

## University Outreach and Engagement: Academic Report for 2010-11

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This academic report integrates activities, accomplishments and perspectives of University Outreach and Engagement (O&E) outside of items to be reported by individual OSU colleges. It includes principal features of the OSU Extension Service and OSU Extended Campus. 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.

The O&E strategic plan outlines six goals – **access, partnerships, scholarships, integration, culture and resources**. These goals are referenced below.

### 2010-11 PROGRAMMATIC ACHIEVEMENTS

1. Brief list of key initiatives undertaken and noteworthy outcomes achieved in the following areas:

a. Student (and learner) engagement and success

**STRATEGIC GOAL: ACCESS**

*Provide access to innovative and relevant educational programs, research and information resources within OSU to meet the broad range of current and future needs of individuals, businesses and communities in our state, nation and world.*

In its first year, [Oregon Open Campus](#) reached **1,261 learners in Tillamook, Crook and Jefferson counties** through courses, presentations, seminars and trainings.

**Expanded the offerings of noncredit courses available through Lifelong Learning**

- Two new courses were added - [Public Sector Economics](#) and [Mastery of Aging Well](#).
- In partnership with the Lettuce Grow Garden Foundation, the [Master Gardener Online](#) course was offered to inmates at the Columbia River Correctional Facility. The first student graduated in May with a 97 percent, and six more students have since graduated with grades between 94 and 97 percent.

**Impacted the lives of millions of Oregonians through Extension programs and education**

- **More than two million Oregonians participated in an Extension program or contacted Extension for information.** This number represents faculty members' direct interaction with individuals through Extension programming (e.g. face-to face meetings, telephone consultation or email responses) that involves education content or solutions.
- **More than 100,000 school children engaged in 4-H activities statewide.** Program areas receiving emphasis include healthy living, civic engagement and science.
- **Extension provided access to approximately 1,200 research and extension publications** to help Oregonians live better and work more effectively. More than 26,865 printed publications were distributed and over 2.7 million publications were downloaded.
- **Extension trained more than 18,000 volunteers** who contributed service to the state, which was equivalent to more than 1,000 full-time employees.

### **Leveraged new media to connect online users with Extension content**

- The Extension and Experiment Station Communications team launched a new web presence for Extension. ([extension.oregonstate.edu](http://extension.oregonstate.edu))
- **Ask an Expert, an online help center integrated into the Extension website, was rolled out statewide.** Through Ask an Expert, visitors to Extension's website can type in any Extension-related question and receive a response from agents at Extension offices nationwide in about two days. In the first four months, OSU employees and volunteers answered 776 questions with an average answer time of less than 48 hours.
- The [OSU campus tree tour app](#) for iPhone, OSU's first official iPhone application, was developed. To date, several hundred users have downloaded this app and it has received five out of five stars in the iTunes repository.

### **Created new internal partnerships with academic departments and colleges to provide broader access to OSU's educational opportunities**

- **Ecampus introduced six new online credit programs**, including degrees in economics, environmental economics and policy, human development and family sciences, sociology and Master of Natural Resources. In addition, **three new minors were added**: horticulture, human development and family sciences and popular music. And **159 new courses were added**.
- Ecampus now offers 13 undergraduate degrees, 19 minors, nine graduate degrees and five graduate certificates and more than 700 classes in over 70 subjects.

### **Developed and delivered new online courses and degree programs, connecting OSU with more individuals and communities than ever before**

- A total of **10,361 students took classes online via Ecampus**, a 15 percent increase from the previous year, and student credit hours rose 20.5 percent to 95,982 this year.
- **Summer Session enrollment increased 9.1 percent from last year to 6,240 students**, while student credit hours also increased 9.1 percent to 52,336 in 2010-11. *(These figures exclude students who only took summer courses online through Ecampus.)*
- **1,924 students completed coursework as Ecampus undergraduate or graduate majors**, a 22.8% increase from the year before
- **386 distance students received their diplomas through Ecampus**, nearly double the amount from 2010. A total of **155 graduates this year earned advanced degrees** (master's or Ph.D.). Ecampus accounted for 14 percent of all of this year's OSU graduates and included students located in 40 states and six countries, including Singapore, China and Germany.
- Ecampus and Summer Session combined to contribute \$600,000 to the university's central financial aid fund.

#### b. Research and its impact

##### **STRATEGIC GOAL: SCHOLARSHIP**

*Broaden the scope of research and scholarship that emerges from and contributes to effective outreach and engagement activities.*

- **Ecampus awarded three grants totaling \$80,500 to support faculty research and scholarship in the area of distance education, outreach, teaching and learning online, new teaching and learning technologies and other related areas.** One grant funded research conducted by Susana Rivera-Mills, College of Liberal Arts, on the effectiveness of online instruction in foreign languages, specifically first- and second-year Spanish. Dr. Rivera-Mills' research showed little difference in test outcomes between online and face-to-face Spanish students. Based on this

research, OSU has expanded online offerings in Spanish. And presentations of research findings to the Association of Departments of Foreign Languages and the Linguistic Association of the Southwest have increased the interest in online Spanish instruction around the country.

- Extension faculty authored **138 scholarly publications**.

c. Outreach and engagement, including international-level activities

**STRATEGIC GOAL: PARTNERSHIPS**

*Create and expand mutually beneficial and responsive partnerships that enhance the social, economic and environmental well being of individuals, organizations and communities.*

- **At each of the Oregon Open Campus pilot sites, partners include the local community college and a local education council or advisory group.** These councils involve economic development agencies, the K-12 school districts, chambers of commerce, county government and commissioners, human service agencies and business and industry leaders.
- The [Extension Metro Initiative](#) continues to engage partners. In 2010, a USDA Sustainable Agriculture Research and Education grant was awarded to a collaborative of university and community partners in 2011. The project, [A Sustainable Portland Metropolitan Foodshed](#), will identify barriers to small farms at the edge of the urban growth boundary as well as those urban farms inside the UGB. Outreach for the grant will provide a toolkit for farmers to help mitigate the barriers.
- Summer Session collaborated with OSU International Degree and Education Abroad (IDEA) to **connect 47 students with study-abroad courses in Antarctica, Australia, Chile, Fiji, Guatemala and China.**
- **OSU Educational Outreach hosted a workshop for course developers from the Chinese Central Agricultural Broadcasting and Television School (CABTS) within the Chinese Ministry of Agriculture.** Educational Outreach is working with the American Distance Education Consortium to develop a partnership with CABTS, the largest distance education enterprise in the world with a target audience of 900 million rural residents.
- **Extension partnered with the OSU Rural Studies Program and Rural Initiatives Development to host the largest-ever [Regards to Rural conference](#) in Corvallis on June 24-25.** The event brought together nearly 500 people from 14 states, including constituents and expert presenters to inform, inspire and celebrate all that is rural.
- [The Orange Tour](#), staffed by three OSU representatives, traveled through every county in the state to present **Community Impact Awards to 34 businesses and individuals in recognition of their ongoing support for Extension.** Local Extension faculty nominated award winners.
- **19 Extension faculty members traveled to 21 international destinations** to assist in educational efforts.

## STRATEGIC GOAL: INTEGRATION

*Integrate outreach and engagement throughout the university with expected outcomes from each college, department and unit.*

- With leadership from the Outreach and Engagement Council, OSU submitted an application for the Carnegie classification for community engagement in 2010. **The university received word in January 2011 that it had been awarded the [Carnegie Community Engagement Classification](#).** Receiving this classification validates the outreach and engagement efforts of the university and acknowledges its successes.
  - A systematic review of Ecampus was initiated through a provost-level task force that examined operational characteristics, growth potential and business model options.
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## STRATEGIC GOAL: CULTURE

*Create a widely shared organizational culture that encourages, promotes and rewards outreach and engagement activities of faculty, staff and students.*

- **Extended Campus provided leadership in Oregon and nationally in the effort to comply with new U.S. Department of Education regulations of online programs.** Through Extended Campus' expertise, much time and effort was saved and duplication of effort was reduced.
- **University Outreach and Engagement sent four OSU faculty members to attend the national [Engagement Academy for University Leadership](#) sponsored by Virginia Tech University.** This year's team of Dave King, Alison Davis-White Eyes, Tom Eversole and Susana Rivera-Mills has begun to develop a working plan for an OSU-based local Engagement Academy. The first program of the local academy will take place in less than six months. During the last four years, O&E has sent more than 12 OSU faculty, administrative and partner representatives to the national academy.
- The third biannual [OSU Outreach and Engagement Conference](#) featured keynote speaker Lorilee Sandmann from the University of Georgia and a panel of outreach and engagement practitioners and leaders from across the university. More than 240 people were in attendance.
- O&E faculty provided key leadership for national professional organizations, including University Professional & Continuing Education Association (UPCEA), American Distance Education Consortium (ADEC), Association for Communication Excellence (ACE), Association of Public and Land Grant Universities (APLU), and National Outreach Scholarship Conference (NOSC).
- [Vice Provost Awards for Excellence](#) were awarded to nine OSU faculty and staff members for outstanding contributions that significantly advanced the mission of outreach and engagement.

## STRATEGIC GOAL: RESOURCES

*Expand and increase the financial and human resources that enable success in outreach and engagement across the university.*

- **Extended Campus provided over \$850,000 to departments across campus in support of program/course development and delivery.**
  - \$810,474 to fund academic advisors for each of the 13 undergraduate online degree programs
  - \$10,875 to support faculty and advising staff in professional development activities related to distance/online education
  - \$38,250 to support course assessments, a tool the department can use to peer review a course for quality, to check to see if it's due for an update or "refresh" or to review the curriculum for any other reason
  
- **Leveraged the Extension Citizens Advisory Network (ECAN) group to effectively advocate for the Statewides during the legislative cycle.** ECAN is a volunteer stakeholder group representing each county, Extension program area and county government that 1) advises the Extension Service on issues and needs and 2) provides program and political advocacy.
  
- **Approximately \$38.3 million of external funding received was targeted for outreach and engagement.** This funding comes from a variety of sources, including independent outreach and engagement projects and large, integrated research grants where a portion of the funding is devoted to outreach.
  
- **Extension faculty received 334 grants, resulting in nearly \$52 million of revenue,** a 69 percent increase in funding from 2009-10.

### d. Community and diversity enhancement initiatives

The Outreach and Engagement Diversity Catalyst Team (DCAT), which consists of 29 campus and off-campus faculty and staff from units throughout the system, developed and made significant progress toward the goals set forth in the O&E Diversity Action Plan.

Goal 1: Recruit and retain diverse faculty, staff and administrators.

- Trained 12 faculty members as Affirmative Action Search Advocates
- Hosted 13 PROMISE interns
- Instructed eight faculty trainers to deliver Navigating Difference curriculum
- Formed an O&E Latino Faculty and Staff Support group

Goal 2: Increase faculty, staff and administrative knowledge, skills, aspirations and commitment to increasing our organizational capacity to work with diverse populations, with special emphasis on Latino audiences.

- Incorporated three diversity training sessions into Extension cabinet meetings
- Delivered two Navigating Difference workshop series

Goal 3: Increase access to Outreach and Engagement programs that meet the educational needs of diverse communities in Oregon and beyond.

- Started development of an online version of Navigating Difference
- Significantly expanded Latino youth enrollment in 4-H clubs and camps

Goal 4: Successfully complete a full cycle of civil rights compliance review conducted by Cooperative State Research, Education, and Extension Service (CSREES), U.S. Department of Agriculture, which is now known as the National Institute of Food and Agriculture (NIFA).

- Completed an online civil rights compliance-training module.
- Completed civil rights compliance meetings with five off-campus offices.

e. Other appropriate initiatives

- **Extension celebrated its centennial.** With leadership from a Centennial Committee, plans were developed to recognize and celebrate 100 years of service. Some highlights included events hosted across the state, a proclamation by Gov. John Kitzhaber making April 21, 2011, OSU Extension Day, and a special edition Extension Centennial magazine that was distributed to constituents, sharing the story of Extension's history and looking forward to the future.
- **Ecampus was ranked 18th in the nation** by [TheBestColleges.org](http://TheBestColleges.org), an independent website that reviews a variety of learning programs. The review group used criteria including class sizes, tuition costs and degrees offered to identify leading schools. OSU's high ranking was due, in part, to a diverse selection of online undergraduate and graduate programs in science and liberal arts.
- **["Toward One Oregon: Rural Urban Interdependence and the Evolution of a State"](#)** was published by OSU Press. The book, based on five years of research by a team of faculty from OSU, Portland State University and the University of Oregon, is the first of its kind in this country.
- **A series of public hearings on rural student access to higher education was conducted**, funded by the Oregon University System chancellor's office.

2. Brief assessment of the efforts in areas in: what worked; areas that need improvement; major barriers

What worked

- **By developing and delivering more online courses and degree programs, OSU reached more individuals and communities than ever before.** This growth enabled Ecampus to provide expanded access to students.
  - Ecampus added six new online credit programs, three new minors and 159 new courses.
  - A total of 10,361 students took classes online via Ecampus, a 15 percent increase from the previous year, and student credit hours rose 20.5 percent to 95,982 this year.
  - OSU Summer Session enrollment increased 9.1 percent from last year to 6,240 students, while student credit hours also increased 9.1 percent to 52,336 in 2010-11. *(These figures exclude students who only took summer courses online through Ecampus.)*

- A legislative action group was organized through ECAN to represent funding priorities of all three Statewide Public Services. This ad hoc group informed the constituent community that acted on our behalf in the statewide ways and means hearing process, **resulting in \$12 million added back to the “Statewides.”** Staff chairs (transitioning to county leaders on Jan. 1, 2012) continue to be heavily involved in building relationships with elected leaders in a yearlong process of continuous engagement.
- The **OSU Extension Service implemented a new model of regional administration**, with expanded duties for multi-county administrators and county leaders to more fully represent the university and other educational venues to Oregon citizens. A layer of administration was eliminated in the transformational process, and supervisors, as a result, are responsible for larger critical masses of direct reports.
- **Ask an Expert, an online help center integrated into the Extension website, was rolled out statewide.** Through Ask an Expert, visitors to Extension’s website can type in any Extension-related question and receive a response from agents at Extension offices nationwide in about two days. In the first four months, OSU employees and volunteers answered 776 questions with an average answer time of less than 48 hours.
- With leadership from the Outreach and Engagement Council, **OSU achieved the voluntary Carnegie classification for community engagement.**
- Also with leadership from the Outreach and Engagement Council, **the university initiated work on designing a more robust service-learning program in collaboration with the Divisions of Academic Affairs and Student Affairs.**
- Oregon Open Campus as piloted in three locations provided lessons, best practices and a set of community readiness indicators that will allow targeted areas for replication.

#### Areas that need improvement

- Advocacy for the Statewide Public Services from within the Oregon University System
- Wider participation in the mission from all university units
- Location and relational benefits of relocating the vice provost’s office to Kerr Administration
- More robust and ongoing relationships with elected leaders
- Youth outreach, experiential and service learning for matriculated students
- Improved partnerships with business and workforce

#### Major barriers

- Limited resources to invest in innovations
- Organizational inertia limits our moving more powerfully through the Extension transformation
- Lack of a comprehensive management information system for Extension. Management of client contact databases would facilitate more robust impact surveys, needs assessments and contacts for development.
- Lack of ability to incorporate our partners and stakeholders into our information technology system
- Coordinated leadership for development through the OSU Foundation

- Department of Education imposed regulations and state regulations pose financial and strategic challenges to continued and expanded offerings of Ecampus programs/courses outside of Oregon

3. Brief summary of major faculty and student awards:

- The Extension and Experiment Station Communications team received four gold awards and two silver awards from the Association for Communication Excellence (ACE) in Agriculture, Natural Resources, and Life and Human Sciences, as well as one silver award from the Council for Advancement and Support of Education (CASE).
- Ecampus was honored with four silver and two bronze awards at the University Professional & Continuing Education Association's (UPCEA) annual Marketing and Publication Awards banquet in Toronto.
- 135 awards were received by Extension faculty, including 8 international, 40 national, 15 regional, 55 state, 14 university and three local awards. A couple awards of note: Lyla Houglum received the Special Recognition Award and Mike Bondi received the Excellence in Extension Award from Assoc. of Public Land Grant Universities (APLU) Extension Committee on Organization and Policy (ECOP). Mike Bondi was also named the 2011 Extension Forester of the Year by the Forest Landowners Association.

4. Brief summary of key initiatives to leverage E&G and other base resources and to improve administrative efficiencies:

- **The provost's office supplied \$1 million in onetime funding for infrastructure upgrades to Extension and the Agricultural Experiment Stations.** Approximately three-quarters of the funds were spent in FY11, with the remainder to be spent in FY12. When all of the upgrades are done, we expect to have a robust statewide network that can handle high-speed networking, high-quality video conferencing, support higher bandwidth research activities and enable teaching to and from our statewide offices.
- After 18 months of engagement with faculty, staff and stakeholders, **a decision was made to regionalize the county administration and operations of the OSU Extension Service**, effective July 1, 2011. Counties were grouped into 12 regions, with an Extension Regional Administrator serving each region. Administrative efficiencies as a result of this restructuring will allow more resources to be invested into programs.
- **Oregon Open Campus leveraged base resources through co-location, shared appointments with partners, collaborative entrepreneurship to seek collaborative funds, and resources supplied by the community.**

In Crook County, a new Oregon Open Campus building was funded by a \$3.9 million Broadband Technology Opportunities Program (BTOP) grant and a \$1 million investment by Central Oregon Community College. In Tillamook County, Tillamook Bay Community College paid a portion of the Oregon Open Campus coordinator's salary in return for his leadership with the Small Business Development Center.



Oregon State University  
**Statewide Performance Indicators**  
(OSU # 1 / OUS #23)  
Statewide Public Services  
**Extension Service:**  
**FY 1995-96 to FY 2010-11**

<b>Fiscal Year</b>	<b>State Resource Expenditures</b>	<b>All Other Expenditures</b>	<b>Other/State Ratio</b>
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
FY 2010	\$21,161,731	\$16,231,030	0.77
<b>FY 2011</b>	<b>\$17,925,823</b>	<b>\$18,635,181</b>	<b>1.04</b>

\* OSU Extension Service expenditure numbers.

Sources: OSU Extension Service; Christen Oien (Aug. 3, 2011)

Oregon State University  
Annual Academic Program Review 2010-11  
**Extended Campus**

**PART 1A**

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	% Change '09 - '11
<b>Faculty FTE</b>	-	-	-	-	-	-	-	-	-	-	-	-
Professional	-	-	-	-	-	-	-	-	-	-	-	-
Non-Professional	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Faculty FTE</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	-
<b>E&amp;G Tenured/Tenure Track</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>Faculty Headcount</b>	-	-	-	-	-	-	-	-	-	-	-	-
Professional	-	-	-	-	-	-	-	-	-	-	-	-
Non-Professional	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Faculty Headcount</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	-
<b>E&amp;G Tenured/Tenure Track</b>	-	-	-	-	-	-	-	-	-	-	-	-

<b>SCH (Academic Year)</b>	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	% Change '09 - '11
<b>Undergraduate</b>	9742	12057	16560	15948	22664	27244	30994	35519	43735	55347	68081	55.7%
Lower Division	3913	4512	5470	6063	9180	11223	12571	14753	18605	24247	29149	56.7%
Upper Division	5829	7545	11090	9885	13484	16021	18423	20766	25130	31100	38932	54.9%
<b>Graduate</b>	2360	3273	3017	3502	3983	4234	3989	4418	5520	7030	7127	29.1%
First Professional	0	0	0	0	0	0	0	0	0	0	0	-
Other	1430	238	269	202	35	245	138	87	76	204	109	43.4%
<b>TOTAL SCH</b>	<b>13532</b>	<b>15568</b>	<b>19846</b>	<b>19652</b>	<b>26682</b>	<b>31723</b>	<b>35121</b>	<b>40024</b>	<b>49331</b>	<b>62581</b>	<b>75317</b>	<b>52.7%</b>

\* Was Distance and Continuing Education (DCE) before Fall 2002. Renamed Extended Campus starting Fall 2002.  
 \*\* No faculty FTE/headcount because there are no "home organizations" associated with Extended Campus.  
 \*\*\* Continuing Education is counted as graduate enrollment.

Oregon State University  
Annual Academic Program Review 2010-11  
**Summer Session**

**PART 1A**

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	% Change '09 - '11
<b>Faculty FTE</b>												
Professional	0.0	1.0	0.0	0.0	-	-	-	-	-	-	-	-
Non-Professional	1.7	1.0	1.0	1.0	-	-	-	-	-	-	-	-
<b>Total Faculty FTE</b>	<b>1.7</b>	<b>2.0</b>	<b>1.0</b>	<b>1.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	-
E&G Tenured/Tenure Track	-	-	-	-	-	-	-	0.0	0.0	0.0	-	-
<b>Faculty Headcount</b>												
Professional	0	1	0	0	-	-	-	-	-	-	-	-
Non-Professional	2	1	1	1	-	-	-	-	-	-	-	-
<b>Total Faculty Headcount</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	-
E&G Tenured/Tenure Track	-	-	-	-	-	-	-	0	0	0	-	-

<b>SCH (Summer Term)</b>												
<b>Undergraduate</b>	30130	30201	35384	37692	41385	41953	39404	39575	40773	48699	54289	33.1%
Lower Division	14355	14398	16904	17964	19029	19336	18063	18192	19468	24688	27591	41.7%
Upper Division	15775	15803	18480	19728	22356	22617	21341	21383	21305	24011	26698	25.3%
<b>Graduate</b>	9154	8596	8505	7694	8100	10165	10591	9737	8705	8518	9522	9.4%
First Professional	1036	919	1722	1834	1846	2144	1853	1634	1893	2019	2029	7.2%
Other	272	215	381	234	298	181	127	148	176	148	170	-3.4%
<b>TOTAL SCH</b>	<b>40592</b>	<b>39931</b>	<b>45992</b>	<b>47454</b>	<b>51629</b>	<b>54443</b>	<b>51975</b>	<b>51094</b>	<b>51547</b>	<b>59384</b>	<b>66010</b>	<b>28.1%</b>

<b>Enrollment by Major (Summer Term)</b>												
<b>Undergraduate</b>	3764	3831	4411	4341	4881	4910	4858	4922	5236	5897	6789	29.7%
Graduate	967	927	948	1367	1444	1795	1881	1817	1712	1788	1855	8.4%
First Professional	47	46	95	111	112	144	149	127	152	147	155	2.0%
<b>TOTAL Enrollment</b>	<b>4778</b>	<b>4804</b>	<b>5454</b>	<b>5819</b>	<b>6437</b>	<b>6849</b>	<b>6888</b>	<b>6866</b>	<b>7100</b>	<b>7832</b>	<b>8799</b>	<b>23.9%</b>