

**Oregon State**  
UNIVERSITY

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**Outreach &  
Engagement**

**Division of Outreach and Engagement  
Academic Report for 2008-2009**

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**by:**

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## 2008-2009 Highlights

This Academic Report integrates activities, accomplishments and perspectives of University Outreach and Engagement outside of items expected to be reported by individual OSU colleges. It includes principal features of the OSU Extension Service and OSU Extended campus (Ecampus). For a complete picture of the essential elements of University-wide outreach and engagement, the appropriate section(s) of each academic report should be consulted.

### 1. Programmatic Achievements

#### a. Student engagement and success

**Enrollment in online courses offered through OSU Extended Campus has grown substantially:** approx. 20% increase over the prior year; in 2008/2009 – between 2,300-3,200 individual students or learners per term.

#### Student Credit Hours

**2007/2008= 51,318 SCH**

Approx. 13% increase over the prior year

**2008/2009 comparison: 62,194 SCH**

#### OSU Summer Session

##### **Enrollment in Summer Session courses**

Oregon residents	4,036
U.S. Non-Oregon	963
International	365

Total 2008/2009 unduplicated headcounts of on-site students enrolled was **5,364**.

#### **OSU Extension Learner Contacts**

Oregonians engaged in some meaningful way with Extension education efforts: more than 2,340,000

**Extension Volunteers** - OSU Extension involved 19,772 volunteers in delivering Extension programs throughout the state. These volunteers contributed 990 thousand hours to Extension programs such as 4-H, Master Gardeners, Master Food Preservers, Master Woodland Managers and Oregon Foods and Nutrition program. These volunteer hours are equivalent to 475 FTE.

#### **Ecampus increased access for campus-based students in impacted courses**

- Approximately 10% of campus-based students took at least one Ecampus course.

- Approximately 60% of students enrolled in Ecampus courses are also enrolled in OSU campus-based courses. These on-campus students chose Ecampus courses primarily as a solution to help them get access to a course that was unavailable on campus. Others prefer the flexibility online courses provide in their schedule.

**Students seeking degrees through Ecampus online programs continue to grow**

- Students seeking degrees through Ecampus increased from 865 in 2007-08, to 1,102 in 2008-09 academic year.
- In 2006-07, 87 students graduated from OSU through programs offered via Ecampus. In 2007-08 131 students graduated.
- Distance students use Ecampus courses/programs to access OSU. They can't get to Corvallis because of their career or family commitments. Through Ecampus they are able to become "OSU students" while continuing with their life commitments.
- Approximately 70% of Ecampus students are women. Many of these women are mothers and find online courses to be the way to juggle family commitments and school at the same time

**New Courses Developed**

Approximately 130 new OSU Extended Campus online credit courses were developed from the following colleges:

- CLA - 47
- CAS - 21
- COB - 5
- COS - 14
- FOR - 6
- COAS - 3
- HHS - 7
- CoEd - 29

**New Programs Developed**

12 new or revised OSU Extended Campus multi-course online credit programs were developed:

- Business and Entrepreneurship Minor
- Chemistry Minor
- PhD Ed-Counseling
- Teacher Leadership PhD
- Two Year MAT
- ESOL Licensure
- Education Double Degree
- Pre-Law Series
- Adult Ed Masters
- Political Science

- Sociology
- Fisheries and Wildlife BA

**Annual Course Offerings**— Extensive course offerings across 10 Colleges:

<b>2008-09 Course offerings by College</b>	<b>Number of courses offered</b>	<b>Student Credit Hours</b>
<b>Agricultural Science</b>	170	7,690
<b>Business</b>	23	3,200
<b>Education</b>	214	5,108
<b>Forestry</b>	29	1,066
<b>Science</b>	214	14,615
<b>Liberal Arts</b>	604	25,688
<b>COAS</b>	10	800
<b>Engineering</b>	26	772
<b>Interdisciplinary</b>	17	507
<b>Academic Learning</b>	16	225
<b>Health &amp; Human Sciences</b>	52	2778
<b>Totals</b>	1375	62449
<b><i>Total number of unique (unduplicated) courses</i></b>	<i>643</i>	

**Exam Proctoring**—To accommodate the growing number of proctored exams, Ecampus continued to refine its Web-based application through which students arrange for test proctoring when required by their instructor. This year Ecampus proctored nearly 9,000 individual exams for 5,400 students in 250 online courses.

**Online Orientation**— Ecampus continues to refine an online orientation for new distance students. This year approximately 480 newly admitted, degree-seeking Ecampus students completed the online orientation prior to their appointments with their program advisor. We are currently in conversations with OSU START (campus orientations) to re-purpose our online orientation for campus-based students who are not able to attend START in person.

**Student Services Support**—

- Pre-admission contacts:

- Individual student contacts, initiated by the student (email or phone): 8/day (40/week; 160/mo.; 1,920/year)
- Unofficial transfer evaluations: 2/day (10/week; 40/mo; 480/year)
- Community college transfer fairs attended: 24/year
- Employer-sponsored education fairs attended: 30/year
- Community college site visits: 20/year
- Distance degree-seeking student support
  - Ecampus provided administrative support to 1,102 students enrolled in our distance degree programs.

**Student Evaluation of Teaching**— Ecampus continued to offer the online version of the SET. Response rate averaged 26% over the academic year, with winter term topping out with a 31% response rate. Averaged over the year, 85% rated their course as a whole as good to excellent, while 82% rated their instructor’s contribution as good to excellent.

**Financial Aid**—OSU Extended Campus allocated \$300,000 for eligible degree-seeking Distance Education students and Summer Session students, through the Office of Financial Aid in fiscal year 08-09.

**Developmental Math (MTH 65/950)**—OSU Extended Campus coordinates OSU’s on-campus and online Developmental Math courses. These courses had approximately 450 enrollments during 2008-09 and helped OSU students prepare for college level math.

### **EXTENSION OUTREACH EDUCATION PROGRAM HIGHLIGHTS**

These are examples. See college reports for more information.

- **Wood Innovation Center Connects Research to Industry Needs**

Last spring the Extension-led Oregon Wood Innovation Center (OWIC) worked with an Oregon company competing for a contract to export hemlock lumber to China. The Chinese company took the position that Oregon second growth hemlock lumber was not as good as the old growth hemlock available from a lumber export firm in Canada. OWIC was able to quickly compile and present a detailed research-based report comparing old-growth and second-growth hemlock that convinced the Chinese to award their contract to the Oregon company.

Outcome: The Portland company is now selling \$200,000/month of Oregon-grown second-growth hemlock, milled in Oregon, to China, due in large part to Extension’s linkage to OSU research and ability to rapidly respond to practical information needs of Oregon entrepreneurs.

- **Pesticide Safety Faculty Inform Development of Policy**

Before 2009 Oregon was one of only 14 states not having pest management regulations for public schools. In response, Extension faculty Paul Jepson and Tim Stock helped guide the development of Senate Bill 637, the “Pest Management in Schools” act. Jepson and Stock work in OSU’s pesticide safety education program.

Outcome: Passed and signed into law in May 2009, Senate Bill 637 identifies Extension to develop model integrated pest management plans for use in schools. Jepson and Stock also worked to secure grants from EPA and USDA to conduct pest management training in Oregon school districts.

- **Extension Delivers Hunger Education to healthcare workers**

Oregon has one of the leading hunger rates in the nation. Poorly nourished children are at particularly high risk of suffering from health problems and related emotional and psychological issues.

Extension Nutrition Educator, Anne Hoisington, headquartered inside the Oregon Food Bank in Portland, developed the Childhood Hunger Initiative to combat this problem. She, along with several partner health-care agencies and organizations have trained hundreds of health care workers to recognize signs of hunger and learn intervention strategies that are effective in helping children and families at-risk for hunger.

Outcome: Hoisington is expanding this educational program via creation of a new, five-unit online course on hunger intervention strategies, available through Ecampus. Since it became available last October almost 300 nurses, physicians, dietitians and other health-care practitioners have taken the course.

- **Extension 4-H Youth Development Program Impact**

Currently the OSU Extension 4-H Youth Development program enrolls 150,000, or more than 1 in 5 youth in Oregon’s K-12 population. The OSU Extension 4-H youth development program emphasizes personal growth through positive leadership, citizenship and life skills experiences.

Outcome: As compared with youth in other out-of-school programs, 4-Hers are:

- 3.5 times more likely to volunteer in their communities
- 1.6 times more likely to expect to go to college

An example of program impact: In partnership with Intel, a technology-based 4-H project called “Tech Wizards” focuses on Latino youth. Participants in this Washington County 4-H club are raising their grade point averages, staying in school, and planning on going to college. Graduation rates for club members are 95 percent; well over the graduation rate of 71 percent for the general Latino student population in Oregon.

- **Extension Small Farms Program Online**

Extension’s small farms program is broadening outreach to Oregon’s growing small farm population through expanding use of technology.

Small farms—defined as 50 acres or less in size and earning \$50,000 or less income annually—generate millions of dollars in agricultural sales each year and are leaders in supplying locally grown produce, via farm-direct sales, to Oregon communities. Extension delivers education on small acreage management, commercial small farms entrepreneurship and community food systems direct marketing.

Outcome: In 2008 the Oregon Small Farms website received nearly 1 million hits, a 68 percent increase over 2007. Also in 2008, the website received over 83,000 visitor sessions (defined period of interaction between a viewer and a particular website), an increase of 55 percent over 2007. See the website at <http://smallfarms.oregonstate.edu/>

- **Sea Grant Extension Raises Awareness of Invasive Species**

Extension conducts extensive public education and training programs intended to raise awareness of invasive species and the economic/environmental damage they can cause in Oregon watersheds. Extension recently worked with Oregon Public Broadcasting (OPB), The Salem Statesman Journal, and the Oregon Invasive Species Council to develop one of the nation's largest and most effective public campaigns (including a 10-month Statesman Journal series) to help people understand and respond to invasive species in Oregon. An OPB documentary on this subject, "Silent Invasions," won the Dupont-Columbia award (equivalent to a Pulitzer Prize for documentaries).

Outcome: Increased awareness has led to passage of five pieces of new legislation in the 2009 Oregon legislative session on invasive species prevention.

- **Extension Grow Your Own campaign**

Extension and the Extension and Experiment Station Communications Dept. (EESC) launched the "Grow Your Own" campaign in February 2009, in response to the recession and high unemployment that hit Oregon earlier in the year. The campaign sought to deliver the publication and other Extension gardening information to new gardeners before spring planting. This effort included:

- Distributing additional copies (more than 6,000) of the Extension *Grow Your Own* home gardening information publication.
- A series of news releases, sent to more than 230 media contacts, featuring gardening information and highlighting availability of this information from Extension.
- Home gardening information was made easier to access via the Extension website.

Since the campaign began, OSU Extension web sites, including Northwest Gardeners E-News and the Gardening Encyclopedia webpage, received nearly 60,000 hits per month.

## b. Research and its impact

**Special Grants**—Ecampus awarded \$100,000 for ten 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 Grants and Contracts**

Extension faculty magnified and expanded their work in 2008 through more than 300 grants and contracts, bringing in an additional \$23 million. This is an increase of \$13.8 million over 2007.

### **Extension Innovative Grants**

Extension awarded over \$234,000 for seven innovative Extension outreach education projects. These projects include: Partnership for Clean Air and Health; Childhood Hunger in Oregon: Educating and Engaging the Medical Community; Urban Horticulture Education, and others.

**Eduventures collaborative market research projects**-- Ecampus participates as a member of a collaborative research group in the field of 'continuing and professional education.' Through Eduventures we have conducted numerous market research studies, needs assessments, and competitive analyses. Many of these projects have been solely for Ecampus, where others have been collaborative studies with approximately 100 other continuing education/distance education units around the country. The results of these research projects have helped guide us and our faculty members in our selection of program development and funding. It also keeps us informed of current trends in our field.

**Summer Session Survey**—OSU Summer Session surveyed 5,015 Corvallis campus-based summer enrolled students, with a 30% response rate. Of those students responding, 95% 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" including: major degree requirements, to graduate on time, to complete courses quickly, to reduce in-course load and avoid scheduling conflicts within the academic year.

Other noted responses included:

- Students prefer four, eight and three week sessions over the one, or 11 week sessions;
- Students prefer morning and early afternoon classes, in comparison to evening times.

- Students primarily obtained information about Summer Session via the on-line schedule of classes, Summer Session E-newsletter, Advisors/Professors and print ads in the Barometer

c. Outreach and engagement

NEW PROGRAM HIGHLIGHTS

*These programs are the first examples of Extension and Ecampus working jointly to develop and deliver outreach education programs targeted to high priority learning needs of Oregonians and others throughout the world.*

- **Lifelong Learning Program: “Mastery of Aging Well”**

Supported by a \$300K US Dept. of Agriculture grant, this program provides practical, research-based solutions to many of the problems aging individuals, or care-givers of aging family members may encounter. The project has designed five engaging, online programs to support individuals in mastering the challenges that come with getting older. Ecampus and EESC are working collaboratively in the development of program materials that will be provided in three formats: 1-an informational series of self-paced modules made freely available on an OSU-hosted website; 2- a live interactive, fee-based online course with instructor facilitation; 3- DVD presentation of the fee-based course enhanced with supporting publications.

- **Lifelong Learning Program: “Online Master Gardener”**

This is the first collaborative program from the new division of Outreach and Engagement. Ecampus worked with Extension to create an online version of the successful site-based master gardener program. Through the online version we have successfully increased access to and participation in this program. Students registered from throughout Oregon as well as 13 other states and Canada. Student reviews rated the program very positively and we continue to get requests to enroll in this new popular online program. The program was offered twice in 2008/09 with an enrollment of 129 students.

**Faculty involvement with Ecampus courses**—All Ecampus instructors are approved by their academic departments. Below are the numbers of instructors teaching the 600+ Ecampus courses.

Professor	51
Associate Professor	31
Assistant Professor	26
Senior Instructor	10
Instructor	89
Emeritus Appointment	11
GTA/GA	26

**Participants--** Through our worldwide communication and Internet marketing strategies Ecampus recruited students from across the country and world to OSU online courses and programs. In 2008/09 Ecampus enrollments included students from every state as well as 40 foreign countries.

**Portland Metro area—**In order to better serve this major population center, OSU Extended Campus has co-located its Community College Coordinator in Portland with the OSU Foundation to enhance the OSU neighborhood concept, and to allow for greater outreach and recruitment of students in the greater-metro community colleges and business communities.

**Summer Session Community Outreach Projects**

- Free-Noon Concerts: every Wednesday from June – August, open to the public.
- University Theater presentations: August – September, open to the public.
- Partnership w/College of Education to offer four Teacher/Counselor Educator courses with 92 students participating on the Portland Community College (Sylvania) campus and in Medford.
- Establishment of self-sustaining Summer Session programs in three geographical areas within the state of Oregon (Portland Metro, Medford and Oregon Coast).
- Collaboration with the Hatfield Marine Science Center (Newport) to offer nine undergraduate, graduate credit courses and professional workshops with 26 students participating on the Oregon coast.

**Extension Faculty involvement in outreach and engagement**

Professor	61
Associate Professor	65
Assistant Professor	47
Instructor	63
Senior Faculty Res. Asst.	4
Faculty Res. Asst.	5

**EXTENSION INITIATIVES HIGHLIGHTS**

**Climate Masters Program**

Issue: Global climate change and reduction of greenhouse gas emissions are high priority issues in Oregon, and throughout the U.S. This has created growing need for community-level education programs that help citizens learn what they can do to make a difference locally.

The Climate Masters Program is a model for educating citizens about climate change and engaging them in activities in their household and community to help reduce their energy use and carbon footprint. The University of Oregon’s Climate Leadership Initiative (CLI) developed and modeled the Climate Masters (CM)

program after OSU Extension's successful Master Gardener and Master Recycler programs. Climate Masters is a program in which individuals take 10-11 weeks of classes and then volunteer 30 hours to assist others in assessing and reducing their carbon footprint.

The program was developed and tested in Eugene. Sarah Mazze from the UO CLI contacted OSU Extension to expand delivery of the program across Oregon. Two workshops attended by about 20 Extension faculty were offered to introduce the program. Interest has been expressed by 14 counties. Several counties expressed interest in a youth program, which is now under development (Junior Climate Stewards) and will be ready to pilot test this fall.

The Climate Master program was offered by Extension in Corvallis last winter. There were 24 participants and 6 faculty involved. The volunteer component of the program is being managed by a CM program graduate. So far the participants have engaged in 22 home energy consultations. Results of the Eugene program indicate *that* participants reduced emissions by an average of two tons per person. Also, the program brought about changes in thinking, helping participants to add a "climate filter" to their decision making processes. In addition the program resulted in stronger community connections, cost savings, and environmental benefits.

A number of Extension Offices and communities have expressed interest in offering the Climate Master program. However, fiscal resources need to be acquired to support staffing for the program. This spring the Legislature passed and the Governor signed SB942-A3, which acknowledges the importance of this program in the state of Oregon.

Grant proposals continue to be written for implementation funding. A feasibility study was recently conducted in the metro area to identify potential partners and to avoid duplication. In April the program was also shared with Extension Administrators in the Western Region.

### **Oregon Open Campus**

Issue: The ability of Oregon's labor force to adapt to the needs of future economic growth will depend in large part on availability of educational offerings tailored to meet changing requirements. Lifelong learning opportunities will be key to helping the state's economy grow and prosper.

Response: OSU's Oregon Open Campus (OOC) initiative significantly advances educational access to local businesses and workforce groups, individuals and families, and communities. Unique to Oregon, OOC addresses local learner and University needs. Crook and Tillamook pilot counties are forging partnerships, engaging learners, and establish new ways to align the state's education resources with local needs.

- Resource alignment/leveraging – Partnerships with the Association of Oregon Counties (AOC), community colleges, K-12 School Districts, OSU Cascade Campus and Extension, Economic Development, and local businesses have resulted in establishing County Education Councils, identification of workforce and student learning needs, leveraging

community college, OSU and K-12 education resources, and development of two new locally supported “smart green” learning centers.

- Efficient education delivery – Driven by local needs, OOC marries technology with face-to-face learning resources. Building on Extension services, OOC comprehensively and systematically identifies short and long-term learning needs and aligns campus-based, community college, and K-12 staff and faculty. In partnership with Michigan State University, Oregon’s first comprehensive education dashboard is being developed. The dashboard will include data analysis, local needs, education resource inventories, infrastructure needs, and tracking. Local assessments include focus groups, written and telephone surveys, and identification of infrastructure needs.
- Economies of Scale – OOC increases scale of delivering education by:
  - Efficiently identifying local learning needs through Education Councils;
  - Aligning and leveraging education resources through sustained partnerships;
  - Use of technology to reduce learner and faculty travel;
  - Creating local learning campuses that merge K-12, community college, business and Extension Service resources and thereby significantly reduce cost centers.

### **Portland Metro Initiative**

Issue: The Portland metro region continues to grow in population and is a significant economic driver for Oregon. Fully half of the Oregon legislature represents this region. OSU Extension is striving to build and maintain a significant presence in the area. Limited resources require development of strategic partnerships to address priority issues.

#### Exemplary Programs, Projects, Partnerships:

1. Urban and Community Horticulture, including the following programs: Metro Master Gardener Training Program and volunteer management; a new Organic Gardening Certificate Program, (the first to be offered in the nation); Metro Master Gardener Hotline for gardening questions; the Learning Gardens Laboratory (in partnership with Portland State University), and school and community gardens supported by Metro Master Gardener volunteers. Over 600 Master Gardeners are active in the metro area. <http://extension.oregonstate.edu/mg/metro/>
2. Availability of new offices for the Metro Master Gardener Hotline and Master Gardener volunteers arranged in partnership with the West Multnomah Soil and Water Conservation offices. WMSWCD provides computers, phones and space. This location recorded 500 information requests and referrals in first three months of operation. Staffing includes: 1 program FTE faculty targeting adults in poverty in the Metro area; 1 FTE program coordinator for the Metro area, and one .75 FTE program assistant assigned to the Learning Gardens Laboratory.

Following the recent announcement for the next Metro Master Gardener Training Program, 65 available slots were filled in two days.

3. 4H Youth Development Programs – New in 2009 – hired 1 FTE 4-H faculty for Multnomah County.
  - 2009 Multnomah/Washington County 4-H Camps and Outdoor Schools – one week day camp at the Learning Gardens Laboratory, and one week resident camp in Salem on sustainable living. Fifty youth participated in the camps. Partners include Lane Middle School in the Portland School District, and elementary schools that feed into Lane Middle School.
  - “Our Place: One Oregon” – Jon Mayer, 4-H Youth Program in Multnomah County, is developing club programs in Portland and will collaborate with 4-H faculty in Astoria and Warm Springs to teach GIS mapping, and use of photo voice for youth to describe their place (community) and share with other youth in the participating communities. This project is an outgrowth of the Rural Urban symposia held in fall 2008. Fifteen Portland State University capstone students will provide volunteer leadership for the project in the fall. A Portland State University graduate student is volunteering to write grants for funding, and Jon Mayer will teach the capstone course. The goal is to build a statewide network of rural and urban youth documenting their “place” and sharing with other ‘Our Place’ clubs. Organizers project 75 youth will participate in the first year.
  - Multnomah County, as a local partner, is ready to provide office space for Extension 4-H Youth Development programs in a county building at 46<sup>th</sup> and Belmont in Portland. Commissioner Judi Shiprack is the source of support.
4. **Americorps\* Vista Financial Literacy project** – Funded by Extension’s “Tough Times” initiative, this volunteer program will begin in August 2009. Financial literacy is a key asset to moving families from poverty to self sufficiency, a goal of sustainable living. One program goal is to have 50 percent Latino participation. The volunteer hired is bilingual and the curriculum that will be used is in Spanish and English. The program will provide training ‘at cost’ for personnel in metro organizations involved in financial education as well as interested OSU faculty and other Vista volunteers. Target goals are to reach 300 participants the first year.

### **Toward One Oregon Conference**

Issue: The connections between Oregon’s urban and rural areas are not well understood by many Oregonians. This lack of awareness and knowledge of the state’s urban-rural interdependence is a potential barrier to development of statewide strategies that can provide greater economic, social and environmental vitality for all citizens.

**Project:** Toward One Oregon: Rural Urban Interdependence – Symposium, November 17, 2008,

<http://oregonstate.edu/conferences/towardoneoregon2008/>

**Inputs:**

1. OSU Extension provided the leadership (Emshoff, Houghlum, Weber), and initial \$10,000 to be matched by collaborators to fund the work and the conference. PSU and UO each matched OSU with \$10,000 and the Ford Family Foundation provided \$5,000. A registration fee of \$75 covered the food and part of the facility.
2. A steering committee of 8 faculty from OSU, PSU, UO, and EOU worked for 2.5 years to develop the concept, select presenters, organize the symposium format, review all papers and panelists, solicit matching funds from University partners and external funders, and encourage key stakeholders to attend. 17 OUS faculty, two university Presidents and one provost participated in the program as well as a panel of newspaper editors.

**Outputs:**

1. 207 participants attended the symposium; the mix of stakeholders included faculty, students, elected officials, staff from governmental agencies, professionals from NGO's, representatives from community foundations, and interested citizens.
2. Presentations and slides by four panels on the following topics are in the OSU libraries' Scholars Archives; *Myths and Realities of Oregon's Rural and Urban Connections, History of Rural and Urban Oregon, Oregon's Political, Cultural and Demographic Trends, Economic Linkages Between Rural and Urban Regions, and How these Differences and Links Matter.*
3. "Urban Rural Connections: A Review of the Literature" was prepared for the symposium and can be found in the OSU libraries' Scholars Archives.

**Outcomes:**

1. Participants (91%) agreed or strongly agreed that the symposium was well worth attending and that higher education in Oregon should continue to work on these issues.
2. A book based on the symposium will be published by OSU Press in 2010; funds to publish are from the collaborative pool. A reader's guide will accompany this publication for use in community reading groups.
3. A policy options package for \$1.23 million "Rural Urban Connections" was presented to the 2009 Oregon legislature from the OUS board of Higher Education to continue to fund this work. Due to the current economic crisis no POP's were funded.
4. Faculty from the three primary universities found common ground to continue to work collaboratively on this important public policy issue that underlies all other 'hot button topics' such as climate change, economic development, urban growth boundaries, or sustainability.

**Sustainable living education**

Issue: Achieving more efficient use of resources has become an important goal for Oregon state and local governments, and for many individual Oregonians as well. Citizens are increasingly interested in the sustainability concept and in learning practical ways to live more sustainable lifestyles.

For public-oriented sustainable living offerings in Oregon, Extension faculty:

- coordinated the OSU Seminar Series at the 2<sup>nd</sup> Better Living show in Portland. Over 1,600 people attended our 32 workshops; 25,000+ attended the 3-day event. Partners included Energy Trust of Oregon and Portland State University. KBOO radio provided live and delayed feeds for 15 of the seminars, plus interviews and web audios, with anticipated listening audience of 50,000. [35 faculty involved.]
- featured in eight sustainability-related articles in The Oregonian and OregonLive. Readership: 100,000+. [At least 4 faculty involved.]
- organized and participated in Solar Home, Focus the Nation, Earth Week special events for 500+ general public.
- presented sustainability-related workshops and programs for 300+ general public participants; maintained sustainable living website with estimated 75,000 browsers.
- launched Climate Masters in Corvallis, an 11-week course, in cooperation with UO Climate Leadership Initiative. 24 participants. [6 faculty involved.]

Academically and nationally, OSU Extension faculty:

- direct the National Network for Sustainable Living Education (NNSLE) with 70+ colleagues from 27 land-grant institutions and 4 agencies. NNSLE members published the Living Sustainably guide (5000 copies); developed and taught training modules; had 4 peer-reviewed articles published in refereed professional journals; crafted Vision For Relevance: The Time is NOW white paper for national distribution; presented three seminars at two national conferences for 100 participants; and currently have six teams working on six projects to be completed by June 2010 (Low Carbon Neighbors, Green Camps, Walk Our Talk, searchable database, Climate Change, on-line Living Sustainably course.)
- through the Joint Councils of Extension Professionals (JCEP), created a national Sustainable Communities Initiative with active involvement by all six Extension professional associations; hosted and led 2 webinars with 60+ faculty; presented at two national conferences to 200+.
- published a chapter, Taking Personal Action, in Sustainable Development textbook (Taylor & Francis, in press, Dec 2009.)

### **Tough Times Initiative**

Issue: Oregon residents are experiencing difficult times as a result of high unemployment (2<sup>nd</sup> highest in the nation) and a significant national economic decline. Many Oregonians who have never experienced job loss

and who are unfamiliar with public support systems are finding themselves in need of support.

In response, OSU Extension faculty and EESC faculty and staff created a website targeting these individuals:

[http://extension.oregonstate.edu/emergency/tough\\_times.php](http://extension.oregonstate.edu/emergency/tough_times.php). The site was featured on the OSU website, County Extension web sites, and on several Oregon legislators' web sites. A workshop was conducted in May at the Western Interstate Regional meeting of the National Association of Counties to feature this effort. There have been over 9,000 hits on the website since it became available in early 2009.

An Extension task force was formed to identify other ways that Extension could assist Oregonians through these difficult economic times. Other outcomes include:

- Revamping information and creating a website for first-time gardeners;
- Submitting a successful proposal to hire an Americorp\*VISTA worker to focus on family financial literacy in the metro area (to begin in August);
- Developing a website for those in the forest sector to assist in finding help through the federal American Recovery and Reinvestment Act  
<http://juniper.oregonstate.edu/tough-times/index.php>. This site was featured on the Oregon.gov web site.
- Developing 7 lists of suggestions for families about how to reduce their costs. The target audience for these lists is limited income/low literacy individuals. The lists are also being translated into Spanish language, and will be distributed to OSU Extension faculty electronically.
- Developing a website targeting high-school youth to help them make a positive contribution to their family and community during these tough times (still under development);
- Co-chairing the National Managing in Tough Times Initiative, which will be rolled out to the Extension System on July 30, 2009.

#### d. Community and diversity

##### **Outreach and Engagement Diversity Initiatives**

**Diversity Catalyst Team** Two members of the Ecampus Diversity Task Force have attended the Extension Diversity Catalyst team meetings since August 2008, The group shared in trainings and discussed paths of future collaboration, including a joint Diversity Action Plan. As a result of the most recent meeting of the Diversity Catalyst Team, a subcommittee set the goal of creating a Diversity Action Plan for OSU Outreach and Engagement by fall, 2009. The goal of a division Diversity Action Plan will focus on areas of interface in how both organizations provide access to education for diverse learners.

##### **National Diversity Initiative**

- **Change Agents States:** A member of Ecampus staff was appointed Co-coordinator with Dan McGrath from Extension for Oregon, which is a member of the Change Agents States. Member states participate in a climate assessment of Extension participants and share training to enhance diversity awareness.

### **OSU Extension Diversity Program**

- The OSU Extension Diversity Program is building Extension's organizational capacity to meet the educational needs of more diverse audiences. Priorities include leadership and professional development of Extension employees in working with difference, and recruitment and retention of more diverse Extension faculty.
- OSU Extension has joined the National Change Agent States for Diversity project, formed a fifteen member Diversity Catalyst Team, and established a Diversity Website:  
<http://extension.oregonstate.edu/internal/honoring-diversity>.
- Extension Director Scott Reed, two Regional Directors, the 4-H Program Leader, and two County Staff chairs attended "Strategic Leadership for Diversity", a week-long training by Elsie Cross Associates, Inc. on managing institutional change related to diversity.
- One hundred and twenty five Extension faculty and staff have participated in professional development classes including: "How to Reach Latino Audiences," "Diversity 101," "Making a World of Difference through Personal Leadership," "Difference, Power and Discrimination," "Creating Educational Handouts for Low Literacy Clients," and "Navigating Difference through Effective Intercultural Communication."
- The Catalyst team received Search Advocacy training by the OSU office of affirmative action on how to manage unconscious bias during all phases of a faculty search process.
- A workplace climate and organizational demographic assessment was completed in 2008 and now serves as an organizational benchmark as Extension strives to diversify its faculty. The OSU Extension Diversity Action has been revised. It calls for the development of more effective mentoring programs for new faculty and staff and the establishment of effective policy and procedures for conducting exit interviews.

### **Ecampus Diversity Program**

Ecampus has continued to encourage its staff to develop leadership skills in and awareness of the issues surrounding diversity within our unit, as part of the division of Outreach and Engagement, on-campus, nationally, and globally.

### **Ecampus Diversity Initiatives:**

- **The Diversity Task Force** revisited the Ecampus Diversity Survey 2006. The Task Force asked staff to take the survey three years later, to measure our progress in creating an inclusive and welcoming workplace. Two areas of improvement have been in encouragement of staff to grow professionally, and in the reduction of barriers in the workplace raised by age, gender, ethnicity, sexual orientation, and disability.
- **Search Excellence:** As a result of both Search Advocacy and Search Excellence training, Ecampus staff now manages search and recruitment efforts with a greater awareness of unconscious bias and the need for clarity in position descriptions. In collaboration with Extension, the Office of Equal Opportunity and Affirmative Action has submitted a program proposal to Ecampus to extend the Search Advocacy training within OSU and beyond, through hybrid delivery of the training.

**Summary: What has been working for Ecampus:**

- Keeping the pulse of Ecampus through diversity surveys and other community building activities.
- Ongoing communication with Extension throughout the transition process.
- Collaboration with the Diversity Catalyst Team.
- Efforts to meet and mingle with colleagues from EESC.
- Access for non-traditional students, a diverse group who are 70% female, 36 and above, juggling family and jobs.
- Access for students with different learning styles.
- Opportunities for faculty and students to learn from different cultures through online discussions and assignments.
- Opportunities for those with disabilities to succeed.
- Opportunities to provide “safe” classrooms through training in online civility.
- Marketing efforts to target diverse audiences, including Hispanics and people with disabilities.

e. International-level activities and accomplishments

**Extension International Activity**

Most activities and accomplishments are described within the college reports. As extracted from available travel records, 18 Extension faculty members traveled to 21 destinations. Representation from 15 of our 36 counties and 3 of our 15 on campus Extension departments participated in international activity.

**Ecampus**

In Extended Campus the potential for international program development and collaborative efforts is significant. We have two primary opportunities:

- **Professional Course Developer Exchange--**

Working with the US Department of Agriculture, the American Distance Education Consortium (ADEC) and the Central Agricultural Broadcasting and Television School (CABTS) in Beijing, we have met with Chinese counterparts to plan to bring a Chinese multimedia developer to work in Extended Campus on a professional exchange. The outcome will be a set of basic bilingual learning modules that can be tested both in the USA and Asia as outreach products of Oregon State University. The full report for the USDA/ADEC Scientific Exchange led by Oregon State can be found at: <http://extension.oregonstate.edu/eesc/repository.php>

- **International Credit Program Development--**

Yunnan Normal University is interested in offering the OSU Liberal Studies option to students in China. An OSU team, led by Jun Xing, Ethnic Studies, and Jeff Hale, Liberal Studies, visited with Yunnan Normal representatives this summer. The opportunity for expanding Extended Campus-developed programs in this region continues to appear promising. Yunnan Normal representatives are planning a reciprocal visit to OSU in the fall to confirm next steps.

- **Summer Session--**

Collaborated with OSU International Education & Outreach to offer study abroad courses in Antarctica, Australia, Fiji, Italy and Scandinavia with 44 students participating. Lists are available upon request.

f. Other appropriate initiatives

**Extension Spring Training Professional Development Workshops**

Extension held its third annual Spring Training professional development session in April 2009. Nearly 200 Extension faculty and staff participated in one or more of 40 classes or event offerings. Several of the classes were offered multiple times over the four-day-long session held at the Alumni Center. Spring Training is attended by twice as many off-campus Extension staff as on campus. Each year the workshops have been refined with many new topics added. Participant evaluations have rated the training as more valuable each succeeding year.

**Faculty Forum**

Ecampus held a very successful 2<sup>nd</sup> annual faculty forum with 92 faculty members in attendance. We selected faculty with exemplary online courses to share and discuss best practices in developing and teaching online courses to other faculty. Faculty members teaching online shared ideas and successes. Ecampus faculty members also lead valuable discussions and

trainings at the all-day event and shared local and national data on trends in the field of online education. Participants' evaluations rated this event as "Excellent" overall.

### **Blackboard Training**

Training was provided using Adobe Connect for Ecampus faculty during Winter Break, specifically aimed at the features of Blackboard that changed in the upgrade. These trainings were recorded and were made available on the Ecampus faculty Blackboard tutorial site. One-on-one training was also available. The number of faculty taking advantage of one-on-one trainings targeted at the features of Blackboard used in their courses is growing and averages 20 faculty members per term.

### **Course Assessments**

Ecampus encourages academic departments and faculty to periodically assess the quality of their department's courses. In particular we encourage the assessment of courses that have been offered online *for more than three years* without formal revision. To support this effort, Ecampus provides a grant of up to \$1,500 per course to departments, for allocation at the discretion of the Department Chair, to compensate the faculty in addition to the instructor who will be assessing the online course. This year, 21 applications were received and 6 reviews have been completed. Additional reviews are scheduled for fall term completion.

### **Extension Drupal Migration**

Extension is adopting the Drupal Content Management System (CMS) for all OSU Extension and Agricultural Experiment Station websites in a project spearheaded by EESC faculty and staff. Websites that are managed via the use of Drupal present a unified branded OSU Extension/Experiment Station identity to the public.

Outcome: The project involves technical support, training, and communication with both on and off-campus Extension/Experiment Station personnel. To date, the implementation of Drupal CMS in county Extension offices and Experiment Stations has reached 92% participation.

### **Pachyderm Learning Module Software Training**

In an effort to provide Extension and Agricultural Experiment Station faculty with online education software tools, EESC is leading the Pachyderm software training project. The advantage of Pachyderm is that it is easy-to-use and effective for online learning. The application of Pachyderm will enable faculty to make information more readily available online, thereby enriching the educational delivery potential of Extension and Experiment Station websites.

Outcome: To date, 42 faculty and staff have completed a two-day Pachyderm training. This led to development of several online interactive modules on

horticulture, new media, biological and ecological engineering, molecular toxicology and other topics.

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

### **What Worked**

**Interaction with key stakeholders (clients, cooperators, OUS Board, OUS Chancellor, legislators) to secure acceptable biennial budget outcome.**

**Expanded local funding security through new tax service districts in Clackamas, Douglas, and Linn Counties.**

**Recognized program excellence through significant faculty scholarship and progression through the promotion and tenure process.**

**Meaningful progress on the university's outreach and engagement mission:**

- Completion of strategic plan
- Integration of EESC and Extended Campus

### **Revenue Share Model/Course and program growth**

- Working with our partners from departments across campus, we have been successful in creating new quality online courses. With the 10% development fund from our revenue share model, we have funded OSU faculty time to develop 130 new, innovative online courses.
- We successfully created new degree programs such as Fisheries and Wildlife, Political Science, etc.
- Extended Campus has returned over \$9.5 million to the academic colleges, and over \$2.3 million to Central Administration.

### **Student Recruitment/Growth**

- Our student recruitment/marketing efforts have been successful and have enabled us to grow in SCH over 20% from last year. We have more "distance" students enrolled in our programs than ever before. We also graduated over 150 students from our distance/online programs during 2008/9.

### **Extension Educational Publications Distribution**

In 2008-09 Extension publications, managed by EESC, distributed over 100,000 pieces of literature to help Oregonians solve practical problems and live more productive lives.

Extension distributed:

- more than 3,000 Master Gardener Handbooks to interested home gardeners;
- 16,000 4-H Clover tabloids to 4-H participants, including 2,600 copies of the Spanish Version
- more than 15,000 copies of the no-cost Garden Smart brochure; and
- 26,000 copies of the no-cost *Grow Your Own* home gardening information tabloid.

Fee-based Extension publications generated over \$200,00 in cost recovery funds in 2008-09.

## **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 the College of Education, and other potential partners, about the opportunity to co-locate a testing center into the facilities development plans.

**Continued efforts to understand and acknowledge the role and potential for university engagement.**

## **Barriers**

**Job insecurity among non-tenure and tenure track faculty and staff.**

**Goals to achieve too much on too few resources.**

## **3. Awards Summary**

Outreach & Engagement faculty and staff members received a total of 150 awards of which 61 were national or international in scope, at least 18 were regional and at least 71 were state or local awards.

# 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 2008-09**

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
FY 2009	\$20,895,548	\$19,489,256	0.93

\* OSU Extension Service expenditure numbers.

Sources: OSU Extension Service; Janet Drollinger (July, 2009)

Extended Campus

Metric #	Actuals (AY/FY)							College Targets 2012-13
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	
<b>Goal 1: Provide Outstanding Academic Programs</b>								
<b>2004-05 Themes: Increase research and outreach</b>								
<b>Increase diversity</b>								
1.1								
1.2								
1.3								
1.4								
1.x.1								
1.x.2								
<b>Goal 2: Improve the Teaching and Learning Environment</b>								
<b>2004-05 Themes: Improve student success and retention</b>								
<b>Increase diversity</b>								
2.1								
2.2								
2.3								
2.4								
2.5								
2.6								
2.x.1								
2.x.2								
<b>Goal 3: Increase Revenues</b>								
3.1								
3.2								

\* Undergrad: General Ag, Env. Sci, Liberal Studies, LS option in Elem Ed, Natural Resources, Mines: Anth, Env. Sci, Fish & Wildlife, Natural Resources, Pol. Sci, Grad: Ed.M Adult Ed, TESOL, PhD/Ed Comm Col. Leadership, Mentored Masters, M.A.T., Cont. Teaching Licensure, ESOL, HMP Grad Cert., RHP MS MHP Phil. Professional, GIS Prof. Cert.  
 \*\* Add: BA Gen Sci, Hort, Psych minor, Hist minor, Writing minor, SNR, GIS Grad Cert, Ethnc Studies Grad Cert (Kurt Peters), SMED, 6 program RFP generated.  
 \*\*\* 3.19 years average length of degree completion for both grad and undergrad level. Grad degrees (21) averaged 2.964 years; BS degrees (34) averaged 3 years and the only BA degree awarded took 14.5 years.  
 † Graduate students in degree programs facilitated by Campus were not coded in Banner as distance students prior to 05-06. The data beginning with FY2006 is duplicative to the colleges which actually grant the degrees, but is provided to show the number of degrees that are "facilitated" by the Extended Campus and delivered through the OSU distance educator programs. Source: Extended Campus (Banner).  
 ‡ The number of awards is equivalent to the number of accounting transactions made under a college's award index, rather than the number of awards received by the college.  
 Notes: For FY 2003, 2004, and 2005, all awards affiliated with both a campus department and the OSU Extension Service were reported under the affiliated campus department. Beginning FY 2006, these awards will be reported under the OSU Extension Service and not the campus department or college.  
 "N/A" -- Not Applicable  
 Numbers in *italics* are estimates.