58.3	54.3/ 64.0	53.6/ 64.2	53.0/ 63.2	54.5/ 61.6	52.8/ 66.7	57.1/ 67.7	51.9/ 64.8
1.5 Junior Transfer 4-Year Graduation Rate (College/University)					60.6/ 64.9	70.9/ 73.4	68.4/ 71.4	66.7/ 71.7	79.1/ 80.2	72.3/ 77.1	63.4/ 70.7	59.4/ 73.6	67.2/ 79.3	60.8/ 70.9	60.9/ 64.7
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%
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%
1.8 % High Achieving Oregon High School Graduates	-	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%
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

Oregon State University
College of Public Health and Human Services
 Annual Academic Program Review 2016-17

PART 2

	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	% Change '15 - '17
Resources (Fiscal Year)																
E&G - Ending Budget (\$)	9,855,096	10,664,239	12,166,529	13,437,010	14,155,448	14,067,527	15,126,759	15,267,729	17,979,910	21,590,330	20,608,323	22,988,486	23,434,364	23,832,127	24,793,256	5.8%
Total R&D Expenditures (\$)	4,737,144					10,911,031	11,942,772	5,769,441	5,530,922	5,919,959	6,622,594	6,013,079	6,088,985	8,514,728	FEB 2018	-
Awards from Grants and Contracts* (#)	69	74	93	100	122	86	57	81	59	66	51	68	81	95	76	-6.2%
Awards from Grants and Contracts (\$)	5,100,026	7,079,151	7,371,228	11,903,849	11,281,775	15,004,582	15,836,052	14,776,257	15,068,239	18,181,831	13,517,710	16,361,632	18,754,233	18,889,667	15,405,006	-17.9%
Private Giving (\$)							3,789,702	3,763,420	9,478,681	1,008,394	1,209,611	1,818,789	1,789,500	2,190,072	2,531,907	41.5%

Strategic Planning Metrics 2016-17

	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
Goal 2. Demonstrate Leadership in Research, Scholarship and Creativity while enhancing preeminence in the three signature areas of distinction															
2.1 Total R&D Expenditures	see APR data above														
Goal 3. Strengthen Oregon State's Impact and Reach throughout the state and beyond.															
3.5 Annual Private Giving	see APR data above														

* From 2000-01 to 2007-08, the number of grant/contract awards is based on the accounting transactions from the College's award index, rather than the actual number of awards received by the college.

Oregon State University
College of Public Health and Human Sciences
 Annual Academic Program Review 2016-17

PART 3

	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	% Change '15 - '17
Degrees (academic year)																
Bachelor	463	529	537	603	536	600	617	636	657	597	727	789	810	907	896	10.6%
Master	68	82	78	59	46	52	61	65	56	74	62	68	79	69	59	-25.3%
Doctorate	13	23	22	14	13	13	20	21	14	19	16	14	16	22	23	43.8%
First Professional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
Total Degrees	537	634	637	676	595	664	698	721	727	690	805	871	905	998	978	8.1%

Strategic Planning Metrics 2016-17

	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
Goal 1. Provide a Transformative Educational Experience for all Learners.															
1.1 Degrees Awarded-Total	see APR data above														
Goal 2. Demonstrate Leadership in Research, Scholarship and Creativity while enhancing preeminence in the three signature areas of distinction															
2.3 PhD's Awarded	see APR data above														