COLLEGE OF HEALTH AND HUMAN SCIENCES
ACADEMIC REPORT FOR 2008-2009

The following is a summary of the outstanding efforts within our academic departments and Extension and outreach programs. It is not an exhaustive list of initiatives, yet highlights meaningful activities. Our progress to date aligns directly with our College and the University Strategic Plans.

2008-2009 Highlights

Consistent with our mission to advance knowledge, policies, and practices to enhance the lives, health, and environments of individuals, families and communities in Oregon and beyond, our faculty and administration have concentrated their efforts to find ways to improve the learning opportunities for students, and gain more efficiency in course offerings and various programs of study. This has required departments to consider ways to streamline the curriculum and maintain the essential course content to meet various accreditation requirements. Ideally, these curricular efficiencies will enable our faculty to bring more scholarship into the classroom improving the educational experience for all students. Four priorities within HHS the administrative team were to build strength and expand the programs related to student engagement and success. In particular the expansion and refinements of our LinC Learn, Live, Lead and Extend opportunities for our undergraduates was a priority. The second priority is related to our research programs and building capacity and external funding to support faculty, graduate students and professional research staff. While growth has slowed recently, we continue to make important steps forward. A third priority was to build momentum for and capacity to achieve an accredited College of Public Health and Human Sciences. This priority has required many investigative steps on the possibilities and process to be successful in this endeavor. While the outcomes from this endeavor are likely a few years away, much energy and effort has been required of the entire administrative team. Lastly, we continued to build capacity and excellence in our Extension and outreach components. Our Family and Community Health Extension programs, and related outreach aspects of HHS have continued to be shining examples of meeting OSU’s Land Grant mission.

1. Programmatic Achievements
   a. Student engagement and success

Continued development of a major HHS Student Engagement Initiative (i.e. LinC – Living in Community). LinC is an approach to academic success that has three unique subsets [“LinC Learn”, “LinC Lead”, “LinC Live”] and that represents the undergraduate learning outcomes of HHS. We successfully submitted three internal grants totaling $16,600 and one external USDA grant of $142,763 to support the LinC Initiatives. LinC has been recognized at the university level by the Vice Provost of Student Engagement as a “model” College-based and student-centered initiative.
“LinC Learn” – Small group 1 credit faculty-led learning community seminars for first year students are the mainstay of the “LinC Learn” program. “LinC Learn” has 3 primary goals: familiarize students with OSU their major, campus resources, assist with personal transition processes, and build peer and faculty-student networks. Having finished its second year, the learning community program grew from 9 instructors offering 13 seminars during the 2007-2008 academic year to 10 instructors offering 17 seminars during 2008-2009. In all, “LinC Learn” served approximately 22% of our entering students during year one and 40% of our new students during year two. Evaluation processes were completed for year 2 indicated that the LinC Extend program promotes peer interaction. (see appendix for summary evaluation)

“LinC Learn: Extend” – In collaboration with the Associate Dean of Extension and FCH faculty members, a three phase program was developed to provide an Introduction to Extension programs, summer observations, and internships across Oregon.

“LinC Live” Residential Program – HHS has partnered with University Housing and Dining Services to create a residence hall program for first-year HHS students. During 2008-2009 Hawley-Buxton Hall served as the home for 101 new HHS students (27% of the 376 residents) and for about 40 undeclared students. The goal of the “LinC Live” program is to increase connection, support, and college identity of our entering students through residence-based activities

“LinC Live: College Wide Events” We have formalized several undergraduate college-wide events such as the CONNECT “Welcome BBQ, Opportunity Exposition, and Department Orientation”, and the HHS “Commencement Celebration”.

LinC Lead – HHS has further developed their HHS Student Executive Council (SEC) in order to create a cohesive culture of undergraduate leadership in the College. SEC is comprised of officers from the 20 HHS clubs/organizations that serves our 2,700 undergraduate students and is driven by its mission to work collaboratively to promote healthy living by representing the students of the College and sharing information/resources among the clubs. The student group meets bi-monthly and regularly offers leadership activities such as skill trainings, college-wide community service opportunities (that can bring together over 100 faculty, staff and students), a multi-discipline internship fair, fundraising events, educational outreach programs, and special events hosting students, faculty, and alumni.

We have maintained a commitment to continued enrichment and diversification of the undergraduate student experience through enhanced effective teaching-learning environments, and increase learning opportunities inside and outside the classroom. Examples include GTA and faculty training to enhance their teaching skills. The third annual day-long teaching forum was offered to all graduate students who teach undergraduates; a reference manual designed with CTL assistance is distributed to workshop participants. Quarterly informal “follow-up teaching conversations” are available to HHS GTA’s. In response to faculty requests, three “faculty fresheners” (in-
service opportunities) were provided specifically to HHS faculty and graduate students including “Student Portfolios”, “Virtual Classroom Tools”, and “The Clicker Response System”.

The Academic Advising and Student Support Office provides appropriate student services and leadership opportunities. HHS advising staff members are active partners in the LinC Programs and similarly the Office of Academic Programs reaches out to parents and students during advisor-led events such as Beaver Open House, START, and Academic Success programming. The HHS Office of Academic Advising and Student Support coordinated visits for numerous prospective high school student individuals and groups, including arranging for interactive research demonstrations by HHS faculty; the office has supported undergraduate students through career mentoring sessions and delivery of seminars on how to apply to graduate school.

**Departmental Examples of Student Engagement/Success Opportunities**

- Starting Fall 2008, all DHE undergraduate students now complete professional portfolios of their work. Portfolio development begins in coursework taken the first and second years of their programs and continues throughout. The portfolios are used as a means of assessing programmatic student learning outcomes and excellent for job related preparation.

- The 23rd annual DHE Career Symposium, held on February 5, 2009, was attended by over 420 students, faculty, and industry speakers/recruiters, including representatives from the DHE Industry Advisory Board and 25 companies in DHE industries. The keynote address was given by C. Morton (Mort) Bishop III, President of Pendleton Woolen Mills.

- The 5th annual DHE Student Design Exhibition and Fashion Show highlighted student design work. The student leadership team (DHE 499) gained valuable experience in writing a grant proposal for funding, planning, and producing a major event.

- The DHE internship program grew by 14% from 2007 to 2008. Of the 97 students who completed a 2008 summer internship, 71 (73.2%) were offered permanent positions. In summer 2009 (in progress) 95 DHE students are participating in the DHE Internship program.

- HDFS piloted an innovative teaching approach in our required Applied Research Methods (HDFS 361) course. Working in small groups, students carried out research projects from conceptualization to poster presentation. Posters were judged by Department faculty members and graduate students.

- Students in HDFS’s capstone writing-intensive course, HDFS 461 Program Development and Proposal Writing, learn to write a grant proposal in early childhood or human services, facilitating success for graduates in work settings.
All double degree Family and Consumer Sciences/Education majors who graduated in '08 were hired in their field.

The Lifetime Fitness for Health program, which fulfills the Fitness requirement in the Baccalaureate Core, was extensively revised. The course integrates a balanced coverage of physical activity and nutrition science and its application into personal lifestyles to achieve health. The innovations were well received by students in the course: using the Student Evaluations of Teaching, students in the 2008-09 academic year (4,195 responses) rated “the course as a whole” as 5.0 (“very good” on the 6-point scale) and “the instructor’s contribution to the course” as 5.4 (“very good” to “excellent”).

The pass rate on Registered Dietitian (RD) exam by OSU graduates: 87% pass rate for first-time test takers from 2004 – 2008; 89% for 2008 (last year of complete data).

U. S. News and World Report ranked our Oregon Masters of Public Health Program 2nd among national graduate programs in community health.

New curriculum were designed and proposals developed to establish two MPH tracks in Epidemiology and Biostatistics, supported with three new faculty hires in this area.

Faculty revised curriculum and requirements for the PhD in Public Health to be aligned with the requirements for accreditation through the Council on Education for Public Health (CEPH).

The Department of PH received $80,000 from the Graduate School’s new Laurel’s Block Grant Program to be used to increase the quality and diversity of our MPH students.

Revised and streamlined our undergraduate programs in HMP and HPHB; designed a proposal and curriculum to combine the degrees into a BS in Public Health with concentrations in HMP and HPHB

Provided funds for six students enrolled in the HMP program to attend the 2009 Congress on Healthcare Leadership held in Chicago, March 2009
b. Research and its impact

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<th>Direct Funds</th>
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The direct and indirect impact of the research funding in College is immeasurable. The additional staff hires, including post-docs, have helped to build research teams, the purposeful investment of returned indirect costs have helped to improve start-up packages for new hires, and to build a research infrastructure in the Dean’s office to support faculty grant development and submission. The Center for Healthy Aging Research (CHAR) continues to make major steps forward for significant external Center funding to enable further expansion. Karen Hooker, CHAR Director, was Principal Investigator of a (P30) Center proposal to the National Institute on Aging (NIA) for a Roybal Center for Translational Research on Aging award. The OSU proposal, Center for Aging and Health Dynamics, was reviewed favorably and recommended for funding. Reviewers described the research team as “very strong and research facilities and support at Oregon State University are exceptional.”

Throughout the year, HHS faculty were visibly present at national and international conferences, presenting papers, organizing symposia, and serving as discussants and invited speakers in the U.S. and abroad (Thailand, China, Ireland, Czech Republic, Austria, Taiwan). They served on editorial boards of major journals, guest editors of special issues, and occasional reviewers.

Undergraduate Research Assistance Program (URAP) is building in student participation and interest. This program selects students to work with faculty on research projects. Students are initially funded by HHS to support their participation. Apprentices are first-time participants and researchers are continuing students who have larger roles and responsibilities. Student and faculty participation has grown. This year’s participation was:
URAP 2008-2009

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Other students are involved in URISC projects and LIFE scholars, both research focused programs for undergraduates. LIFE scholars are managed by the Center for Healthy Aging Research. This year 8 students were supported for their participation in these programs.

Exemplary Example of Engaged Undergraduate students who have been published this year (in bold):


Student writing projects from Brad Cardinal’s EXSS 381 WIC course that have been (or will be) published:


Selected Examples of Department/Faculty Success

DHE research faculty had a productive year. Twelve research papers have been published in refereed journals and 6 more are in press. Three books or book chapters have also been published. In addition, there have been two juried creative works this year. In addition to published works, DHE faculty have made 20 peer reviewed presentations at important international, national, and regional conferences. One of those presentations (Chen & Cluver) was a finalist for “best paper” of the conference.

Alan Acock’s book, A Gentle Introduction to Stata, now in its second edition, continues to be the most popular book from Stata Press and has introduced thousands of researchers to Stata software.

Scott Hofer had funding from NIH/NIA, in an international collaboration research project on aging with colleagues in Australia, and Sweden, most focused on methods for aging and change in cognition.

Two articles by Megan McClelland and colleagues published in Early Childhood Research Quarterly were identified as the 4th and the 6th most cited articles published in the journal during the last 10 years.

Sharon Rosenkoetter and Alan Acock’s article on mitigating the impact of TV violence on children received considerable media attention, leading to a television interview, two radio interviews, and circulation on professional online networks (e.g., scienceblog.com, sciencedaily.com, medicalnewstoday.com).

Richard Settersten is a continuing member of the 11-person interdisciplinary MacArthur Research Network on Transitions to Adulthood and Public Policy, which will conclude its work in the 2009 – 2010 academic year.

Examples of new funded research projects with great promise

• Carmen Steggell, Atiya Mahmood and Karen Hooker received the largest grant ($499,406) that DHE has ever received working with the State to evaluate housing for the elderly.
• Sheryl Thorburn joined with three other HHS faculty members to pursue collaboration on breast cancer research. More specifically, in preparation for a meeting with a donor, Tammy Bray met with Emily Ho (NES), Urszula Iwaniec (NES), Kerri Winters-Stone (NES), and Sheryl Thorburn (Public Health) to begin discussions about the possibility of an NIH program grant and the potential for pilot funding from the donor.
Kerri Winters-Stone joined the NES faculty in May 2009, and has recently received funding from the National Cancer Institute for Exercising Together: An intervention for men with prostate cancer and their spouses. ($275,000 over 2 years)

2009-2013 USDA CSREES (Trost, P.I.) – Promotion of Healthy Eating and Regular Physical Activity in 2- to 5-year old children attending family child care homes. $1,227,533

2009-2010 Oregon Parks and Recreation Department (Trost, P.I.) Portland Prescription Leverage for Active Youth (PLAY) in Parks Project, $60,598

Urszula Iwaniec has recently received NIH funding for Skeletal Response to Leptin. It will receive $219,300 for 3 years, and began July 1, 2009.

Donald Jump just received notice of funding for his proposal to the USDA Agriculture and Food Research Initiative (AFRI) Bioactive Food Components for Optimal Health Program. The project is entitled N-3 PUFA regulation of inflammation, and is funded at $500,000 over 4 years, beginning September 30, 2009.

Kathy Gunter and Christine Snow's longitudinal study of the effects of a jumping program on bone density of elementary school children was featured on the Spotlight on Research website of the National Institute of Arthritis and Musculoskeletal and Skin Diseases (NIH/NIAMS): http://www.niams.nih.gov/News_and_Events/Spotlight_on_Research/2008/bugsy_exercise.asp

Increased funded research grants and contracts: Faculty in the Department of Public Health had 12 funded grants for $2,862,079 in AY 2008-2009. In addition to the funded grants, 17 other proposals were submitted.

c. Outreach and engagement

Exemplary Departmental Examples

The 5th annual DHE Student Design Exhibition and Fashion Show highlighted student design work to the public. Approximately 550 attendees learned more about the department and its programs and great opportunity for students, friends and alumni.

DHE curriculum remains relevant to the industries we serve through strong relationships with the DHE Industry Advisory Board.

The DHE internship program works with many companies to provide appropriate placements for our students. Our full-time internship coordinator, Sandy Dawson, has built relationships with our target industries in Oregon and throughout the country. During summer 2008, DHE students were filling internships in 25 different companies.

HDFS professor emeritus Clara Pratt Chairs Oregon’s Healthy Start Statewide Advisory Committee. Oregon Healthy Start is the state’s largest child abuse prevention program. Serving over 10,000 first time parents annually, Healthy Start has successfully reduced the incidence of child maltreatment among served families.
• For the third consecutive year, faculty from HDFS taught and hosted a multiday seminar on advanced research methodology. The workshop brought social scientists from across the U.S. to learn the latest techniques in data analysis and interpretation. The 2009 workshop was attended by 39 faculty and graduate students from universities and centers such as NYU, FSU, Vanderbilt, UW, WSU, and so on.

• Emily Ho and Kathy Gunter gave a presentation at the OSU/OMSI Science Pub event: “Eat smart, get active and age well.” Corvallis; April 13, 2009; ~120 registrants.

• The Cool Shoes and Oregon Dance performance dance programs within the PAC program were highly successful. In addition to providing a venue for dance performance for our students, they also contribute to the cultural activities at OSU and in the community.

• Tom Eversole and Marc Braverman are focusing on workforce education and the possible establishment of an Office of Public Health Practice with the goal of connecting academicians with practitioners to solve community health problems in Oregon and beyond.

• The College of HHS hosted the Oregon Public Health Association’s (OPHA) Annual Meeting in Corvallis, October 2008

• Due to the efforts of Anthony Veltri, the American Society of Safety Engineers (ASS) has created a PhD fellowship opportunity in conjunction with Oregon State University to fund tuition costs for the doctoral education of two PhD candidates admitted to OSU’s PhD in Public Health program, concentrating in Environment, Safety, and Health.

Exemplary Programs/Projects/Partnerships

• HDFS’s Child Development Lab (CDL) was reaccredited by the National Association for the Education of Young Children (NAEYC). The Oregon Department of Education identified the CDL program as “state of the art.” The CDL and its role in the OSU Double Degree Teacher Education Program was described as an “idea that works” by the Children’s Institute (www.childinst.org/pdf/CI_PDS.pdf), an independent research and action organization founded by Oregon business leader and OSU donor, Duncan Campbell.

• HDFS faculty taught courses on the Warm Springs Indian Reservation designed to help tribal members meet new Head Start requirements. The Warm Springs Higher Education Partnership is a collaboration among the Confederated Tribes of the Warm Springs, OSU Corvallis, OSU Cascades, Central Oregon Community College (COCC), and the Cascades Center for Community Governance. The goal of the partnership is to provide and evaluate higher education leading to degrees for employees of the tribal Early Childhood Education Center. This effort has received funding from the National American Indian/Alaska Native Head Start Research Center, the Tribes, COCC, and OSU’s Women’s Giving Circle.
Sharon Rosenkoetter’s Early Childhood Leadership Directions Program has partnered with two entities of the Federal government, state governments, five private foundations, and several offices at OSU to provide intensive leadership training and follow-up with more than 100 aspiring leaders of multiple professions related to Early Childhood who live in Oregon and California.

**Nutrition Education: Healthy Eating and Combating Hunger**

- Oregon Family Nutrition Program (Oregon version of national SNAP-Ed program – Supplemental Nutrition Assistance Program). As listed under extramural grants, this program has grown to $6,211,465 in federal funding, with an equal amount contributed as program cost share. (Sally Bowman, PI.)

- Governor’s Health Initiative bonus funds: Awarded to FCH from Dept. of Human Services (on decision of Governor’s office), resulting in two social marketing campaigns and a gardening-nutrition curriculum for elementary age children. (Anne Hoisington, PI.) $50,000

- Lane County: Communities and Schools Together (CAST) for childhood obesity prevention. Funded by NIH/NICHD. Community participatory research grant that seeks to build a collaborative school-community partnership to address obesity health risks of children in Eugene.

- Klamath County: Farm to School programs – connecting school cafeterias with local farmers to improve health of students, and support local economy. Coordinated community forum with 37 attendees, and a continuing community networking group.

- Metro area: “Childhood hunger in Oregon: Educating and Engaging the Medical Community,” 3rd year of program to teach physicians to incorporate hunger risk questions and food assistance outreach information into pediatric clinics and their clinical practice.

- Linn-Benton Latino Nutrition Needs Assessment: A research project (surveys and interviews) that aims to explore the nutrition-related needs, preferences, and behaviors of Latino families in the Linn-Benton area.

- Washington County: Nutrition education for female inmates eligible for programming at the state women’s prison, Coffee Creek Correctional Facility. Delivered in collaboration with Even Start.

**Healthy Aging:**

- Sally Bowman has numerous projects relating to topics within the healthy aging framework (see also her grants below). Just a few examples:
  - Oregon Geriatric Education Center: A coalition of 3 Oregon institutions.
  - Directed the OSU Gerontology Conference, April 2009 (320 attendees)
○ Families and Aging Board game
○ Co-sponsorship of other gerontology conferences

- Southern Oregon: Sharon Johnson has been involved in a variety of projects and activities focused on healthy aging and other aspects of community health. For example:
  o She is chairing the Advisory panel for a two-year, $100,000 Meyer Memorial Trust grant recently received by the Rogue Valley Council of Governments, which uses her “Maximizing Brief Encounters” program as its instructional base.
  o She received a three-year grant (2006-2009, for approximately $160,000) to implement Stanford University’s chronic disease self-management program. (She may also get an unexpected fourth year of funding.) The Administration on Aging (AoA) issues these grants through the Oregon Department of Human Services in affiliation with the local Area on Aging (AAA). 300+ individuals, average age 62.2 years, take the six course series on an annual basis with demonstrated improvements in self-efficacy and behavior change.
  o The National Council on Aging (NCOA) partnered with AoA to fund two Oregon-based quality and fidelity projects. As part of that, Sharon received a two-year grant ($17,438/year) to expand southern Oregon successes statewide and develop a fidelity tool to assure the program is being delivered as designed. To date, Living Well program leaders have been trained in six other counties across the state.
  o Received a two-year ($17,538) Leightman-Maxey Foundation grant to partially fund delivery of the Living Well Program.
  o “Tai Chi for Better Balance.” Final year of grant. Thirty 12-week classes, reaching 613 participants last year.

- Klamath County: “Managing Chronic Disease,” a series of workshops in the community, including: (a) Living with Chronic Conditions, program designed to improve health behaviors, including exercise, cognitive symptoms, coping and communicating with physicians (2 series – 25 participants); (b) Diabetes Classes, to improve knowledge, planning and cooking for diabetes (3 class series – 50 participants). Also helped to conduct an assessment on preventing chronic disease in Klamath County.

- Multiple counties (e.g., Yamhill, Polk, Tillamook, Clatsop): Programming for Senior Centers and older adult audiences. Delivery of program entitled, “A Good Night’s Sleep.” Survey distributed in in 10 counties by faculty and volunteer leaders. (217 participants).

Physical Activity:
- Kathy Gunter has developed a number of programs including:
  o Physical Activity for Life, a website for sharing information about physical activity, and the management and prevention of chronic disease.
  o Physical Activity for NEP educators – 100 activities that can be incorporated into the nutrition education teaching environment.
o Better Bones & Balance workshop – 50 participants from across the state attended a 2-day workshop designed to assist instructors, community stakeholders, and gerontologists with knowledge and a set of tools to help start “Better Bones and Balance” programs in their communities.

Community Development and Vitality:
- Ford Institute Leadership Program: Evaluation to examine the effectiveness of FILP in building effective community leaders. Working with FILP and community members to define outcomes, collection instruments, and management systems.
- Oregon Rural Community Explorer: Website providing rural leaders, residents and program practitioners public access to social, demographic, environmental, and economic information about Oregon’s rural communities.
- Community Vitality Indicator Projects: L. Etuk served as lead coordinator for Wallowa and Tillamook County projects.

Children and Families:
- Expanding the Lincoln County Child Care Resource & Referral center to 3 counties (Lincoln, Tillamook, Clatsop), effective July 2009. Contract funding for 2009-11 is expected to be at least $307,785. (Nina Roll)
- ESPPII – Networking, technical assistance, and evaluation services to 18 rural grant recipients involved in Parenting Education, funded by The Ford Family Foundation.
- Boomers and Babies project: Engaging Boomer-age Volunteers in Oregon’s system of early childhood care and education. Conducted multiple focus groups and key informant interviews. Findings utilized by OCF to create RFP for pilot programming.

Healthy Homes:
- Washington County: Public programming concerning cockroaches and mold in the home, in English and Somali. Most downloaded document is the Russian version of “Mold Control in the Home.”
- Lane County: “Mold in Homes and Buildings,” presented in collaboration with the Rental Owners Association to offer educational programs. 2-4 hours for homeowners, renters, and property management professionals. (3 different workshops, 107 participants).

Financial Literacy:
- Lane County: Programs include (a) Don’t Let Your Golden Years be Tarnished: Financial Management for Seniors, a 6 week educational series for retired seniors (29 participants); (b) Manage Your Money Before Debt Manages You, a program offered every 8 weeks throughout the year, 2.5 hour presentations 7-20 participants each session, presented in partnership with St. Vincent DePaul Society.
Yamhill & Polk Counties: Programs include (a) Finding Paths to Prosperity Workbook, Spanish version of publication published by Corporation for Enterprise Development, (b) Financial Literacy Training, Spanish language in Polk and Yamhill with community partners, (c) Bankruptcy Debtor Education classes – working with attorneys and people going through bankruptcy, (d) High School Financial Planning Program, (e) Jump Start Coalition, which aims to increase financial literacy for High School students across the state.

OSU Undergraduate Education:
- LinC Extend (OSU campus-based): Project seeks to expand the scope and quality of undergraduate education at OSU by linking county Extension programs with academic, for-credit coursework. Funded through the Higher Education Challenge initiative of the U.S. Department of Agriculture. 2008-2011. (M. Braverman, L. Gray, K. Gunter, H. Berry, T. Crowley., PIs)

Internal/Organizational:
- HHS’s Extension program changed its name from “Family and Community Development” to “Family and Community Health” in fall 2008, after an extensive, multi-stage process that involved all of the program’s faculty across the state. The new name is more aligned with the aims and the directions of the College, as well as with OSU’s new strategic initiatives, particularly its focus on “healthy people.”

Team Oregon: was developed in 1984 as a cooperative endeavor between the Oregon Department of Transportation and Oregon State University. Our mission is to provide rider skills training for motorcyclists of all ability levels and experience, and to provide access to that training across the state of Oregon. Today, TEAM OREGON is not only a leader in motorcycle rider training, but also a clearinghouse for information and resources relating to riding and safety.

In 2008, enrollment continued to grow significantly with approximately 10,000 students trained including 8007 beginning, 1596 intermediate, 145 experienced, 166 advanced and 67 police.

KidSpirit is a community-based program sponsored by the College of Health and Human Sciences, offers year-round programs for children ages 2 years through high school in gymnastics, swimming, tennis, rock climbing, dance, archery, Girls on the Run, Chefs in Motion and American Red Cross certifications. During the summer, KidSpirit offers a Summer Day Camp which has programs designed specifically for grades K-2nd, 3rd-5th, 6th-8th and 9th-12th. During the school year, KidSpirit also has ACES on no-school days. During the academic year, KidSpirit served about 1552 children during the academic year in various educational programs. The program in the summer serves approximately 870 children.

Faculty Staff Fitness Program - Today we are averaging 30-40 classes per academic term enrolling 2,237 (4% increase) plus faculty and staff of the university as well as
spouses/partners during the academic year. In addition to the "formal" activity classes, FSF organizes companion activities and programs that address our central "mission" -- enhancement of individual wellness/fitness. A number of these are promoted to attract university personnel inside and outside the activity class participants.

**IMPACT** – Individualized Movement and Physical Activity for Children Today (IMPACT) was established in 1982 as part of OSU's Movement Studies in Disability Program, a nationally known program within the Department of Nutrition and Exercise Sciences. The program lures top graduate students from around the world based on a reputation for research and active outreach programs like IMPACT. Approximately 85 children and families participate in this community-based outreach program.

**Physical Activity Program (PAC)** – This form of extension serves the university community by providing excellent instruction in a variety of physical activity classes. The enrollments of students continue to grow, reflecting their interest in this valuable program. Enrollments have been stable with 12,971 participants in 2008-09, a 2% increase this year. This program emphasizes the practical aspects of maintaining a healthy lifestyle through physical activity for life.

d. **Community and diversity**

**HHS diversity action planning committee and chair**

Committee members included all Department Chairs, faculty members, staff members and undergraduate and graduate students. Including: Marie Harvey, Chair, Leslie Burns, Doris Cancel Tirado (student), Donna Champeau, Peggy Dolcini, Debbie Jensen (staff), Lynn Cialdella Kam (student), David Morales (student), Rick Settersten, Alexis Walker, Tony Wilcox

**Diversity-related accomplishments of the 2008-2009 academic year**

- Our major accomplishment this year was interpreting and writing up the findings from the HHS Faculty and Staff Diversity Climate Survey. The purpose of the HHS Faculty and Staff Diversity Climate Survey was to learn how HHS faculty and staff felt about diversity and other aspects of the workplace climate. Both the College and the University consider this information imperative to building open and inclusive work and learning environments. During winter quarter 2009, faculty and staff were invited to complete an anonymous questionnaire hosted on the OSU Survey Research Center server. All 201 faculty and staff in the College of Health and Human Sciences were invited to participate with a total of 126 questionnaires completed resulting in a response rate of 63%. Key findings from this survey were summarized in an executive summary prepared by the HHS Committee on Community and Diversity.

- The member of the committee held a Open Forum for faculty and staff in the College of HHS on March 13, 2009 in MU 208—La Raza Room to discuss findings from the survey. The Executive Summary was written to stimulate discussion. The goal of the forum was to identify actionable items that could be established as priorities to move us forward to become a more diverse college.
The HHS College Diversity Committee also met with Terryl Ross, Donna Champeau, and Angelo Gomez during Spring Term 2009 to discuss diversity issues in the college and the survey findings.

In addition to preparing the Executive Summary, members of the HHS Committee on Community and Diversity prepared individual reports from the survey for each of the four Departments and for the staff in the Advising and Dean’s Offices to highlight key findings at the department/unit level. These reports will be used to facilitate discussion within departments/units. The diversity committees within each department/unit will use the findings to guide their activities and further develop their Diversity Action Plans for the 2009-2010 Academic Year.

**Diversity-related goals for the 2009-2010 academic year**

Members of the 2008 – 2009 HHS Committee on Community and Diversity agreed to continue to serve on the committee for the 2009 - 2010 academic year. We plan to meet early in Fall Term to finalize our goals for the 2009 – 2010 AY. Goals/priorities that emerged from the Open Forum as well as from our last committee meeting included the following:

- The committee members may also hold focus groups or smaller discussion groups with faculty and the staff in the college to flesh out issue and concerns that surfaced in the survey.

- More specific goals centered on the importance of recruiting and retaining more diverse faculty and students.
  - Recruitment in graduate programs could be improved by “growing our own” - by supporting and empowering undergraduates in underrepresented categories to continue on to graduate programs at OSU
  - Provide diversity related training to create better awareness for faculty and students. Workshops exist (Terryl Ross’s Diversity 101+102, Susan Shaw’s DPD module) for implementation at the department level
  - Target one or two schools of diverse composition in Oregon (high school level), develop relationships with those schools, and visit to talk about HHS and its departments
  - Have open discussion with minority students in the College to better understand what it feels like to be at OSU and in HHS

- The HDFS faculty had a Diversity Committee, chaired by Rick Settersten, which included graduate and undergraduate student members. The Committee met bimonthly, more often in subcommittees, and also had liaisons for attention to diversity in the Department’s Graduate and Undergraduate Committees. The Diversity Committee launched a webpage for HDFS to profile the human-interest side of students, staff, and faculty, and to present information on diversity-related teaching, research, and service in the Department. The Committee report was a standing agenda item at faculty meetings.
Exemplary Programs/Projects/Partnerships

• Over half of the children served in HDFS’s Child Development Laboratory are from families with incomes below the federal poverty level; for more than half of the CDL children, English is a second language. Home languages include Spanish, Farsi, Mandarin, and others. Considering that nearly 700 OSU students either observe or participate in the Lab during each academic year, you can begin to imagine the impact of the Lab experience on the OSU community as well as on the state of Oregon and beyond. Of the 78 parents of children enrolled in the Lab who responded to a 2008 survey, many stated that what they liked best about the Lab was the assistance that helped their “child receive special needs services.” They exclaimed: “My child is happy here.”

• HDFS co-sponsored a diversity-related film series organized by the Women Studies Program and HDFS faculty participated in a 3-hour Diversity 101 seminar, led by Terryl Ross, on May 22. Notably, HDFS provided significant leadership on the College Community and Diversity Committee.

e. International-level activities and accomplishments

• Last year we oversaw visiting international faculty delegations (e.g. Korea, Turkey, Thailand, and Taiwan) and visiting Faculty Scholars from Turkey and authored annual HHS International Reports for the President.

• The HHS Office of Academic Programs has established numerous venues for undergraduate students to engage in global experiences to increase the international opportunities in HHS. During the past academic year we have facilitated numerous visiting international student groups, overseen visiting student delegations and the pairing of domestic/international students, assisted with developing departmental “internationalization plans” and College-wide International Degree materials.

• During the past academic year we have increased HHS research and scholarly visibility through updating all College Memorandums of Understanding, and assisting the Chairs in developing new Memorandums of Understanding. Further, we have created a College data base including information about visiting international faculty, visiting international students, full-time undergraduate international students, CAT B Study Abroad Programs, faculty consulting and presenting abroad, and students with language minors/2nd majors.

• The Intergero Program, funded by FIPSE, is a major consortium of three European and three U.S. universities. OSU’s component is directed by Drs. Levenson and Hooker. During the past year, HDFS hosted a student from the University of Salamanca (Spain).

• Renewed MOU’s with the U. of Jyvaskyla (Finland) and established MOU with the Institute of Physical Education in Thailand.
• Created a partnership between the International Health Program in OSU’s Dept. of Public Health and the Center for International Health of National Taiwan University, and International Health Program of National Yang-Ming University (Taiwan).

Selected Examples of Students International Opportunities

• American Inter-Continental University: 6 students studied architecture, interior design, and/or apparel design in London, Paris, and Florence for one or more quarters.

• Sharon Rosenkoetter led HHS’s Study Abroad Taiwan Program in the fall of 2008. Thirteen OSU students (mostly HDFS) spend fall quarter at Fu Jen University in Taiwan. Sharon also taught courses at Fu Jen and Ping Tung University of Science and Technology, where she helped faculty build their program in early childhood.

International Internships in Public Health

• Echo Domingues (MPH-IH): Ecuador (tropical diseases & global health)
• Morgan Garcia (MPH-IH): Peru (Partners in Health)
• Christian Laugen (MPH-IH): Indonesia (Health Services)
• April Kusmierczyk (MPH-IH): Guatemala (Longway Home)
• Wilhelmina Kwansa (MPH-IH): Africa (Institute Extramural Studies)

Selected Examples of Faculty International Work

• Leslie Burns served as a member of the international jury panel for the Vietnam Collection Grand Prix in Hanoi, Vietnam (September 2008)
• Professor Lin Kuo Dung (Don Lin) from Fu Jen Catholic University in Taiwan visited DHE in January 2009.
• Patricia Moran with the Regenboog India Foundation, is evaluating Project Medical Camp India, which provides medical services to 45,000 rural villagers living in a dozen villages in Tamil Nadu India.
• Maret Traber gave invited presentations in Paris, France, Montreal, Canada, and Stuttgart, Germany.
• Jeff McCubbin gave invited presentations at Palacky University, Olomouc, Czech Republic; and University of Limerick, Limerick, Ireland.
• Carolyn Aldwin presented an invited address at the University of Klagenfurt (Austria)

f. Other appropriate initiatives

In accordance with the university-driven initiative to establish a College of Public Health and Human Sciences at OSU, program staff made progress in the following areas:

Stakeholder Engagement

• Conducted orientation briefings about the College of Public Health to Conference of Local Health Officials (CLHO), Oregon Public Health Division (OPHD) leadership, Director of DHS and Kaiser Permanente employees.
• Provided informational meetings with Oregon Legislators, Faculty at OHSU and PSU
Held liaison meetings / ongoing communication with Northwest Health Foundation (NWHF), OPHD and CLHO
- Initiated work on MPH degrees in physical activity and nutrition (PAN) and Gerontology
- Met with faculty, chairs and deans at OHSU and PSU regarding establishing a collaborative college of public health.
- Increased faculty awareness of academia’s role as part of a state public health system.
- Developed graduate / undergraduate course in Public Health Policy engaging state legislators and agency staff.
- Developed proposed dual degree curriculum for DVM - MPH

**Communicate rationale for developing a CPH**
- Developed “Compelling Argument” document outlining the rationale for establishing a CPH in Oregon
- Developed numerous PowerPoint presentations and handouts outlining strategic development of a CPH
- Developed an informed constituency among the public health practice community

**Design Implementation Plan**
- Develop strategic approach (plan) to establish College of Public Health
- Redesigned strategic plan based on response of OMPH partners and CHHS faculty
- Reached an understanding with PSU and OHSU that application for a collaborative CPH was not feasible.

**Secure Governmental Authority**
- Provided orientation briefings to selected Oregon Legislators
- Provided training to newly-elected county commissioners about the organization and operation of Oregon’s public health system and their roles a local boards of health.
- Conducted “OSU Day at the Legislature” outreach (booth.)
- Briefed Oregon Public Health Advisory Board (PHAB)

**CEPH Accreditation**
- Hired three epidemiologists
- Developed MPH curricula in epidemiology and biostatistics
- Developed introductory course in public health for undergraduate students
- Developed organizational design department options for College of Public Health and Human Sciences

**Public Information and Advocacy**
- Produced print and web media as well as video material outlining rationale and progress toward CPH
Resource Development and procurement

- Initiated engagement of OPHD and OSU Extension as collaborators in Community Health Assessment Network (CHAN)
- Initiated engagement of Extension (Outreach & Engagement) with Business School around developing Health Information Technology education
- Secured grant funding to hire two biostatisticians starting Fall 2010
- Submitted $400,000 grant proposal to federal agenda in support of office of PH Improvement
- Secured $25,000 in FY 2009 and the same in FY 2010 in partial support of Director’s work
- Leveraged initial plans for rehabilitation of Waldo Hall into $2M award for Go-Oregon stimulus funding. Initiated work on rehab/remodel.

2. Brief assessment of unit’s efforts in areas in (1): what worked; areas that need improvement; major barriers

What Worked

- Streamlining and revising our graduate academic programs has allowed us to be focused and gain national recognition in Public Health and build toward becoming a College of Public Health and Human Sciences
- Successful recruitment of senior faculty have added strength and visibility to our research and teaching initiatives and to the Department/College
- Encouraging faculty to develop and submit grant applications to federal agencies and hiring senior faculty members has increased our research grants and contracts and our capacity to conduct research
- Increased Research Capacity and Personnel. Over the past year we have increased the number of GRAs and Research Assistants/Associates in the department.
- Efforts described above have increased our ability to provide a positive learning environment to both our undergraduate and graduate students
- The undergraduate programs continue to grow in student numbers and in quality of programs. Relationships with our industries keep us relevant and provide excellent entrée for students into viable career paths.
- Recent curricular revisions have streamlined the scope and sequence of course work and maximized student credit hours to the extent possible in studio-based design programs.
- TRF grants have allowed updating of our computer lab and improved the reliability of the equipment.
- Productivity among research faculty is increasing. In addition to increased publications, grant proposal submissions have also increased.
- The collaboration among colleagues in the Center for Healthy Aging Research and the developing Hallie Ford Center for Healthy Children and Families will add to HHS research potential.
- A major strength of the DHE is its strong ties to industry. With university resources now directed toward developing university/industry research and product development partnerships, we anticipate great things to come.
Faculty commitment to engaging undergraduate students in research is strong and unwavering. Financial support for this initiative (College: URAP and Life Scholars; OSU: URISC) is helpful yet student/faculty collaborative initiative is succeeding far beyond what funding supports.

The Lifetime Fitness for Health program is succeeding, as reflected in SET scores. The program has been revised for the coming year, such that PAC courses can be used to satisfy the activity component of the Bacc Core Fitness requirement. The lecture component will be further revised to incorporate the assessments and critical thinking elements of the course that had been part of the labs.

Areas that Need Improvement

- Recruitment and hiring of faculty members with diverse backgrounds
- Equal participation of all faculty members regardless of their seniority or ability to fund release time, in the teaching, advising and service activities of the Departments
- Increased involvement and participation of faculty with the Public Health Practice community and the OSU Extension Service to provide consultation, training and technical assistance to local county health departments and other organizations throughout Oregon
- Recruitment of high quality graduate students with diverse backgrounds
- Increased infrastructure and personnel for assistance in grant preparation and submission
- Increased external funding for research activities and for GRAs
- Approval to recruit and hire outstanding individuals with strong credentials in Public Health, a record of extramural funding and peer-reviewed publications and a commitment to building a College of Public Health and Human Sciences at OSU
- Improved ability to track and collect needed data on our students while enrolled and after graduation for accreditation reports and graduate reviews
- Curricular revision efforts will be accelerated in the coming year. The faculty implemented relatively minor changes in the curriculum in the past year. However, given the reduction of teaching faculty in the department, we are now focused on making the curriculum consistent with the expertise we have available in the department.

Major Barriers

- The lack of university classrooms with the capacity for large classes. “Time zone” restrictions further hamper scheduling that must accommodate essential course sequencing of the studio and lab-based courses that are optimal for our design majors.
- Difficulties transitioning from a teaching unit to a research and teaching unit and to integrating new faculty with a focus on research into a teaching unit
- High OPE rates at OSU
- Delays in approval for IRB protocols
- Difficulties working with the Office of Post Award Administration in implementing funded research grants
- Difficulties with some new senior faculty members transitioning to OSU understanding the important role of tenured/tenure-track faculty in teaching and mentoring both undergraduate and graduate students
The major barrier in all aspects of the department is resource constraint. The common theme among faculty and staff is “high expectations with too few resources.” Maintaining excellent collegiality and an unwavering commitment to teaching excellence and student success, faculty and staff are spread very thin.

3. **Brief summary of major faculty and student awards**

**Faculty Awards**

<table>
<thead>
<tr>
<th>Recipient</th>
<th>Award Title</th>
<th>Award Level</th>
<th>Awarded by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alan Acock</td>
<td>Distinguished Professor of Family Sciences</td>
<td>OSU</td>
<td>President and Provost</td>
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<tr>
<td>Stephanie Bernell</td>
<td>College of Health and Human Sciences Excellence in Teaching and Mentoring Award</td>
<td>OSU</td>
<td>HHS</td>
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<tr>
<td>Sally Bowman</td>
<td>D. Curtis Mumford Faculty Service Award</td>
<td>OSU</td>
<td>OSU Faculty Senate</td>
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<tr>
<td>Sally Bowman</td>
<td>L.L. Stewart Faculty Scholars Award</td>
<td>OSU</td>
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<tr>
<td>Jeanne Brandt</td>
<td>Distinguished Diversity Award</td>
<td>National</td>
<td>Epsilon Sigma Phi</td>
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<tr>
<td>Jeanne Brandt</td>
<td>Extension Housing Outreach Award</td>
<td>National</td>
<td>NEAFCS</td>
</tr>
<tr>
<td>Jeanne Brandt</td>
<td>Extension publication—Home inspection</td>
<td>Regional</td>
<td>NEAFCS</td>
</tr>
<tr>
<td>Jeanne Brandt</td>
<td>Marketing package award—Gerontology</td>
<td>Regional</td>
<td>NEAFCS</td>
</tr>
<tr>
<td>Leslie Burns</td>
<td>L.L. Stewart Scholar Award</td>
<td>OSU</td>
<td></td>
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<tr>
<td>Leslie Burns</td>
<td>Fellow</td>
<td>Professional</td>
<td>International Textile and Apparel Association</td>
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<tr>
<td>Brad Cardinal</td>
<td>Elizabeth P. Ritchie Distinguished Professor Award</td>
<td>OSU</td>
<td>OSU Faculty Senate</td>
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<tr>
<td>Brad Cardinal</td>
<td>Fellow</td>
<td>National</td>
<td>North American Society for Health, Physical Education, Recreation, Sport and Dance Professionals</td>
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<tr>
<td>Brad Cardinal</td>
<td>Alumni Achievement Award</td>
<td>College of Health Professions, Dept. of Kinesiology, Temple University</td>
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<tr>
<td>Recipient</td>
<td>Award Title</td>
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<tr>
<td>Chunhuei Chi</td>
<td>Member</td>
<td>National</td>
<td>Blue Ribbon Task Force on Single Payer Health Care Reform HR 676, the United States National Health Insurance Act</td>
</tr>
<tr>
<td>Mary Cluskey</td>
<td>Dar Reese Excellence in Advising Award</td>
<td>OSU</td>
<td>OSU Faculty Senate</td>
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<tr>
<td>Debra Driscoll</td>
<td>Epsilon Sigma Phi Diversity Team Award</td>
<td>National</td>
<td>Epsilon Sigma Phi</td>
</tr>
<tr>
<td>Brian Flay</td>
<td>Fellow</td>
<td>Professional</td>
<td>The Society of Behavioral Medicine</td>
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<tr>
<td>Brian Flay</td>
<td>Fellow</td>
<td>Professional</td>
<td>The Society for Community Research and Action</td>
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<tr>
<td>Brian Flay</td>
<td>Fellow of the American Academy of Health Behavior Service to the Society of Prevention Research (SPR) Award</td>
<td>Professional</td>
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<tr>
<td>Liz Gray</td>
<td>International Service Award</td>
<td>OSU</td>
<td>OSU Faculty Senate</td>
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<tr>
<td>Liz Gray</td>
<td>L.L. Stewart Award for Innovations in Teaching</td>
<td>OSU</td>
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<tr>
<td>Kathy Greaves</td>
<td>Panhellenic Professor of the Year</td>
<td>OSU</td>
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<tr>
<td>Kim Hannigan-Downs</td>
<td>Educator of the Year</td>
<td>State</td>
<td>Oregon Athletic Trainers Society</td>
</tr>
<tr>
<td>Kim Hannigan-Downs</td>
<td>Educator of the Year</td>
<td>Regional</td>
<td>Northwest Athletic Trainers Association</td>
</tr>
<tr>
<td>Marie Harvey</td>
<td>Fellow</td>
<td>Professional</td>
<td>Division of Population and Environmental Psychology, American Psychological Association Division 34</td>
</tr>
<tr>
<td>Marie Harvey</td>
<td>Elected Member, Board of Directors</td>
<td>State</td>
<td>Oregon Public Health Association (OPHA)</td>
</tr>
<tr>
<td>Marie Harvey</td>
<td>2008 Carl Schultz Award for Lifetime Achievement in the field of Population, Family Planning and Reproductive Health Section of the American Public Health Association</td>
<td>Professional</td>
<td>American Public Health Association</td>
</tr>
<tr>
<td>Recipient</td>
<td>Award Title</td>
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</tr>
<tr>
<td>Marie Harvey</td>
<td>2008 Oregon Masters of Public Health Faculty Award for Excellence in Research</td>
<td></td>
<td>OMPH program</td>
</tr>
<tr>
<td>Sharon Johnson</td>
<td>Outstanding Practice Award for the implementation of the “Living Well” program</td>
<td>State</td>
<td>Oregon Department of Human Services</td>
</tr>
<tr>
<td>Melinda Manore</td>
<td>Oregon Dietetic Association Outstanding Dietitian of the Year</td>
<td>State</td>
<td>Oregon Dietetic Association</td>
</tr>
<tr>
<td>Nina Roll</td>
<td>First place, Television Communication Award</td>
<td>Western Region</td>
<td>National Extension Association of Family and Consumer Sciences (NEAFCS)</td>
</tr>
<tr>
<td>Rick Settersten</td>
<td>HHS Dean’s Taking Care of Life Award</td>
<td>OSU</td>
<td>HHS</td>
</tr>
<tr>
<td>Chris Ward</td>
<td>L.L. Stewart Award for Innovations in Teaching</td>
<td>OSU</td>
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</tr>
</tbody>
</table>

**Student awards (Selected examples):**

- Julie Wery, Housing Studies, National Family and Consumer Sciences Undergraduate Scholarship
- Erin Lomasney, Housing Studies, received the prestigious Jim Irvine Scholarship from the National Association of Home Builders (NAHB).
- Amy Scarborough, PhD student, received the ITAA Sarah Douglas Fellowship for Professional Promise
- Beth Davis and Alison Horne (also an HHS Ambassador), juniors in Interior Design, were selected to receive full stipends to attend the International Association of Lighting Designers conference in Cancun, Mexico in October.
- Leigh Weekley and Jessica Oglesby each won a scholarship from American Intercontinental University for study in London.
- Davis Harte, graduate student, received the *Alberto G. Maristany Courage Award* for displaying uncommon courage in the face of personal adversity. Presented by the OSU Faculty/Staff Fitness Program Participants and Advisory Board.
- Scholastique Nikuze, PhD Student, Recipient of the OSU Thurgood Marshall Graduate Fellowship
- Jennifer Jabson, PhD Student, Recipient of the OSU Woman of Achievement Award
- Kelly Gonzalez, PhD Student, Recipient of the Ruth L. Kirschstein National Research Service Award Individual Fellowship from the National Institutes of Health (NIH)
Alumni Recognition & Awards

- Lynn Barry, Physical Education Teacher Education MAT Graduate 1999 was selected the *National* Middle School Physical Education Teacher of the Year by the National Association for Sport and Physical Education at the 2009 National Convention of AAHPERD.
- Leila Keltner, MD, HDFS alum, was named an OSU Alumni Association Alumni Fellow.

RESULTS AND OUTCOMES

1. Performance on college-level metrics (*An initial draft will be provided by the Office of Institutional research*)
   
   *See attached*

2. Initiatives to leverage E&G and other base resources and to improve administrative efficiencies

   **Multiple examples of increased leveraging of funding include:**
   
   - Increased grants and contracts submitted by faculty
   - Increased grant expenditures
   - Increased private giving
   - Matched funds to assist in the planning and design of the Hallie Ford Center for Healthy Children and Families
   - Leveraged funding from foundations to help determine the feasibility and build capacity for a College of Public Health and Human Sciences
   - Utilization of AES funds to support fundable research, leveraging these resources for people who are successful in external funding initiatives
   - Increasing the number of counties and people served by OFNEP and EFNEP programs, leveraging matching federal and/or county funds
   - Research and evaluation contracts to assist Department of Children and Families
   - OFNP and EFNEP programs leverage state, county and federal dollars to help in nutrition programs for those in need

Initiatives to improve administrative efficiencies and effectiveness

- HHS was involved in building the first OSU Business Center, with Vet Medicine and Pharmacy. This initiative is intended to streamline and create more efficient use of time, talent and management of various HR and business transactions. As with most new systems of operation, there has been learning associated and additional streamlining roles and responsibilities. Progress has been made, yet more efficiency is being determined to help our College and the center operate effectively. Our initial efforts have been helpful to the future Business Centers.
- HHS was the pilot College for an on-line version of Conflict of Interest reporting. This was helpful in the OSU Research Office gaining information for improving efficiencies and effectiveness of this new system. HHS is often asked to participate,
primarily as an excellent example faculty willingness to assist and participate in improved processes.

- In academic advising, multiple efforts to build efficiencies were valuable including:
  
  **Web site:**
  o Primarily, we have re-tooled our Academic Advising web content so that it is more user-friendly, content-laden and optimized for searching. Student feedback has corroborated that the newly designed content structure is more student friendly and accessible.

  **Social Media:**
  o We implemented a Facebook Page and a Twitter account for Academic Advising so that we can better reach our students where they are.

  **Calendar:**
  o We use the OSU calendar as a content delivery system that integrates with our web site and our Facebook Page.

  **RSS:**
  o Using Really Simple Syndication (RSS) technology, we are able to transmit HHS Advising Content to our web site, Facebook, Twitter, etc. It allows for a single piece of content to be re-distributed to multiple web areas.

  **Web Statistics:**
  o Using Google Analytics (and sharing our data with the main OSU web stats stream), we are able to see what pages are most relevant to our web users and how they are navigating to our pages.

  **Advising Wiki:**
  o I’ve begun the creation of an advising wiki for the HHS Academic Advising team. The wiki will house internally relevant information in a format that is editable and provides an archive of important logistical information.

- HDFS faculty arranged a course schedule for academic year 2009 – 2010 without having any courses taught primarily by graduate students, even after eliminating a .49 FTE instructor position.
- Creating our College newsletter *Synergies* to be web-based, reducing costs and improving ease of distribution to a wider audience.
- Extensive Drupal training for web updates to improve timeliness and capacity to self-manage College website.
## College of Health and Human Sciences

<table>
<thead>
<tr>
<th>Metric #</th>
<th>Actuals (AY/FY)</th>
<th>College Targets</th>
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<tbody>
<tr>
<td><strong>Goal 1: Provide Outstanding Academic Programs</strong></td>
<td></td>
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<tr>
<td>2004-05 Themes: Increase research and outreach</td>
<td></td>
<td></td>
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<tr>
<td>Increase diversity</td>
<td></td>
<td></td>
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<tr>
<td>1.1 Total R&amp;D Expenditures</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>1.2 Invention Disclosures(^\circ)</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1.3 % of Faculty, Staff, and Students Comfortable with Climate for Diversity</td>
<td>N/A</td>
<td>83.3</td>
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<tr>
<td>1.4 % of U.S. Minority Students of Total College Enrollment</td>
<td>13.6</td>
<td>13.0</td>
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<tr>
<td><strong>Goal 2: Improve the Teaching and Learning Environment</strong></td>
<td></td>
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<tr>
<td>2004-05 Themes: Improve student success and retention</td>
<td></td>
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<tr>
<td>Increase diversity</td>
<td></td>
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<tr>
<td>2.1 First Year Retention Rate (% Within College / % Within University)(^1)</td>
<td>72.6 / 82.2</td>
<td>67.3 / 77.8</td>
</tr>
<tr>
<td>2.2 6-Year Graduation Rate (% Within College / % Within University)(^2)</td>
<td>N/A</td>
<td>N/A</td>
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<td>2.3 Undergraduate Degrees Awarded</td>
<td>463</td>
<td>527</td>
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<td>2.4 Graduate Degrees Awarded</td>
<td>60</td>
<td>105</td>
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<tr>
<td>2.5 % of Seniors Participating in Student Engagement Activities / Number of Respondents</td>
<td>N/A</td>
<td>86.2 / 29</td>
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<tr>
<td>2.6 Student Primary Major to Faculty FTE Ratio / Student Course to Faculty FTE Ratio</td>
<td>31.1 / 27.5</td>
<td>35.2 / 30.2</td>
</tr>
<tr>
<td><strong>Goal 3: Increase Revenues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Awards from Grants and Contracts (# / $) (^2)</td>
<td>69 / $5,100,026</td>
<td>74 / $7,079,151</td>
</tr>
<tr>
<td>3.2 Annual Private Giving</td>
<td>–</td>
<td>–</td>
</tr>
</tbody>
</table>

\(^1\) Retention and Graduation Rates not applicable for specified years due to merger of the College of Health and Human Performance with the College of Home Economics.

\(^2\) For FY03-FY08, the number of awards is equivalent to the number of accounting transactions made under a college's award index, rather than the number of awards received by the college.

Notes:
- The College of Health and Human Sciences was established in Fall 2002 by merging the College of Health and Human Performance and the College of Home Economics.
- For FY03-FY08, all awards affiliated with both a campus department and the OSU Extension Service were reported under the affiliated campus department. Beginning FY 2006, these awards will be reported under the OSU Extension Service and not the campus department or college.

\(\text{N/A}^{\circ}\) -- Not Applicable
## Faculty FTE

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<td><strong>Professorial</strong></td>
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<td>-</td>
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<td>-</td>
<td>105.1</td>
<td>89.7</td>
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## SCH by Course Level (Academic Year)

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Notes:
1) Numbers in Italic are estimates.
2) For FY03-FY08, the number of awards is equivalent to the number of accounting transactions made under a college's award index, rather than the number of awards received by the college.
3) Tenured/tenured-track faculty headcount and FTE include faculty funded by E&G funds at 50% and greater.
*The College of Health and Human Sciences was established in Fall 2002 by merging the College of Health and Human Performance and the College of Home Economics.
OSU College of Health and Human Sciences
Student Engagement Initiative

LinC Learn
- Small hubs of learning
- Undergraduate Research Awards Program (URAP)
- Global Experiences
- Internships
- Centralized Advising Support Programs
- LinC Extend: Connecting undergrads and extension services

LinC Lead
- Student Professional Clubs
- Office of Advising Student Ambassadors
- Student Executive Leadership Council
- Community Service Projects

LinC Live
- Residence Hall Partnership
- Professional Experiences
- Celebratory Events

Academic and Professional Success

grayli@oregonstate.edu
Selected Components of Evaluation of LinC - Year II

The Learning in Communities (LinC) Program offered by the College of Health and Human Sciences began its second year in 2008-2009. This program has been developed as part of an effort to enhance undergraduate education and promote student engagement.

The 2008-2009 LinC Program was offered for two consecutive terms in fall 2008 and winter 2009. Ten LinC seminar classes were held during fall term, with an enrollment of 11-20 students per seminar. Seven seminars continued in winter term, with enrollments of 8-19 students per seminar.

The two main components of the evaluation were a questionnaire and focus groups. The questionnaire was based on one administered during the program’s first year, while focus groups were planned to probe more deeply into student perspectives concerning the course and its outcomes. LinC instructors were also invited to share their thoughts and concerns about the program.

### Evaluation Schedule

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<tr>
<th>Activity</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>Develop Questionnaire and submit application to IRB</td>
<td>January</td>
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<tr>
<td>Letter from ADAP to enrolled and non–enrolled students encouraging participation</td>
<td>March</td>
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<tr>
<td>ADAP visit to classes to describe focus groups &amp; administer questionnaire/consent forms</td>
<td>March</td>
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<tr>
<td>Students contacted by phone and e-mail for scheduling focus groups</td>
<td>February/March</td>
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<tr>
<td>Pilot focus group with HHS senior students conducted</td>
<td>March</td>
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<tr>
<td>5 focus groups of 4 to 7 students each held, 26 - 59 minutes each</td>
<td>March/April</td>
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<tr>
<td>Analysis of data</td>
<td>April</td>
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### Summary of Concluding observations

- The LinC experience was largely a positive one for those HHS freshmen who participated in the evaluation.

- What stands out to these students are the relationships fostered by LinC – with other LinC students and with faculty. For many, the opportunity to form relationships with students in their major is specifically important.

- Friendships with other students are important, but recognition of and familiarity with others is significant in making the first year experience less overwhelming.

- Students also found the opportunity to learn about their major a valuable part of LinC.

- Focus groups reinforced the students’ interest and enthusiasm for forming relationships with students in their own major and, along with their appreciation of the opportunity to learn about their major, it appears that identification with the major is a strong interest.

- Relationships and common interests indicate a building sense of community.

- The LinC program has made apparent progress in “increasing instructor-student interaction and "helping students to understand their major," a need identified in the evaluation of the first year’s program.

- Strong, positive interactions with instructors may result in somewhat of a burden for these faculty members, as students find them approachable and come to them frequently with requests, as indicated during the faculty debriefing session.
• The structure that supports the warm environment conducive to working through issues in adjusting to life on campus may not always provide the framework for academic engagement. A number of students were motivated to learn about their majors and reported being ready for more engaging activities, especially in the first term.

• It is unfortunate that the evaluation did not include any of the students that did not continue with LinC in the second term. Some of the students participating in focus groups felt that classmates dropped out because the first term was too unstructured to be engaging, and that projects to challenge and engage students were needed, rather than activities they perceived as “sitting around talking”, etc.

• Many students felt that LinC should be more encouraged and promoted. In addition, they felt more complete and accurate information concerning the program should be available during registration.