



## **Outreach & Engagement**

# **Division of Outreach and Engagement Academic Report for 2007-2008**

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**by:**

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**Extension Volunteers** - OSU Extension involved over 19,854 volunteers in delivering Extension programs throughout the state. These volunteers contributed nearly 1.3 million hours to Extension programs such as 4-H, Master Gardeners, Master Food Preservers, Master Woodland Managers and Oregon Food Nutrition program.

**Web-base Information**—The Ecampus Website (<http://ecampus.oregonstate.edu/>) receives nearly 3 million hits per month.

**Finding Exam Proctors**—Ecampus developed a Web-based application for students to select exam proctors when their instructor requires proctored exams. Each term, about 800-900 students in 50+ online courses are required to take proctored exams, amounting to approximately 2,000 exams to track each term.

**Online Orientation**— Ecampus developed an online orientation for new distance students. To date 292 newly admitted, degree seeking Ecampus students have completed the online orientation.

**Online Sexual Harassment Prevention**— In collaboration with the Office of Affirmative Action and Media Services, Ecampus designed an online training course on sexual harassment prevention. More than 2000 OSU employees successfully completed this Online Sexual Harassment Prevention Program. Extension was a pilot test with approximately 80% of the faculty and staff having completed the course.

b. Research and its impact

**ECOP Marketing Study**—The NASULGC Extension Committee on Policy (ECOP) has commissioned a national marketing study to identify public perception of the Extension system. OSU Extension is participating in a national marketing study by working with the Copernicus Marketing group that is conducting the study to develop Oregon-specific information from the survey. This will be used to develop an on-going understanding of the perception of and needs for Extension and continue analysis from the 2006 Statewide Extension Survey and previous tracking surveys.

**Eduventures Research**—Extended Campus is a member of the Eduventures national research cooperative for continuing professional education. Ecampus participated in their major Consumer Preference National Research Projects. The analysis of this research has had important implications for our development, marketing efforts, and overall strategy. In particular, this report served as a useful tool for Ecampus to compare our course scheduling patterns with aggregate national preferences and helped us take steps to optimize scheduling. In addition, this research project highlighted a growing preference among adult learners for non-traditional delivery modes (e.g., hybrid and 100% online) and has helped us understand the profiles of consumers who are most interested in particular non-traditional formats (e.g.,

accelerated and summer session programs), and the course and program types in which consumers are most interested in these formats.

**EFR Research**—Oregon State Extension partnered with Washington State Extension in a unique Ethnographic Futures Research (EFR) project that included training six OSU faculty in the intense EFR interviewing technique. The purpose of the project was to establish an internally developed understanding of the potential impact of technology on the University's Outreach and Engagement opportunities. The outcome initially will be a report that includes a vision of the Extension, Extended Campus, and the University as a whole in 2017 as impacted by technology evolution and adoption.

**K12 Market Analysis**—Extended Campus conducted an internal and external market analysis and product inventory for the K12 Online Program. This included a K12 online market analysis of the Oregon and regional areas by the Eduventures group, a collaborative national research cooperative of which OSU is a member. The product analysis was conducted by a team of K12 stakeholders and course developers. The outcome led to suspension of the current K12 Online Program from Ecampus.

**Special Grants**—Ecampus awarded \$33,500 for seven grants supporting faculty research and scholarship (e.g., publishing) in the area of distance education, outreach, teaching and learning online, new teaching and learning technologies and other related areas. Extension awarded \$115,000 for four grants to advance Extension programming in the Portland Metro Area.

**Summer Session Survey**—OSU Summer Session surveyed 4,388 Corvallis campus-based summer enrolled students, with a 30.9% response rate. Of those students responding, 94.5% reported satisfied, somewhat satisfied or neutral about their satisfaction with their academic experience during summer session. Students also stated "top reasons for taking summer session courses" included: major degree requirements, graduation on time, complete courses quickly, reduction in course load and avoid scheduling conflicts within the academic year.

Other noted responses included:

- Students prefer four and eight week sessions over the one, three or 11 week sessions;
- Students prefer morning classes, in comparison to afternoon or evening times.
- Students primarily obtained information about Summer Session via the on-line schedule of classes, E-mail, Advisors/Professors and print ads in the Barometer

c. Outreach and Engagement

**Portland Metro Initiative**

**Issue:** The Portland metro region continues to grow in population, and in racial, ethnic and cultural diversity. The area is a significant economic driver for Oregon, and fully half of the

Oregon legislature represents this region. It is imperative that OSU Extension have a significant presence in the region. Given limited resources it is necessary to develop strategic partnerships that are informed by community assessments to address priority issues in the region. At the same time we can woefully afford to neglect the more rural parts of our state.

**Inputs and Results:** Below are examples to describe our approach in the Portland metropolitan area:

**Partnership between PSU and OSU Extension:** After initial meetings and many conversations with key leaders in the Portland metro area it was clear that to be viewed as a significant player in the region a partnership with PSU was important. The partnership began with discussions about urban rural interdependence, and the scholarly strengths of each institution. **Results to date include:**

- **Symposium - Toward One Oregon: Rural Urban Interdependence:** After numerous conversations OSU, PSU, UO, WOU, and the Governor's office of Rural Affairs came together to collaborate on the concept of "One Oregon." A \$10,000 incentive grant from OSU Extension was met by both PSU and UO to commission nine papers from mostly OUS faculty. The Symposium is scheduled for November 14 in. **Results to date include:**
- High **praise and encouragement from a wide range of stakeholders** for taking a systems approach to complex and often divisive issue(s).
- No other University, much less a University system, has taken this issue on. We are being **seen as the academic leaders nationally.**
- **OSU press will publish the papers as a book.** They are enthusiastic about the subject, the themes of interdependence, historical and economic contexts, and agenda setting for higher education's role in informing public policy.
- **OSU Extension faculty Beth Emshoff was relocated to PSU's Institute for Portland Metropolitan Studies** in 2007 and was granted a courtesy faculty appointment at PSU. This action "concretized" the partnership between PSU and OSU Extension and has significantly contributed to a host of new initiatives. This partnership demonstrates to both internal and external stakeholders the efficacy of inter-institutional partnerships. These kinds of partnerships leverage resources and are seen by elected officials, community organizations and foundations as wise use of public dollars.
- **OSU and PSU Provosts agree to work on partnership projects.**
- **Partnership with Metro Master Gardener (MG) and PSU Education and Sustainability MS degree program.** OSU MG faculty will hold a joint appointment at PSU and they will fund .25FTE. This partnership brings with it 12.8 acres of garden/farm land in the middle of Portland. School and community groups are already involved. OSU Extension will develop the master plan for the acreage, master gardener volunteers will work on demonstration plots as well as with school groups, and OSU will develop the first organic master gardener curriculum in the country. Thousands of school children, community organizations and citizens will benefit from this transformed **learning garden.**
- **The Urban Rural Connections Network POP's**, a \$1.75 M proposal for the next biennium, has moved forward because of the partnership with PSU. We will be seeking comparable federal and private funds to support the network. The POP's will leverage these additional resource requests.
- A **Regional Food Systems Report** was developed by the Institute of Metropolitan Studies in collaboration with OSU Extension and Kaiser Permanente. OSU faculty contributed data and edited sections of this report and the OSU Food Innovation Center contributed \$10,000 to the project. 150+ food industry leaders, producers, NGO's and

elected officials in attendance at the May conference universally applauded the joint effort as the best report of it's kind.

## **OSU-DEQ Clean Diesel Partnership Project**

### **Issue:**

DEQ has determined that the Portland metropolitan area has elevated levels of diesel particulate matter (PM) in ambient air. The burning of diesel fuel contributes significantly to the generation of this particulate matter. PM has been linked to a number of health effects including lung cancer, chronic bronchitis, increased incidence and severity of asthma, decreased lung function development in children and infants, increased hospitalization rates for cardiovascular and respiratory problems, and an increase in non-specific respiratory symptoms. The very young and the elderly are particularly susceptible to these effects. DEQ staff have estimated that diesel emissions cost the state nearly \$2 billion dollars per year in direct and indirect public health and environmental costs. This project focuses on diesel bus and truck fleet operators, tow boat fleet operators, and other large commercial consumers of diesel fuel.

Reducing diesel fuel consumption and emissions from diesel engines would result in lower PM concentrations in ambient air and thereby enhance the health of urban residents who are routinely exposed to the highest PM concentrations in the state. Urban areas also report high incidence of respiratory illnesses related to high PM concentrations in air.

DEQ has also determined that diesel powered farm and construction equipment contribute greatly to the mass of PM discharged to ambient air due to the lack of emission controls on these engines. In many cases equipment operators are exposed to even higher levels of PM and other air pollutants than people who live and work near the site of equipment operation.

### **Inputs:**

To date we have worked to create an inventory of diesel fleets and the actions they have taken to reduce diesel emissions. We have met with numerous fleet managers to discuss public recognition for actions taken above and beyond regulatory requirements and promote DEQ's public recognition program for clean diesel fleets. We have also met with construction firms to promote clean diesel actions. Such discussions have led to a handful of fleets switching to cleaner fuels and choosing to retrofit vehicles as a means of reducing emissions. These meetings have also resulted in the identification of three candidates for grant proposals to be submitted to the West Coast Diesel Collaborative for funding under its 2008 request for proposals. The proposals will request funding for retrofitting transit buses, repowering diesel construction equipment, and purchasing at least one new piece of road construction equipment. These projects will result in significantly lower emissions from the new, retrofitted, and repowered equipment than from the equipment currently in use. We have also identified rural school districts whose buses are in need of emissions control retrofits and will request funding to purchase and install this equipment.

### **Results:**

Retrofitting and repowering diesel vehicles and equipment in general results in reduced PM emissions and thus leads to improved air quality. An obvious effect of this work is the reduction of children's exposure to PM by retrofitting school buses

and reducing bus idling time. This is particularly significant for rural school children who typically spend more time riding buses to and from home.

**Childhood Food Insecurity: Health Impacts, Screening and Intervention.**

**Issue.** About 12% of Oregon's households are food insecure. Households with children experience food insecurity at more than double the rate of households without children. Children living in these households are at higher risk for developmental and academic problems, frequent illness and poor nutrition. For some food insecure households, the co-existence of poverty and overweight is exacerbated by the rising cost of nutrient-dense foods. Families often resort to low-cost, nutrient-poor foods to stretch the family food supply. This is a common but detrimental strategy. Knowledge of indicators and impacts of childhood hunger allows health providers to identify patients at risk and to provide an appropriate intervention. Further awareness and education among those who monitor health and development of children is an urgent need.

**Inputs.** Through funding from OSU Extension (with additional funds from Providence Health System, Oregon Health and Science University, and Oregon Food Bank), the Childhood Hunger Initiative (CHI) of Oregon recently initiated a project to develop screening and intervention tools for Oregon health providers. To gauge interest, CHI surveyed a random sample of about 600 physicians and nurse practitioners working in pediatric and family practice settings in the Portland Metro-area. We found that health providers would like to learn more about health consequences of food insecurity, how to ask a hunger risk question, and what resources are available for families in need. Based on survey results and the interest expressed among health care providers in Oregon, CHI and OSU E-campus will provide an online and paper-based continuing education (CE) course "Childhood Food Insecurity: Health Impacts, Screening and Intervention" for release Fall 2008.

**Results:** Results from the health provider survey prompted Governor Kulongoski to issue a challenge to Oregon health providers to learn more about hunger by participating in our upcoming course ([http://governor.oregon.gov/Gov/P2008/press\\_052708.shtml](http://governor.oregon.gov/Gov/P2008/press_052708.shtml)). Our monthly educational newsletter now reaches over 250 physicians, nurses, and hunger advocates. Mr. Kulongoski also awarded approximately \$50,000 to help produce, market and evaluate our course.

The CHI core team members have been invited presenters on our project at a number of statewide groups/coalitions: Oregon Hunger Relief Task Force, Oregon Faith Roundtable against Hunger, and the Inter-Agency Council on Hunger. Through these networks, we plan to expand our needs assessment to other Oregon communities. Announcements about our project made by the Oregon Medical Board, Oregon Academy of Pediatrics, and Oregon Academy of Family Physicians will help to broaden CHI's reach and impacts.

**OSU Extension Energy Initiative**

**Issue:** Renewable energy and energy conservation issues are increasingly important to Oregon and the US population as the price of oil and related products continues to skyrocket. Federal agencies are developing strategic plans related to energy issues. USDA REE recently developed an energy strategic plan which Extension will be expected to help implement. Energy is a top priority for the Western Governor's Association, the Western Interstate Region of the National Association of Counties, the Council of State Governments—*WEST*, the Western Extension Directors, and Governor Kulongoski. President Ray signed an agreement that OSU would be carbon neutral.

**Inputs and Results:** Following are examples of projects that OSU Extension has pursued as part of the Extension Energy Initiative:

***US DOE funded project:*** Through this Pacific NW project a survey of Oregon county Extension faculty and staff was conducted and determined that:

- The most frequent clientele requests were for information about bio-fuels, energy efficiency and conservation in the home and on the farm, climate change, and wind energy. Energy interests are very diverse and also include solar, geothermal, wave, hydro, fuel cells, etc.
- 86% of respondents felt an Extension Energy outreach program would be of assistance in their work; 83% were interested in informational web sites; 81% requested phone numbers and referral information for clientele; 69% wanted brochures or other educational materials; 57% requested energy audits; 50% desired in-service training/workshops; 31% were interested in getting involved in energy Extension work; 55% would like to stay connected to Extension energy programs.

Also through the US DOE project Joe Junker, who heads up the OSU Industrial Assessment Center (IAC), has been working .25FTE as an Extension Energy Specialist. He is developing and testing a farm energy audit instrument and process which will adapt the IAC model to identify opportunities for improved farm efficiency, document the results, & create a road-map and supporting resources that farms throughout Oregon could use to identify their best options for cost effective improvements. Assessments will begin this summer with four OSU facilities including: the OSU Dairy, Greenhouse, Vegetable Farm, and the Hyslop Farm north of Corvallis.

***OSU Energy Group:*** In the summer of 2006 faculty from Extension, the Sun Grant Program, and the Institute for Natural Resources began meeting to share knowledge and coordinate activities regarding energy related issues. This self-appointed group grew to about 15 faculty and continued to meet through early 2008, recommending that OSU administration form a central office (OSU Energy Innovation Center) that would coordinate OSU's response to renewable energy issues and be a central point of contact for media, legislators, and citizens inquiries. The concept has not been funded, although the group had significant input into the BEST proposal which did receive legislative funding in 2007, and other energy and sustainability related activities.

***Oregon Department of Energy Partnership:*** Several meetings have been held between Extension and ODOE administrators to seek ways in which we might

support one another in renewable energy work on behalf of Oregonians. This has resulted in a signed MOU to cooperate, and ODOE is currently funding a part time faculty member working on energy efficient appliances.

***Climate Masters Program (CM):*** Extension is engaged in a partnership with the UO to expand their CM program, which was patterned after Master Gardeners, and is intended to help individuals and businesses reduce their carbon foot print. The program, pilot tested in Eugene last year and being expanded to Corvallis, Bend, and Roseburg later this year, resulted in more than 700 volunteer hours. This work lead to reduced emissions by an average of 2 tons per person, which is 10% of the national average per capita emissions and 20% of the Oregon average. Funding is being sought for statewide CM replication.

**One-time Fund Infusion**—Ecampus provided one-time special grants to colleges and units to support new and on-going projects in support of online course and program development. The distribution was based on the colleges' participation in online course development through Ecampus. A total of \$ 783,062 was distributed to nine colleges and the Academic Success Center. Success of these projects is currently being reviewed.

**Community College and DPP Engagement**—Ecampus continued partnerships with 13 Oregon community colleges and two community colleges in Hawaii (Hilo and Oahu) in the Degree Partnership Program(DPP,) creating opportunities for dual-enrolled students to complete their OSU degrees online. Extended Campus/Summer Session has worked with the College of Education and Portland Community College to offer five Teacher/Counselor Educator courses on the Portland Community College (Sylvania & SE Center) campuses to allow professionals in the area to be involved with OSU programs in their own geographic locations. Ecampus has provided a grant to the OSU Natural Resources program to complete program/course articulations for Mount Hood CC, Clackamas CC, Treasure Valley CC's as part of the DPP/Ecampus effort, as part of Ecampus' continued support for the development of degree completion programs in partnership with the community colleges and OSU departments/colleges.

**Financial Aid**—OSU Extended Campus allocated \$200,000 for eligible degree-seeking Distance Education students, through the Office of Financial Aid in fiscal year 08. Summer Session allocated \$100,000 for eligible degree-seeking summer students, through the Office of Financial Aid.

**Portland Office**—Ecampus has successfully completed a second year in its downtown Portland office (within the OSU Foundation offices.) This new location has provided greater access and visibility of OSU Extended Campus to Portland area institutions, businesses and the public. It has also provided Ecampus with easy access to Portland Community College staff and student populations, in addition to other community colleges in relative proximity to the Portland metropolitan area. The Portland office also allows us to participate in Community Higher Education Consortium, a consortium of Portland Area institutions that offer degree programs to

adult learners. The group stages education fairs at the sites of Portland area employers who offer tuition reimbursement benefits. Location in Portland also permits Ecampus to be active participants in OSU's "Portland Initiative."

**Developmental Math (MTH 65/950)**—OSU Extended Campus coordinates OSU's on-campus and online Developmental Math courses. These courses had 446 enrollments during 2007-08 and helped OSU students prepare for college level math.

### **Non-credit Programs**

1. **Phytophthora Training**—Ecampus launched the "Phytophthora Online Course: Training for Nursery Growers" course in April 2008. This unique non-credit online program addresses a pressing need within the state's nursery industry to control a serious plant disease problem. Jennifer Parke senior researcher in the OSU Crop and Soil Science led the content team for the course project. Development of the course was funded via an Oregon Department of Agriculture grant.
2. **Master Gardener Online Training**—Ecampus and the Extension Service are partnering to launch the non-credit Master Gardener online training course in September 2008. This project marks the first major collaboration of Ecampus and the Extension Service to deliver online education. Availability of the course was announced in May 2008, triggering over 200 email requests for more information.

### **Summer Session Community Outreach Projects**

- Free-Noon Concerts: every Wednesday from June – August
- Free Film Series: every Friday from June – August
- University Theater presentations: July – September, open to the public
- Partnership w/College of Education to offer two Teacher/Counselor Educator courses with 40 students participating on the Portland Community College (Sylvania) campus.
- Establishment of self-sustaining Summer Session programs in two new geographical areas within the state of Oregon (Portland Metro and Oregon Coast)
- Collaboration with the Hatfield Marine Science Center (Newport) to offer four undergraduate, graduate credit courses and professional workshops with 17 students participating on the Oregon coast.

#### **d. Community and diversity**

##### **Enhancing Organizational Capacity for Diversity**

Extended Campus and Extension are aligning their efforts to enhance community and diversity within the OSU Division of Outreach and Engagement. Sarah Williams, a member of the Ecampus Diversity Task Force, has joined Dan McGrath as Co-Coordinator of the Oregon Change Agents States for Diversity (CASD) project and attended the CASD coordinators meeting and leadership training in Kansas City in July of 2008. Ecampus and Extension intend to revise, align, and possibly merge their

separate diversity action plans. Our overall goal is, through diversity initiatives, to create a thriving learning community on and off campus where diverse faculty, staff, students, and clientele feel welcomed, included, supported, and empowered to make significant contributions and to reach our full potential. See attached document for more detail. (Appendix A)

e. International-level activities and accomplishments

Most activities and accomplishments are described within the collegiate reports. As extracted from available travel records, 25 Extension faculty members traveled to 35 destinations. OSU Extension representatives from 16 of our 36 counties participated in international activity. Ecampus online courses and programs reached students in every U.S. state and from 28 foreign countries. Summer Session collaborated with OSU International Education & Outreach to offer study abroad courses in Australia and Fiji with 24 students participating. Lists available upon request.

**Arabic Language**—Last year Ecampus for the first time offered a full year sequence of foreign language study in the Arabic language. The second year of Arabic was approved for online delivery beginning fall, 2007.

**Growing Relationship with China Distance Education Programs**—During the past year, Outreach and Engagement cosponsored a dinner in September 2007 in Corvallis for visiting Chinese officials from the Central Agricultural Broadcasting and Television School (CABTS) centered in Beijing. CABTS reaches more than 400 technology equipped learning centers with 46,000 tutors stationed around the country. October 15, 2007 Associate Provost Dave King gave an invited lecture on technology-mediated education nationwide in China to more than 5,700 participants. In April 2008, King completed negotiations on a Memorandum of Understanding between CABTS and the American Distance Education Consortium (ADEC) which Oregon State is a member, that will promote exchanges among faculty members and distance education course developers, a jointly published report on distance education opportunities in the USA and China, and a jointly sponsored distance education conference in Beijing in 2010.

f. Other appropriate initiatives

**Presidential Commission on Outreach & Engagement** (Appendix B)

In fall and early winter 2007, a six-member presidential commission spent three days both on and off the OSU Corvallis campus evaluating the state of OSU Outreach and Engagement and possibilities for enhancing such activities. The Commission recognized three overarching mandates for OSU to achieve its aspirations:

1. Make outreach and engagement a *presidential priority* and *university imperative* that is clearly articulated, widely understood and appreciated, universally practiced, and enhanced by words, actions, symbols, and culture.

2. *Extend and engage aggressively, strategically, and comprehensively* with the State of Oregon, the region, and beyond.
3. *Complete and fortify* the currently identified Division of Outreach and Engagement *by expanding* on the realignment of Cooperative Extension and Extended Campus (Ecampus) *to include engagement efforts in other campus units.*

### **Draft Outreach and Engagement Strategic Plan** (Appendix C)

To align with directions common among leading land grant universities, the report of the President's Commission helped drive involvement of external experts and stakeholders and internal faculty and staff to develop a strategic plan for outreach and engagement at OSU, with a focus on implementation steps to accomplish the six goals of:

1. Access
2. Partnerships
3. Scholarship
4. Integration
5. Culture
6. Resources

The O&E Strategic Plan is currently in its final editing stages with an anticipated completion date of September 1, 2008.

### **Outreach & Engagement Transitional Leadership & Organizational Models** (Appendix D)

As we transition into the new Outreach & Engagement model and begin implementing the strategic plan, three leadership groups and a transitional organizational structure were identified to lead the outreach and engagement effort.

## **2. Assessment of Unit's efforts**

### **What Worked**

- **Targets Met** -- Ecampus Distance Education met target growth goals for 07-08. Actual growth rate: +12.85% (exceeded the projected growth of 10%)
- **Growing Accountability** --- Extension's accountability system (SOARS) completed its first year. Over 376 Plans of Work and 300 Reports of Accomplishment were submitted including 84 impact statements. Data obtained through the SOARS program provided administration with information to be used with the Legislature, Congress and other venues.
- **Ecampus First Annual Faculty Forum**—More than 80 OSU faculty members from various disciplines came together in May to share best practices and strategies for developing and teaching effective online courses.
- **Effective Relationships**—Relationships with the academic colleges and departments have improved significantly and continue to improve and expand.

- **Use of Technology and Communication** – Extension increased its use of technology to improve administrative effectiveness and efficiencies and to reduce administrative costs.
- **Online Course Assessment**—Ecampus provided grants to academic departments to support peer review for online course quality assessment for courses 3 years and older. This year 11 courses were assessed by peers in the academic departments, with written reports submitted to department chairs.
- **Effective Incentive**—Ecampus revenue model worked as an incentive to some departments and colleges to increase their inventory of distance education delivered courses.
- **Commitment to Diversity** – Extension continues its commitment to diversity by creating and filling a Diversity Specialist position. In addition, OSU Extension is participating in a nationwide program (Change Agent State), sponsored by CSREES to uniquely focus on changing the environment and success in building a diverse organization. A diversity catalyst team was formed and is actively working on updating the Extension Diversity Plan. Extension faculty continue to increase their impact on reaching audiences with the highest needs.
- **Oregon Open Campus** – Extension and Ecampus continue to actively explore the open campus model. Two pilots are in the development stage; Tillamook County and Central Oregon.

### Need Improvement

- **Testing Center**—Providing proctored testing sites on or near campus for Corvallis-based Ecampus students continues to be a difficult problem to solve. This issue will be a top priority for the coming year. Ecampus will reopen discussion with Athletics about providing support for a student success center and the opportunity to build a testing center into the plans.
- **University Response to Identified Learner Needs**—It continues to be difficult to translate regional and state learner needs and wants into specific responses from OSU colleges and departments. Motivating growth in new programs that directly respond to the identified needs is more difficult. Money alone is not an adequate stimulus. The overall number and type of degree programs is not meeting the demand of the adult learners in the state. A greater variety of degrees will be required if OSU is to be competitive in serving a growing percentage of the state’s population in the metropolitan Portland and other urban areas.
- **Technology** – Increased funding is needed to improve learning and access via technology.

- **Regional Approach to Deliver Programs** – Due to declining budgets and staff, it becomes more important to look at programs being delivered regionally. The large geographic region of the state and increasing transportation expenses provides a challenge in the regional approach to successful programming.
- **Interdisciplinary Programs**— The funding models—both the traditional University and the Ecampus model—aren’t directly supportive of the development of multidiscipline degree programs. The current effort to develop a multidiscipline Masters of Natural Resources is a good example. With no specific academic home for Natural Resources, yet a significant identified need from learners around the state and country, it has been difficult to develop a business model that all parties and course providers find acceptable.
- **Adequate Academic Advising for Distance Students**— Ecampus is seeing an increase in concern expressed by off-campus distance students about their access to advisors. An anecdotal analysis of on-campus advisors indicates there are issues with the time it takes for some advisors to accommodate the needs of distance students. Ecampus is exploring a variety of options for addressing the advising needs of off-campus students.
- **K12 Online and other K12-oriented Engagement Programs**—These programs include:
  - K12 Online—online courses designed specifically for K12 classes
  - A Taste of College—a two-week residential preview of college for high school students,
  - Expanded Options Program (XOP)—responding to Oregon Senate Bill 300, provides opportunities for high school students to take post-secondary classes sponsored by public school districts
  - Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)—program that focuses on encouraging students from low income and underprivileged communities to prepare for and attend college

All these programs are suffering from a similar malady, lack of fiscal efficiency. In each case it appears that another educational organization can and does offer access to similar programs for less cost to the students. Also in some cases except for K12 Online, the programs are on-campus site-based programs well out of the natural expertise of Ecampus as an online course development unit.

Because of these issues, all these programs are on hiatus or suspended and will be closely reviewed before any additional activity occurs. Specifics are available upon request.

- **Statewide Leadership Model** – Extension needs to redefine the statewide leadership model to improve access to university knowledge. The Oregon Open Campus concept is helping redefine this model.

## **Barriers**

- **Institutional Policies & Procedures**
  - Banner’s inability to cope with non credit offerings

- Central HR barriers: Recruitment processes provide costly delays which impacts the quality of the pools and hiring the highest qualified candidates
- University policies do not accommodate entrepreneurial work or creative partnerships with other OUS institutions and/or outside agencies
- **Central Resources** – Lack of central resources to support the Outreach and Engagement mission impacts the implementation of a university wide outreach and engagement.

### **3. Awards Summary**

Of the approximate 300+ Outreach & Engagement faculty and staff members, **108** received formal recognition through one or more awards. The total number of awards received was **203** of which at least **82** were national or international in scope, at least **20** were regional (multi-state) and at least **101** were state or local awards. List available upon request.

# Results and Outcomes

## 1. Performance Metrics

Oregon State University  
**Statewide Performance Indicators**  
(OSU # 1 / OUS #23)  
Statewide Public Services

**Extension Service:  
FY 1995-96 to FY 2007-08**

Fiscal Year	State Resource Expenditures	All Other Expenditures	Other/State Ratio
FY 1996	\$13,852,497	\$9,519,689	0.69
FY 1997	\$13,856,141	\$11,261,151	0.81
FY 1998	\$14,899,386	\$10,391,007	0.70
FY 1999	\$15,853,679	\$11,887,702	0.75
FY 2000	\$18,023,764	\$12,272,945	0.68
FY 2001	\$18,325,564	\$15,954,704	0.87
FY 2002	\$17,911,438	\$16,656,079	0.93
FY 2003	\$17,422,891	\$15,044,898	0.86
FY 2004	\$18,561,321	\$11,408,971	0.61
FY 2005*	\$16,037,870	\$15,581,665	0.97
FY 2006	\$19,336,636	\$14,215,381	0.74
FY 2007	\$20,076,088	\$14,936,915	0.74
FY 2008	\$21,746,832	\$14,662,333	0.67

\* OSU Extension Service expenditure numbers.

Sources: OSU Extension Service; Janet Drollinger (July, 2008)