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 highlights from OSU’s Extension Service, Extended Campus and Professional and Noncredit Education. 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.

2011-12 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.

   Expanded the offerings available through Professional and Noncredit Education (PNE) in order to better reach professionals and those seeking licensure and recertification

   - Added four new programs including Oregon Master Naturalist Online, a series of WaterWise Gardening courses and an updated version of Management & HR Skills for Pharmacists. PNE anticipates launching more than 20 new programs in the next year.
   - Partnered with OSU’s Forestry and Natural Resources Extension Program to successfully launch the Oregon Master Naturalist Program. In the first two offerings, a total of **77 participants** completed the online course. Eighty percent of participants thought the course met or exceeded their expectations, and 68 percent enjoyed the course “very much,” while 75 percent of the participants stated they would recommend the course to others.
   - Launched a new web presence with a sophisticated enrollment and registration system in order to improve the student experience.
   - Increased both course registrations and website pageviews by over 200%.
   - Registered a 30 percent increase in the number of questions resolved through Ask an Expert, an online help center integrated into the Extension Service website

   - Oregon State’s Ask an Expert program is now among the **top four most active programs of its kind in the country**.
   - Response time was just over 38 hours, the **second-fastest response time in the country**. (The targeted national benchmark for question turn-around time is 48 hours, and the historical national average response time is 74.4 hours.)
Launched a new academy for natural resources graduate students and professionals to enhance leadership skills, gain knowledge and connect with others in natural resources fields

- The first Natural Resources Leadership Academy (NRLA) was held on campus in June 2012 and attracted 42 participants from 10 states and two foreign countries (South Korea and Jordan). A total of 37 were graduate students and five participated as noncredit students for CEUs.
- This collaborative effort involved personnel from University Outreach and Engagement, as well as 12 faculty members from eight departments spanning six colleges on campus.

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

- More than 2.1 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 114,000 school-aged 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 40,000 printed publications were distributed and over 600,000 publications were downloaded.
- Extension trained more than 14,000 volunteers who contributed service to the state, which was equivalent to more than 1,000 full-time employees.

Created new internal partnerships with academic departments and colleges to provide broader access to Oregon State’s educational opportunities

- Ecampus introduced four new online credit programs, including a Bachelor of Arts in German; a post-baccalaureate Bachelor of Science in Computer Science; a Professional Science Master’s in Fisheries and Wildlife Administration; and a Graduate Certificate in Public Health. In addition, a new minor was added in geography, and more than 180 new courses were added.
- Ecampus now offers 15 undergraduate degrees, 18 minors, 10 graduate degrees and six graduate certificates and more than 800 classes in over 80 subjects.

Developed and delivered new online courses and degree programs, connecting Oregon State with more individuals and communities than ever before

- A total of 11,298 students took classes online via Ecampus, a 9 percent increase from the previous year, and student credit hours rose 14.4 percent to 109,835 this year.
- Summer Session enrollment increased 10.2 percent from last year to 6,875 students, while student credit hours increased 13.9 percent to 59,612 in 2011-12. (These figures exclude students who only took summer courses online through Ecampus.)
- 2,338 students completed course work as Ecampus undergraduate or graduate students, a 21.5 percent increase from the year before.
- 352 distance students received their Oregon State diplomas through Ecampus from summer 2011 to spring 2012. A total of 89 graduates this year earned advanced degrees (master’s or Ph.D.). Ecampus accounted for 7 percent of all of this year's OSU graduates and included students located in 35 states and six countries, including South Korea, China and Germany.
- Ecampus and Summer Session combined to contribute $600,000 to the university’s central financial aid fund.
In its second year, Oregon Open Campus reached 1,707 learners in Tillamook, Crook and Jefferson counties through courses, presentations, seminars and trainings and advised 493 prospective post-secondary students.

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 $128,095 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 Maggie Niess, College of Education, on studying the impact teachers have in developing and extending their knowledge of teaching mathematics and science with digital technologies.
  - Also funded was a feasibility study for the creation of a Center for Online Education Research and Engagement. The study supported the feasibility and desirability of such a center, the creation of which will be undertaken in the coming academic year.

- Extension faculty authored **138 scholarly publications** and gave **72 presentations** selected through some form of peer review process.

- **Roger Rennekamp**, the associate dean for Outreach and Engagement in the College of Public Health and Human Sciences, is serving as OSU's institutional representative on a think tank established to create the **Academy of Community Engagement Scholarship (ACES)**. The purpose of ACES is to serve the public good by recognizing and contributing to high-quality scholarship that — in active collaboration with participating community partners — has a positive impact on complex societal needs and issues. Candidates for membership in the academy shall be engagement scholars and community leaders who demonstrate notable contributions to the theory and practice of working collaboratively to address societal needs, advance community engagement and advance the scholarship of community engagement.

- OSU has become one of the lead institutions in the national Engagement Scholarship Consortium (ESC) and the National Outreach Scholarship Conference (NOSC.) As the first western university to join ESC and participate actively at NOSC, the Division of University Outreach and Engagement is on the leadership team for the 2012 NOSC program development held at the University of Alabama, and is co-chairing the program committee for the 2013 conference at Texas Tech University.

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.*

- Advisory boards ensure that the work being done by our division effectively serves the present and future needs of the people and communities of Oregon. Some of these advisory boards include Extension Citizen Advisory Council (ECAN), Extension citizen advisory groups for
every program and Oregon Open Campus education councils (Tillamook, Crook and Jefferson counties). PNE and Ecampus advisory boards are in development.

- **Internal partners are critical to the success of the division's work.** Cumulatively our units work with every college: Extension partners with five colleges, Ecampus partners with 10 colleges and PNE has emerging partnerships with seven colleges.

- In partnership with the OSU Libraries, OSU Extension and Experiment Station Communications (EESC) now provides digital access to more than 6,000 current and historical Extension and College of Agricultural Sciences research publications through ScholarsArchive.

- **Extended Campus is actively working with OSU Enrollment Management to focus community college student attention on OSU's Degree Partnership Program**, suggesting that students consider a four-year plan (including two years online to get their bachelor’s degree) when entering community college rather than two years. This has included meetings with Columbia Gorge Community College and Tillamook Bay Community College. Additional partnerships are being discussed through the Oregon Open Campus initiative at Klamath Community College and Southwestern Community College in Coos Bay.

- The **Center for Latino and Latina Studies and Engagement**, also known as CL@SE, is the first O&E and research-based center at OSU. In its first year of activities, **CL@SE has become a leader in establishing engagement partnerships with Latino communities around the state**, including Pineros y Campesinos Unidos del Noroeste (PCUN) and others.

- **Community partners have invested $108,258 in direct support of Oregon Open Campus.** This includes salary support for coordinators, scholarships, office space and technology.

- Summer Session collaborated with OSU International Degree and Education Abroad (IDEA) to **connect 47 students with study-abroad courses** in Antarctica, Australia, Chile, China, Macedonia, Guatemala, Scandinavia and Spain.

- **OSU Educational Outreach is the lead institution in negotiations with the Central Agricultural Broadcasting Television School in Beijing, China for training, professional development and, ultimately, the joint creation of bilingual and cross-cultural learning modules.** A senior delegation from the Chinese Ministry of Agriculture visited campus in the spring to continue the negotiations. Other land-grant institutions under the auspices of the American Distance Education Consortium (ADEC) will also participate in the program.

- **17 Extension faculty members traveled to 22 international destinations** to assist in educational efforts.

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**STRATEGIC GOAL: INTEGRATION**

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

- **Oregon State now has a broader footprint in communities across the state with the expanded assignment of OSU County Leader responsibilities.** Under the new organizational transition, former Extension-specific staff chairs have become County Leaders who provide information
about Extended Campus programs, degree partnership opportunities, and whom to call about admissions, financial aid and other campus-wide programs.

- **A new process was approved** by which an existing campus-based academic program migrating to Ecampus will be reviewed by the OSU Curriculum Council prior to program development to ensure curricular alignment between the existing program and the proposed Ecampus offering.

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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.

- **Sent four OSU faculty members and one community partner from Klamath Community College to attend the national Engagement Academy for University Leadership sponsored by Virginia Tech University.** This year’s team of Beth Emshoff, Sam Angima, Anita Azarenko, Keith Duren (KCC) and Jeff Sherman (KCC) is implementing a plan for a pilot project in Klamath Falls to expand degree completion off campus with hybrid courses, local/regional advising and collaboration with community colleges to better serve place-bound students. Faculty and staff affiliated with Oregon Open Campus will form the implementation team. In the last four years, O&E has sent 17 OSU faculty, administrative and partner representatives to the national academy.

- **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 the Engagement Scholarship Consortium (ESC) and National Outreach Scholarship Conference (NOSC).

- **Vice Provost Awards for Excellence** were awarded to 28 OSU faculty and staff members for outstanding contributions that significantly advanced the mission of outreach and engagement.

- **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.

- **Oregon State hired its first Service Learning Faculty Development Coordinator**, in part because of the analysis conducted in association with the 2011 Carnegie Foundation report. This position collaborates with other OSU academic and support units invested in service learning to promote service learning, plan support for faculty and students engaged in service learning, build connections between curricular and co-curricular service opportunities and plan for continued advances in OSU’s service learning programs.

- **OSU is providing leadership for statewide providers** of online, continuing education and summer session programs within the Oregon University System and some private colleges by hosting an annual meeting on the Corvallis campus. This is the third year OSU has convened the group to talk about mutual issues and possibilities for collaboration.
STRATEGIC GOAL: RESOURCES
Expand and increase the financial and human resources that enable success in outreach and engagement across the university.

• In FY12, more than $18 million was distributed directly to OSU colleges and academic units from Extended Campus-based programs — Ecampus and Summer Session. This includes more than $16 million in tuition funds, more than $1 million in support for advising in colleges and departments, $625,000 for course and program development, $50,000 for course assessment and improvement, and $60,000 in research and professional development grants.

• Professional and Noncredit Education brought in over $110,000, nearly double the gross revenue that was generated in the previous year.

• More than 25 Oregon State instructors successfully completed the online Course Development Workshop offered by the Ecampus Project Development & Training (PDT) unit. In addition, more than 150 instructors and teaching assistants participated in PDT’s face-to-face trainings.

• Approximately $32.7 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 246 grants, resulting in over $25 million of revenue.

• Over the past year, a task force appointed by Scott Reed and Rich Holdren has explored how university practices and policies around extramural funds can better advance an engagement agenda. The task force’s report will be submitted in fall 2012.

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.

• 12 O&E faculty serve as OSU Affirmative Action search advocates
• Division of O&E is active in hosting OSU PROMISE interns
• Planning started for a new O&E Adapted PROMISE program
• O&E Latino faculty and staff support group meet three times

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.

• 13 new faculty and staff were recruited for the Diversity Catalyst Team
• Diversity Action Plan was updated and revised
• Incorporated diversity training sessions into Extension cabinet meetings
• Incorporated diversity training sessions into Statewide Extension Conference
• Developed new curriculum – Navigating Difference Part Two
• Delivered five 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.

• Continued development of an online version of Navigating Difference
• Continued to offer Navigating Difference in a variety of formats
• Delivered Navigating Difference Curriculum as a 2-credit OSU course
• 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) and the 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 six off-campus offices.

e. Other appropriate initiatives

• Oregon State Ecampus was ranked eighth in the nation by SuperScholar.org for the quality and strength of its distance education program. The ranking was part of a report on the “Best Online Colleges and Universities in 2013,” and it builds on similar reports from two other independent organizations that also list Ecampus as one of the nation’s top 25 providers of online education.

• Ecampus joined the Quality Matters (QM) program that was founded at the University of Maryland to provide a standard for assessing quality in online learning programs. All of the Ecampus instructional designers are now QM certified, having passed their rigorous testing program. The next step is to begin officially certifying the quality of OSU’s online courses and programs under this national standard.

• Ecampus hosted the fifth annual Faculty Forum with 117 OSU faculty and staff members in attendance. The Faculty Forum showcases current Ecampus instructors’ online teaching experiences and features their best practices for online course development and innovative teaching methods.

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

What worked

• Established the foundation for growth in Professional and Noncredit Education.
  o Added four new programs this year, with the expectation of launching 20 more programs in 2012-13.
  o Grew its staff from one full-time position in 2010-11 to five full-time employees and six contract workers in 2012. With a growing demand for PNE services, plans are in place to increase PNE capacity over the next several years.
• **Extended Campus growth resulted in increased access to OSU programs.**
  - Ecampus added four new online credit programs, one new minor and 180 new courses.
  - A total of 11,298 students took classes online via Ecampus, a 9 percent increase from the previous year, and student credit hours rose 14.4 percent to 109,835 this year.
  - Summer Session enrollment increased 10.2 percent from last year to 6,875 students, while student credit hours increased 13.9 percent to 59,612 in 2011-12. *(These figures exclude students who only took summer courses online through Ecampus.)*

• **Since its launch in March 2011, Oregon State’s Ask an Expert program resolved over 4,000 questions.** OSU now has one of the four most active programs of this kind in the country.

• The **OSU Extension Service implemented a new model of regional administration.** Twelve Regional Administrators and 26 County Leaders were selected, with orientation, professional development and mentoring/coaching put in place to help the individuals be successful in their new roles. The new model saved time and money by streamlining processes and eliminating one layer of supervision. Annual savings is approximately $650,000 to the county operations budget line. An evaluation plan of the new model is in development, with implementation slated for FY 2013-14.

**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
• Improved partnerships with businesses and the workforce
• Refine O&E’s connection to the university’s strategic planning process

**Major barriers**

• Limited resources to invest in innovations
• 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.
• Inability to incorporate our partners and stakeholders into our information technology system
• Lack of coordinated leadership for development through the OSU Foundation
• Shifting the regulatory landscape at the U.S. Department of Education and the states, which continues to pose financial and strategic challenges to ongoing and expanded offerings of Ecampus programs/courses outside of Oregon

3. **Brief summary of major faculty and student awards:**

• 91 awards were received by Extension faculty, including three international, 29 national, 19 regional, 21 state, 10 university and nine community/industry awards. A couple awards of note: The 4-H international exchange program received national recognition for extraordinary quality, and Anne Hoisington received the Western Extension Directors Association Award of Excellence for engaging the medical community in combating childhood food insecurity.
The Extension and Experiment Station Communications team received three gold awards, two silver awards and two bronze awards from the Association for Communication Excellence (ACE) in agriculture, natural resources and life and human sciences, as well as one gold award, one silver award and one bronze award from the Council for Advancement and Support of Education (CASE).

Several members of the EESC team also received special awards from ACE this year, including: Outstanding Professional Skill Award – Peg Herring; Pioneer Award, Western Region – Ariel Ginsburg; and the Professional Award (the highest award conferred by ACE) – Dave King.

Ariel Ginsburg and Jeff Hino won the National Association of County Agricultural Agents (NACAA) Regional Finalist Award and National Finalist Award for their audio recording, “Living on the Land.”

- Ecampus faculty member Dan Edge, the head of OSU’s Department of Fisheries and Wildlife, was recognized nationally for his exemplary work as an educator in the field of online and continuing education. **Edge won UPCEA’s Excellence in Teaching Award – the organization's highest national honor.** He was one of only two in the nation to receive the award this year.

- Ecampus student Erika Busch was named Outstanding Non-traditional Student by the University Professional & Continuing Education Association (UPCEA) West Region. Erika is a human development and family sciences student and is on track to graduate cum laude from OSU. She operates a day care from her home in Sioux Falls, S.D., and she is a single mother raising a 3-year-old son with developmental disabilities.

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

- Investment of E&G funds into the Extension Service augmented and accelerated community-based student service learning, local academic advising, and Extension faculty contribution to sustainability and community health curricula.
### Oregon State University

**Statewide Performance Indicators**

(OSU # 1 / OUS #23)

Statewide Public Services

**Extension Service:**

FY 1995-96 to FY 2011-12

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>State Resource Expenditures</th>
<th>All Other Expenditures</th>
<th>Other/State Ratio</th>
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* OSU Extension Service expenditure numbers.

Sources: OSU Extension Service; Christen Harryman (August 6, 2012)
Continuing Education is counted as graduate enrollment.

No Faculty/Fellows this year. There are no home organizations associated with Extended Campus.

<table>
<thead>
<tr>
<th>Fall Enrollment By Major</th>
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<tbody>
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<td>TOTAL Enrollment</td>
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<tr>
<td>First Professional</td>
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<td>Graduate</td>
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<td>Undergraduate</td>
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<td>TOTAL SCH</td>
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<td>Other</td>
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<td>First Professional</td>
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<table>
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<tr>
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Annual Academic Program Review 2011-12
### Table 1: Part 1 - Overview of Academic Reports

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<th>TE 12</th>
<th>TE 13</th>
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<tr>
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<td>2011</td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
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</table>

**Table Notes:**
- TE: Teaching Excellence
- TE 12: Teaching Excellence 2012
- TE 13: Teaching Excellence 2013
- TE 14: Teaching Excellence 2014
- TE 15: Teaching Excellence 2015
- TE 16: Teaching Excellence 2016

**Goal 1:** Provide clear and explicit academic reports for each teaching year.
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total Enrollment</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Professional</th>
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<td>3,211</td>
<td>237</td>
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<tr>
<td>2012-13</td>
<td>3,478</td>
<td>3,211</td>
<td>237</td>
<td>37</td>
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**Summer Session**

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<thead>
<tr>
<th>Winter Session</th>
<th>Fall Term 1</th>
<th>Fall Term 2</th>
<th>Winter Term 1</th>
<th>Winter Term 2</th>
<th>Total Academic Program Review 2011-12</th>
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<td>1,000</td>
<td>1,000</td>
<td>4,000</td>
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**Notes:**

- Undergraduate: 3,478
- Graduate: 237
- Professional: 37

**Academic Programs:**

- Undergraduate
- Graduate
- Professional
### Extended Camps

**Oregon State University**

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<th>Year</th>
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<td>2008-09</td>
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<td>2009-10</td>
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<td>2010-11</td>
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<td>2011-12</td>
<td>2,663</td>
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</table>

*Percent Change:* 2.4%
### Strategic Planning Matrix 2011-12

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### Annual Academic Program Review 2011-12

**Summer Sessions**
Oregon State University

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**PART 2**