Narrative Goals for College of Health Solutions for FY19-2020

ENROLLMENT

A. OVERALL ENROLLMENT

1. **The current situation:** Since 2015 we have seen an overall increase in enrollment. Between FY15 and FY18, we had an increase of 11.6%. Most of our enrollment growth has come from our increases in online education (92.3%). However, we have seen a continuous decrease in total immersion (-4.9%) during the same period. There are some highlights: both in immersion and online, most of the growth has come from our master’s programs. During this period (FY15-FY18) we saw a 9% increase in enrollment in our immersion master’s programs and a 1200% increase in enrollment in our online master’s program.

2. **The goals:** Our goal for FY18-FY19 is to increase overall enrollment by 4.6% and for FY19-FY20, to increase overall enrollment by 5.4%.

3. **The strategies:**
   - Develop a unique competitive positioning for the College of Health Solutions that articulates the brand and elevates our national standing through the use of innovative and effective marketing and communications strategies for measurable results.
   - Expand CHS’s mission and impact by generating greater awareness, engagement and conversion of our target audiences in achievement of organizational goals and objectives.
   - Launch one new online program each year including a new graduate program for nutrition and an undergraduate program in fitness and healthy eating, medical studies, health sciences, and med lab sciences for lab techs. Create health policy track in health sciences.
   - **(FY 2021)** Launch a Translational Health Science BS that provides experience in working shoulder to shoulder with scientists, community partners, and other students in addressing complex health issues.
   - **(FY 2020)** Increase the number of immersion and on-line master’s degree offerings to address urgent workforce needs in the community and beyond (e.g., MS Genetic Counseling).
   - For graduate master's; ensure that all programs have a less than 14 day time to decision.
   - Implement “reconsider of another degree” program instead of denying admission.
   - More training grants and doctoral stipends.
   - **(FY 2020)** Population Health degree at West.
   - Establish pathway to 4+1 and 3+1 (Medical Studies BS to SHCD MS).
   - Reduce overall number of degrees and enhance degree identity.
• Provide experiential learning and community embeddedness for all CHS undergraduate students using translational teams.
• Increase study abroad opportunities.
• "Where do the students come from" dashboard designed by our data analyst that tells us where to target future recruitment activity.
• Develop synchronous distance education programs that enhance degree opportunities for transfer students.
• Affinity Networks focused on educational excellence in health to generate innovations and improve the student experience.

B. INTERNATIONAL ENROLLMENT

1. The current situation: since FY15 we had an increase in international enrollment (as a proportion of total enrollment) of 1.2% in undergraduate immersion and a decrease of -1.4% in international graduate immersion enrollment (as a proportion of total enrollment).
2. The goals: For FY19, we project a decrease in international enrollment (as a proportion of total enrollment), of -0.4% for undergraduate immersion and an increase of 2.3% for graduate immersion. For FY20, we project an increase in international enrollment (as a percent of total enrollment) of 0.6% for undergraduate immersion and an increase of 1.9% for graduate immersion.
3. The strategies:
   • Increase International student enrollment by working with ASU International Admissions to organize targeted recruitment events in China and India.
   • "Where do the students come from" dashboard designed by our data analyst that tells us where to target future recruitment activity.

C. OUT-OF-STATE AND TRANSFER ENROLLMENT

STRATEGIES TO INCREASE OUT-OF-STATE ENROLLMENT
• Increase Non-AZ Resident student enrollment by hiring an out-of-state recruiter based in California.
• "Where do the students come from" dashboard designed by our data analyst that tells us where to target future recruitment activity.

STRATEGIES TO INCREASE TRANSFER STUDENT POPULATION
• Double MAPP sign up for Maricopa Community College students in order to increase the transfer pipeline and engage community college students early.
• "Where do the students come from" dashboard designed by our data analyst that tells us where to target future recruitment activity.
• Develop ASU model for synchronous distance education programs that enhance degree opportunities for transfer students.
D. DIVERSITY

1. **The current situation:** Over the four-year period between FY15 and FY18, as our overall enrollment has grown, the student body has become more diverse. Overall, the proportion of our UG students who are URM has increased from 34.5% to 37.3%. For our master’s programs, the proportion of total enrollments who are URM students has increased from 16.7% to 20.1%, and for doctoral students the proportion who are URM has increased from 31.0% to 36.0%.

2. **The goals:** To increase the proportion of undergraduate minority students within the College of Health Solutions by 2% in FY19; for Master’s students, by 1.4% and for doctoral students, by .9%. In FY20, our goal is to increase the proportion of undergraduate minority students within the College of Health Solutions by 2%; for master’s students, by 2.0% and for doctoral students, by 1%.

3. **The strategies:**
   - Develop Pipeline Programs
     - Enhance the local impact and social embeddedness of CHS by offering summer programming for elementary, middle, and high school students designed to engage young learners in topics related to health promotion and future health careers while creating a pipeline to support undergraduate recruitment.
     - Partner with Director of Development/ASU Foundation to raise funds to provide scholarships.
   - Create degrees that attract a more diverse student body (e.g., population health; translational health science).
   - Increase International student enrollment by working with ASU International Admissions to organize targeted recruitment events in China and India.
   - "Where do the students come from" dashboard designed by our data analyst that tells us where to target future recruitment activity.
   - Increase diversity of faculty by working with search committees to increase appreciation for a diverse workforce.
   - Increase the number of CHS student participants in study abroad programs from underrepresented minority backgrounds (URM) to match the overall demographic composition of the ASU undergraduate population.
   - Sponsor a faculty development workshop on diversity and inclusion; all faculty will have a diversity goal in their performance evaluations; more URM representation on search committees.
   - Develop synchronous distance education programs that enhance degree opportunities for transfer students.

RETENTION

1. **The current situation:** Between FY15 and FY18, CHS overall one-year (FTFTF) increased by 3.5%.

2. **The goals:** We project no change to the FTFTF retention rate in FY19, and an increase in retention in FY20 by 2.5%.
3. **The strategies:**
- Strengthen linkages to college and university resources for all learners to enhance their ASU experience and increase the graduate rate to 75% by 2020.
- Launch novel approaches to learning, such as game based, simulation based, and virtual 3-D worlds, in every class.
- Implement a badging and micro-credentialing e-portfolio system to document and track competencies.
- Execute new precision/case management advising model (peer, advisor, financial aid & other retention specialists).
- Streamline degree flexibility by consolidating programs and offering tracks.
- Hiring new Exec Director of Student Success to overhaul Student Success unit.
- (FY 2020) Offer a Core Connection curriculum that equips students with metacognitive skills for growth mindset, resilience, executive function, and mindfulness; increased faculty interaction with freshmen.
- Launch new online programs based on market demands.
- Increase the number of total student enrollment in high-impact international programs by 40% per year, 2018-2020 [from est. 96 to 180].
- Increase the number of high-impact experiences (i.e., combine research experiences in translational teams with study abroad experiences to increase impact).

**PERSISTENCE AND DEGREES AWARDED**

1. **The current situation:** Between FY15 and FY18, our four-year graduation rate declined by -1.0%; our six-year graduation rate also declined by -8.0%. Since FY15 our total degrees awarded have increased by 27%. Undergraduate degrees have increased 14%, master’s degrees have increased 15% and doctoral degrees have increased 34%.

2. **The goals:** Increase the number of students graduating in **four** years by 2.6% in FY19 and 2.0% in FY20. Increase the number of students graduating in **six** years by 1.5% in FY19 and 2.0% in FY20. For FY19 we project our overall degrees awarded will increase by 9%, and for FY20, by 10%. For undergraduate degrees awarded, we project an increase of 7% and for FY20, an additional 6%. For master’s degrees awarded, we project an increase of 21% for FY19, and 28% for FY20. For doctoral degrees awarded, we project an increase of 5% in FY19 and 6% in FY20.

3. **The strategies:**
- Increase number of summer course offerings, including required courses.
- Increase days and times of offerings to accommodate student work schedules; reduce the clustering of courses in times that faculty prefer to teach (T/Th 10-4).
- Increase the number of hybrid offerings to increase scheduling flexibility.
- Increase the number of 4+1 degree offerings.
- Implement a badging and micro-credentialing e-portfolio system to document and track competencies.
- Reduce and streamline prerequisites.
- Create seamless transitions between programs with high science demands and CHS programs with less science demands.
• Execute new precision/case management advising model (peer, advisor, financial aid & other retention specialists).
• Strengthen linkages to college and university resources for all learners to enhance their ASU experience and increase the graduate rate to 75% by 2020.
• Affinity Networks focused on educational excellence in health to generate innovations and improve the student experience.

FACULTY

TOTAL FACULTY:

1. The current situation: between FY15 and FY18, CHS has had an overall increase in the total faculty of 11 faculty. Of these, 59/161 (36.3%) are on the tenure track or are tenured; 102/161 (63.4%) are NTE, both clinical (teaching) faculty and lecturers. In FY18, two of our faculty were successfully promoted to Associate Professor with Tenure.
2. The goals: consistent with our new vision, our goals are to increase the proportion of our faculty that are T/TT faculty by 7 (11.9%) in FY19 to 66 and by 9 and (13.6%) to 75 by FY20.
3. The strategies:
   • Our hiring plan includes requests for T/TT eligible faculty to address our increased teaching needs and our research goals. Our goals are ambitious and we appreciate the support of President Crow and Provost Searle for our innovative new vision.
   • We are identifying novel approaches to hiring faculty who will teach across programs and be engaged in our multidisciplinary translational teams and affinity networks. For this reason, we are proposing to proactively recruit individuals who have shown to have the skills that are consistent with our values and translational approaches to solving health problems.

URM REPRESENTATION

1. The current situation: Between FY15 and FY18 the percent of faculty who are URM decreased from 8.7% to 6.2%, a -2.5% decrease.
2. The goals: Increase diversity of faculty by 0.8% in FY19 to 7.0% and by 0.5% to 7.5% in FY20.
3. The strategies:
   • Dean Helitzer will sponsor a faculty development workshop series in FY19 with three segments: leadership development; diversity and inclusion; and women’s skill building.
   • All search committees will be instructed to watch the video on unconscious bias in the search and recruitment process developed by the AAMC https://www.aamc.org/members/leadership/catalog/178420/unconscious_bias.html
STUDENT FACULTY/STAFF RATIOS

1. In order to improve our retention and persistence, we propose to decrease our student: faculty ratio from 19.5 in FY18 to 18.2 in FY19 and 17.6 in FY20. Our student: TT ratio will also decrease from 50.1 in FY18 to 46.9 in FY19 and 43.1 in FY20.

2. Similarly, because we are transferring a lot of administrative responsibilities from faculty to staff, in order to free up time for increased teaching and research productivity, we anticipate our student: staff ratio to decrease from 19.3 in FY18 to 18.5 in FY19 and to 18.2 in FY20. We expect our faculty: staff ratio to remain stable between FY18 and FY20.

RESEARCH

1. The current situation:

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<th>FY16</th>
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*estimated

2. The goals: In FY19, Increase the number of proposals by 10%, the number of awards by 6% and expenditures by 6%. In FY20, increase the number of proposals by 10%, the number of awards by 6% and expenditures by 6%. As we propose to hire additional tenured faculty in FY19 and FY20, who will likely not be generating awards until FY21, we anticipate that the per faculty expenditures will temporarily decrease to $220 for FY19 and $213 for FY20.

3. The strategies:

   3A. RESEARCH INFRASTRUCTURE
   • Hire a biostatistician, a data analyst and a data manager to improve quality of proposals and to provide CHS resources for awards.
   • Develop a pilot project fund to enable faculty to collect pilot data.
   • Create a proposal to Provost for research incentives for faculty to increase their research activity.
   • Organize annual research day within CHS and a second day with Herberger; establish a joint seed funding opportunity for faculty teams from both colleges (CHS, Herberger).
   • Create mock study sections for junior faculty pre-submission grant reviews.
   • Increase participation in grant writing seminar.
3B. AFFINITY NETWORKS

- Develop Affinity Networks of faculty, staff, and students to foster expertise in state-of-the-art methodology and evidence-based practice knowledge that can be rapidly translated to health needs.
- Affinity Networks focused on needs of community partners to provide transdisciplinary support and diverse methodologies and enhance the local impact of ASU.
- Affinity Networks will provide increased collaborations among researchers to complement work and enhance our national standing in current, key areas of health research.
- Affinity Networks will provide innovative, active hubs of key health research methods to attract scholars in residence and enhance ASU’s research quality, leadership and faculty retention.
- Affinity Networks focused on educational excellence in health to generate innovations and improve the student experience.

3C. TRANSLATIONAL TEAMS

- FY19-20 Hire faculty to build translational teams in Metabolic syndrome-related diseases; Alzheimer’s/Dementia; Multiple Co-Morbidities, Injury/accident prevention/management;
- Faculty should have broad skills in
  - Epi/GIS
  - Complexity/Systems/Networks/Team Sci
  - Behavioral econ
  - Health Equity/health policy
  - Patient Outcomes
  - Policy analysis
  - Technology development and implementation (translational), e.g., wearables
  - Communications (e.g., social media analytics, D&I expertise)
  - Clinical Trials

3c.1. Establish CHS as a national leader in translational research:

- Connect and integrate a full array of researchers, community partners, and students to develop cross-cutting teams focused on better community outcomes.
  - Establish translational teams:
    1. 1 well-developed translational team; by mid-2019 that team will have developed plans for new grants, including early planning for Program Project or equivalent.
    2. 2-4 developing teams; by mid-2019, each team will have developed plans for new grants, including submission of R01s or equivalent.
    3. 3-5 early stage teams in year 1; by mid-2019, each team will have developed plans for new grants, including submission of ASU or other grant applications.
3.c.2. Train the next generation of health professionals and leaders:

- **Train 40-50 students in translational science by July, 2019.**
  - 25-30 students trained in community-based, translational research and program evaluation.
  - 15-20 students (graduate and undergraduate) embedded in Translational Teams.

- **Design translational research-based curriculum activities to be implemented within program courses across the college to increase student research engagement. Examples include:**
  - Introduce translational research activities into CHS 101 (N = 600-700 freshman by fall of 2019).
  - Work with CHS (and ASU) faculty to develop and implement translational research assignments into existing relevant curricula; those assignments will be developed in collaboration with the translational teams, and assignment outcomes will inform translational team activities and efforts (N = 100 by July, 2019; N = 500-1000 by July 2020).
  - Develop an integrated grad/undergrad practicum course beginning in spring 2019 in translational science, with expected enrollment of 30 students in spring semester 2019, and 60 students in academic year 2019-2020 (30 students/semester).
  - Identify 2-4 postdoctoral fellows in translational science. Collaborate on development of the Translational Science undergraduate program.
  - Provide mentorship training and resources to improve student outcomes.

- **Develop and implement metrics for identifying and evaluating translational team impact on student enrollment and retention through the development of web-based platform and TT website, coupled with enhanced comprehensive tracking of students throughout the TT process.**

3.c.3. CHS will have local impact:

- Foster healthier communities by focusing research efforts on community needs, social embeddedness, and active integration of community partners:
Implementation of the Translational Teams will result in partnerships with 15-20 community partners by July 2019, and 25-30 by the July 2020.

Implement Translational Team advisory board with 8-10 community partners to assure that our efforts meet community needs.

Increase social embeddedness of students through the early introduction of applied and experiential opportunities beginning in freshman year.

Develop and implement at least one student citizen science project to target communities of need, and train students in the value of community engagement.

Foster a systems approach to dissemination and implementation at the community level, actively integrating diverse community partners in the research process, to obtain feedback crucial to improved measurable outcomes, identifying new priorities, and in developing new Translational Teams.

Community Engagement Hub will partner with TT Core to expand current Placement Platform to include Translational Teams/Projects, Community Partners, and the domains of impact.

DEVELOPMENT

1. **The current situation:** According to ASUF, the CHS 2020 goal is $15,000,000. By the end of FY18 (estimated) we were told that we have attained 70% to this goal (ASUF data). In FY18, gifts and commitments were $2,447,000. Of this, $1,324,750 was generated by CHS faculty through research grants from foundations. The last data we have for the alumni giving rate is for FY17, at 6.9%.

2. **The goals:** CHS FY19 and FY20 goals for gifts and commitments are $2,000,000 per year. The CHS FY19 goal for meaningful contacts is 170; the FY20 goal is 200. The CHS goal for asks over $10,000 for FY19 is 10 and for FY20, 13. The FY19 goal is to increase the undergraduate alumni giving rate to 7.5 and 8.5% in FY20.

3. **The strategies:**
   - A new senior development director will start August 2018, who will create a new team and work to raise funding for specific strategies.
   - Our research office will increase their efforts to distribute proposal opportunities from foundations to our faculty as they are published.
   - Hire an alumni coordinator who will set up events in large cities to combine meeting parents of current students and alumni.