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Dean Review Materials
Goals and Accomplishments: 2007-08

INTRODUCTION

Now in my ninth year as dean of the College of Health and Human Services and having undergone a comprehensive review in my fifth year and, again, in my seventh year, I have interpreted the results to be largely a reaffirmation of my leadership and College directions/accomplishments. To be sure, several individuals have provided feedback to indicate some need to readjust College goals or my personal priorities and communication issues. This feedback has been considered very carefully as I continue to adjust College priorities and administrative style.

Supporting documentation for this review includes:

- A. The current document, entitled "Goals and Accomplishments: 2007-08 (02/01/08)" that summarizes the history, current status, and objectives of the College, along with an assessment by major division.
- B. A document, entitled "College of Health and Human Services Guiding Vision, Mission and Goals: Strategies and Metrics (Draft: 02/12/06; metrics revised 11/07/06). This document contains the College's goals, strategies, and metrics consonant with VisionOhio. Baseline data will be obtained on metric performance during CY 2008, and these data will be reported, along with necessary strategy (and metric) fine tuning and revisions.
- C. Current curriculum vitae; and
- D. The State of the College address text, delivered January 18, 2008.

I believe that a dean is a leader and a facilitator. I take great pride in the accomplishments of the College. Our College truly touches and enhances the lives of so many through its services and outreach. Our students receive numerous awards and honors and our alumni have distinguished careers. Our faculty and staff publish in prestigious journals, obtain important grants, and are wonderful facilitators of student learning. Certainly, a dean is not the major party responsible for these accomplishments; rather, the dean is the leader of the team and he/she is charged with making it easier for others to accomplish their work effectively. As dean, I am indebted to the tireless efforts of so many that have contributed to our College's remarkable progress. I look forward to continuing to work with the students, faculty, staff, and alumni to help accomplish goals, to trumpet our accomplishments, and to help the College of Health and Human Services excel in achieving our mission.

HISTORY

The College of Health and Human Services (CHHS) contains the following components:

- Six academic schools (Health Sciences; Hearing, Speech and Language Sciences; Human and Consumer Sciences; Nursing; Physical Therapy; and Recreation and Sport Sciences)
- Campus Recreation infrastructure (Ping Recreation Center, Golf and Tennis Center, intramural fields, etc.)
- Child Development Center
- Therapy Associates (Physical Therapy and Speech-Language Pathology/Audiology clinical services)
- Atrium Café
- Kids on Campus Enrichment Programs (summer and after-school programs).

The Schools of Nursing and Physical Therapy were added in 1980 and 1984, respectively. The Dean's Office was initially housed in the basement of Grosvenor Hall, with the other schools and units housed in seven separate buildings. In 2001, all of CHHS' schools and clinics were reunited

in the renovated Grover Center after a \$24.5 million renovation to this 196,000 sq. ft. structure. Effective with FY05 and in an attempt to better respond to market needs and coordinate all elements of nursing education at Ohio University (ADN, RN to BSN, MSN), the budgetary authority for the School of Nursing was moved to Regional Higher Education, while the administrative authority continues to rest with CHHS.

CHHS has grown from 1263 majors to 3269 over its 29 years and now awards approximately 925 degrees per year. School of Nursing baccalaureate enrollment (300 est.) had previously been counted as part of CHHS' total and is now counted toward Regional Campus totals. The College has over 25 separate undergraduate and graduate majors across its academic schools. Outreach and community involvement have been a defining characteristic of the College, and clinical activity and service learning are intrinsic to most majors. A sampling of such involvement is detailed later in this report.

In April 2006, Grover underwent a catastrophic flood, causing massive damage, material loss, and inconvenience. Thanks to the efforts of a very helpful and understanding faculty and staff, assisted by the staff and leadership of a number of offices in the University (most notably, University Planning and Implementation, Environmental Health and Safety, Registrar, and many others), and under the expert coordination of Assistant Dean Doug Franklin, the recovery and restoration processes were highly successful and quite timely.

RESOURCES AND PRODUCTIVITY ANALYSIS

Data describing the College at its inception, compared with interim and contemporary data helps one appreciate the remarkable growth and evolution of this College as well as its role within the University.

	1979	1985	2003	2004	2005	2006	2007
Fall Major Headcount	1,263	1,244	2,489	2,741*	2,885	3209**	3269**
% Univ. Total	9.4	8.7	12.7	14.0	14.6	16.3	16.2
Fall FTE Enrollment			2,561	2,905	2,992	3192***	3277***
% Univ. Total				14.4	14.8	15.8	16.0
Fall SCH	14,200	19,257	33,880	32,169	29,400****	32,820****	
% Univ. Total	7.1	8.5	8.3	11.0	11.2	10.6	
Fall WSCH	32,149	44,665	231,277*	241,518	231680****	235,592****	
% Univ. Total	7.2	8.8	11.7	12.3	10.6	10.8	
Budgeted Faculty	59.36	56.48	92.21	82.57	82.02	85.45*****	*****
% Univ. Total	9.0	8.3	9.6	8.6	8.5	8.8	
Student Faculty Ratio	15.9	22.7	24.5	26.0	26.7	25.6	
Univ. Avg.	20.2	22.3	20.6	20.2	20.3	20.4	
Degrees Awarded	343	351	805	810	906	924	
% Univ. Total	9.3	9.9	14.5	14.1	15.2	15.3	
Genl. Operating \$	\$1.97 mil.	\$3.22 mil.	\$11.94 mil.	\$11.66 mil.	na	na	na
% Univ. Total	8.2	7.6	9.6	na	na	na	na

na=not available

**estimated*

*** includes an estimated 300 nursing undergraduates that roll up to OURC*

**** includes an estimated 200 nursing undergraduates that roll up to OURC*

***** does not include 200 FTE nursing baccalaureate students*

******3 new faculty lines were hired for AY 2006-07*

******additional faculty lines have been approved for 2007-08 and beyond in budget planning*

Examination of the tabled data indicates that CHHS accounts for 15-16% of the University's majors and degree production, yet commands a much smaller proportion of the budgeted faculty and instructional budget. When one compares total net instructional revenue (tuition plus subsidy less scholarships and waivers) to instructional cost during FY03 (raw data not included here), the ratio of instruction revenue to budget was 1.56 averaged across the planning units. The ratio for CHHS was 1.98, the highest of the planning units, the next highest being the College of Education at 1.83. While it can be argued that a number of variables justify increased costs for certain colleges (e.g., salaries, loads, mission, etc.), it would appear that CHHS is considerably under-resourced relative to other colleges at Ohio University.

CHHS has emerged as a robust college of majors during its 28 year history. First year retention rate is 81% (five year average = 86.0), above the five year University's average of 82% and 2005 rate of 80%. It should be noted that last years retention rate was 88%, and it is hoped that our increase in learning communities for first year students will help improve retention statistics. Six-year graduation rates of undergraduates have ranged from a low of 75% for the 1997 cohort to a high of 82% for the 1994 cohort, with the most recent (2000) cohort at 76%, all percentages well above the University average. The average time to graduation, ranged from a low of 4.38 years to a high of 4.53 years, almost identical to the University's average. These factors are remarkable when one considers that the academic profile of CHHS' entering freshman class has been slightly below the University average, and approximately one-half to two-thirds of CHHS' annual baccalaureate recipients transfer into the College sometime after the initial quarter.

Recently, the College requested an additional 15 faculty positions over the next three fiscal years to address what is estimated as a 25+ faculty position need. The Dean's Office remains optimistic that the staffing needs of the College will continue to be addressed consistently over the next several years, especially as the University transitions to a more balanced budgeting system. The Office of the Provost and other college deans clearly acknowledge the staffing imbalances and CHHS has recently had two new faculty positions approved for AY 06-07, five for AY07-08, and is likely to make substantial progress on the request for six positions for AY 08-09. An additional four positions will be requested for AY 09-10. It is expected that these positions will begin to mitigate the faculty shortage that is so dramatically apparent in the faculty/student ratios of the College and schools.

Academic Unit Enrollment Analysis: It is helpful to examine trends within CHHS over a short period of time, with special attention to a microanalysis of trends within our various academic units and majors. Admittedly, enrollment needs attention in some units; however, staffing levels remain inadequate for existing enrollment in several areas. An analysis by Schools reveals the following:

School	Comments
Health Sciences	Until recently, declines had been evident in virtually every major; the School had engaged consultant who made recommendations, and the School is now yielding the fruits of an aggressive recruitment and promotional program. Overall headcount enrollment in the School of Health Sciences is up 44% over the past 4 years. Enrollment in the environmental health/industrial hygiene undergraduate program, once a significant concern, is now stable at 60 majors, although their continues to be room for growth. The health services administration/long term care major enrollment accounts for the bulk of the re-growth spurt, up 36% over 4 years to 233 majors. Enrollment in community health services continues to be small at 37 majors, and although growth is evident over the previous year, continued growth is expected. I have suggested that the school combine some of the undergraduate majors and focus efforts in developing more specific graduate curricula. A +2 generic "health sciences" completion program may be a good use of instructional resources to create an attractive upper division transfer option that may also serve as a pipeline into more specific graduate options. Graduate enrollment declines were anticipated with the suspension of admissions to and redesign of the Masters in Health Administration program. However, the School has now re-activated the MHA major, a web based instructional delivery conversion is well underway in the MHA program (and is now being offered), and new markets are being accessed through the MSN program, the MPH program, and off-campus marketing. Two new students were admitted to the MHA program this fall, and enrollment through the MSN program is resulting in considerable SCH production. New initiatives with the regional campuses and aggressive marketing should resolve graduate enrollment weakness. The School is marketing its

	graduate Health Care Administration certificate in domestic markets, anticipating revenue production through off-campus markets. The aforementioned efforts should begin to yield dividends in FY09. Additional revenue might be apparent through the marketing of an College/University-funded development of Professor Ryan's iPod module for continuing education for sanitarians. A few years ago, the School was successful in initiating membership in the Consortium of Eastern Ohio Master of Public Health Program. Enrollment in the MPH, now in its fourth year is 8 and should continue to increase to a level of 15-20 with successive cohorts. Overall, School enrollment should probably be in the neighborhood of 350-400 majors, close to the current level of 348 majors. The School has experienced a substantial one-year enrollment gain (20%). Additional staffing in health administration, community health, and environmental health/industrial hygiene is planned for AY 08-09 and 09-10.
Hearing, Speech & Language Sciences	Enrollment in HSLs is quite robust at 378 majors, with 296 at the undergraduate level, perhaps the largest in the US. Solid graduate enrollment in the AuD program is evident; efforts to bolster Ph.D enrollment have been significant, with greater success desirable to address a dire faculty and doctoral student shortage. Greater success will be realized as faculty is increasingly successful in research grant submissions. This School is under-resourced relative to the size of the undergraduate program and the graduate emphasis. Quality Group II instruction to augment the considerable Group I undergraduate instruction and enable more Group I faculty to address tutorial needs in CHHS' only HTC program. Group I instruction and additional clinical personnel are necessary to optimize professional level instruction and the offering of doctoral seminars. Two Group II instructor positions, one in the current and one in the next academic year, are anticipated to meet the demand in the area of sign language.
Human & Consumer Sciences	Enrollment in HCS has declined slightly from 981 to 949 majors, including the newly reassigned early childhood education (ECE) majors (shared between CHHS and COE). Size of ECE major, at approximately 500+ majors across the 2 colleges, had been extremely problematic given the availability of practicum and observation sites, limited faculty resources for instruction and advising, accreditation requirement/student assessment needs, and market demand. Faculty is working to increase the selectivity and distinctiveness of this major to bring into closer alignment with University resources and external market needs. ECE enrollment has declined by 62 since last year. Enrollment in the family studies major (including FCS education) is reversing a decline from 133 in 2003 to 97 in 2005 (-29%) and a 10% increase to 107 in 2006, and 119 in 2007, an 11% increase. Enrollment in retail merchandising continues to be robust, and enrollment in the Food and Nutrition Majors, particularly Restaurant, Hotel, and Tourism (RHT), continues to increase at the undergraduate and graduate levels. In fact, the enrollment in the undergraduate Food, Nutrition, and Hospitality areas has increased 69% in 2 years. Graduate enrollment in Food and Nutrition is now at 17. The School has insufficient staffing, although this should improve somewhat due to enrollment declines in ECE. Staffing levels are being addressed this year with the addition of a new Group I position in hospitality and the hard budgeting of a Group II line in early childhood education. A family studies and interior architecture position are anticipated for 2008-09. The School recently instituted an honors program, and several students are pursuing study in this program and are engaged in significant faculty-directed research activity.
Nursing	Enrollment patterns, after showing a consistent 11-year decline following an all-time high in 95-96, are on the rebound at the undergraduate level. RN-BSN enrollment of approximately 330 in the RN-BSN program, a 2 year gain of 119%. Continued attention to recruitment is critical. In Spring 2003, the School began offering the RN-to B.S.N. courses online, and all courses are now web-based in this program. The MSN program was launched in fall 2004 and the enrollment, at 53, has outpaced expectations of 21. The potential for increased RN to BSN and MSN, especially through blended, off-campus vehicles, enrollment is significant. Finally, the School expects to launch a generic baccalaureate program in fall 2008 and should be admitting another 100 FTE students per year. Several additional Group I positions through OURC will be necessary to meet the upcoming traditional BSN program and growing MSN program beginning in AY 08-09.
Physical Therapy	The School's clinical doctorate (DPT), first in the state of Ohio, enrolled its first class this June, 2003. After a consistent 5 year decline in enrollment (1999-2003), levels have now increased to 94 students, a two year gain of 45%. Application trends would suggest a continued upturn in enrollment. The program has secured RAGCS approval of the transitional DPT. Attempts are also ongoing to secure approval for the DPTsc, a degree to be used to help prepare the clinical professorate. Approval of either degree will result in increased enrollment, and increased staffing will need to be determined based on increased revenue. In addition, the College is exploring the creation of a Ph.D. in Biomechanics/Human Movement Sciences, in collaboration with on-campus researchers (A&S, OUCOM, CENT, CHHS), a degree with significant enrollment potential. In addition, this degree program would provide an enhanced exposure to doctoral students and improve competitiveness for research funding. An orthopedic residency program has recently been approved, but additional enrollment through that vehicle is minimal at present.
Recreation and Sport Sciences	School now has 1322 majors. Long term trends reveal significant enrollment growth at the undergraduate level, especially in sport industry (422 in 2007 vs. 275 in 2000) and exercise physiology (446 in 2007 vs. 177 in 2000). Enrollment in physical education appears to be declining. Enrollment in athletic training at the undergraduate and graduate levels has been reversed, and marketing efforts need to continue. Recreation Studies has begun to show some enrollment decline at the undergraduate and gains at the graduate level; increased marketing and curriculum refinement, especially at the graduate level is still in order. In Fall 2003-04, the sport industry major implemented admission criteria in attempt to stabilize enrollment and ensure rigor within the program. Sports Administration continues with strong enrollment, as a decline in 2005 has been reversed. The School wishes to focus on the development of a coaching education focus at the graduate level, and this appears to have promise.

Development Analysis: Kathleen Bonte, the College's development officer for the past 5 years, transitioned to a central development role effective July 2006. She maintained a 20% assignment to CHHS until Joseph Foley was hired to replace her in early fall 2007. The College had a very successful fundraising year in FY06; donations and commitments totaled over \$1.6 million, and the College secured its first \$1 million gift. Major gift requests, totaling several million dollars, were under active consideration at the time of this report. At the close of the Bicentennial Campaign, the College thanked and dissolved its Advancement Board of volunteers. The dean's office is still in regular contact with the board members, and thought is being given to reconstituting (and re-purposing) this committee.

The following table shows the number of contacts with donors and potential donors.

	FY01	FY02	FY03	FY04	FY05	FY06	FY07
Letters	60	46	133	168	131	NA	NA
Calls	28	59	61	78	65	NA	NA
Visits	28	94	43	136	118*	NA	NA
Total contacts	116	199	237	382	314	NA	NA

*There were 59 visits, 30 campus visits, 29 event related visits

(Note: in FY 03 and FY05, the Assistant Dean for Development was on leave for three months.)

NA= not available

Research and Scholarship Analysis: The five-year period ending with FY06 revealed total funding of over \$14 million, a 28% increase over the past five-year period. Research productivity of the faculty is clearly on the increase. Efforts will focus on quantifying progress and productivity over the next year, hopefully in concert with a broad university effort to compare scholarly and creative accomplishments across planning units.

Two CHHS faculty members were involved in successful 1804 applications. The College also was awarded one (of three) Program Enhancement GERB awards and one (of two) Future Growth GERB awards. Faculty in the College were involved in the creation of two multi-college major program GERB initiatives, Health and Wellness in Underserved Populations and Interactive Virtual Environments, the latter being recently selected for initial funding.

Start-up support per hire is consistent with measurably increased CHHS start-up investments over the years. An average of \$11,188 was spent per hire in AY 2000-01, that amount increasing to \$42,332 per AY 05-06 hires and projected hires for AY 06-07. Projected hires for AY 07-08 and AY08-09 are budgeted at an average of \$50,000, and recent start-up packages have ranged up to \$167,000. A total of \$944,111 was projected to be spent on start-up expenses for the hires over AY 05-06 through AY 09-10, exclusive of laboratory renovation costs.

Research laboratories are being retrofitted into Grover Center. Over the past few years, labs have been created (or are under construction) to accommodate exercise physiology (E228), sports administration (E118), audiology and general researchers (E141), researchers in athletic training/exercise physiology/food science/physical therapy (E211/213/215). These latter two renovations have been accomplished at a cost of approximately \$0.5 million, and these funds were made available through the support of College carryforward funds, ORSP support, and the support of the Space Management Advisory Committee.

Attempts are ongoing to focus a significant set of research and outreach efforts through the Appalachian Rural Health Institute (ARHI), a collaborative endeavor of CHHS, the College of Osteopathic Medicine, the Edison Biotechnology Institute, the College of Education, the Russ College of Engineering and Technology, the College of Communication, the College of Arts and

Sciences, and two biotechnology companies housed in the Innovation Center: Interthyr Corporation and Diagnostic Hybrids Incorporated. ARHI was co-directed by the CHHS Associate Dean for Research and Sponsored Program and is now directed by Sharon Denham, a professor in the School of Nursing. Interdisciplinary screenings including physical therapy, speech-language pathology and audiology screenings by staff and students are offered at several clinical sites in the region and through OU COM mobile van visits. Health educational programs for children are offered through the Kids on Campus summer and after-school programs. Thirteen CHHS faculty are involved in a wide array of research and grant writing projects ongoing across the disciplines represented in ARHI, from basic bench science projects to sociocultural projects examining issues of access to health care in our region. Related ARHI interdisciplinary educational and research seminars regularly tap CHHS faculty expertise. The Institute was established to identify and treat prevalent diseases and provide better access to health care in the region. ARHI provides a useful framework for researchers to engage in applied and basic research activities across a wide set of disciplines. ARHI has identified diabetes as a disease that is endemic to southeastern Ohio, and many of ARHI's early efforts will be targeted toward diabetes and related factors, such as health literacy, obesity and exercise.

The ARHI Diabetes Research Initiative (DRI), previously coordinated by the CHHS Associate Dean for Research and Sponsored Programs, and now coordinated by Darleen Berryman, a researcher in nutrition, is now thriving in its third year of funding through the University Research Priorities process. Many faculty members, staff and students in CHHS continue to be actively involved in diabetes related research that is vital to this initiative.

ARHI represents a major context under which faculty can productively interact within CHHS, across the colleges, and across selected institutions. Future faculty hires will be made to augment this priority or the broader CHHS priorities of achieving distinction among our peer institutions in the area of health in underserved populations and quality of life issues.

The College was successful in making two significant hires to augment our grant seeking and research effort. Keely Trisel-Stockwell was hired to assist faculty and staff identify funding opportunities and to provide assistance in grant preparation. Alex Sergeev was hired as a assistant professor in health sciences. Approximately 1/3 of his responsibilities relate to providing biostatistical support to CHHS faculty. In addition, the College secured other support to hire consultants to assist faculty in locating training grant sources, foundation funding, and technology transfer/commercialization advice.

Diversity: The College of Health and Human Services diversity efforts includes partnerships with many external and internal constituencies. These external constituencies include school districts in Southwest, Southeast, Central, and Northeast Ohio. The College's efforts included on-campus visitation programs for middle and high school-age children, and recruitment visits to over 100 schools in these districts. In addition to these efforts the college led a taskforce responsible for providing uniform academic advising to students at Columbus State Community College representative of the entire Ohio University body. Representation in a national organization focused on the recruitment and retention of underrepresented students also positively assisted the college in achieving its diversity goals. Undergraduate recruitment success is summarized in the following table:

	UG Hispanic Students First Year Students			UG African American First Year Students		
	Prospects	Admits	Enrollees	Prospects	Admits	Enrollees
2004-2005	16	11	5	57	25	11
2005-2006	13	4	2	73	21	13
2006-2007	20	19	11	76	38	24

Academically, the college has retained 100% of its underrepresented students. The student's efforts are recognized via a yearly academic success program in partnership with the Colleges of

Osteopathic Medicine and Arts and Sciences. To date, multicultural undergraduate admits are up by 33% over 2006 data.

In terms of graduate student enrollment, efforts to recruit and attract students involved recruitment visitations to institutions such as South Carolina State, and Tennessee State Universities. Until 2006, the College's Summer Scholars program for physical therapy students had admitted five underrepresented students per year to participate in a four-week long on-campus program. In its second year of existence, the program was successful in admitting one Hispanic student. In 2006, an African American student matriculated into the DPT program. The recent addition of the Master of Public Health Administration program has also resulted in an increase in the number of underrepresented students to the college. In fact, 75 percent of the students pursuing a master's in public health are from under-represented groups. With the addition of a new Coordinator of Recruitment and Retention, efforts will intensify again to seek funding to establish pipeline and developmental programs to enhance our yield of students of color into CHHS' graduate programs. Development efforts are focusing on creating funds to support students of color into the MSA program. Collectively, graduate recruitment success is summarized in the following table:

	Enrolled Hispanic Graduate Students			Enrolled African American Graduate Students		
	Doctoral Prepared	Masters Professional	Total	Doctoral Prepared	Masters Professional	Total
2003-04	1	1	2	7	7	14*
2004-05	1	1	2	3	6	9*
2005-06			1			4
2006-07	1		1	1	7	8

*includes foreign nationals

Efforts to increase the diversity of our faculty and staff have also been successful. Four years ago, new faculty hires included three (3) Asian professors and one African-American Group II instructor. An African and an Asian faculty member were hired effective AY 05-06. Two Asian professors were hired for AY 06-07. Two of the College's school directors are from under-represented ethnic groups. Two-thirds are women. This success underscores the College's commitment to workforce diversity.

CHHS Points of Distinction: A sampling of points of distinction is as follows:

- Ohio University has seven ranked programs by *US News and World Report* (2004). Of these, three are in CHHS---Speech-Language Pathology masters, Audiology graduate, and Physical Therapy. The *Gourman Report* is the only rating of undergraduate major programs in American and international universities that includes the study of audiology and speech-language pathology. Of over 300 undergraduate programs in the US, the School of Hearing, Speech and Language Sciences at OU is ranked 26th in academic excellence, placing the program in the top 8% of all programs. The department is ranked first in the state of Ohio, the state with more programs in our field than any other. The sports administrations graduate program is viewed as the number one in the US. Of the 1100 or so graduates of the program and within the corporations and academic institutions of the U.S., there are 32 presidents, 16 executive/senior vice presidents, 48 vice presidents, 12 executive directors, 87 directors, 5 commissioners, 24 university/college athletic directors, 29 associate athletic directors, and 17 general managers among the program graduates. Among the most notable are Andy Dolich, COO, San Francisco 49ers, Pat O'Conner, President of Minor League Baseball, Jeremy Foley, Athletic Director, University of Florida, John Swofford, Commissioner, Atlantic Coast Conference, Elliot Hill, VP for Global Retail, NIKE, Inc., Scott McCune, VP for Integrated Marketing, The Coca Cola Company, Derrick Hall, President, Arizona Diamondbacks, and Bo Pellini, Head Football Coach, University of Nebraska. Among the other distinguished alumni from CHHS are the President of Hearing Aid Technology and Sales for Siemens Corporation,

the head athletic trainer for the Tampa Bay Buccaneers, various deans, distinguished professors/researchers, and practitioners.

- The School of Physical Therapy has the first and only entry-level doctoral program in the state of Ohio. Clinical majors within the College continue to distinguish themselves on the performance of graduates on licensure exams. In physical therapy, the first time passage rate on the 2006 and 2007 examinations were 100% and 95%, respectively. Audiology and speech-language pathology students have an ongoing 100% pass rate on national PRAXIS examinations. In dietetics, the pass rate for licensure exams and internship placements is near 100%, one of the highest in the US.
- The Industrial Hygiene program is one of 6 accredited undergraduate programs in the US.

CHHS Outreach Activities: As stated earlier, outreach activities and service learning are intrinsic to most of CHHS' curricular areas. A sampling follows:

- Ohio University Therapy Associates, through its services in Grover Center and 17 separate contracts, serves the University and broader communities (12 counties) while also serving as the major training base for our physical therapy, audiology, and speech-language pathology graduate majors. University Therapy Associates increased its client base in its hearing-speech-language clinic in Grover Center last year by nearly 30 percent over the year before. And during the summer, clinical supervisor Pam Reese spearheaded a six-week class for preschoolers with autism spectrum disorders, whose needs are greatly underserved in southeastern Ohio. OUTA's Physical Therapy Clinic, meanwhile, under the guidance of Steve Trotta, had a banner year as well, recording an average of more than 700 client visits per month at its Castrop Center location alone, including 64 pediatric visits. Through its growth and success, the clinic fulfills another key goal of our mission/vision statement by extending the College's boundaries into our community and providing for the public good.
- Our Kids on Campus program, now in our 14th year, is probably the largest literacy initiative in Athens and surrounding counties, serving directly about 800 children per year in afterschool programming, and a summer academy. Program outcomes data reveal significant reading gains among the Kids on Campus children, 80% showing improvement in the after-school program. These gains take place while the children learn about health habits, health careers, conflict resolution, computer skill, logic and reasoning ability, and have the opportunity to engage in recreation and exercise, hopefully adopting lifetime physical pursuits. The exposure of these children to the wonders of a college campus, a place otherwise probably never visited until Kids on Campus, demystifies the aura of the college campus to them and opens their minds to the real possibilities of a college education.
- WellWorks logged over 68,000 usages in 2006, conducted 265 health assessments on new members, and held a number of annual community events promoting wellness awareness. Another WellWorks initiative, the Risk Reduction Program, helped participants enhance their quality of life by addressing conditions such as coronary artery disease, diabetes, high blood pressure and obesity.
- HeartWorks, filling a necessary void for our community with our cardiac rehabilitation program, represents collaboration with O'Bleness Memorial Hospital, and provided over 3,900 patient treatments in 2006.
- Campus Recreation logged over 834,000 student usages in 2006 (a 10% increase over the prior year) and provides a major source of co-curricular involvement for our on-campus community, while also serving as an key experiential learning site for numerous CHHS majors, including recreation studies, exercise physiology, athletic training, and physical therapy.
- The Child Development Center serves our community by providing the highest quality care and nurturing to our birth to 5 population. The Center serves 103 children from 95 families and provides experiential learning to more than 500 Ohio University students.
- CHHS has over 20 student organizations, most of which participate yearly in some outreach activity in the community. Recent examples include the Respite Care Program's 40 volunteers, who provide respite service for caregivers. The CHHS Student Advisory Council completes one community service project each quarter. Only 15 members strong they

coordinated a blood drive last spring resulting in nearly 95 pints donated. In 2004, the Student Dietetic and Nutrition Science Association (OUSDNA) planned a community education program on cancer prevention for national nutrition month in March. The Future Healthcare Administrators of Ohio University (FHCA) stated September's fire prevention week by joining over 120 volunteers who visited 1,100 rental homes providing new batteries for smoke detectors and stressing the importance of fire safety. Ohio University Hospitality Association (OUHA) annually provides and prepares a dinner for the GoodWorks Shelter. The Student Early Childhood Organization's (SECO) 95 members conduct Homework Club at East Elementary School each week, an after-school tutoring program.

Again, it has been my pleasure to serve as your dean. Thanks are due to the many faculty, students, and staff who work so diligently and so consistently to transform our College on its march toward pre-eminence!

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