NC Regional Multistate Project/Committee Annual Report Collection Template

Use this document as a template to send to committee members for collection of project annual report data.

Please focus NIMSS annual reports on multistate efforts, especially for accomplishments and impacts. ***No lists of individual station reports, please****. These reports need not be long, 2-3 pages will suffice, and should help showcase our NC multistate project portfolio and why it should exist.*

Included below is the NIMSS Annual Report Format (formerly Appendix D) and an example of the type of multistate report we want to see in NIMSS.

1. Accomplishments Toward Project Objectives:
    - How have you been personally working towards the project's objectives for this 5-year iteration?
    - How have you been working collaboratively with other project members on these objectives? Be sure to clearly indicate who your collaborators are.
    - How are these accomplishments linked to external peer groups, stakeholders, clientele, and other multistate activities?

2. Activities: (Organized and specific functions or duties carried out by individuals or teams using scientific methods to reveal new knowledge and develop new understanding.)
    - Briefly describe project-related activities you've been involved in since the last meeting.

3. Milestones: (Key intermediate targets necessary for achieving and/or delivering the outputs of a project, within an agreed timeframe. Milestones are useful for managing complex projects. For example, a milestone for a biotechnology project might be "To reduce our genetic transformation procedures to practice by December 2026.")
    - What project milestones have you reached individually or with other project members since the last meeting?

4. Impact Statements. If available, please draft one to three short paragraphs (1 to 3 sentences each) multistate impact statement summaries related to the current project objectives.
    - Please refer to the Annual Report Format below for more information on what is and is not an impact, as well as impacts in the example annual report. Do your best to follow the example.
    - If the impact is the result of work by certain participating institutions/individuals, please indicate which participating institutions/individuals were involved in the work (See suggested format options in examples below).

5. Information and Technology Transfer: Describe information and technology transfer and plans or accomplishments for delivering the results to users including other researchers, Extension, Industry, Producers, students, or other stakeholders.

6. Grants, Contracts & Other Resources Obtained – these must be directly related to this multistate project!
    - List any grants, contracts, and/or other resources you've obtained directly related to this project's activities. Include the recipients, funding source, amount awarded and term if applicable.

- If you worked on a grant submission but it was not funded, you may include that here as well.

7. List any publications, presentations, poster sessions, workshops, colloquia, webinars, websites, etc., directly related to this multistate project! If you worked on something with another project member, please clearly indicate who that was.

Annual Report Format for Multistate Research Activity (formerly Appendix D)

Important Notes on Annual Reports:

- *Annual reports should primarily show progress made against the objectives of the project and should not solely be a listing of individual station reports.*
- *Annual reports are required for each year of an activity's duration and are due 60 calendar days following the annual meeting.*
- *The annual report is submitted electronically by committee members into NIMSS, then approved by the Administrative Advisor. Annual Reports for MRF projects are then available publicly in NIMSS for USDA-NIFA and other stakeholders. They serve to showcase the agInnovation multistate research program.*

Annual Report Sections:

Period Covered (duration since last report):
Date of This Report:

Participants: Provide a list of those who attended each meeting, and their employing institution. As an alternative, provide an attachment of the meeting minutes, if that report contains the list of those who were present. If available, add the address for the list server as well.

Meeting Minutes: Reports should include meeting minutes/notes that provide a good sense of the activities and decisions made during the annual meeting, as well as clearly outline any changes to project leadership (Chair, Incoming Chair, etc.). Provide these updates to the project's administrative advisor or regional system administrator so they can update the technical leadership/editor list on the project's NIMSS homepage.

Accomplishments Toward Project Objectives: This section focuses on achieved and/or ongoing/in-progress activities, milestones, outputs, and short-term outcomes. Committees should organize accomplishment information around the project's objectives, as identified in the original proposal.

Annual reports should primarily show progress made against the objectives of the project and ***should not solely be a listing of individual station reports.***

The report should reflect on the items that stakeholders want to know or want to see. Indicate which participating institutions/individuals were involved in the work. Please indicate significant evidence of linkages both internal to the project/committee and to external peer groups, stakeholders, clientele, and other multistate activities.

Activities: Organized and specific functions or duties carried out by individuals or teams using scientific methods to reveal new knowledge and develop new understanding.

Milestones: Key intermediate targets necessary for achieving and/or delivering the outputs of a project, within an agreed timeframe. Milestones are useful for managing complex projects. For example, a milestone for a biotechnology project might be "To reduce our genetic transformation procedures to practice by December 2026."

Outputs: Defined products (tangible or intangible) that are delivered by a research project. Examples of outputs are reports, data, information, observations, publications, and patents.

Short-term and Medium-term Outcomes: Quantitative, measurable benefits of the research outputs as experienced by those who receive them. Examples of short-term outcomes include gains in knowledge and awareness whereas medium-term outcomes would include such things as the adoption of a technology, the creation of jobs, reduced cost to the consumer, less pesticide exposure to farmers, or access to more nutritious food.

Impacts: This section focuses on long-term outcomes and benefits. Committees should build information around the activity's objectives as identified in the original proposal.

> Impacts describe the difference the project has made (changes in knowledge; attitude; behavior; social, economic, and/or environmental condition) as experienced by the project's intended stakeholders *(See example 1 below)* and/or the broader public *(See example 2 below).* Impacts are usually quantitatively measured either directly or indirectly as indicators of benefits.
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> If the impact is the result of work by certain participating institutions/individuals, please indicate which participating institutions/individuals were involved in the work *(See suggested format options in examples below).*
>
> **Example 1:** All project participants collaborated to develop and release [a new pesticide product] that makes it easier and more affordable for soybean growers to effectively manage [pests]. In 2026, farmers using this pesticide increased yields by % while spending $ less per acre on pest management.
>
> **Example 2:** Project participants at the University of Arkansas and Louisiana State University genetically engineered rice to contain the precursors to Vitamin A. Consumption of this rice is expected to improve human nutrition.
>
> **Example 3:** Genetically engineered rice that contains the precursors to Vitamin A has been released to consumers and could improve human nutrition. *Louisiana State University, University of Arkansas*

Information and Technology Transfer: Describe information and technology transfer and plans or accomplishments for delivering the results to users including other researchers, Extension, Industry, Producers, students, or other stakeholders. What is the project's benefit to broader society? This section should be brief and concise, no more than one or two short paragraphs.

Grants, Contracts & Other Resources Obtained: List any grants, contracts, and/or other resources obtained by one or more project members ***as a result of the project's activities***. Include the recipients, funding source, amount awarded and term if applicable. If the group worked collaboratively on a grant submission but it was not funded, you may include that here as well.

Publications: List the publications for the **current project year (since last annual report)** only (with the authors, title, journal series, etc.) that are related directly to the project objectives.

EXAMPLE Annual Report: NC1193

Project/Activity Number: NC1193

Project/Activity Title: Using Behavioral and Environmental Tools to Identify Weight Related Factors Associated with Health in Communities of Young Adults
Period Covered: 10/01/2017 to 09/30/2018
Date of Report: 04/02/2018
Annual Meeting Dates: 01/29/2018 to 02/03/2018

Participants: Brown, Onikia (onb0001@auburn.edu) – Auburn University; Byrd-Bredbenner, Carol (bredbenner@aesop.rutgers.edu) – Rutgers University; Colby, Sarah (scolby1@utk.edu) – University of Tennessee; Franzen-Castle, Lisa (lfranzen2@unl.edu) – University of Nebraska; Greene, Geoffrey (gwg@uri.edu) – University of Rhode Island; Horacek, Tanya (thoracek@syr.edu) – Syracuse University; Kattelmann, Kendra (kendra.kattelmann@sdstate.edu) – South Dakota State University; Kidd, Tandalayo (martan@ksu.edu) – Kansas State University; Morrell, Jesse Stabile (jesse.morrell@unh.edu) – University of New Hampshire; Mosby, Terezie (terezie.mosby@msstate.edu) – Mississippi State University Olfert, Melissa (melissa.olfert@mail.wvu.edu) – West Virginia University; Shelnutt, Karla (kpagan@ufl.edu) – University of Florida

Brief Summary of Minutes of Annual Meeting:

- Welcome, introductions, agenda review: the meeting started with a general welcome to the group as well as reviewing the agenda. Introductions were done with the whole group, which included not only NC-1193 members but also students who were in attendance.
- Administrative Update: Mallory Koenings provided an administrative update on the proposed changes & reorganization to the AFRI program, as well as staffing/hiring status at USDA.
- State report highlights: Group members provided pertinent updates regarding changes or new developments at the individual, department, college, and/or university level as well as information regarding new hires and position announcements.
- Project review: Group reviewed the 5-year current plan for the NC1993 project and discussed plans for the upcoming year.
- Updates from lead personnel regarding the progress made and short-term plans for advancing the Healthy Campus Environmental Audit and Healthy Community Index, eB4CAST, the Behavioral Environmental Perceptions Survey, and the Behavioral Environmental Perceptions - Community Survey
- Impact Writing Workshop: Sara Delheimer from the Multistate Research Fund Impacts Program shared with the group strategies and instruction on crafting effective impact statements. Time was allotted for participants to draft impact statements integrating Sara's suggestions and feedback.
- Future grants, presentation and publications plans: Group reviewed all grants, abstracts and papers submitted, in progress, and in the pipeline.
- Review of Organizational Chart and Elections: Officer elections were held and confirmed for 2018-2019 and 2019-2020.
- Scheduled monthly conference calls and 2019 annual meeting: Monthly conference calls were scheduled from February – August 2018. The 2019 annual meeting date and location was tentatively set.

Accomplishments: Excessive weight gain is associated with increased risk of developing many serious diseases, including heart disease, diabetes, and high blood pressure, however, programs to address

overweight/obesity among communities of young adults are lacking. The NC1193 multistate group is developing tools to assess the healthfulness of college campuses and effectively disseminate information that can be used by campus administrators and stakeholders to make changes that support and sustain healthier environments for their students.

Short-term Outcomes: No outcomes to report at this time.

Outputs: The environmental assessments included in the Healthy Campus Environmental Audit have been conducted on over 75 campuses as part of the continued validation of the instruments. The environmental instruments that have been developed are:

- **The Full Restaurant Evaluation Supporting a Healthy (FRESH) Dining Environment Audit** evaluates the nutrition environment of dining establishments including restaurants (fast food, sit down, cafes), dining halls, cafeterias, buffets and food courts. The audit evaluates the food and preparation descriptions to determine healthfulness of menu items, rather than a nutrient analysis perspective, and the availability/extensiveness of other supports for making healthy dining decisions.
- **The Convenience Store Supporting Healthy Environment for Life-promoting Food (SHELF) Audit** evaluates the healthfulness of the food store environment of convenience stores, drug stores, dollar/discount stores, mini-marts, bodegas/corner stores, and food carts. The audit evaluates the presence of healthier foods and the availability/extensiveness of other environmental supports for making healthy food purchasing decisions.
- **Healthfulness Vending Evaluation for Nutrient-Density (VENDing) Audit** evaluates the nutrition environment of vending machines (snack, beverage and prepared foods) using nutrient density healthfulness scores and the availability of environmental supports for making healthy vending purchase decisions.
- **Physical Activity Campus Environmental Supports (PACES) Audit** evaluates the recreation facilities and programs for a campus environment and the availability and extensiveness of the environmental physical activity supports.
- **Sneakers and Spokes Walkability/Bike-ability Audit** is adapted from the Centers for Disease Control and Prevention's (CDC's) Healthier Worksite Initiative Walkability Audit and evaluates the safety and quality features of walking/biking path segments on a campus.
- **Healthy Environment Policies, Opportunities, Initiatives, Notable Topics Survey (POINTS) Audit** evaluates and benchmarks the extensiveness and quality of health promotion/obesity prevention initiatives/interventions, programs, resolutions/pledges and policies for a campus environment. The audit surveys campus professionals with expertise who categorize the extensiveness of each health promotion/obesity prevention topic rather than recording/evaluating every specific initiative/program in the environment.
- **Campus Environment Demographics Audit** tracks the geographic, demographic and environmental variables necessary to describe, modify and compare campus results.

Activities:

- The eB4CAST dissemination tool was refined over the past year via cognitive interviews and expert review. The tool was tested at 75 college campuses and 6 high school sites.
- The seven components of the Healthy Campus Environmental Audit were tested against validated tools at all multistate partner campuses.
- Instead of adapting the Behavior Environment Perceptions Survey for low-income communities, plans to create a new instrument appropriate to the target audience have been formulated.

Milestones: In Year 2 (2017-18) of this 5-year project, implementation and dissemination efforts continue on the eB4CAST tool to benchmark community-programing efforts and their effectiveness in change and sustainability, the revised Behavioral Environmental Perceptions Survey will be

administered, and the Behavioral Environmental Perceptions-Community Survey will be developed.

Impacts: Healthy diet and exercise habits help people manage their weight and prevent chronic diseases, but people can only make healthy choices if their surroundings provide easy, affordable healthy options. To help communities pinpoint changes that will provide and encourage healthier habits, the NC1193 research team developed the Healthy Community Audit, which evaluates the food choices at local dining options, vending machines, and grocery and convenience stores, walkability and bikeability, recreation facilities and programs, and policies, and the Healthy Community Index, which tracks and compares audit scores. So far, 75 communities have used these new tools and have gained knowledge related to their campus' policies and ways to improve their food and physical activity environments. These changes make healthy habits an easier, more sustainable choice for more people.

Good health means better quality of life, reduced healthcare costs, and an able workforce in communities across the U.S.

Publications:

Sowers MF, Colby S, Greene GW, Pickett M, Franzen-Castle L, Olfert MD, Shelnutt K, Brown O, Horacek TM, Kidd T, Kattelmann KK, White AA, Zhou W, Riggsbee K, Yan W, Byrd-Bredbenner C. Survey Development to Assess College Students' Perceptions of the Campus Environment. *Am J Health Behav* 2017; 41(6):701-709 https://doi.org/10.5993/AJHB.41.6.4.

Vilaro M, Zhou W, Colby SE, Riggsbee K, Byrd-Bredbenner, Olfert MD, Barnett TE, Mathews AE. Development and Preliminary Testing of the Food Choice Priorities Survey (FCPS): Assessing the Importance of Multiple Factors on College Students' Food Choices. Evaluation & the Health Professions 2017; 40(4): 425-449 https://doi.org/10.1177/0163278717735872

Colby S, Zhou W, Sowers M, Shelnutt K, Olfert M, Morrell J, Koenings M, Kidd T, Horacek T, Greene G, Brown O, White A, Hoerr S, Byrd-Bredbenner C, Kattelmann K. College Students' Health Behavior Clusters: Differences by Sex. *Am J Health Behav* 2017;41(4):378-389 https://doi.org/10.5993/AJHB.41.4.2

Loso J, Staub D, Colby SE, Olfert MD, Kattelmann K, Vilaro M, Colee J, Zhou W, Franzen-Castle L, Mathews AE. Gardening Experience Is Associated with Increased Fruit and Vegetable Intake among First-Year College Students: A Cross-Sectional Examination. *J Acad Nutr Diet* 2018 118(2):275-283. DOI: 10.1016/j.jand.2017.09.005

Horacek TM, Yildirim ED, Simon MB, Byrd-Bredbenner C, White AA, Shelnutt KP, Olfert MD, Morrell J, Mathews A, Kidd, Kidd T, Kattelmann K , Franzen-Castle L, Colby S, Brown O. Development and Validation of the Full Restaurant Evaluation Supporting a Healthy (FRESH) Dining Environment Audit. *J Hunger Environ Nutr* 2018 Published online https://doi.org/10.1080/19320248.2018.1434103

Olfert MD, Barr ML, Riggsbee K, Kattelmann KK, Leischner K, Mathews AE, Vilaro M, Colby SE A Community Based Participatory Approach to Training Young Adults to Design and Implement a Social Marketing Framed Lifestyle Intervention on their College Campus. *JMIR* Preprints. 26/10/2017:9281 DOI: 10.2196/preprints.9281

Famodu OA, Barr ML, Holaskova I, Zhou W, Morrell JS, Colby SE, Olfert MD. Shortening of the Pittsburgh Sleep Quality Index Survey using Factor Analysis. *Sleep Disorders* 2018, In press.

Horacek TM, Dede Yildirim E, Kattelmann K, Byrd-Bredbenner C, Brown O, Colby S, Greene G, Hoerr S, Kidd T, Koenings MM, Morrell J, Olfert MD, Phillips B, Shelnutt K, White A. Healthfulness of convenience stores

mediated by college students' meal intentions and energy from fat intake predicts their body mass index. *Appetite* 2018, In review.