CURRENT STATUS OF ACADEMIC PROGRAMS IN EXTENSION EDUCATION AND 4-H YOUTH DEVELOPMENT AT LAND-GRANT UNIVERSITIES IN THE UNITED STATES

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AUTHORIZATION TO SUBMIT THESIS

This thesis of Festus Olubunmi, submitted for the degree of Master of Science with a Major in Agricultural Education and titled "CURRENT STATUS OF ACADEMIC PROGRAMS IN EXTENSION EDUCATION AND 4-H YOUTH DEVELOPMENT AT LAND-GRANT UNIVERSITIES IN THE UNITED STATES," has been reviewed in final form. Permission, as indicated by the signatures and dates below, is now granted to submit final copies to the College of Graduate Studies for approval.

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ABSTRACT

Land-grant universities provide practical and relevant academic programs to prepare extension professionals for success in the Cooperative Extension System. However, a review of literature revealed a gap between academic programs related to extension education and 4-H youth development and real life application. Therefore, the purpose of this study was to determine the current status of academic programs in land-grant universities. One of its objectives was to determine the need for doctorate degrees by extension professionals. Two survey instruments were used to collect data from associate deans/directors of extension and county extension professionals in order to achieve the purpose and objectives of the study. Data were analyzed using descriptive statistics. The results of this study showed a need to increase the number of courses, minors, and degrees related to extension education and 4-H youth development.

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DEDICATION

This study is dedicated to the Almighty God, who helped me to complete my thesis and my master's degree program.

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CHAPTER 1: INTRODUCTION

1.1 Background of the Study:

Before the land-grant universities were established, higher education in America was available only to the children of the well-to-do (Rasmussen, 1989). He asserted that the 1862 and 1890 Morrill Land-Grant College Acts which led to the establishment of land-grant universities provided an opportunity for the children of the working man to secure a higher education. However, the acts did not make provisions for citizens who were unable or unwilling to attend land-grant universities. In addition, the gravest problem that bedeviled the agricultural colleges of 1862 and 1890 was that the colleges had very little to teach because very little agricultural knowledge has been tested scientifically (Rasmussen, 1989). Furthermore, he stated that agricultural courses were not possible until the development of experiment stations that through research would provide basic knowledge upon which the courses could be built.

The Hatch Act of 1887 provided for a department to be designated and known as the agricultural experiment station in each of the colleges established under the Morrill Act (Seevers, Graham, Gamon, & Conklin, 1997). They submitted that within a year each state accepted the provisions of the act, and within a decade the stations were devoting themselves to research. By 1890, extension courses were being given in many different locations (Rasmussen, 1989). He concluded by stating that short courses at the agricultural colleges, which began even before the Farmer's Institutes, provided an alternative to the institutes. Despite the initial success, the station directors needed to convince farmers that what was being done at the stations would be of benefit to them (Rasmussen, 1989). The desire of the experiment stations to disseminate research-based information to farmers received a boost when many farm journals based their articles upon materials published by

the United States Department of Agriculture, the experiment stations, and the colleges (Rasmussen, 1989). Furthermore, Rasmussen (1989) stated that the institutions influenced some farmers they otherwise would not have reached, through this channel. However, the total circulation of the farm papers was small compared with the total number of farmers at the turn of the century.

The Farmer's Institutes, an extension effort, were provided by experimental station staff as part of their job to make the information of the laboratory and experimental field available to anyone who desired it or could use it (Seevers, et. al., 1997). By 1899, all but three states were conducting Farmer's Institutes on a regular basis (Seevers, et. al., 1997). The idea behind the institutes was to provide educational facilities locally at places farmers could reach (Rasmussen, 1989). By 1890, Farmers' Institutes had been established on a more or less permanent basis in twenty-six states (Rasmussen, 1989). In the same year, the "movable school" was introduced. The school involved transmission of farm machinery, seeds, dairy equipment and other materials on mule-drawn wagons, to demonstrate improved methods of agriculture to only black farmers (Seevers, et. al., 1997).

The boys' and girls' clubs, which became the 4-H clubs, were significant in the development of Cooperative Extension (Rasmussen, 1989). He asserted that they proved that people from local schools, the institutes, the agricultural colleges, the department of agriculture, and private foundations could work together to achieve sought-for goals. In addition, he stated that the girls' clubs were the key to making home economics one of the basic elements of Cooperative Extension. He traced the origin of the 4-H clubs to Gertrude Warren, who while working with the Office of Extension Work in the northern and western parts of the United

States, established the 4-H club with a four-leaf clover emblem in 1918. Each leaf clover bore an H, the H's standing for head, heart, hands, and health. The name was recognized universally in 1924.

By the time the Farmer's Institutes were reaching their peaks, some colleges, experiment stations, and the United States Department of Agriculture were beginning to talk of extension (Rasmussen, 1989). As a result of the various achievements of the institutes, many people called for even greater efforts to take practical education directly to farmers and their families (Rasmussen, 1989). The appeals yielded fruit when the Cooperative Extension System was established through the Smith-Lever Act of 1914. The Smith-Lever Act was designed, in part, to eliminate much of the duplication of Extension efforts among colleges, the United Sates Department of Agriculture, and other government agencies by creating one organization for this work (Seevers, et. al., 1997). The system was founded with the mission to diffuse research-based information and technology from the land-grant university to farm-based communities and to deliver educational programs to the public (McDowell, 2001). Seevers, et. al., (1997) submitted that "Cooperative Extension accomplishes its mission by offering practical education for Americans to use in dealing with the critical needs that impact their daily lives and the nation's future" (P. 11).

Extension through its educational programs makes the results of research in land-grant universities, the state agricultural experimental stations, and the United States Department of Agriculture available to its clientele (Rasmussen, 1989). Moreover, the author stated that extension's educational programs most often arise as a response to needs identified on the local level. Extension programs are offered in homes and communities to address needs,

problems, or issues of the local clientele (Seevers et al, 1997). Rasmussen (1989) stated that extension is taking the university to the people by conducting research-based educational programs for many of the diverse groups making up the United States. He concluded by stating that men and women at the county level in their positions as local agriculturists, home economists, 4-H leaders, community and rural development specialists, actually carry the university to the people.

Extension education can be described as an intentional effort to fulfill predetermined and important needs of people and communities (Seevers, et. al., 1997). Furthermore, the authors submitted that it is the duty of extension educators to transform the quality of people's lives and contribute to their development as human beings through education. The Cooperative Extension System which is an outreach of the land-grant universities (Kelsey and Mincemoyer, 2001), requires individuals to have college degrees in order to work as extension professionals (Scheer, Ferrari, Earnest & Connors, 2006). Extension and 4-H professionals prepare themselves for employment by enrolling in an undergraduate or graduate degree program (Harder, Mashburn, & Benge, 2009). “Land-grant universities have historically sought to provide practical and relevant academic programs designed to prepare tomorrow’s workforce” (Chen, et. al., 2013 p.1).

The focus of this research is to examine the current status of academic programs in extension education and 4-H youth development at land-grant universities.

1.2 Purpose of the Study:

The purpose of the study was to determine the current status of academic programs in Extension Education and 4-H Youth Development in land-grant universities. Four objectives were developed to guide the study. They were;

- Identify academic minors, bachelor's, master's, and doctoral degrees in extension education offered at land-grant universities in the United States.
- Identify academic minors, bachelor's, master's, and doctoral degrees in 4-H youth development offered at land-grant universities in the United States.
- Identify courses related to extension education and 4-H youth development offered at land-grant universities in the United States.
- Determine the need for a doctoral degree in extension education by county extension educators in Idaho, Washington, and Oregon.

1.3 Statement of the Problem:

In order for the Cooperative Extension System to accomplish its mission of meeting the needs of the people, extension professionals are trained to be competent. That is, the curricula of the academic programs they enrolled in at land-grant institutions are aligned with the competencies these professionals need to succeed in the Cooperative Extension System. Furthermore, the curricula are implemented carefully to make the academic programs relevant. Historically, land-grant institutions have sought to provide relevant and practical academic programs (Seevers et. al., 1997). Competency models are used to identify

competencies needed by extension and 4-H professionals to succeed in Cooperative Extension.

However, many new extension education and 4-H hires do not possess college credits that include extension-specific subject matter or competency-based education curriculum. Hence, there is a gap between academic courses related to extension education and 4-H youth development and real life application. The problem is caused partly by the inability of the extension and 4-H curricula to cover a majority of the competency areas identified by competency models. Moreover, lack of information on degree programs related to extension education and 4-H youth development in land-grant institutions aggravates the problem. Consequently, new extension and 4-H hires go through professional development programs after being hired by the Cooperative Extension System.

Therefore, many graduates of extension education and 4-H youth development will be inadequately prepared for extension careers if no effort is made to increase the number of courses and degree programs in the underrepresented competency areas. In response to this problem, this study proposes to establish the current status of academic program related to extension and 4-H youth development.

The study will identify various academic degrees related to extension education and 4-H youth development at land-grant institutions. Additionally, the study plans to identify courses related to extension education and 4-H youth development offered at land-grant institutions.

1.4 Need for the Study:

County extension educators are located in rural counties as an important link between the land-grant institutions and the clientele they serve. Most county educators have master's degrees. PhD degrees would help them advance in the career ladder but they are not a requirement for the position. Administrative positions are mostly occupied by county educators who have graduate degrees. In addition, an increased salary is a great incentive for acquiring a doctoral degree by a county agent. County extension educators who hold doctoral degrees in many disciplines are employed by the Cooperative Extension System.

However, county educators are place-bound in positions in rural counties. They live in very dispersed locations with their families and are unable or unwilling to leave their loved ones. They cannot move to land-grant universities closest to them because of the great distance between these institutions and their counties. Additionally, county educators have very robust job schedules that keep them occupied during the week and on weekends.

This study sought to examine the need for a doctoral degree in extension education by county extension educators in Idaho, Washington, and Oregon States. The various incentives and motivations attached to extension positions requiring a doctoral degree in extension education will be examined. Additionally, the study will identify the various factors preventing extension educators in the three states from pursuing a doctoral degree program in extension education and 4-H youth development and offer recommendations on how these professionals can acquire the degree while working as county extension professionals.

1.5 Delimitations:

The study will focus on the status of academic programs in 2016 in 1862 and 1890 land-grant universities. In addition, the study will be limited to land-grant universities in the United States. County-based educators in Idaho, Washington, and Oregon will be involved in the study.

1.6 Definition of Terms:

Extension education: it is an intentional effort to fulfill predetermined and important needs of people and communities in a non-formal setting.

The Cooperative Extension System is a publicly funded, non-formal, educational system that links the education and research resources of the United States Department of Agriculture, land-grant universities, and county administrative units.

The1862 Morrill Land-Grant Act granted each state representing the United States land in the amount of 30,000 acres for each of its senate and house members and led to the establishment of 51 land-grant universities.

The 1890 Morrill Land-Grant Act provided continuing funding to land-grant institutions, prohibited racial discrimination in admissions to these institutions and led to the establishment of 18 new colleges for black students interested in studying agriculture.

Land-grant universities: are universities established by the Morrill Acts of 1862 and 1890 to meet the educational needs of the children of the working class and have remained an important source of baccalaureate and post-baccalaureate education.

The 1887 Hatch Act: provided federal funds which were used to establish agricultural experiment stations in land-grant institutions.

Competencies: are the application of knowledge, technical skills, and personal characteristics that lead to outstanding performance in a job.

Degree programs: are academic pursuits in universities leading to the award of bachelor’s, master's and doctorate degrees.

CHAPTER 2: LITERATURE REVIEW

2.1 Extension Education

Extension education can be described as an intentional effort, to fulfill predetermined and important needs of people and communities (Seevers et. al., 1997). It is important that the needs of extension clientele are assessed in all levels of extension work (Robinson, 1984). Sandmann (1993) reported that a great amount of time and resources are put into a needs assessment in order to produce extension plans of work. Chappell (1994) opined that the main responsibility of Extension is to determine the needs, wants, and interests of its clients and to adapt Extension programs to deliver client satisfactions that preserve or enhance the clients' and society's well-being and long term interests. Rasmussen (1989) argued that extension educational programs often arise as a response to needs identified on the local level. McDowell (2001) argued that only first-rate extension programs can really meet the needs of the audience.

Jones (1992) argued that one of the essential needs of extension clientele is critical thinking that will help them solve problems and make decisions. Caffarella (1992) asserted that extension clientele have educational needs, which must be determined. She argued that the identification of the educational needs of extension clientele is an important component in designing educational programs. Ludwig (1996) argued that extension has a unique role to play in assisting traditional rural and agricultural clientele to recognize their need for education on international issues. In a study based on the energy needs of extension agents, Kluchinski (2012) argued that extension clientele need information on energy related issues.

The needs of extension clientele must be understood in order to successfully market any extension program (Chappell, 1994). He clarified this point by stating that extension specialists who design programs for the elderly in rural communities must know the exact needs of the elderly and must design programs which meet these needs. He submitted that the coordinating aspect of marketing orientation requires that everyone in extension understands clients' needs and are willing and able to work together to satisfy these needs. Koukel and Cummings (2002) opined that extension professionals and those who prepare and update extension programs should understand clients' needs. Attention must be given to the needs of clients so that marketing and other management functions will not lack the direction needed for success (Chappell, 1994).

The educational needs of extension clientele can be determined through a needs assessment (Caffarella, 1982). "Needs assessment helps extension educators to improve planning, implementation, and evaluation of programs by learning more about specific needs of people in a community" (Seever, et al., p. 98). Caffarella (1982) outlined the various techniques involved in a needs assessment program. They include: surveys, group meetings, consultation and observation. In addition, the needs of clients can be analyzed through a study (Boone, Sleichter, Miller, & Breiner, 2007). Jones (1992) argued that for extension to continue as a viable adult organization, it must incorporate critical thinking and problem-solving skills into its curriculum in order to help its clients solve their problems.

The needs of extension clientele can be met by designing extension programs to meet such needs (Chappell, 1994). In addition, the needs of extension clientele can be met by designing and implementing online educational technologies such as webinars and online seminars

(Rich et al., 2011). However, county extension agents must establish personal relationships with farm families before delivering educational programs targeted towards meeting the identified needs of the clients (Hiller, 2005). The author argued that extension's history and prominence in a community commonly leads to habitual and often profitable relationships with clientele. He concluded by stating that the arrangement provides important political support that helps sustain extension programs.

Meeting clientele needs has become increasingly difficult for Extension, as the audiences have grown and diversified (Boone, Sleichter, Miller, & Breiner, 2007). Moreover, some needs are not being met simply because funding and staff are not available (Rasmussen, 1989).

2.2 Extension Professionals:

Seevers et. al. (1997) described cooperative extension as a link between the research efforts of the United States Department of Agriculture and the land-grant universities, with the purpose of making scientific knowledge available to all who need it. The results of the research efforts of the two organizations are made available to all who need them through extension education programs (Rasmussen, 1989). Extension educational programs are conducted based on these results for many of the diverse groups making up the United States and are therefore, the channel through which the university is taken to the people (Rasmussen, 1989). The author concluded by stating that it is actually the extension educators who take the university to the people.

Extension professionals are saddled with the responsibility of conducting research-based educational programs. In turn, they report problems facing their clientele to researchers and administrators (Rasmussen, 1989). Extension professionals do not rely completely on researchers since they conduct applied research to discover new knowledge needed to develop new Extension education programs or to further enhance existing programs (Adams, Harrell, Maddy, & Weigel, 2005). Romich (2015) asserted that extension professionals are one of the leading sources of reliable information about energy and environmental issues. He concluded by asserting that extension professionals effectively address various energy challenges such as farm energy, home energy conservation and energy literacy. In a related study, Romich and Bowen-Ellzey (2013) itemized the five basic roles extension professionals play in renewable energy development. They carry out research and gather information, produce educational materials, organize outreaches, link communities and companies involved in the subject matter, and are involved in publicity and promotion.

Stup, Van Saun, and Wolfgang (2002) recognized the role of extension professionals as providers of technical knowledge to farm managers. The authors advised that extension professionals should assist in training farm managers in organizational skills that lead to consistent application of technical knowledge. Patton and Blaine (2001) recognized the enormous role played by extension professionals with respect to public issue education. The authors argued that extension professionals should be both content and process experts when dealing with most public issues because of the controversies and disagreement that

characterize them. Extension professionals provide education in nutrition and healthy living through a couple of extension programs (Arnold & Schreiber, 2012).

However, the authors argued that a lot of work has to be done to counter the negative effects of nutrition-related challenges that are recurring in nature since 1992. Extension professionals play an important role in recasting the results of research in agricultural economics departments in land-grant universities in intelligible terms that encourage practical application (Martin, 2002). The author argued that strong extension programs anchored by seasoned extension professionals would enhance funding opportunities in the department. Extension professionals offer guides to direct marketing venues in their counties, such as farmers' markets and community supported farms (Abel, Thomson & Maretzki, 1999). The researchers explained that the guide will help consumers know where they can go for locally produced foods and will help farmers who are not currently selling at farmers' markets to identify possible outlets for their products.

Raison (2010) asserted that extension professionals provide clientele with important information and facilitate meetings aimed at bringing together existing community resources. The author argued that they help a group sustain capacity. Generally, the role of extension professionals is to transform the quality of people's lives and contribute to their development as human beings through education (Seevers et. al., 1997).

Historically, the first county agents were itinerant teachers who were hired for their practical farm and home experiences in order to meet the needs of a rural, agrarian American population (Cooper & Graham, 2001). For many years, extension educators have had to

adapt vigorously to societal changes in terms of re-orienting to a fundamentally industrial and service oriented population (Russell, 1995). For Extension professionals to stay current with societal changes and be effective educators, training must be an on-going process (Koukel & Cummings, 2002). Brodeur, Higgins, Galindo-Gonzalez, Craig, and Haile (2011) argued that skills and competencies are two components of training. Extension professionals must have required competencies in order to meet the needs of the people (Cooper & Graham, 2001).

2.3 4-H Youth Development:

Wessel and Wessel (1982) defined 4-H as the thousands of clubs and millions of participants, volunteers, extension professionals, land-grant college specialists and administrators throughout the country. Rasmussen (1989) traced the origin of the 4-H clubs to Gertrude Warren, who while working with the Office of Extension Work in the North and West, established the 4-H club with a four-leaf clover emblem in 1918. Each clover leaf bore an H, the H's standing for head, heart, hands, and health. The name was recognized universally in 1924. Prior to this, extension educators conceived the idea of involving youth as intermediaries between the university researcher/educator and the farmer in the community (Van Horn, Flanagan, & Thomson, 1998). The authors argued that this idea led to the formation of the corn clubs and that club work has been the foundation of the 4-H program. Consequently, 116,262 young people were members of the organization in 1914 (Van Horn, Flanagan, & Thomson, 1998). The authors reported that 5.6 million young people were enrolled in the organization in 1994.

4-H youth programs help to develop leadership life skills in youth and these skills allow youth to cope with their environment by making responsible decisions, having a better understanding of their values, and being better able to communicate and get along with others (Boyd, Herring, & Briers, 1992). 4-H supports science, technology, engineering, and mathematics education (Sallee & Peek, 2014). In addition, 4-H programming provides youth with a positive direction before the seeds of irresponsible behavior are planted (Boyd, Herring, & Briers, 1992). Perkins and Butterfield (1999) corroborated this view by stating that 4-H programs are designed to help keep young people from engaging in risky, health-compromising behavior.

However, 4-H changed from an organization primarily concerned with improving agricultural production and food preservation to one focused on the development of young people during its first eighty years (Wessel & Wessel, 1982). The focus of the emblem, pledge and motto today is on the development and growth of the individual through intellectual experiences, compassion and caring about the community, learning and applying new skill and living a healthy lifestyle (Van Horn, Flanagan, & Thomson, 1998). Additionally, 4-H shifted focus to youth in urban areas while maintaining its tradition as a youth organization tailored towards agriculture and rural life (Van Horn, Flanagan, & Thomson, 1998). Also, the 4-H program desegregated clubs by making sure that clubs were a mixture of boys and girls of different races since 1975 (Van Horn, Flanagan & Thomson, 1998).

4-H has witnessed a noticeable change in its learning tools (Van Horn, Flanagan, & Thomson, 1998). The authors asserted that learning tools such as video and computers now complement the "learning by doing" technique in 4-H.

A unique aspect of 4-H is its consistent and rapidly expanding private support, which combines effectively with public support to make 4-H one of the most successful youth programs in the United States (Wessel & Wessel, 1982). Van Horn, Flanagan, and Thomson (1998) reported that the Capper-Ketchum Act which formally recognized and expanded its funds was passed in 1928. 4-H is the most highly recognized of all cooperative extension programs (Van Horn, Flanagan, & Thomson, 1998). The authors stressed the fact that the dual supports the program enjoys continue today and opportunities are continuously explored to find more funds to expand and enhance programming in 4-H. Furthermore, the authors submitted that alumni and private sources donate funds to state and county programs.

Wessel and Wessel (1982) reported that public support for 4-H program was mainly from the United States Department of Agriculture and land-grant universities while the program was privately supported by a myriad of individuals, businesses and county and state 4-H foundations locally. Nationally, support came from the National 4-H service committee and National 4-H club foundations. The two major private support organizations at the national level merged to form the National 4-H council in 1976 (Wessel & Wessel, 1982).

Additionally, an array of activities such as public speaking, judging events and camping have continuously provided members of the 4-H with opportunities to practice and apply new knowledge and ideas (Van Horn, Flanagan, & Thomson, 1998). For example, animal judging activities are offered to youth in 4-H as a means of becoming competent in animal evaluation (Nash & Sant, 2005). The extension educators involved in the study argued that animal judging programs have affected the development of the animal industry.

Van Horn, Flanagan and Thomson (1998) asserted that the challenge for 4-H is to address the changing needs of youth while maintaining a commitment to its mission and tradition. The author submitted that clues to meeting the challenge may be found by examining the past of 4-H and analyzing how the organization adapted to change while remaining steadfast in its core. A significant decrease in the volunteer base of 4-H is a great challenge facing the organization (Van Horn, Flanagan & Thomson, 1998). The authors asserted that the replacement of volunteers with paid staff would increase the budget of 4-H greatly. The authors suggested that the volunteer base of 4-H could be expanded by reaching out to a broader spectrum of volunteers who are mainly urban, minority and college students.

Van Horn, Flanagan, and Thomson (1998) argued that 4-H agents usually hold masters degrees. The authors attributed this to the fact that many land-grant universities offer degrees and coursework in youth programming. The authors asserted that most programs include teaching techniques geared toward Extension education, youth development, and principles of adult education.

In order for 4-H to maintain its relevance in the future, it must reach youth from all cultures, races, ethnic groups, and income levels with both progressive and adaptive ideas and trends (Van Horn, Flanagan, & Thomson, 1998). In addition, the researchers advised that 4-H needs to continue to address the issues that face today's youth such as drug, tobacco, and alcohol abuse, and violence.

2.4 Distance Education:

Roberts and Dyer (2005) identified the need for departmental chairs to decide on the format to use to deliver academic programs in land-grant universities. The researchers recognized that distance education is an important format for delivering courses in the department of agricultural education. Telg and Cheek (1998) defined distance education as "two-way communication between teachers and students who are separated by a geographical distance and/or time, where communication is mediated by technology to support educational process" (p. 32). The researchers were of the opinion that many colleges of agriculture already have strong distance education programs. Therefore, off-campus distance education format is widely accepted by many colleges of agriculture in general, and many departments of agricultural education in particular.

Wilson and Moore (2004) argued that many universities now offer more courses and entire degree programs via distance education. The researchers asserted that the interest of extension professionals in distance education extends to graduate level courses and degree programs. In a related study, Miller and Miller (2009) confirmed this assertion by stating that online learning is increasingly popular among extension professionals and that extension professionals in several states are interested in distance learning degree programs. For example, Edwards, McLucas, Briers and Rohs (2004) reported that Texas A & M University and similar institutions have created master of agriculture degree programs that are delivered at a distance, either in part or entirely.

Between 1994 and 2004, the availability of the internet was the most important factor that has occurred to support distance education (Wilson & Moore, 2004). The internet makes it possible for colleges and universities to provide information to people who have no access to a campus-based curriculum (Telg & Cheek, 1998). Senyurekli, Dworkin, and Dickinson (2006) argued that online courses can allow learners to proceed through course content at their own pace on their own time, without being restricted by the instructor or other participants. The researchers argued that learners must be interested in and willing to use online learning opportunities and must be equipped with the technological capability to participate in an online course.

"Clearly, as the delivery of higher education at a distance has navigated its formative stages of development, institutions have taken a myriad of paths and approaches for planning, designing, and delivering courses, programs, and degrees" (Edwards., et. al., 2004, p. 2). Wilson and Moore (2004) submitted that the perception of the need for distance education should be considered when designing online distance education programs. Additionally, the researchers stated that the prospective students expressing the need should be identified and that their access to distance educational offerings should be established.

Extension professionals expressed a desire for distance education in order to receive a raise in their salaries (Edwards., et. al., 2004). Additionally, the researchers argued that extension educators wanted to explore opportunities provided by distance education due to their busy and robust schedules which occupy their time on work days and weekends. In addition, extension educators perceived a need for distance education because they are expected to remain current and participate in professional development activities (Miller & Miller, 2009).

In their study, Senyurekli, Dworkin, and Dickinson (2006) reported that close to three fourths of participants use methods that incorporate technologies such as video conferencing, online classes, and interactive television. Miller and Miller (2009) reported that extension educators have the incentives, computer resources, and computer skills needed to pursue online graduate courses. The researchers asserted that interest in distance learning is on the rise among extension educators. Interest was greater for programs that lead to a graduate degree (Edwards., et. al., 2004).

2.5 Competency:

Cooper and Graham (2001) defined competencies as knowledge, skills, or abilities required by employees to be successful in the Cooperative Extension System. Stone and Coppernoll (2004) asserted that the achievement of the mission of the Cooperative Extension System is a function of the professional competencies of extension professionals. The argument that the Cooperative Extension System would succeed in the 21st century provided competent staff are involved, lent credence to this assertion (Cooper & Graham, 2001). The researchers affirmed that the competencies of successful agents should be identified for organizational success. Lakai, Jayaratne, Moore and Kistler (2012) argued that extension programs would change the environment effectively if extension professionals have required competencies. Hence, they corroborated the views expressed by the two groups of researchers mentioned above. Competency models are usually used to identify core skills and characteristics that are essential in extension work (Brodeur, Higgins, Galindo-Gonzalez, Craig & Haile, 2011) and many of these models are used in Cooperative Extension (Harder, Place & Scheer, 2010).

Many state land-grant universities have developed core competency models. The Texas cooperative extension established six core competencies needed by extension professionals. These competencies are subject matter expertise, organizational effectiveness, development and involvement, communications, action orientation, and personal effectiveness (Stone & Coppernoll, 2004). In a related study, Cooper and Graham (2001) established 57 competencies needed by county extension educators in Arkansas cooperative extension service. The 57 competencies were categorized into seven competency areas by the researchers. The seven categories were program planning, public relations, personal and professional development, faculty/staff relations, personal skills, management responsibilities, and work habits.

In a more recent study, Scheer, Ferrari, Earnest and Connors (2006) proposed 10 competency areas needed by prospective extension educators in order to succeed in extension. These competency areas are: extension knowledge, leadership, and management; technology; communications; program planning, implementation, and evaluation; applied research; diversity and pluralism; marketing and public relations; theories of human development and learning; risk management; and community development process and diffusion. The model is meant to prepare extension professionals in an academic setting. The researchers matched competencies for success in extension with courses at the undergraduate and graduate levels of instruction in order to achieve their set goal.

Harder, Place, and Scheer (2010) submitted that the curriculum of academic extension education programs would be competency-based, only when competencies needed by extension professionals are identified. However, "many new extension hires do not come

with college credits that include extension-specific subject matter or competency-based education curriculum, and therefore these skills and competencies are often acquired through professional development after they are hired" (Brodeur., et. al., 2011, p.1). The ability of extension professionals to acquire useful competencies depends on rewards and barriers (Lakai, Jayaratne, Moore & Kistler, 2012).

It is important to assess and understand the needs of extension professionals before any meaningful and effective professional development programs are designed for them. Extension professionals have very busy schedules during the week and on weekends. Hence, professional development programs should be designed with a focus on distance education format of delivering competencies they need to succeed on the job.

In addition, the competencies required by extension professionals in order to meet the needs of extension clientele can be acquired through formal education by creating conducive environments for extension professionals to enroll for advanced degree programs. Apart from acquiring required competencies, extension professionals will move up the career ladder by participating in these educational programs.

It is pertinent that any advanced degree program designed for extension professionals should be delivered through distance education programs. Various technological tools that enhance learning through distance education should be used since past studies have shown that extension professionals have access to these technologies.

CHAPTER 3: METHODOLOGY

3.1 Population

The population for this study was categorized into two groups based on the objectives of the study. The first group consisted of all current Associate Deans for Academic Programs or Directors of Extension in the Colleges of Agriculture in land-grant universities in the United States. The second group of the population consisted of current county extension educators in Idaho, Washington, and Oregon. The sampling frame for the associate deans and directors of extension was obtained from the website of the Association for Public and Land-Grant Universities (APLU).

The sampling frames for the county extension educators in the three states were not made available. The directors of extension in Idaho, Washington and Oregon helped to send copies of the survey and a cover letter to county extension educators working with their extension systems. The entire populations from both groups were surveyed. Altogether, a total of 68 associate deans and directors of extension working for either the 1862 or 1890 land-grant universities in the United States, with the exclusion of the territories, were surveyed. The 1994 land-grant universities were not included in the study.

Additionally, a total of 681 extension educators from the three states were surveyed. Four hundred and sixty-six, 145 and 70 county extension educators from Oregon, Washington, Idaho respectively, participated in the survey. The respondents consisted of 24 county directors and administrators, 79 county extension professionals, 60 program managers/instructors, 95 faculty and specialists, and 29 program assistants/supports.

3.2 Instrument

Two different instruments were developed by the researcher to measure the four objectives of the study. The associate dean/director of extension survey instrument designed to measure objectives one, two, and three, was a combination of choice matrix, yes/no and open-ended questions and measured the various minor and major degrees in extension and 4-H youth development and identified the various courses related to both extension education and 4-H youth development. The instrument was divided into five sections and consisted of 32 questions. Section one contained questions that collected data on the extension system and the type of land-grant universities the respondents worked for.

Section two was designed to find out the location of extension offices within the land-grant universities and the academic minors offered by the colleges of agriculture. Section three was designed to gather data about the title and type of bachelor's, master's, and doctoral degrees that are related to extension education and are offered by the land-grant universities.

Section four was designed to collect data on the title and type of bachelor's, master's, and doctoral degrees that are related to 4-H youth development and are offered by the universities the respondents represented in the survey. Section five contained five questions that sought to find out the various 4-H youth related courses that are offered by the colleges of agriculture, their prefixes, titles, numbers and credits and the existence of collegiate 4-H clubs within the colleges. In addition, the section sought to find out the existence of 4-H youth development internship programs in county or state extension offices and if any degree program requires 4-H related internships.

The county extension educators survey instrument designed to measure objective four, was a combination of yes/no, open-ended, choice of matrix questions as well as 14 Likert-type statements. The instrument measured the demographic characteristics of the county extension educators in

Idaho, Washington, and Oregon as well as their need for doctorate degrees in various fields related to agriculture. The instrument was divided into seven main sections and consisted of 29 questions. Section one was designed to gather data related to employment in extension education from the respondents while section two found out information about the majors completed by the respondents at the bachelor's level.

Section three was designed to find out information about the master's degrees completed by respondents as well as their majors and the desire to complete future master's degree programs. Section four was designed to gather information about respondents' doctoral degree programs and their desire to complete them. Section five was designed to gather data on the type of academic degrees completed by respondents. Section six included 14 Likert-type statements which considered respondents' perceptions of advancement in extension while section seven contained questions that gathered demographic information about the respondents.

The county extension educator instrument was reviewed by an expert to ascertain its face and content validity. The link to the instrument was forwarded with a cover letter to the directors of extension in Washington, Idaho, and Oregon. The survey link was emailed to all county extension educators in each state by their directors of extension. The survey instrument was administered on January 22, 2016 in both Idaho and Oregon while it was administered on January 25, 2016 in Washington. A total of four reminders were sent out, with the first and last reminders sent out on January 29, 2016 and February, 24, 2016 respectively.

The associate dean and directors of extension survey instrument was developed via surevymonkey.com. The link to the survey instrument, cover letter and letter of support were emailed to 68 associate deans/directors of extension via surveymonkey.com. The survey instrument

was administered on January 14, 2016. A total of six reminders were sent out, with the first and last reminders sent out on January 22, 2016 and February 25, 2016 respectively.

3.3 Data Collection/Analysis

Data generated from the two survey instruments were collected between January, 2016 and March, 2016. Useable responses were received from 51 associate deans/directors of extension for a response rate of 75%. Useable responses were received from 295 county extension professionals for a response rate of 43%.

The mean, frequencies, standard deviations, and other descriptive statistics were used to describe the respondents because it was a population study.

CHAPTER 4: FINDINGS AND RESULTS

4.1 Information on Land-grant Universities

A total of 68 questionnaires were sent to associate deans, academic programs and directors of extension of both 1862 and 1890 land-grant universities. Fifty-one survey responses were received, representing 75 percent response rate.

Table 1

Response to the Survey Instrument

Respondents' Group	Population	Frequency	Percent
Associate deans/Extension Directors	68	51	75

Almost 78 percent of the respondents worked with 1862 land-grant universities while the remaining 22 percent are employees of 1890 land-grant universities. Associate deans and extension directors in both 1862 and 1890 land-grant universities in Alabama, Georgia, Kentucky, North Carolina, South Carolina, Tennessee, and West Virginia completed the survey. Overall, 27 percent of the respondents came from these seven states.

Table 2

Type of Land-grant Universities

Land-grant Universities	Frequency	Percent
1862 land-grant universities	40	78
1890 land-grant universities	11	22
Total	51	100

A majority (64%) of the associate deans and county extension directors indicated that their extension offices are located in the college of agriculture. Twenty-six percent of the respondents indicated that their extension offices were in other administrative units within the university and 10 percent have their extension offices located in two or more different colleges.

Table 3

Location of Extension Offices

Administrative Unit	Frequency	Percent
College of Agriculture	8	16
College of Agriculture, Forestry, and Life Sciences	7	14
College of Agriculture, Food, and Natural Resources	12	22
College of Agriculture and Natural Sciences	6	12
Institutes/Outreaches	5	10
Located in two or more colleges	5	10
Others	8	16
Total	51	100

4.2 Minors and Degrees Related to Extension Education

Objective one: Identify academic minors, bachelor, master, and doctoral degrees in extension education offered at United States land-grant universities.

Table 4 shows that about 29% of the 51 colleges/departments offered academic minors related to extension education. In Table 5, 67 percent of academic minors offered by colleges/departments were either in extension education or agricultural education or a combination of the two. Altogether, 19 academic minors are offered by the universities represented by the 15 respondents.

Table 4

Academic Minors Related to Extension Education

College	Frequency	Percent
Colleges without academic minors	36	71
Colleges with academic minors	15	29
Total	51	100

Table 5

Category of Academic Minors

Minors	Frequency	Percent
Extension Education	6	31
Agricultural Education	6	31
Agricultural and Extension Education	1	5
Others	6	33
Total	19	100

In Table 6, 27 (53%) respondents specified that their colleges/departments offered bachelor's degrees related to extension education while colleges/departments represented by 24 respondents (47%) did not offer bachelor's degrees related to extension education.

Table 6

Bachelor's Degrees Related to Extension Education

Colleges	Frequency	Percent
Colleges without degrees	24	47
Colleges with degrees	27	53
Total	51	100

The various titles of the bachelor's degrees as depicted by Table 7 below are: agricultural education and/or extension education (55%), agricultural education, communications and leadership (19%),

and agricultural science and leadership education (15%). Other titles made up the remaining 11 percent. All associate deans and directors of extension from universities that offered bachelor degrees that were related to extension education, indicated that the Bachelor of Science degree is awarded to students enrolled in the majors.

Table 7

Titles of Bachelor's Degrees Related to Extension Education

Title	Frequency	Percent
Agricultural and/or extension education	15	55
Agricultural education, communication, and leadership	5	19
Agricultural science and leadership education	4	15
Other	3	11
Total	27	100

Twenty-six (51%) respondents specified that their colleges/departments offered master's degrees related to extension education while 25 (49%) respondents are from colleges/departments that did not offer these degrees.

Table 8

Master's Degrees Related to Extension Education

Colleges	Frequency	Percent
Colleges without degrees	25	49
Colleges with degrees	26	51
Total	51	100

The various titles of the master's degrees offered as depicted by Table 9 below are: agricultural and/or extension education (62%), agricultural education, communications, and leadership (15%), agricultural science/general agriculture (8%). Other titles made up the remaining 15%. About 75% of

the respondents, who were from colleges/departments that offer master's degrees related to extension education, indicated M.S. as the type of master's degrees offered. Additionally, 11 percent each of the colleges/departments award M. Ed degrees and M. A. /M. A. Ed respectively while 4% of the colleges/departments award M.A. degrees.

Table 9

Titles of Master's Degrees Related to Extension Education

Title	Frequency	Percent
Agricultural and/or extension education	16	62
Agricultural communication, education, and leadership	4	15
Agricultural science/general agriculture	2	8
Others	4	15
Total	26	100

Table 10

Types of Master's Degree

Type	Frequency	Percent
Master of science	20	74
Master of education	3	11
Master of agriculture/agricultural education	3	11
Master of arts	1	4
Total	27	100

Less than 25 percent of the colleges/departments offered doctoral degrees related to extension education.

Table 11

Doctoral Degrees Related to Extension Education

Colleges	Frequency	Percent
Colleges without degrees	40	78
Colleges with degrees	11	22
Total	51	100

Half of the titles of doctoral degrees were agricultural and/or extension education and 20 percent were agricultural education and leadership. Other titles made up the remaining 30 percent. One respondent did not specify the title of doctoral degrees offered by their university.

Table 12

Title of Doctoral Degrees Related to Extension Education

Title	Frequency	Percent
Agricultural and/or extension education	5	50
Agricultural education and leadership	2	20
Others	3	30
Total	10	100

Note: One respondent did not specify the title of doctoral degree

4.3 Minors and Degrees Related to 4-H

Objective two: Identify academic minors, bachelor, master, and doctoral degrees in 4-H youth development offered at land-grant universities.

About 18 percent of the 51 colleges/departments offered academic minors related to 4-H youth development while the remaining 82 percent of the colleges/departments do not offer academic minors related to 4-H.

TABLE 13

Academic Minors Related to 4-H Youth Development

College	Frequency	Percent
Colleges without minors	42	82
Colleges with minors	9	18
Total	51	100

In Table 14 below, about 56% of the academic minors were in leadership development while twenty-two percent were in youth and family education. The remaining 22% were shared equally between agricultural education and food safety science.

Table 14

Titles of Academic Minors Related to 4-H Youth Development

Title	Frequency	Percent
Leadership development	5	56
Youth and family education	2	22
Agricultural education	1	11
Food safety science	1	11
Total	9	100

Less than 20% of the 51 colleges/departments offered bachelor's degrees related to 4-H youth development while 80% of the same, do not offer bachelor's degrees related 4-H.

Table 15

Bachelor's Degrees Related to 4-H Youth Development

College	Frequency	Percent
Colleges without degrees	41	80
Colleges with degrees	9	18
Undecided/Unsure	1	2
Total	51	100

Forty-four percent of the nine degrees were in agricultural education, leadership, and communication while 33% were in agricultural education as reflected by Table 16 below. Other titles made up the remaining 23%. The Bachelor of Science is the only type of bachelor's degree offered in each of the nine degree programs.

Table 16

Titles of Bachelor's Degrees Related to 4-H Youth Development

Title	Frequency	Percent
Agricultural education, leadership, and communication	4	44
Agricultural education	3	33
Others	2	23
Total	9	100

Results showed that less than 25% of the 51 colleges/departments offered master's degrees related to 4-H youth development. About 76% of the same number of colleges/departments, do not offer master's degrees related to 4-H youth development.

Table 17

Master's Degrees Related to 4-H Youth Development

College	Frequency	Percent
Colleges without degrees	39	76
Colleges with degrees	11	22
Undecided/Unsure	1	2
Total	51	100

The various titles of the master's degree include youth development and/or agricultural education (20%) and agricultural and/or extension education (40%). Altogether, nine colleges offered these master's degrees with one college offering two master's degrees with different titles.

Table 18

Title of Master's Degrees Related to 4-H Youth Development

Title	Frequency	Percent
Agricultural and/or extension education	4	40
Youth development/agricultural education	2	20
Family, youth, and consumer sciences	2	20
Agricultural science	1	10
Agricultural leadership, education, and communications	1	10
Total	10	100

Three respondents (6%) indicated that their colleges/departments offered doctoral degrees related to 4-H youth development while 47 respondents (92%) specified that their colleges/departments did not offer these degrees. One respondent was undecided. Two respondents specified that agricultural and extension education as well as youth development and agricultural education are offered at their colleges as doctoral degrees related to 4-H youth development. Candidates who complete the two degree programs are awarded the doctor of philosophy degree.

Table 19

Doctoral Degrees Related to 4-H Youth Development

College	Frequency	Percent
Colleges without degrees	47	92
Colleges with degrees	3	6
Undecided/Unsure	1	2
Total	51	100

4.4 Courses Related to Extension Education and 4-H

Objective three: Identify courses related to extension education and 4-H youth development offered at United States land-grant universities.

When asked the question "does your college/department offer courses related to 4-H youth development", 17 respondents (33%) indicated that their colleges/department offered courses related to 4-H youth development. Thirty-three respondents (65%) were from colleges/departments that did not offer courses related to 4-H youth development. One respondent was undecided. One of the 17 respondents did not specify the course prefix, number, title, and credits of various youth development courses that are offered by his college. The various courses related to 4-H youth development in the seventeen colleges are stated below in Table 20.

Table 20

Prefix, Number, Title and Credit of Extension Education and 4-H Courses

Prefix	Number	Title	Credit
AGRI	3800	Agricultural leadership education	2
AGRI	5840	Advanced agricultural leadership development	3
AEE	460	Foundations in leadership development	3
AGED	2260	Team and organizational leadership	3
UC	202	Leadership foundations	3
AGSC	3111	Foundations of leadership	-
HDFS	701	Youth development	3
ASTE	6220	Volunteer programs and partnership	3
ASTE	6170	Program planning and evaluation	3
ASTE	6200	Principles and practices of extension	3
ASTE	6350	Safety and risk management	3
AGED	181	Introduction to extension education	1
AGED	351	Principles and philosophy of professional technical education	3
AGED	359	Developing 4-H youth development	2
AGED	448/548	Foundations of extension education	2
AGED	450/550	Developing leaders	2
AGED	451	Communicating in agriculture	3
AGED	401	Leadership theory and youth organization management	-
AGLE	4303	Facilitating leadership education programs	3
AGRI	546	Principles of Cooperative Extension	3
AGRI	547	Delivery of Cooperative Extension Programs	4
AGED	-	Human development and family studies	-
AGED	-	Youth development and family life education	-
FYC	3201	Foundations of youth development	3
FYC	4212	Contemporary youth problems and solutions	3
FYC	4409	Working with nonprofit organizations in community settings	3
FYC	4622	Planning and evaluating family, youth and community programs	3
FYC	4900	Supervised experience in family, youth and community services	0-3
ALEC	211	Foundations of ALEC	-
ALEC	202	Leadership and diversity in organizations and communities	-
ALEC	240	Presentations and sales strategies for agricultural audiences	-
ALEC	434	Methods of teaching	-
ALEC	345	Program planning	-
ALEC	440	Communicating techniques	-
ALEC	492	Internship	-
ALEC	450	Agricultural leadership development	-
AXED	415	Youth program development and management	3
AXED	488	4-H youth development	1

About 47% of the 51 colleges/departments offered internships in 4-H youth development in either county or state extension offices. Forty-nine percent of the respondents indicated that their colleges/departments did not offer internships in 4-H youth development in county or state extension offices.

Table 21

Internship in 4-H Youth Development

Response	Frequency	Percent
Yes	24	47
No	25	49
Undecided	2	4
Total	51	100

When asked the question "are 4-H related internships required for any degree programs," 31% of the 51 respondents specified that 4-H internships are required for degree programs in their colleges/departments. Sixty-one percent of the 51 respondents indicated that 4-H related internships were not required for any degree programs.

Table 22

4-H Internship Required for Degree Programs

Response	Frequency	Percent
Yes	16	31
No	31	61
Undecided	4	8
Total	51	100

Seventy-one percent of the 51 associate deans and extension directors indicated that there were 4-H clubs for students interested in 4-H programs in their colleges/departments.

Table 23

Collegiate 4-H Clubs for Students

Response	Frequency	Percent
Yes	36	71
No	13	25
Undecided	2	4
Total	51	100

4.5 Demographics

Objective 4: Determine the need for a doctoral degree (Ed.D., Ph.D.) in extension education by county extension educators in Idaho, Washington, and Oregon.

The population for this study was all the 681 extension professionals in Oregon, Idaho and Washington states. A total of 295 completed surveys were received by the time the survey link was closed to further responses on surveymonkey.com, with a response rate of 43%.

Table 24

Response to the Survey Instrument

Respondents' group	Population	Frequency	Percent
Extension Professionals	681	295	43

About 49% of the 295 extension professionals worked for the Oregon State University extension while 37% worked for the Washington State University Extension. Additionally, 14% of the extension educators worked for the University of Idaho Extension. One respondent did not specify the state extension system they worked for.

Table 25

Employers of Respondents

Employer	Frequency	Percent
University of Idaho Extension	41	14
Washington State University	109	37
Oregon State University	144	49
Total	294	100

Interestingly, 27% of the respondents were county extension educators. The other positions currently held by the respondents were: faculty and specialists (32%), program managers/instructors/coordinators (20%), county directors/administrators (8%), and program assistants/support staff (10%). One respondent skipped the question.

Table 26

Current Positions of Respondents

Position	Frequency	Percent
Faculty/Specialists	95	32
County extension educators	79	27
Program managers/coordinators	60	20
Program assistants/supports	29	10
County Directors/Administrators	24	8
Others	7	3
Total	294	100

About 65% of the respondents have worked in the extension system for less than 11 years while 30% of the respondents have been with their state extension systems for between 11 and 30 years. The range was between zero and 45.

Table 27

Length of Service in the Extension System

Years	Frequency	Percent
0-10	192	65
11-20	61	21
21-30	28	9
Above 30	14	5
Total	295	100

About 80% of the respondents have spent less than 11 years in their current positions. About 13% of the respondents have spent between 11 and 20 years in their current positions. About 6% of the respondents have spent between 21 and 30 years in their current positions in the state extension systems they worked for. About 25% of the respondents have spent a year in their current positions.

Table 28

Number of Years Spent by Respondents in Current Positions

Year	Frequency	Percent
0-10	236	80
11-20	37	13
21-30	18	6
Above 30	4	1
Total	295	100

Almost 290 respondents (98%) reside in Idaho, Washington, and Oregon. About 46% of the respondents live in Oregon while 37% of the same live in Washington. About 15% of the respondents live in Idaho.

Table 29

State of Residence of Extension Professionals

State	Frequency	Percent
Oregon	136	46
Washington	109	37
Idaho	43	15
Others	7	2
Total	295	100

About 95% of the 288 respondents who responded to the question "what is your age?" were between the ages of 24 and 65 years. Slightly less than half of the 288 respondents were under 45 years old.

Table 30

Age Distribution of County Extension Professionals

Age group	Frequency	Percent
18-24	5	2
25-34	61	21
35-44	74	26
45-54	64	22
55-64	76	26
65-74	8	3
75 or older	0	0
Total	288	100

About 74% of 285 respondents were married while 15% of these respondents have never been married. About 5% of the respondents were either separated or divorced.

Table 31

Marital Status of Extension Professionals

Status	Frequency	Percent
Married	211	74
Single, never married	43	15
Separated or divorced	15	5
Others	16	6
Total	285	100

Almost all the respondents responded to the question "do you have any children under 18?" Thirty-eight percent of the 286 respondents indicated that they have children under 18 while 62% of these respondents specified that they do not have children who are under 18. Nine respondents skipped the question.

Table 32

Respondents with Minor Children

Children Under 18	Frequency	Percent
Yes	108	38
No	178	62
Total	286	100

When the 295 respondents were asked the question "how many children do you have," 249 (85%) employees of the extension systems in Idaho, Washington, and Oregon responded. About 24% of the 249 respondents do not have a child while 65% have three children or less.

Table 33

Respondents' Number of Children

Number	Frequency	Percent	Mean	Standard deviation
0	60	24	2.8	1.1
1	38	15		
2	82	33		
3	43	17		
4 or more	26	11		
Total	249	100	2.8	1.1

Ninety-two percent of the county extension educators and related positions were Caucasian/white. Other races made up the remaining 8%.

Table 34

Distribution of Respondents According to Race

Race	Frequency	Percent
White	263	92
Multiple races	11	4
Hispanic/Latino	6	2
Others	5	2
Total	285	100

4.6 The Need for Doctoral Degrees

Objective 4: Determine the need for a doctoral degree (Ed. D, PhD) in extension education by county extension educators in Idaho, Washington, and Oregon.

About 93% (273) of the 295 respondents identified the universities at which they completed their bachelor's degrees. About 12% of the 273 respondents completed their bachelor's degrees from

Oregon State University while 9% completed their bachelor's degrees from University of Idaho. Eight percent completed theirs from Washington State University. 21% of the respondents attended land-grant universities in other states.

Table 35

Universities at which Respondents Completed their Bachelor's Degrees

University	Frequency	Percent
Oregon State University	32	12
University of Idaho	24	9
Washington State University	21	8
Other Land-grant Universities	59	21
Non-Land-grant in the three states	66	24
Other Universities	71	26
Total	273	100

Ninety-three percent of the 293 respondents indicated that they have completed their bachelor's degrees with about 2% currently enrolled in bachelor's degree programs.

Table 36

Bachelor's Degrees Completed by Respondents

Response	Frequency	Percent
Yes	274	93
No	14	5
Currently in progress	5	2
Total	293	100

About 45% of the 273 respondents had completed their bachelor's degrees in agricultural and natural resources areas while 18% completed their degrees in social sciences/arts majors. Ten

percent of the respondents majored in education related areas. About 6% of the 123 respondents who majored in majors under agricultural and natural resources had their bachelor's degrees in agricultural and extension education. The major with the highest number of graduates under this category was animal science with 18% of the 123 respondents majoring in it.

Table 37

Undergraduate Majors Completed by Respondents

Major	Frequency	Percent
Agricultural and natural resources	123	45
Social sciences/Arts	50	18
Natural sciences	38	14
Education	26	10
Others	36	13
Total	273	100

About 71% of 290 respondents indicated that they completed their master's degrees with an additional 2% currently enrolled in master's degree programs. Two hundred and twelve respondents specified the names of the universities at which they completed their master's degree programs.

Table 38

Master’s Degrees Completed by Respondents

Response	Frequency	Percent
Yes	207	71
No	77	27
Currently in progress	6	2
Total	290	100

Eleven percent graduated from the University of Idaho, 15% graduated from Oregon State University, and 9% graduated from Washington State University. Additionally, 29% attended other land-grant universities while 21% attended non-land grant Universities located in Idaho, Washington, and Oregon. Four respondents attended two universities each.

Table 39

Universities at which Respondents Completed their Master's Degrees

University	Frequency	Percent
Oregon State University	31	15
University of Idaho	24	11
Washington State University	19	9
Other Land-grant Universities	61	29
Non-land grant Universities in the three States	45	21
Other Universities	32	15
Total	212	100

About 72% of the 295 respondents indicated the various fields they majored in for their master's degrees. Fifty two percent of the group majored in agricultural and natural resources areas. Twelve respondents majored in agricultural and extension education, and three respondents majored in youth development. Almost 19% of the respondents majored in education related areas while 8% majored in natural sciences related areas.

Table 40

Majors Completed by Respondents at the Master's Level

Major	Frequency	Percent
Agricultural and natural resources	109	52
Education	41	19
Natural sciences	16	8
Other areas	45	21
Total	211	100

Eighteen respondents indicated that they have plans to complete their master's degrees while twenty respondents specified the majors they would consider in the future. A breakdown of the majors showed that 40% of these respondents are interested in education while 25% are interested in the sciences. About 10% of the respondents are willing to complete a master's degree in youth development while no respondent showed interest in agricultural and extension education.

Table 41

Majors Desired by Respondents for their Master's Degrees

Major	Frequency	Percent
Education	8	40
Sciences	5	25
Social sciences	2	10
Youth development	1	5
Other majors	4	20
Total	20	100

About 10% of 291 respondents indicated that they have completed doctoral degrees, with an additional 3% currently enrolled in doctoral degree programs.

Table 42

Doctoral Degrees Completed by Respondents

Response	Frequency	Percent
Yes	30	10
No	254	87
Currently in progress	7	3
Total	291	100

Note: Four respondents did not respond to the question but had their doctoral degrees.

Thirty-five respondents specified the name of the university at which they completed their doctoral degree. About 12% of the respondents completed their doctoral degrees at the University of Idaho while 6% completed theirs at Oregon State University. About 29% of respondents graduated from Washington State University, about 30% graduated from other land-grant universities and about 17% graduated from other non-land-grant universities within Idaho, Washington, and Oregon. One respondent attended two universities.

Table 43

Universities Attended by Respondents for their Doctoral Degrees

University	Frequency	Percent
Other land-grant Universities	11	30
Washington State University	10	29
University of Idaho	4	12
Oregon State University	2	6
Non-land grant Universities within the three States	6	17
Others	2	6
Total	35	100

Note: Four additional respondents specified the names of the universities they attended.

About 13% of the 295 respondents indicated their majors at the doctoral level. More than half of them majored in agricultural and natural resources areas.

Table 44

Doctoral Majors Completed by Respondents

Major	Frequency	Percent
Agricultural and natural resources	21	55
Education	6	16
Sciences and engineering	5	13
Others	6	16
Total	38	100

Eighty-two percent of these respondents completed a doctorate of philosophy degree in various fields. The remaining 18% were split equally between doctorate of education and juris doctorate.

Table 45

Types of Doctoral Degrees Completed by Respondents

Type	Frequency	Percent
Doctorate of philosophy	29	82
Doctorate of Education	3	9
Juris doctorate	3	9
Total	35	100

Eight percent of 283 respondents indicated that they have plans to complete a doctoral degree in the future.

Table 46

Plan to Complete Doctoral Degrees

Responses	Frequency	Percent
Yes	23	8
No	173	61
Undecided	87	31
Total	283	100

Fifty-seven respondents indicated the various universities they are considering for their doctoral degrees. About 18%, 25%, and 21% of these respondents planned to attend the University of Idaho, Oregon State University, and Washington State University respectively for their doctoral degree programs. An additional 19% of the group picked two or more universities within Idaho, Washington, and Oregon.

Table 47

Universities Desired by Respondents for their Doctoral Degrees

University	Frequency	Percent
Oregon State University	14	25
Washington State University	12	21
University of Idaho	10	18
Non-land grant Universities	10	18
Others	11	18
Total	57	100

Sixty-three respondents indicated the various majors they were considering for their doctoral degrees while eighteen respondents were undecided. About 43% of the sixty-three respondents are considering various majors under education while 35% of the group, are considering majors under

agricultural and natural resources. An additional 16% indicated that they would major in disciplines under natural and medical sciences.

Table 48

Doctoral Majors Being Considered by Respondents

Major	Frequency	Percent
Education	27	43
Agricultural and natural resources	22	35
Natural and medical sciences	10	16
Others	4	6
Total	63	100

Respondents were asked to identify their preferences for delivery format for a doctoral program. The combined on-line and face-to-face degree program was given the highest consideration by 127 respondents.

Table 49

Type of Doctoral Program Delivery Format Desired by Respondents

Program	Frequency	Percent
Combined on-line and face-to-face	93	79
On-line	78	67
Off-campus	72	62
Accelerated degree	63	54
Co-hort	60	51
Summer intensive	47	40

A total of 128 respondents specified the ideal length of time they would need to complete a doctoral degree. About 31% of the respondents desired to finish their doctoral degree programs in two years while about 69% chose three years or more.

Table 50

Desired Length of Time to Complete Doctoral Program

Year	Frequency	Percent
2	40	31
3	57	45
4	16	13
5	7	5
6 or more	8	6
Total	128	100

About 2% of 266 respondents completed their bachelor's degrees either partially or fully, on-line. About 14% of 209 respondents completed their master's degrees either partially or fully, on-line. It is clear that majority of the respondents completed their academic degrees within campuses of various universities.

Table 51

Format of Academic Program Completed by Respondents

Degree	On-Line Degrees		Campus-Based Degrees	
	Frequency	Percentage	Frequency	Percentage
Bachelor’s	4	2	262	98
Master’s	30	14	179	86
Doctorate	3	9	32	91

The perceptions of advancement in Extension by county extension educators in Idaho, Washington, and Oregon vary depending on their responses to different Likert-type statements. A total of 14 items were used to measure their perceptions of advancement in extension. About 84% of the 290 respondents who responded to item one were of the opinion that their decision to join the extension system was a good career decision with a mean score and standard deviation of 4.17 and 0.86 respectively. It is clear that a majority of the respondents intend to continue with the career path based on their responses to item two. About 79% of the 285 respondents expressed their desire to continue their careers in extension education for the foreseeable future. The desire of the extension educators to continue their career in extension education is traceable to the fact that more than half (56%) of the respondents felt that they have a bright future in the extension system (item four).

Ironically, 56% of 289 respondents opined that they would consider leaving the extension system to improve their career prospects (item three). More than half of the 295 respondents were willing to switch careers in order to improve their career prospects.

Based on responses to items 11, 13, and 14, a majority of the respondents were not interested in working in extension administration on the federal, state, and county levels. For example, 28% of 287 respondents showed interest in working in extension administration on the state level with a mean score and standard deviation of 2.71 and 1.28 respectively.

About 45% of 290 respondents opined that a doctorate degree is needed to climb the career ladder in the extension system (item seven) while 68% of 278 respondents submitted that they can advance up the career ladder in the extension system without a doctorate degree (item 10). It is clear from the two statements that other factors are responsible for advancement in the career ladder in the extension system.

About 40% of 285 respondents believed that their career prospects would be significantly benefitted by completing a doctorate degree (item eight).

Table 52

Perceptions of Advancement in Extension by Respondents

N	Statement	SD	D	UN	A	SA	Mean	S.D.
1	Joining the extension system was a good career decision	2%	3%	11%	45%	39%	4.2	0.9
2	I plan to continue my career in extension education	3%	3%	15%	42%	37%	4.1	1
3	I would consider leaving the extension system to improve my career prospects	8%	12%	23%	38%	19%	3.5	1.2
4	I feel I have a bright future in the extension system	6%	9%	28%	43%	14%	3.5	1
5	There are limited career pathways in extension	4%	24%	18%	38%	16%	3.4	1.1
6	My family responsibilities limit my educational and professional options	13%	27%	10%	38%	12%	3.1	1.3
7	A doctorate degree is needed to climb the career ladder in the extension system	7%	21%	27%	30%	15%	3.3	1.2
8	Completing a doctorate degree would significantly benefit my career prospects in extension	11%	25%	24%	24%	16%	3.1	1.3
9	I would be willing to complete a doctorate degree in order to improve my career prospects	17%	23%	23%	25%	12%	2.9	1.3
10	Without a doctorate degree I cannot advance up the career ladder in extension system	8%	34%	26%	22%	10%	2.9	1.1
11	My career goal is to work in the extension administration on the county level	18%	24%	27%	20%	11%	2.8	1.2
12	I will move to another state to improve my career prospects	19%	29%	22%	19%	11%	2.7	1.3
13	My career goal is to work as a state's extension administrator	22%	24%	26%	17%	11%	2.7	1.3
14	My career goal is to work as a federal extension administrator	34%	32%	23%	7%	4%	2.2	1.1

Note: SD = Strongly disagree; D= Disagree; UN= Undecided; A= Agree; SA= Strongly agree

Chapter 5: SUMMARY, CONCLUSIONS, and RECOMMENDATIONS

5.1 Summary

The purpose of this study was to determine the current status of academic programs in extension education and 4-H youth development in land-grant institutions in the United States of America.

The specific objectives of the study were:

- Identify academic minors, bachelor's, master's, and doctoral degrees in extension education offered at United States land-grant universities.
- Identify academic minors, bachelor's, master's, and doctoral degrees in 4-H youth development offered at United States land-grant university.
- Identify courses related to extension education and 4-H youth development offered at United States land-grant universities.
- Determine the need for a doctoral degree in extension education by county extension educators in Idaho, Washington, and Oregon.

The population for this study consisted of two different groups. The first group was made up of 68 associate deans for academic programs and directors of extension in 68 land-grant universities. The second group was made up of 681 county extension educators in Idaho, Washington, and Oregon. Useable data were received from 51 respondents in the first group or 75% of the group. Useable data were received from 295 respondents in the second group or 43% of the group.

Data collected from the respondents in the first group was analyzed and used to measure objectives one, two, and three respectively. Data collected from the second group were analyzed and used to measure objective four. Descriptive statistics were used to analyze the two sets of data involved in this study.

Hence, two survey instruments were used in the study. The instruments were developed by the researcher and were reviewed by an expert to establish face and content validity. Moreover, a review of literature was done and the instruments were administered through survey monkey.com. In order to achieve objectives one, two, and three, 1862 and 1890 land-grant universities in the United States were considered. The 1862 and 1890 land-grant universities in territories belonging to the United States as well as 1994 tribal colleges were not considered in the study.

5.2 Conclusions

Based on the findings of this study, the following conclusions were drawn with special focus on the objectives of the study.

Objective 1

Twenty nine percent of the respondents from the fifty-one land-grant universities indicated that their colleges of agriculture offer academic minors related to extension education. Majority of these minors are in agricultural and/or extension education.

Fifty-three percent of the land-grant universities offer bachelor's degrees related to extension education. About 74% of these degrees are in agricultural and/or extension education or related majors.

Fifty-one percent of the land-grant universities offer master's degrees related to extension education. About 81% of these degrees are in agricultural and/or extension education or related majors.

Only 22 percent of the land-grant universities offer doctoral degrees related to extension education. Ninety-two percent of these degrees are in agricultural education and/or extension education or related majors.

Objective 2

Eighteen percent of the 51 colleges offer academic minors related to 4-H youth development. The majority of the academic minors were in leadership development and youth and family education.

Equally, 18 percent of the 51 land-grant universities involved in this study offer bachelor's degrees related to 4-H youth development. Agricultural education, leadership, and communication as well as family, youth, and community services featured more frequently in the list.

Twenty-two percent of the 51 land-grant universities offer master's degrees related to 4-H youth development. Fifty percent of these degrees are in youth development and agricultural education; family, youth, and consumer sciences education; and agricultural leadership, education and communication.

Six percent of the land-grant universities offer doctoral degrees related to 4-H youth development. The doctoral degrees are in youth development and agricultural education.

Objective 3

Thirty-three percent of the universities in this study offer courses related to extension education/4-H youth development. The courses were a mixture of undergraduate and graduate level courses.

Objective 4

Ninety-three percent of the responding county extension educators in Idaho, Washington, and Oregon have completed their bachelor's degrees with an additional two percent currently pursuing theirs.

Seventy percent of the respondents have completed their master's degrees in various fields while an additional two percent are currently enrolled in master's degree programs. Thirteen percent of the respondents indicated that they were not planning on completing a master's degree in the future while six percent planned to complete a master's degree in the future. Ten percent of the respondents indicated that they have completed a doctoral degree. Two percent were currently enrolled in doctoral degree programs.

Eight percent of the respondents indicated that they have plans to complete doctoral degrees in the future while 59% specified that they were not planning to pursue a doctoral degree in the future. A further 29% were undecided about plans to complete doctoral degrees.

Seven percent of the respondents planned to major in fields under agriculture and natural resources while 9% planned to pursue a major in education.

Thirty-eight percent of the respondents indicated that they would like to complete their doctoral degrees within two to four years. Four percent of the respondents indicated that they would prefer to enroll in the University of Idaho for their doctoral degrees while five percent were willing to consider Washington State University for their doctoral degree programs. Additionally, six percent of the respondents indicated that they would consider Oregon State University for their doctoral degree programs.

Only 10% of the respondents indicated that their bachelor's degrees were completed, either partially or fully, on-line. Twenty nine percent of the respondents indicated that their Master degrees were completed, either partially or fully, on-line.

Twelve percent of the respondents completed their doctoral degrees within campuses of universities. However, the combined on-line and face-to-face degree program was the most preferred doctorate degree program delivery format among the respondents while an intensive program during the summer was least preferred by the respondents.

Thirty-nine percent of the respondents indicated that the completion of their doctorate degree programs would significantly benefit their career prospects in extension. Thirty-five percent of the respondents were willing to complete a doctorate degree in order to improve their career prospects in the extension system.

Forty-four percent of the respondents believed that a doctorate degree was needed to climb the career ladder in the extension system while 31% believed they could not advance up the career ladder in the extension system without a doctorate degree.

Twenty eight percent of the respondents indicated that their career goal was to work in extension administration on the county level while 27% were interested in working in extension administration on the state level. Eleven percent indicated that their career goal was to work in extension administration on the federal level. Fifty-three percent of the respondents indicated that the career pathways in the extension system were limited.

Eighty-three percent of the respondents opined that they made a good career decision by joining the extension system. Seventy-six percent of the respondents planned to continue their career in extension education for the foreseeable future. However, 55% of the respondents indicated that they would consider leaving the extension system to improve their career prospects.

Seventy-two percent of the respondents were married. Fifty-five percent of the respondents have less than four children while 20% have no children. Thirty-eight percent of the respondents have children who were less than 18 years old. Forty-eight percent of the respondents believed that their responsibilities in their families would limit their educational and professional options.

5.3 Recommendations

Based on the findings of this study involving two population groups, the following are strongly recommended:

More collegiate 4-H clubs should be established in more land-grant universities in order to sustain the 4-H experiences of students at high school and encourage students without pre-college 4-H to participate.

The academic minors related to extension education and 4-H youth development should be increased to arouse the interest of students in the two areas of extension. Moreover, students' experience in 4-H youth development at high schools would be sustained through these minors.

Efforts should be made by administrators of land-grant universities to increase greatly the number of courses and degree programs at the bachelor, master, and doctoral levels. The doctoral degree programs in extension education and 4-H youth development were noticed to be in very short supply in land-grant universities across the country.

More 4-H related internships should be encouraged in both county and state extension offices in order to expose students to competencies needed by extension educators in the

Cooperative Extension System. The idea could stimulate the interest of students in extension education and 4-H youth development.

The wages, salaries, and other benefits of extension educators should be reviewed in order to encourage them to pursue advanced degree programs in both extension education and 4-H youth development. For instance, a respondent stated expressly that he is not interested in any doctoral degree program simply because he earns $18 per hour with his master's degree.

Advanced degree programs in extension education and 4-H youth development should be sustained and increased by administrators of land-grant universities across the United States. The curricula of the programs should be based on identified competencies and delivered mostly through distance education in order to encourage extension professionals to participate in the programs.

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APPENDIX A: APPROVAL FOR HUMAN SUBJECT EXEMPT

University *of* Idaho
Office of Research Assurances
Institutional Review Board
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Moscow ID 83844-3010
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To: James Connors
From: Jennifer Walker
IRB Coordinator, University of Idaho Institutional Review Board
University Research Office
Moscow, ID 83844-3010

Date: 12/30/2015 1:57:06 PM

Title: Current Status of Academic Programs in Extension Education/4-H Youth Development at Land-Grant Universities in the United States

Project: 15-1055

Certified: Certified as exempt under category 2 at 45 CFR 46.101(b) (2).

On behalf of the Institutional Review Board at the University of Idaho, I am pleased to inform you that the protocol for the above-named research project has been certified as exempt under category 2 at 45
CFR 46.101(b) (2).

This study may be conducted according to the protocol described in the Application without further review by the IRB. As specific instruments are developed, modify the protocol and upload the instruments in the portal. Every effort should be made to ensure that the project is conducted in a manner consistent with the three fundamental principles identified in the Belmont Report: respect for persons; beneficence; and justice.

It is important to note that certification of exemption is NOT approval by the IRB. Do not include the statement that the UI IRB has reviewed and approved the study for human subject participation. Remove all statements of IRB Approval and IRB contact information from study materials that will be disseminated to participants. Instead please indicate, 'The University of Idaho Institutional Review Board has certified this project as Exempt.'

Certification of exemption is not to be construed as authorization to recruit participants or conduct research in schools or other institutions, including on Native Reserved lands or within Native Institutions, which have their own policies that require approvals before Human Subjects Research

Projects can begin. This authorization must be obtained from the appropriate Tribal Government (or equivalent) and/or Institutional Administration. This may include independent review by a tribal or institutional IRB or equivalent. It is the investigator's responsibility to obtain all such necessary approvals and provide copies of these approvals to ORA, in order to allow the IRB to maintain current records.
As Principal Investigator, you are responsible for ensuring compliance with all applicable FERPA Regulations, University of Idaho policies, state and federal regulations.

This certification is valid only for the study protocol as it was submitted to the ORA. Studies certified as Exempt are not subject to continuing review (this Certification does not expire). If any changes are made to the study protocol, you must submit the changes to the ORA for determination that the study remains Exempt before implementing the changes. Should there be significant changes in the protocol for this project, it will be necessary for you to submit an amendment to this protocol for review by the Committee using the Portal. If you have any additional questions about this process, please contact me through the portal's messaging system by clicking the `Reply¿ button at either the top or bottom of this message.

Jennifer Walker

APPENDIX B: ASSOCIATE DEANS' SURVEY INSTRUMENT

1. What state Extension System do you currently work for?

2. To which group does your Land-Grant University belong?

- 1862 Land-Grant Universities
- 1890 Land-Grant Universities

3. At what 1862 Land-Grant University do you work?

4. In which university administrative unit (college, department, etc.) is your Extension office located?

5. Does your college/department offer an Academic Minor related to Extension Education?

- Yes
- No

Other (please specify)

6. What is the title of the Academic Minor?

7. What is the title of the Academic Minor?

8. Does your college/department offer a Bachelor's Degree related to Extension Education?

- Yes
- No

Other (please specify)

9. What is the title of the Bachelor's Degree?

10. What type of Bachelor's degree is it?

- Bachelor of Science
- Bachelor of Arts
- Other (please specify)

11. Does your college/department offer a Master's Degree related to Extension Education?

- Yes
- No

Other (please specify)

12. What is the title of the Master's Degree?

13. What type of Master's Degree is it?

- Master of Science
- Master of Arts
- Other (please specify)

14. Does your college/department offer a Doctoral Degree related to Extension Education?

- Yes
- No
- Other (please specify)

15. What is the title of the Doctoral Degree?

16. What type of doctoral degree is it?

- Doctor of Philosophy (PhD)
- Doctor of Education (DED)
- Other (please specify)

17. Does your college/department offer an Academic Minor related to 4-H Youth Development?

- Yes
- No

Other (please specify)

18. What is the title of the 4-H Youth Development Minor?

19. Does your college/department offer a Bachelor's Degree related to 4-H Youth Development?

- Yes
- No

Other (please specify)

20. What is the title of the 4-H Youth Development Bachelor's Degree?

21. What type of Bachelor's degree is it?

- Bachelor of Science
- Bachelor of Arts
- Other (please specify)

22. Does your college/department offer a Master's Degree related to 4-H Youth Development?

- Yes
- No

Other (please specify)

23. What is the title of the 4-H Youth Development Master's Degree?

24. What type of Master's Degree is it?

- Master of Science
- Master of Arts
- Other (please specify)

25. Does your college/department offer a Doctoral Degree related to 4-H Youth Development?

- Yes
- No
- Other (please specify)

26. What is the title of the Doctoral Degree?

27. What type of doctoral degree is it?

- Doctor of Philosophy (PhD)
- Doctor of Education (EdD)
- Other (please specify)

28. Does your college/department offer courses related to 4-H Youth Development?

- Yes
- No
- Other (please specify)

29. Please list 4-H related course prefix, number, title, and credits

30. Does your college/department offer any internship in 4-H Youth Development in county or state extension offices?

Yes

No

Other (please specify)

31. Are 4-H related internships required for any degree programs?

Yes

No

Other (please specify)

32. Does your college/department have a collegiate 4-H Club for students interested in 4-H programs?

Yes

No

Other (please specify)

APPENDIX C: EXTENSION EDUCATORS' SURVEY INSTRUMENT

1. Which state extension system do you currently work for?

- University of Idaho Extension
- Washington State University Extension
- Oregon State University Extension
- Other (please specify)

2. What is your current position with the Extension System?

3. How long have you been in your current position?

Years

Years

4. How long have you worked for the Extension System?

Years

5. Have you completed a Bachelor's degree?

- Yes
- No (Skip to next page)
- Currently in progress

Other (please specify)

6. At which university did you complete your Bachelor's degree?

7. What was your undergraduate major?

8. Have you completed a Master's degree?

- Yes
- No (Skip to Question 13)
- Currently in progress

Other (please specify)

9. At which university did you complete your Master's degree?

10. What was your major for your Master's degree?

11. Do you plan on completing a Master's degree in the future?

- Yes
- No (Skip to next page)
- Undecided
- Does not apply - Already Completed Master's degree

12. What major are you considering for your Master's degree?

13. Have you completed a Doctoral degree?

- Yes
- No (Skip to Question 17)
- Currently in progress

Other (please specify)

14. At which university did you complete your Doctoral degree?

15. What was your major for your Doctoral degree?

16. What type of doctoral degree did you complete?

- Doctorate of Philosophy (PhD)
- Doctorate of Education (EdD)
- Other (please specify)

17. Do you plan on completing a Doctoral degree in the future?

- Yes
- No (Skip to next page)
- Undecided

18. What university are you considering for your Doctoral degree?

19. What major are you considering for your Doctorate degree?

20. Would you consider any of the following types of doctorate degree programs?

- [ ] On-line degree program (all courses offered on-line using course management system)
- [ ] Combined on-line and face-to-face degree program (some courses on-line and other courses offered face-to-face)
- [ ] Co-hort degree program
- [ ] Off-campus degree program.
- [ ] An intensive program during the summer
- [ ] An accelerated degree program (short 2-3 week sessions)

21. What would be the ideal length of time for you to complete a doctoral degree program?

- ○ 2 years
- ○ 3 years
- ○ 4 years
- ○ 5 years
- ○ Other (please specify)

22. Were any of your academic degrees completed, either partially or fully, on-line?

Degree	On-line degree	Campus-based (not on-line)
Bachelor's degree	Bachelor's degree On-line degree	Bachelor's degree Campus-based (not on-line)
Master's degree	Master's degree On-line degree	Master's degree Campus-based (not on-line)
Doctorate degree	Doctorate degree On-line degree	Doctorate degree Campus-based (not on-line)

23. Perceptions of Advancement in Extension.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Completing a doctorate degree would significantly benefit my career prospects in Extension.					
I plan on continuing my career in Extension Education for the foreseeable future.					
There are limited career pathways in the Extension System.					

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
A doctorate degree is needed to climb the career ladder in the Extension System.					
I would be willing to complete a doctorate degree in order to improve my career prospects in the Extension System.					
Without a doctorate degree I cannot advance up the career ladder in the Extension System.					
A career goal of mine is to work in Extension administration on the county level.					
A career goal of mine is to work in Extension administration on the state					

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
A career goal of mine is to work in Extension administration on the federal level.					
I would consider leaving the Extension System to improve my career prospects.					
I feel I have a bright future in the Extension System.					
Joining the Extension System was a good career decision for me.					
I would consider moving to another state to improve my career prospects in the Extension System.					
My family responsibilities limit my educational and					

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
professional options					

24. What state do you reside in?

- Idaho
- Washington
- Oregon
- Other (please specify)

25. What is your age?

- 18 to 24
- 25 to 34
- 35 to 44
- 45 to 54
- 55 to 64
- 65 to 74
- 75 or older

26. Are you White, Black or African-American, American Indian or Alaskan Native, Asian, Native Hawaiian or other Pacific islander, or some other race?

- White
- Black or African-American
- American Indian or Alaskan Native
- Asian
- Native Hawaiian or other Pacific Islander
- From multiple races
- Some other race (please specify)

27. Which of the following best describes your current relationship status?

- Married
- Separated or Divorced
- Single, never married
- Other (please specify)

28. Do you have any children under 18?

- Yes
- No

29. How many children do you have?

- 1
- 2
- 3
- Other (please specify)

APPENDIX D: COVER LETTER

Festus Olubunmi

Department of Agricultural and Extension Education

University of Idaho

Moscow, ID 83843

olub7026@vandals.uidaho.edu

January 19, 2016

Dear County Extension Educator:

You are invited to participate in a survey, entitled "County Extension Educator's needs for Graduate Degrees." This research is part of my Master's degree program in agricultural education in the Department of Agricultural and Extension Education here at the University of Idaho. The study is being conducted by me and is supported by Dr. James Connors, the Department Chair.

The purpose of the study is to examine county extension educator's needs for graduate degrees. The University of Idaho Institutional Review Board has Certified this project as Exempt. The survey should take between 10 to 15 minutes to complete. Risks to participants are considered minimal. There will be no costs for participating.

The results of the survey will be anonymous and confidential. Your identity will not be revealed. Your participation in this survey is voluntary. You may withdraw from the survey at any time or refuse to have your data included without any penalties.

If you have any questions or comments about the study, you may forward such to the address above.

If you agree to complete the survey, click on the following link:

https://www.surveymonkey.com/r/BZXMJMK

Thank you,

Festus Olubunmi

Dr. Jim Connors

Dr. Jim Connors, Professor & Head

Department of Agricultural & Extension Education

University of Idaho

875 Perimeter Drive MS 2040

Moscow, ID 83844-2040

Phone: 208.885.6358

Fax: 209.885.4039

APPENDIX E: FOLLOW-UP EMAILS

Dr. Petty:

Please send the following email reminder to your colleagues in Washington and Oregon.

County Extension Educators:

A few weeks ago, you should have received a request to complete a survey titled: *County Extension Educator's Needs for Graduate Degrees*. Currently we have only received a 19% response from county extension educators in Idaho, Washington, and Oregon. If you have already completed the survey thank you very much.

If you have not had time to complete it yet, we would ask that you find some time in the next few days. Your response to this survey is very important. The information collected will be shared with Extension Administrators and college of agriculture leaders. Future graduate programs in extension education may be proposed based on the needs of county extension educators in the Pacific Northwest.

We would greatly appreciate you taking 10 minutes to complete the survey at: https://www.surveymonkey.com/r/BZXMJMK

If you have any questions please email us at olub7026@vandals.uidaho.edu or jconnors@uidaho.edu

Festus Olubunmi, Graduate Student

Dr. Jim Connors, Professor and Head

Dr. James Connors, Professor and Head

Department of Agricultural and Extension Education

1210 West 6th Street

208.885.6358

jconnors@uidaho.edu

From: "Connors, James (jconnors@uidaho.edu)" <jconnors@uidaho.edu>
Date: Tuesday, February 2, 2016 9:01 AM
To: Barbara Petty <bpetty@uidaho.edu>
Cc: "Olubunmi, Festus (olub7026@vandals.uidaho.edu)" <olub7026@vandals.uidaho.edu>
Subject: County Extension Educator Survey

Dr. Petty:

Festus and I have been meeting to review the responses to his survey. Right now we have 124 responses out of a population of 681 (ID, WA, & OR).

1st Email with Survey Link – January 22

2nd Email Reminder - January 29

3rd Email Reminder – February 5

4th Email Reminder – February 12

It would be great if email reminders could be sent out in Idaho, Washington, and Oregon on those dates; January 29 (last Friday), February 5 (this Friday), and February 12th. Our goal is at least 50% response rate for all three states. Right now we are at 18%.

Thanks for your help in distributing the email reminders to the Extension Administrators in Washington and Oregon. We greatly appreciate all of your help with this survey.

Thanks,

Jim

Dr. James Connors, Professor and Head

Department of Agricultural and Extension Education

1210 West 6th Street

208.885.6358

jconnors@uidaho.edu

Dr. Petty:

Thank you for sending out the reminder last week. We would ask that one last follow-up be sent out. Thanks to the last follow-up we doubled our response rate to 41%. Our goal is to get at least 50% response rate from the three states.

We would appreciate it if you could send the following reminder to your colleagues in Washington and Oregon on Wednesday, February 24, 2016. This will be our third and last follow-up.

County Extension Educators:

Last week you should have received a follow-up email asking you to complete a survey titled: *County Extension Educator's Needs for Graduate Degrees*. Currently we have received a **41% response rate** from county extension educators in Idaho, Washington, and Oregon. We would really like to increase the response rate to at least 50%. If you have already completed the survey thank you very much. If you have not had time to complete it yet, we would ask that you find some time in the next few days because the survey will close in early March.

Your response to this survey is very important. The information collected will be shared with Extension Administrators and college of agriculture leaders. Future graduate programs in extension education may be proposed based on the needs of county extension educators in the Pacific Northwest.

We would greatly appreciate you taking 10 minutes to complete the survey at:
https://www.surveymonkey.com/r/BZXMJMK

If you have any questions please email us at olub7026@vandals.uidaho.edu or jconnors@uidaho.edu

Festus Olubunmi, Graduate Student

Dr. Jim Connors, Professor and Head

Dr. James Connors, Professor and Head

Department of Agricultural and Extension Education

1210 West 6th Street

208.885.6358

jconnors@uidaho.edu

APPENDIX F: RAW DATA OF ASSOCIATE DEANS' SURVEY INSTRUMENT

IN WHICH UNIVERSITY ADMINISTRATIVE UNIT IS YOUR EXTENSION OFFICE LOCATED?

1 college of agriculture, forestry, and life sciences 3/6/2016 10:24 AM
2 college of Agriculture 3/6/2016 10:14 AM

3 Office of the provost 3/5/2016 3:15 PM

4 spread across colleges in the universities 3/5/2016 2:59 PM

5 Purdue office of engagement 3/5/2016 2:51 PM

6 college of agriculture and natural resources 3/3/2016 10:15 PM

7 college of agriculture, foods and natural resources 3/3/2016 9:42 PM

8 college of agriculture and natural resources 3/3/2016 9:21 PM

9 college of agriculture, natural resources and design 3/3/2016 9:10 PM

10 college of agricultural and environmental sciences 3/3/2016 8:24 PM

11 college of agriculture and life sciences 3/3/2016 7:55 PM

12 Gus R Douglass land-grant Institute 3/2/2016 3:35 AM

13 college of agricukture 3/2/2016 3:09 AM

14 college of food, agriculture and natural resources sciences 3/1/2016 2:23 PM

15 college of agriculture,food science and sustainable systems 3/1/2016 1:44 PM

16 college of agriculture 3/1/2016 1:11 PM

17 college of agriculture and food sciences 3/1/2016 12:29 PM

18 Colleges of agriculture and life sciences, community and economic development, and human sciences. 3/1/2016 11:21 AM

19 college of agriculture and life sciences 3/1/2016 10:41 AM

20 college of agricultural, life, and natural sciences 2/29/2016 3:29 PM

21 college of agriculture and life sciences 2/29/2016 2:56 PM

22 Department of accounting, agribusiness and economics. 2/29/2016 2:04 PM

23 college of agriculture 2/27/2016 12:23 PM

24 college of agriculture and life sciences 2/27/2016 12:06 PM

25 college of agriculktural, human and natural resources sciences 2/27/2016 11:30 AM

26 college of agriculture and biological sciences and college of education and human sciences 2/26/2016 2:56 PM

27 College of Agriculture, Food, and Environment. 2/26/2016 2:22 PM

28 college of agriculture and natural resources 2/26/2016 1:42 PM

29 It is part of the division of university outreach and engagement 2/26/2016 1:24 PM

30 College of Agriculture, Human and Natural Sciences 2/24/2016 2:00 PM

31 College of Agriculture and Natural Resources 2/22/2016 4:34 AM

32 College of Agricultural and Environmental Sciences 2/21/2016 9:55 AM

33 College of Agriculture and Life Sciences, College of Human Ecology 2/20/2016 11:57 AM

34 College 2/20/2016 11:36 AM

35 Two locations: 4-H & Youth Development is in the College of Education, Primary extension admin is within the College of Agriculture, Food Sciences, and Natural Resources 2/9/2016 4:12 AM

36 College of the Environment & Life Sciences 2/3/2016 10:42 AM

37 College of Agriculture and Applied Sciences 2/2/2016 8:53 AM

38 College 1/31/2016 10:05 AM

39 Agriculture 1/29/2016 3:24 PM

40 School of Agriculture and Applied Science 1/29/2016 4:37 AM

41 Division of Agricultural Sciences and Natural Resources 1/25/2016 4:37 PM

42 College 1/24/2016 6:23 PM

43 university 1/22/2016 1:22 PM

44 Institute of Food and Agricultural Sciences 1/22/2016 11:41 AM

45 University of Tennessee Institute of Agriculture 1/22/2016 6:18 AM

46 College of food, agricultural, and environmental sciences 1/22/2016 6:17 AM

47 College of Agriculture, Family Sciences and Technology Cooperative Extension Program 1/19/2016 6:37 AM

48 College of Tropical Agriculture and Human Resources 1/18/2016 9:26 PM

49 College of Agricultural, Consumer and Environmental Sciences 1/15/2016 10:15 AM

WHAT IS THE TITLE OF THE ACADEMIC MINOR?

1 adult/extension education 3/6/2016 10:24 AM

2 agricultural education 3/3/2016 9:42 PM

3 extension education 3/3/2016 7:55 PM

4 agriculture and life sciences education 3/1/2016 11:21 AM

5 agricultural technology management and education 3/1/2016 10:41 AM

6 extension education 2/29/2016 2:56 PM

7 leadership 2/26/2016 1:25 PM

8 Agricultural Education 2/24/2016 2:00 PM

9 Extension Education 2/9/2016 4:12 AM

10 Ag. Extension Education 1/31/2016 10:05 AM

11 Agricutural Education - Ag Professional Service 1/29/2016 3:24 PM

12 Agriculture Education 1/29/2016 4:37 AM

13 Extension Education 1/22/2016 11:41 AM

14 Agricultural Economics, Bioenergy and Climate Change, Food Safety, Small Ruminants, and Specialty Plant Biotechnology 1/19/2016 6:37 AM

15 N/A 1/18/2016 9:26 PM

16 Agricultural and Extension Education 1/15/2016 10:16 AM

What IS THE TITLE OF THE BACHELOR'S DEGREE?

1 agricultural education 3/6/2016 10:25 AM

2 Agriscience education 3/6/2016 10:14 AM

3 agricultural and extension education 3/5/2016 3:37 PM

4 agricultural education 3/5/2016 2:51 PM

5 agricultural education 3/3/2016 9:44 PM

6 agricultural and extension education 3/3/2016 9:11 PM

7 extension education 3/3/2016 8:00 PM

8 agricultural education 3/2/2016 3:10 AM

9 agricultural education 3/1/2016 2:24 PM

10 agricultural education 3/1/2016 1:14 PM

11 agriculture and life sciences education; agricultural studies 3/1/2016 11:21 AM

12 agricultural education 3/1/2016 10:42 AM

13 extension education 2/29/2016 2:57 PM

14 agriculture business and economics 2/27/2016 12:26 PM

15 agricultural education 2/27/2016 11:31 AM

16 agricultural education, communications, and leadership 2/26/2016 2:22 PM

17 agricultural science 2/26/2016 1:26 PM

18 Agricultural Science 2/24/2016 2:06 PM

19 Ag and Life Sciences, major in Ag. Science, Communication, and Leadership 1/31/2016 10:07 AM

20 Agricultural Education, extension is within the curriculum 1/29/2016 3:25 PM

21 Agriculture Education 1/29/2016 4:38 AM

22 Major: Agricultural Leadership, Option: Extension Education 1/25/2016 4:38 PM

23 agricultural science and leadership education 1/24/2016 6:23 PM

24 Agricultural Education and Communication 1/22/2016 11:41 AM

25 BS in Agricultural Leadership, Education, and Communications 1/22/2016 6:19 AM

26 Agricultural Economics, Bioenergy and Climate Change, Food Safety, Small Ruminants, and Specialty Plant

Biotechnology degrees

1/19/2016 6:39 AM

27 N/A 1/18/2016 9:27 PM

28 Agricultural and Extension Education 1/15/2016 10:16 AM

What IS THE TITLE OF THE MASTER'S DEGREE?

1 agricultural education 3/6/2016 10:25 AM

2 agriscience education 3/6/2016 10:15 AM

3 agricultural and extension education 3/5/2016 3:41 PM

4 youth development and agricultural education 3/5/2016 2:51 PM

5 agricultural leadership, communication, and education 3/3/2016 9:49 PM

6 agricultural and extension education 3/3/2016 9:11 PM

7 agricultural leadership, education and communications 3/3/2016 8:09 PM

8 agricultural education 3/1/2016 1:16 PM

9 agricultural education 3/1/2016 11:21 AM

10 agricultural education 3/1/2016 10:42 AM

11 agricultural and extension education 2/29/2016 3:00 PM

12 agriculture 2/27/2016 11:34 AM

13 agricultural education 2/26/2016 1:27 PM

14 Agricultural Science 2/24/2016 2:06 PM

15 Extension Education 2/9/2016 4:13 AM

16 Agriculture Extension and Education; Family and Consumer Sciences Education and Extension 2/2/2016 8:54 AM

17 Agricultural Education 1/31/2016 10:08 AM

18 Agricultural Education - Ag Professional Service 1/29/2016 3:25 PM

19 General Agriculture 1/29/2016 4:38 AM

20 Agricultural Education 1/25/2016 4:42 PM

21 Agricultural Education 1/24/2016 6:24 PM

22 Agriculture Extension Education 1/22/2016 1:23 PM

23 Agricultural Education and Communication 1/22/2016 11:41 AM

24 MS in Agricultural Leadership, Education, and Communications 1/22/2016 6:20 AM

25 Master's Degree of Science in Specialty Plant Biotechnology 1/19/2016 6:40 AM

26 N/A 1/18/2016 9:27 PM

27 Agricultural and Extension Education 1/15/2016 10:18 AM

WHAT IS THE TITLE OF THE DOCTORAL DEGREE?

1 agriscience education 3/6/2016 10:15 AM

2 agricultural and extension education 3/5/2016 3:41 PM

3 youth development and agricultural education 3/5/2016 2:51 PM

4 agricultural education and leadership 3/3/2016 9:50 PM

5 resource management and sustainable design 3/3/2016 9:11 PM

6 agricultural leadership, education, and communications 3/3/2016 8:09 PM

7 agricultural education 3/1/2016 11:22 AM

8 agricultural and extension education 2/29/2016 3:06 PM

9 none 1/29/2016 4:38 AM

10 Agricultural Education 1/25/2016 4:43 PM

11 Agricultural Education and Communication 1/22/2016 11:41 AM

12 N/A 1/19/2016 6:40 AM

13 N/A 1/18/2016 9:27 PM

WHAT IS THE TITLE OF THE 4-H YOUTH DEVELOPMENT MINOR?

1 agricultural leadership 3/6/2016 10:15 AM

2 leadership development; youth and family education 3/5/2016 3:41 PM

3 leadership minor 3/3/2016 9:51 PM

4 Leadership studies 3/3/2016 8:09 PM

5 leadership 2/26/2016 1:27 PM

6 Agricultural Education 2/24/2016 2:06 PM

7 none 1/29/2016 4:39 AM

8 Family, Youth and Community Sciences 1/22/2016 11:42 AM

9 Bachelor's Degree in Food Safety Science 1/19/2016 6:42 AM

10 N/A 1/18/2016 9:27 PM

WHAT IS THE TITLE OF THE 4-H YOUTH DEVELOPMENT BACHELOR'S DEGREE?

1 agricultural education 3/3/2016 9:53 PM

2 agricultural leadership and development 3/3/2016 8:09 PM

3 agricultural leadership and communication 3/1/2016 10:42 AM

4 leadership 2/26/2016 1:28 PM

5 Agricultural Sciences 2/24/2016 2:06 PM

6 Agricultural Education 2/2/2016 8:55 AM

7 none 1/29/2016 4:39 AM

8 Agricultural Science and Leadership Education 1/24/2016 6:25 PM

9 Family, Youth and Community Sciences 1/22/2016 11:42 AM

10 Agricultural Education, Education, and Communications 1/22/2016 6:22 AM

11 N/A 1/19/2016 6:42 AM

WHAT IS THE TITLE OF THE 4-H YOUTH DEVELOPMENT MASTER'S DEGREE?

1 youth development 3/6/2016 10:25 AM

2 agricultural and extension education 3/5/2016 3:42 PM

3 youth development and agricultural education 3/5/2016 2:51 PM

4 Agricultural Sciences 2/24/2016 2:06 PM

5 Extension Education 2/9/2016 4:14 AM

6 Agricultural Extension and Education; Family and Consumer Sciences Education and Extension

2/2/2016 8:55 AM

7 none 1/29/2016 4:39 AM

8 Agricultural Education 1/24/2016 6:25 PM

9 Family, Youth and Community Sciences 1/22/2016 11:42 AM

10 Agricvultural Leadership, Education, and Communications 1/22/2016 6:23 AM

11 N/A 1/19/2016 6:42 AM

APPENDIX G: RAW DATA OF EXTENSION EDUCATORS' SURVEY INSTRUMENT

WHAT IS YOUR CURRENT POSITION WITH THE EXTENSION SYSTEM?

1 Extension Educator 3/1/2016 11:37 AM

2 Educator 3/1/2016 9:11 AM

3 Extension Coordinator 2/29/2016 10:29 AM

4 Instructor, Manager 2/27/2016 8:05 PM

5 4-H Faculty 2/26/2016 10:53 AM

6 Area Extension Educator 2/26/2016 9:20 AM

7 Extension Faculty 2/24/2016 4:42 PM

8 Education Program Assistant 2/24/2016 3:47 PM

9 Extension Educator 2/23/2016 3:02 PM

10 4-H Program Coordinator 2/23/2016 10:17 AM

11 Professional Faculty 2/22/2016 5:45 PM

12 Assistant Professor of Practice 2/22/2016 1:22 PM

13 Master Gardener Program Assistant 2/22/2016 11:40 AM

14 Outreach Educator 2/19/2016 4:05 PM

15 Extension Educator 2/19/2016 3:18 PM

16 Extension educator 2/19/2016 12:43 PM

17 Education Program Assistant 2/19/2016 8:41 AM

18 natural resources programs manager 2/19/2016 8:30 AM

19 Assistant Professor of Practice 2/18/2016 10:40 PM

20 Instructor FCH 2/18/2016 2:47 PM

21 Associate professor 2/18/2016 12:35 PM

22 Community Sustainability Specialist 2/18/2016 10:04 AM

23 4-H Program Coordinator, Food $ense Educator 2/18/2016 10:01 AM

24 Education Program Assistant 1 2/17/2016 3:15 PM

25 Asst. Professor of Practice, Family & Community Health 2/17/2016 2:13 PM

26 Extension Educator in county 2/17/2016 1:48 PM

27 Canyon County Livestock extension Educator 2/17/2016 1:45 PM

28 Extension Specialist 2/17/2016 10:56 AM

29 Nutrition Program Coordinator 2/17/2016 10:35 AM

30 Agent 2/17/2016 8:42 AM

31 County Faculty - Extension Educator 2/17/2016 8:26 AM

32 associate professor 2/17/2016 8:23 AM

33 Assistant Professor of Practice 2/17/2016 6:18 AM

34 Extension Educator 2/16/2016 10:10 PM

35 Associate Professor 2/16/2016 8:39 PM

36 Professor, County Faculty 2/16/2016 7:49 PM

37 County Extension Faculty, Associate Professor 2/16/2016 7:34 PM

38 Extension Educator 2/16/2016 6:55 PM

39 Regional specialist 2/16/2016 4:47 PM

40 Open Campus Coordinator 2/16/2016 4:19 PM

41 4-H Extension Educator 2/16/2016 3:27 PM

42 Livestock Extension Faculty 2/16/2016 3:22 PM

43 Program Coordinator 2/16/2016 3:05 PM

44 Community & Economic Development Specialist 2/16/2016 2:55 PM

45 Water Quality Educator 2/16/2016 2:55 PM

46 EPA 2/16/2016 2:52 PM

47 Nutrition Education 2/16/2016 2:52 PM

48 Specialist 2/16/2016 2:46 PM

49 MG program coordinator/office manager 2/16/2016 2:13 PM

50 4-H Youth Program Coordinator 2/16/2016 1:21 PM

51 Associate Professor, Area Extension Educator 2/16/2016 1:07 PM

52 GIlliam COunty 4-H PRogram Coordinator and SNAP-Educator 2/16/2016 12:51 PM

53 EFNEP Instructor 2/16/2016 12:22 PM

54 Extension faculty 2/16/2016 12:15 PM

55 Extension Faculty - 4-H & FCH 2/16/2016 12:05 PM

56 OS 1 2/16/2016 12:04 PM

57 4-H Program Coordinator 2/16/2016 11:53 AM

58 Agriculture and Natural Resources Faculty 2/16/2016 11:42 AM

59 Senior Associate for Metropolitan Extension 2/16/2016 11:39 AM

60 Food Sense Educator 2/16/2016 11:39 AM

61 County Director 2/16/2016 11:36 AM

62 County Extension Agent 2/16/2016 11:34 AM

63 4-H/USDA/FRTEP educator 2/16/2016 11:33 AM

64 Program Coordinator 2/16/2016 11:31 AM

65 4-H Program Educational Program Assistant 2/16/2016 11:30 AM

66 Nutrition Education 2/16/2016 11:21 AM

67 AP....coordinating SNAP-Ed and a few other nutrition programs 2/16/2016 11:11 AM

68 Multi-county agent 2/16/2016 10:54 AM

69 Education Program Assistant I 2/16/2016 10:49 AM

70 EPA 2/16/2016 10:47 AM

71 Regional Specialist 2/16/2016 10:46 AM

72 ICST1 2/16/2016 10:46 AM

73 Nutrition educational assistant 2/16/2016 10:43 AM

74 Associate professor 2/16/2016 10:39 AM

75 Nutrition Educator 2/16/2016 10:37 AM

76 Extension Soil Scientist 2/16/2016 10:35 AM

77 Extension Educator 2/16/2016 10:34 AM

78 Extension Specialist for Small Farms 2/16/2016 10:32 AM

79 Associate Professor - Regional Vegetable Extension Specialist 2/16/2016 10:31 AM

80 QRIS Specialist 2/16/2016 10:29 AM

81 Faculty 2/16/2016 10:29 AM

82 County Educator and County Leader 2/16/2016 10:25 AM

83 Extension Educator 2/16/2016 10:22 AM

84 4-H Program Coordinator 2/16/2016 10:20 AM

85 Food Sense Educator 2/16/2016 10:18 AM

86 Professional Faculty 2/16/2016 10:16 AM

87 4-H and MG Program Coordinator 2/16/2016 10:14 AM

88 4-H Program Coordinator 2/16/2016 10:09 AM

89 Educational Assistant 2/16/2016 10:09 AM

90 Extension Coordinator 2/16/2016 10:08 AM

91 Director / Asst Professor 2/16/2016 10:08 AM

92 Regional faculty 2/16/2016 10:06 AM

93 SNAP Ed EPA; Master Gardener Program Coordinator 2/16/2016 10:04 AM

94 County Director 2/16/2016 10:03 AM

95 Classroom instruction for nutrition program 2/16/2016 10:03 AM

96 CEO or SNAP-Ed Program 2/16/2016 10:02 AM

97 Nutrition Educator 2/16/2016 10:02 AM

98 Project Coordinator 2/16/2016 10:02 AM

99 County Director 2/16/2016 10:02 AM

100 Horticulture and Small Farms Instructor 2/16/2016 9:59 AM

101 County Extension - Associate Professor 2/16/2016 9:56 AM

102 Education Program Assistant - Nutrition Ed. Program 2/16/2016 9:56 AM

103 County Leader 2/16/2016 9:49 AM

104 Nutrition Education Program Assistant 2/16/2016 9:49 AM

105 Extension Educator 2/16/2016 9:42 AM

106 4-H EPA 2/16/2016 9:42 AM

107 Education Program Assistant 1 2/16/2016 9:41 AM

108 marine fishery 2/16/2016 9:41 AM

109 Administrative Office Manager/County Leader 2/16/2016 9:36 AM

110 Regional Youth Development Educator 2/16/2016 9:32 AM

111 Admin Program Asst 2/16/2016 9:29 AM

112 SNAP-Ed Coordinator/Family and Community Health 2/16/2016 9:28 AM

113 Extension Specialist 2/16/2016 9:28 AM

114 Education Program Assistant 2/16/2016 9:25 AM

115 Extension Entomologist Specialist 2/16/2016 9:25 AM

116 Research & Extension Agronomist 2/16/2016 9:23 AM

117 Extension Educator 2/16/2016 9:21 AM

118 Senior Instructor, Regional County Agent 2/16/2016 9:19 AM

119 Extension Educator 2/16/2016 9:18 AM

120 Extension Educator, County Supervisor 2/16/2016 9:18 AM

121 Open Campus 2/16/2016 9:14 AM

122 Extension Educator 2/16/2016 9:14 AM

123 Outreach Coordinator - Professional Faculty 2/16/2016 9:14 AM

124 Extension Educator 2/16/2016 9:13 AM

125 Extension Educator 2/16/2016 9:10 AM

126 Extension Educator 2/16/2016 9:09 AM

127 Administration 2/16/2016 9:06 AM

128 4-H Youth Development 2/16/2016 9:01 AM

129 Master Gardener Program Coordinator/EPA1 2/16/2016 8:59 AM

130 Sea Grant County-based Faculty 2/16/2016 8:59 AM

131 Education Program Assistant II 2/16/2016 8:55 AM

132 Associate Professor/County Agent 2/16/2016 8:51 AM

133 4-H Youth Development Faculty 2/16/2016 8:47 AM

134 Regional Administrator 2/16/2016 8:43 AM

135 Educational Program Assistant II 2/16/2016 8:41 AM

136 Education Program Assistant 2/16/2016 8:40 AM

137 Educational Program Assistant 2 2/16/2016 8:39 AM

138 EPA 2/16/2016 8:36 AM

139 4-H EPA 2/16/2016 8:34 AM

140 SNAP-ED Educational Program Assistant 2/16/2016 8:31 AM

141 4H Youth Development & Healthy Living (county job, not OSU) 2/16/2016 8:22 AM

142 Ag/4-H faculty 2/16/2016 8:21 AM

143 Boating Outreach Coordinator 2/16/2016 8:19 AM

144 Office Manager 2/16/2016 8:16 AM

145 Office Specialist 2/16/2016 8:10 AM

146 EPA 1 FCH - SNAP-Ed 2/16/2016 8:09 AM

147 Administration Program Specialist 2/16/2016 8:05 AM

148 Faculty Research Assistant 2/16/2016 8:03 AM

149 EPA1 2/16/2016 8:00 AM

150 office support 2/16/2016 7:52 AM

151 EPA1 2/16/2016 7:49 AM

152 County staff, called Outreach Educator 2/16/2016 7:44 AM

153 Associate Professor and Extension Agronomist 2/16/2016 7:43 AM

154 4-H Coordinator 2/16/2016 7:26 AM

155 OSU Open Campus Education Coordinator 2/16/2016 7:19 AM

156 Extension Associate 2/16/2016 7:19 AM

157 Education program assistant 2/16/2016 6:59 AM

158 Marine educator 2/16/2016 6:50 AM

159 Education Program Assistant-SNAP-Ed 2/16/2016 6:48 AM

160 Faculty 2/16/2016 6:39 AM

161 EPA11 2/16/2016 6:33 AM

162 4-H 2/16/2016 6:26 AM

163 Bi-county Extension Faculty 2/11/2016 11:50 AM

164 Faculty 2/9/2016 11:15 AM

165 Regional Specialist 2/8/2016 12:04 PM

166 Energy Education Coordinator (Ed Pgm Asst 2) 2/8/2016 10:38 AM

167 Extension Coordinator/Program Coordinator 2/3/2016 11:49 AM

168 Extension Educator 2/2/2016 12:07 PM

169 4-H Program Assistant 2/2/2016 10:30 AM

170 Extension Educator 2/2/2016 9:06 AM

171 Master Garden and Shore Steward Program Coordinator and Food $ense Educator 2/1/2016 10:47 AM

172 Education Program Assistant 2/1/2016 10:35 AM

173 County Director 2/1/2016 10:23 AM

174 Extension Coordinator, Administrative Professional 1/28/2016 9:54 AM

175 4-H Volunteer development coordinator 1/27/2016 5:03 PM

176 Administrator 1/27/2016 2:34 PM

177 Regional Extension specialist 1/27/2016 2:03 PM

178 Classroom Support 2 1/26/2016 2:04 PM

179 Consumer Food Safety Specialist/Asst Prof 1/26/2016 1:35 PM

180 Extension specialist 1/26/2016 1:25 PM

181 Education Program Assistant 1/26/2016 12:07 PM

182 County 4-H Youth Development Instructor 1/26/2016 11:38 AM

183 Extension Coordinator 1/26/2016 11:09 AM

184 Senior instructor, Family & Community Health 1/26/2016 10:04 AM

185 Extension Educator 1/26/2016 8:58 AM

186 Extension Educator 1/26/2016 7:55 AM

187 Extension Coordinator Supervisor (Master Gardener & Nutrition) 1/25/2016 8:12 PM

188 Regional Extension Faculty 1/25/2016 4:40 PM

189 Master Gardener Program Coordinator (Wasco County) 1/25/2016 4:40 PM

190 Extension Director for 2 Counties 1/25/2016 3:58 PM

191 SNAP-Ed Program CEO 1/25/2016 3:50 PM

192 County educator 1/25/2016 1:46 PM

193 County 4-H Program Coordinator 1/25/2016 1:42 PM

194 Assistant Professor, County Program Management 1/25/2016 12:42 PM

195 Extension Specialist 1/25/2016 12:33 PM

196 County Director/4-H Faculty 1/25/2016 12:18 PM

197 FCS/4-H Extension Educator 1/25/2016 12:10 PM

198 county ag agent in 2 counties 1/25/2016 12:00 PM

199 Volunteer Coordinator 1/25/2016 11:56 AM

200 Professor, Yakima County Agriculture 1/25/2016 11:15 AM

201 Extension Coordinator 1/25/2016 11:12 AM

202 4-H Regional Specialist Faculty 1/25/2016 10:50 AM

203 Associate Professor - Water Specialist 1/25/2016 10:47 AM

204 Assistant Professor 1/25/2016 10:46 AM

205 WSU County Extension Director/Extension Educator 1/25/2016 10:31 AM

206 Associate Director/Assistant Professor 1/25/2016 10:22 AM

207 Extension Educator 1/25/2016 10:21 AM

208 Regional Specialist 1/25/2016 10:17 AM

209 County Director 1/25/2016 10:15 AM

210 Professor 1/25/2016 9:47 AM

211 Extension Regional Specialist 1/25/2016 9:45 AM

212 AP 4-H Program Coordinator 1/25/2016 9:45 AM

213 Associate Professor - Area Educator 4-H Youth Development 1/25/2016 9:43 AM

214 Associate Prof 1/25/2016 9:42 AM

215 Extension Coordinator for SNAP-Ed 1/25/2016 9:42 AM

216 Education Program Assistant (4-H) 1/25/2016 9:29 AM

217 County Director, faculty CED 1/25/2016 9:24 AM

218 Extension Specialist 1/25/2016 9:24 AM

219 Extension Coordinator 1/25/2016 9:19 AM

220 County Director/Extension Educator 1/25/2016 9:17 AM

221 Associate Professor Educator 1/25/2016 9:16 AM

222 Educator 1/25/2016 9:05 AM

223 county extension educator 1/25/2016 9:01 AM

224 Associate Professor 1/25/2016 8:59 AM

225 Community Economic Development Specialist 1/25/2016 8:56 AM

226 Food $ense Program Manager 1/25/2016 8:50 AM

227 Asst. Professor; Regional Horticulture Specialist 1/25/2016 8:50 AM

228 Northeast Regional Livestock Extension Specialist 1/25/2016 8:48 AM

229 Horticulture Specialist 1/25/2016 8:43 AM

230 health and nutrition faculty 1/25/2016 8:37 AM

231 Regional dryland wheat specialist 1/25/2016 8:34 AM

232 director 1/25/2016 8:30 AM

233 Assistant Professor/Extension Specialist 1/25/2016 8:26 AM

234 4-H Program Coordinator 1/25/2016 8:21 AM

235 Extension Faculty, Family & Consumer Sciences Educator 1/25/2016 8:13 AM

236 Associate Professor 1/25/2016 8:11 AM

237 Extension Professor 1/25/2016 8:11 AM

238 Director of Center 1/25/2016 8:10 AM

239 Assistant Director 1/25/2016

240 Program Director 1/25/2016 8:05 AM

241 Extension Coordinator: MG, Office Manager 1/25/2016 8:01 AM

242 Livestock & Rangeland Extension Agent 1/25/2016 8:01 AM

243 4-H Regional Specialist 1/25/2016 7:59 AM

244 Regional Specialist and Associate Professor 1/25/2016 7:54 AM

245 Assistant Professor 1/25/2016 7:52 AM

246 Assistant Professor/County Director 1/25/2016 7:52 AM

247 Faculty 1/25/2016 7:52 AM

248 Extension Educator 1/25/2016 7:30 AM

249 County Educator 1/25/2016 7:24 AM

250 Extension Educator/County Chair 1/24/2016 11:14 PM

251 EPA 1/24/2016 2:27 PM

252 Associate Professsor 1/24/2016 7:50 AM

253 Extension faculty 1/23/2016 9:47 AM

254 Educator 1/23/2016 6:12 AM

255 County faculty, Associate Professor 1/22/2016 9:03 PM

256 OSU Open Campus Coordinator 1/22/2016 6:36 PM

257 county agent 1/22/2016 4:59 PM

258 County Agent 1/22/2016 4:03 PM

259 Agriculture Extension Educator 1/22/2016 3:42 PM

260 Extension Educator, Professor 1/22/2016 3:40 PM

261 Family and Consumer Sciences Assistant Professor 1/22/2016 3:30 PM

262 OSU Open Campus Education Coordinator 1/22/2016 3:26 PM

263 Education Program Assistant 1/22/2016 3:22 PM

264 extension educator 1/22/2016 3:22 PM

265 Extension Educator 1/22/2016 3:21 PM

266 retired academic wage status 1/22/2016 3:18 PM

267 Associate Professor of Practice, County 4-H Faculty 1/22/2016 2:36 PM

268 Professional Faculty 1/22/2016 2:23 PM

269 orchard crops extension specialist 1/22/2016 2:18 PM

270 Professor - 4-H Youth Development - County based 1/22/2016 2:05 PM

271 instructor/program coordinator 1/22/2016 2:03 PM

272 County based faculty 1/22/2016 1:58 PM

273 Agent 1/22/2016 1:17 PM

274 Professor of Practice 1/22/2016 1:05 PM

275 Associate Professor of Practice 1/22/2016 12:59 PM

276 Field Faculty 1/22/2016 12:56 PM

277 Extension Forestry Specialist 1/22/2016 12:50 PM

278 EPA1 1/22/2016 12:47 PM

279 Assistant Professor 1/22/2016 12:23 PM

280 Watershed Management Educator and County Leader 1/22/2016 12:21 PM

281 Regional Administrator 1/22/2016 12:15 PM

282 4-H Agent & Master Food Preserver Program Coordinator 1/22/2016 12:04 PM

283 Education Program Assistant 1/22/2016 12:03 PM

284 Statewide Specialist 1/22/2016 12:01 PM

285 Office Specialist 1/22/2016 12:00 PM

286 Family and Community Health 1/22/2016 11:58 AM

287 Senior instructor 1/22/2016 11:57 AM

288 Area Extension Agronomist / Assoc. Prof. 1/22/2016 11:55 AM

289 Outreach Program Coordinator 1/22/2016 11:53 AM

290 Instructor 1/22/2016 11:53 AM

291 Professional Faculty - County Extension Agent 1/22/2016 11:52 AM

292 4-H Program Coordinator 1/22/2016 11:52 AM

293 Assistant Professor of Practice - 4-H Positive Youth Development 1/22/2016 11:52 AM

294 Instructor 1/22/2016 11:51 AM

AT WHICH UNIVERSITY DID YOU COMPLETE YOUR BACHELOR'S DEGREE?

1 Universtiy of Idaho 3/1/2016 11:37 AM

2 Foreign 3/1/2016 9:13 AM

3 Hampshire College 2/29/2016 10:29 AM

4 University of Puget Sound 2/27/2016 8:06 PM

5 Kansas State University 2/26/2016 10:54 AM

6 University of Idaho 2/26/2016 9:21 AM

7 Kent State University 2/24/2016 4:43 PM

8 Ball State University 2/24/2016 3:48 PM

9 University of South Carolina 2/23/2016 3:02 PM

10 Northern Arizona University 2/23/2016 10:17 AM

11 Central Michigan University 2/22/2016 5:46 PM

12 Oregon State University 2/22/2016 1:23 PM

13 OSU 2/22/2016 11:40 AM

14 University of Michigan 2/19/2016 4:05 PM

15 Stanford 2/19/2016 3:18 PM

16 Boise State University 2/19/2016 12:43 PM

17 Oregon STate University 2/19/2016 8:42 AM

18 rutgers 2/19/2016 8:31 AM

19 Purdue University 2/18/2016 10:40 PM

20 Oregon State University 2/18/2016 2:47 PM

21 Oregon State 2/18/2016 12:36 PM

22 Gonzaga 2/18/2016 10:05 AM

23 Western Oregon University 2/17/2016 3:16 PM

24 University of Puget Sound 2/17/2016 2:13 PM

25 Utah State University 2/17/2016 1:48 PM

26 Washington State University 2/17/2016 1:45 PM

27 Western washington University 2/17/2016 10:56 AM

28 Linfield College 2/17/2016 10:35 AM

29 Utah State University 2/17/2016 8:27 AM

30 WSU 2/17/2016 8:24 AM

31 Oregon State University 2/17/2016 6:19 AM

32 Central Washington University 2/16/2016 10:10 PM

33 Bangalore University, India 2/16/2016 8:39 PM

34 South Alabama 2/16/2016 7:49 PM

35 WSU 2/16/2016 7:34 PM

36 University of Idaho 2/16/2016 6:55 PM

37 Univ of az 2/16/2016 4:47 PM

38 Colorado College 2/16/2016 4:19 PM

39 Boise State University 2/16/2016 3:28 PM

40 California Polytechnic State - San Luis Obispo 2/16/2016 3:22 PM

41 Penn State University 2/16/2016 3:06 PM

42 University of Vermont 2/16/2016 2:56 PM

43 Western Washington University 2/16/2016 2:56 PM

44 CSUChico 2/16/2016 2:52 PM

45 Montana State University 2/16/2016 2:46 PM

46 Fordham Univ 2/16/2016 2:13 PM

47 University of Alaska Fairbanks 2/16/2016 1:22 PM

48 University of Idaho 2/16/2016 1:08 PM

49 Montana State 2/16/2016 12:51 PM

50 University of Arizona 2/16/2016 12:15 PM

51 Oregon State University 2/16/2016 12:05 PM

52 Portland State University 2/16/2016 12:04 PM

53 Oregon State University 2/16/2016 11:53 AM

54 Oregon State University 2/16/2016 11:42 AM

55 University of Washington 2/16/2016 11:39 AM

56 EWU 2/16/2016 11:39 AM

57 EWU 2/16/2016 11:37 AM

58 Macalester College 2/16/2016 11:36 AM

59 Utah State University 2/16/2016 11:34 AM

60 Western Oregon University 2/16/2016 11:31 AM

61 Western Washington University 2/16/2016 11:11 AM

62 Iowa State Univ 2/16/2016 10:54 AM

63 Oregon State University 2/16/2016 10:49 AM

64 The Evergreen State College 2/16/2016 10:47 AM

65 California State Polytechnic University Pomona 2/16/2016 10:47 AM

66 UNM 2/16/2016 10:46 AM

67 Portland State University 2/16/2016 10:42 AM

68 Evergreen State College 2/16/2016 10:37 AM

69 Utah State University 2/16/2016 10:35 AM

70 University of Wisconsin Stevens Point 2/16/2016 10:35 AM

71 Colorado College 2/16/2016 10:32 AM

72 University of Washington 2/16/2016 10:31 AM

73 Portland State University 2/16/2016 10:29 AM

74 OSU 2/16/2016 10:26 AM

75 University of Idaho 2/16/2016 10:22 AM

76 Oregon State University 2/16/2016 10:21 AM

77 Whitworth University 2/16/2016 10:18 AM

78 Cornell University 2/16/2016 10:16 AM

79 Drake University 2/16/2016 10:11 AM

80 Washington State University 2/16/2016 10:09 AM

81 St. Olaf College 2/16/2016 10:08 AM

82 Purdue 2/16/2016 10:06 AM

83 NDSU 2/16/2016 10:04 AM

84 The Evergreen State College 2/16/2016 10:04 AM

85 Bastyr 2/16/2016 10:03 AM

86 Ohio State University 2/16/2016 10:03 AM

87 Washington State University 2/16/2016 10:02 AM

88 Whitman College 2/16/2016 10:02 AM

89 Loma Linda University, La Sierra College 2/16/2016 10:00 AM

90 OSU 2/16/2016 9:56 AM

91 Willamette University 2/16/2016 9:56 AM

92 Creighton University 2/16/2016 9:50 AM

93 Whitman College 2/16/2016 9:49 AM

94 Western Oregon University 2/16/2016 9:43 AM

95 OSU 2/16/2016 9:42 AM

96 Utah State University 2/16/2016 9:42 AM

97 OSU 2/16/2016 9:41 AM

98 Brigham Young University-Provo 2/16/2016 9:33 AM

99 Kansas City Art Institute 2/16/2016 9:31 AM

100 University of Idaho 2/16/2016 9:29 AM

101 California State University, Chico 2/16/2016 9:29 AM

102 UC Berkeley 2/16/2016 9:25 AM

103 UNALM 2/16/2016 9:25 AM

104 Oregon State University 2/16/2016 9:23 AM

105 University of Idaho 2/16/2016 9:21 AM

106 Oregon State University 2/16/2016 9:19 AM

107 University of Idaho 2/16/2016 9:18 AM

108 University of Idaho 2/16/2016 9:18 AM

109 Western Oregon University 2/16/2016 9:15 AM

110 Washington State University 2/16/2016 9:15 AM

111 Washington State University 2/16/2016 9:15 AM

112 BYU 2/16/2016 9:14 AM

113 BYU-Idaho 2/16/2016 9:10 AM

114 Virginia Tech 2/16/2016 9:10 AM

115 Eastern Oregon University 2/16/2016 9:06 AM

116 Ft. Lewis College 2/16/2016 9:02 AM

117 Boston University 2/16/2016 8:59 AM

118 Lewis & Clark College 2/16/2016 8:55 AM

119 University of California - Berkeley 2/16/2016 8:51 AM

120 Northern Arizona University 2/16/2016 8:48 AM

121 Eastern Oregon University 2/16/2016 8:44 AM

122 Western Oregon University 2/16/2016 8:41 AM

123 University of Portland 2/16/2016 8:39 AM

124 Washington State University 2/16/2016 8:37 AM

125 Oregon State University 2/16/2016 8:34 AM

126 Corban University 2/16/2016 8:32 AM

127 Oregon State University 2/16/2016 8:22 AM

128 WSU 2/16/2016 8:22 AM

129 Western Washington University 2/16/2016 8:19 AM

130 Kansas State University 2/16/2016 8:10 AM

131 Portland State 2/16/2016 8:05 AM

132 University of British Columbia 2/16/2016 8:04 AM

133 Western Washington U 2/16/2016 8:00 AM

134 San Francisco State University 2/16/2016 7:52 AM

135 Oregon State University 2/16/2016 7:49 AM

136 Portland State University 2/16/2016 7:44 AM

137 University of Idaho 2/16/2016 7:43 AM

138 University of MN Duluth 2/16/2016 7:27 AM

139 Oregon State University 2/16/2016 7:20 AM

140 University of Wisconsin-Madison 2/16/2016 7:20 AM

141 Brandeis university 2/16/2016 6:59 AM

142 Cal State Bakersfield 2/16/2016 6:50 AM

143 OSU 2/16/2016 6:50 AM

144 Cal Poly 2/16/2016 6:40 AM

145 OSU 2/16/2016 6:27 AM

146 Central Washington University 2/11/2016 11:52 AM

147 University of Idaho 2/9/2016 11:15 AM

148 Washington State University 2/8/2016 12:05 PM

149 Humboldt State Univ, Arcata, CA 2/8/2016 10:39 AM

150 Washington State University 2/3/2016 11:50 AM

151 Idaho State University 2/2/2016 12:08 PM

152 WSU 2/2/2016 10:30 AM

153 University of Idaho 2/2/2016 9:06 AM

154 Appalachian State University 2/1/2016 10:47 AM

155 University of Oregon 2/1/2016 10:36 AM

156 Colorado State University 2/1/2016 10:24 AM

157 Eastern Washington University 1/28/2016

158 Cornell College 1/27/2016 5:03 PM

159 NMSU 1/27/2016 2:34 PM

160 Fort Lewis College 1/27/2016 2:04 PM

161 Bastyr University 1/26/2016 2:04 PM

162 Idaho State University 1/26/2016 1:35 PM

163 Colorado State University 1/26/2016 1:25 PM

164 California State University Bakersfield 1/26/2016 12:07 PM

165 Oregon College of Education (Western Oregon University) 1/26/2016 11:39 AM

166 Western Washington University 1/26/2016 11:10 AM

167 Cortland State University 1/26/2016 10:04 AM

168 Appalachian State University 1/26/2016 8:59 AM

169 Colorado State University 1/26/2016 7:56 AM

170 University of Washington 1/25/2016 4:40 PM

171 University of California, Berkeley 1/25/2016 4:40 PM

172 Washington State University 1/25/2016 3:59 PM

173 Purdue University 1/25/2016 3:50 PM

174 BYU 1/25/2016 1:47 PM

175 The Evergreen State College 1/25/2016 1:42 PM

176 Portland State University 1/25/2016 12:42 PM

177 Whitman College 1/25/2016 12:33 PM

178 University of Toledo 1/25/2016 12:18 PM

179 University of Idaho 1/25/2016 12:10 PM

180 OSU 1/25/2016 12:01 PM

181 Colorado State University 1/25/2016 11:57 AM

182 University of Arizona 1/25/2016 11:15 AM

183 Southeast Missouri State University 1/25/2016 11:12 AM

184 University of Florida 1/25/2016 10:50 AM

185 Univeristy of Rochester 1/25/2016 10:48 AM

186 Iowa State university 1/25/2016 10:47 AM

187 Washington State University 1/25/2016 10:31 AM

188 Willamette University 1/25/2016 10:23 AM

189 University of Idaho 1/25/2016 10:22 AM

190 Cornell 1/25/2016 10:17 AM

191 Washington State University 1/25/2016 10:15 AM

192 Williams College 1/25/2016 9:58 AM

193 Purdue 1/25/2016 9:47 AM

194 University of Illinois 1/25/2016 9:45 AM

195 University of Alabama 1/25/2016 9:44 AM

196 Washington State University 1/25/2016 9:43 AM

197 Oregon State University 1/25/2016 9:43 AM

198 Linfield College 1/25/2016 9:29 AM

199 University of Texas-Austin 1/25/2016 9:25 AM

200 University of Maryland 1/25/2016 9:25 AM

201 University of Nebraska 1/25/2016 9:19 AM

202 WSU 1/25/2016 9:17 AM

203 Utah State University 1/25/2016 9:16 AM

204 BBC 1/25/2016 9:07 AM

205 Utah State University 1/25/2016 9:01 AM

206 Univ. of Nebraska 1/25/2016 9:00 AM

207 Whitworth University 1/25/2016 8:56 AM

208 University of Idaho 1/25/2016 8:54 AM

209 Brigham Young University 1/25/2016 8:51 AM

210 Western Washington University 1/25/2016 8:50 AM

211 California State University 1/25/2016 8:49 AM

212 University of Minnesota 1/25/2016 8:43 AM

213 Gonzaga University 1/25/2016 8:37 AM

214 University of Illinois-Chicago 1/25/2016 8:30 AM

215 Washington State University 1/25/2016 8:27 AM

216 Central Washington University 1/25/2016 8:21 AM

217 University of Puget Sound 1/25/2016 8:14 AM

218 ucd 1/25/2016 8:12 AM

219 University of Washington 1/25/2016 8:11 AM

220 Utah State University 1/25/2016 8:11 AM

221 Univewrsity of Idaho 1/25/2016 8:09 AM

222 Washington State University 1/25/2016 8:06 AM

223 Texas A&M University-Kingsville 1/25/2016 8:02 AM

224 Gonzaga University 1/25/2016 8:01 AM

225 Idaho State University 1/25/2016 8:00 AM

226 Washington State University 1/25/2016 7:54 AM

227 UC Davis 1/25/2016 7:53 AM

228 San Jose State 1/25/2016 7:53 AM

229 Washington State University 1/25/2016 7:52 AM

230 University of Idaho 1/25/2016 7:30 AM

231 University of Idaho 1/25/2016 7:25 AM

232 University of Idaho 1/24/2016 11:14 PM

233 University of Idaho 1/24/2016 2:28 PM

234 Brigham Young University 1/24/2016 7:50 AM

235 Westminster College 1/23/2016 9:47 AM

236 Utah state university 1/23/2016 6:12 AM

237 Oregon State Univ. 1/22/2016 9:03 PM

238 Purdue University 1/22/2016 6:37 PM

239 University of Idaho 1/22/2016 4:59 PM

240 Montana State 1/22/2016 4:04 PM

241 University of Idaho 1/22/2016 3:43 PM

242 University of Montana 1/22/2016 3:42 PM

243 Idaho State University 1/22/2016 3:31 PM

244 Central Washington University 1/22/2016 3:27 PM

245 Southern Ill University 1/22/2016 3:23 PM

246 Univeristy of California Davis 1/22/2016 3:22 PM

247 Michigan State University 1/22/2016 3:18 PM

248 Harvey Mudd College 1/22/2016 2:36 PM

249 University of Washington 1/22/2016 2:24 PM

250 Montana State 1/22/2016 2:18 PM

251 University of Idaho 1/22/2016 2:05 PM

252 University of Vermont 1/22/2016 2:03 PM

253 Wisconsin Eau Claire 1/22/2016 1:59 PM

254 OSU 1/22/2016 1:18 PM

255 Eastern Oregon University 1/22/2016 1:06 PM

256 University of Oklahoma 1/22/2016 12:59 PM

257 Oregon State University 1/22/2016 12:56 PM

258 Oregon State University 1/22/2016 12:51 PM

259 College of Idaho 1/22/2016 12:23 PM

260 University of Alaska Fairbanks 1/22/2016 12:21 PM

261 Virginia Tech 1/22/2016 12:15 PM

262 Florida State University 1/22/2016 12:04 PM

263 University of Illinois at Chicago 1/22/2016 12:04 PM

264 Indiana University 1/22/2016 12:01 PM

265 Oregon State University 1/22/2016 12:00 PM

266 Oregon state university 1/22/2016 11:58 AM

267 Montana State University 1/22/2016 11:56 AM

268 Western Washington University 1/22/2016 11:53 AM

269 Warren Wilson College 1/22/2016 11:53 AM

270 Oregon State University 1/22/2016 11:53 AM

271 University of Idaho 1/22/2016 11:52 AM

272 Montana State University 1/22/2016 11:52 AM

273 University of Michigan 1/22/2016 11:52 AM

WHAT WAS YOUR UNDERGRADUATE MAJOR?

1 Animal Science 3/1/2016 11:37 AM

2 Native American Studies 2/29/2016 10:29 AM

3 Natural Science 2/27/2016 8:06 PM

4 Recreation Administration 2/26/2016 10:54 AM

5 Plant Science, focus in Landscape Horticulture 2/26/2016 9:21 AM

6 Parks and Recreation 2/24/2016 4:43 PM

7 Natural Resources/Environmental Management 2/24/2016 3:48 PM

8 Biology 2/23/2016 3:02 PM

9 Hotel and Restaurant Management 2/23/2016 10:17 AM

10 BA in Journalism 2/22/2016 5:46 PM

11 Biology 2/22/2016 1:23 PM

12 Elementary Education 2/22/2016 11:40 AM

13 English 2/19/2016 4:05 PM

14 Human Biology 2/19/2016 3:18 PM

15 Graphic Design 2/19/2016 12:43 PM

16 Geography 2/19/2016 8:42 AM

17 international environmental studies 2/19/2016 8:31 AM

18 horticulture 2/18/2016 10:40 PM

19 Nutrition and Food Service Management and Business Adminstration 2/18/2016 2:47 PM

20 Animal Science 2/18/2016 12:36 PM

21 Finance and HR Management 2/18/2016 10:05 AM

22 Community Health Education 2/17/2016 3:16 PM

23 Comparative Sociology 2/17/2016 2:13 PM

24 Nutrition and Food Sciences 2/17/2016 1:48 PM

25 Agricultural Communications - Public Relations Option 2/17/2016 1:45 PM

26 Environmental/ Experiential education 2/17/2016 10:56 AM

27 Health Education 2/17/2016 10:35 AM

28 Agri-business 2/17/2016 8:27 AM

29 Home Economics 2/17/2016 8:24 AM

30 Forestry (resource recreation major) 2/17/2016 6:19 AM

31 Biology 2/16/2016 10:10 PM

32 Civil Engineering 2/16/2016 8:39 PM

33 Biology 2/16/2016 7:49 PM

34 Animal Science 2/16/2016 7:34 PM

35 Family and Consumer Sciences & Foreign Language 2/16/2016 6:55 PM

36 Horticulture 2/16/2016 4:47 PM

37 Environmental Studies 2/16/2016 4:19 PM

38 Multi-Ethnic Studies with Minor in Mexican American Studies 2/16/2016 3:28 PM

39 Ag Management 2/16/2016 3:22 PM

40 Human Development 2/16/2016 3:06 PM

41 Anthropology 2/16/2016 2:56 PM

42 B.S. Freshwater Ecosystems 2/16/2016 2:56 PM

43 Public health and community services 2/16/2016 2:52 PM

44 Agricultural Education with the Extension Option 2/16/2016 2:46 PM

45 Accounting 2/16/2016 2:13 PM

46 Biology 2/16/2016 1:22 PM

47 Agriculture and Extension Education, Horticulture Minor 2/16/2016 1:08 PM

48 Animal Science and Ag Business 2/16/2016 12:51 PM

49 B.S. Ecology and Evolutionary Biology 2/16/2016 12:15 PM

50 Home Economics 2/16/2016 12:05 PM

51 Public Administration 2/16/2016 12:04 PM

52 Forest Products 2/16/2016 11:53 AM

53 General Agriculture 2/16/2016 11:42 AM

54 Social Welfare 2/16/2016 11:39 AM

55 Community Health 2/16/2016 11:39 AM

56 Anthropoligy 2/16/2016 11:37 AM

57 Biology 2/16/2016 11:36 AM

58 Home Economics and Consumer Education 2/16/2016 11:34 AM

59 Business 2/16/2016 11:31 AM

60 Psychology 2/16/2016 11:11 AM

61 Plant Health and Protection 2/16/2016 10:54 AM

62 Cultural Anthropology 2/16/2016 10:49 AM

63 Liberal Arts (Urban Studies) 2/16/2016 10:47 AM

64 Sociology 2/16/2016 10:47 AM

65 Fine Arts 2/16/2016 10:46 AM

66 Arts & Letters 2/16/2016 10:42 AM

67 Nutrition and Health and Human Development 2/16/2016 10:37 AM

68 Nutrition and Food Sciences, emphasis Dietetics 2/16/2016 10:35 AM

69 Soil Science 2/16/2016 10:35 AM

70 Biology 2/16/2016 10:32 AM

71 Botany 2/16/2016 10:31 AM

72 Elementary Education 2/16/2016 10:29 AM

73 Forest Management 2/16/2016 10:26 AM

74 Environmental Science 2/16/2016 10:22 AM

75 Agriculture Sciences 2/16/2016 10:21 AM

76 Elementary Education 2/16/2016 10:18 AM

77 General Studies in the School of Agriculture 2/16/2016 10:16 AM

78 English 2/16/2016 10:11 AM

79 Agricultural Education 2/16/2016 10:09 AM

80 Biology 2/16/2016 10:08 AM

81 Wildlife 2/16/2016 10:06 AM

82 Education and Vocational Home Economics 2/16/2016 10:04 AM

83 Health education 2/16/2016 10:04 AM

84 Nutrition-DPD 2/16/2016 10:03 AM

85 Environmental Science 2/16/2016 10:03 AM

86 Business Management and Operations 2/16/2016 10:02 AM

87 Environmental Studies - Literature 2/16/2016 10:02 AM

88 Education 2/16/2016 10:00 AM

89 Agriculture Education 2/16/2016 9:56 AM

90 Sociology 2/16/2016 9:56 AM

91 Environmental Science & Spanish 2/16/2016 9:50 AM

92 Biology-Environmental Studies 2/16/2016 9:49 AM

93 Geography 2/16/2016 9:43 AM

94 Nutrition and Dietetics, Bachelor of science 2/16/2016 9:42 AM

95 Animal Science 2/16/2016 9:42 AM

96 Human Development 2/16/2016 9:41 AM

97 Animal Science Production 2/16/2016 9:33 AM

98 BFA Ceramics 2/16/2016 9:31 AM

99 Foods and Nutrition-Dietetics Option 2/16/2016 9:29 AM

100 Agriculture 2/16/2016 9:29 AM

101 Integrated Biology 2/16/2016 9:25 AM

102 Biology 2/16/2016 9:25 AM

103 Crop & Soil Science 2/16/2016 9:23 AM

104 Animal Science 2/16/2016 9:21 AM

105 Crop Science 2/16/2016 9:19 AM

106 Ag Education 2/16/2016 9:18 AM

107 Biological Systems Engineering 2/16/2016 9:18 AM

108 Spanish 2/16/2016 9:15 AM

109 Communications 2/16/2016 9:15 AM

110 Nutrition and Dietetics 2/16/2016 9:15 AM

111 Animal Science 2/16/2016 9:14 AM

112 Horticulture Production 2/16/2016 9:10 AM

113 Apparel, Housing and Resource Management 2/16/2016 9:10 AM

114 education 2/16/2016 9:06 AM

115 Geology 2/16/2016 9:02 AM

116 Biology 2/16/2016 8:59 AM

117 International Affairs 2/16/2016 8:55 AM

118 Conservation & Resource Studies 2/16/2016 8:51 AM

119 Exercise Science 2/16/2016 8:48 AM

120 General Studies 2/16/2016 8:44 AM

121 Natural Resources 2/16/2016 8:41 AM

122 Geography 2/16/2016 8:41 AM

123 Business Communications 2/16/2016 8:39 AM

124 Communications--Journalism and Education 2/16/2016 8:37 AM

125 Natural Resources 2/16/2016 8:34 AM

126 Social Studies Education 2/16/2016 8:32 AM

127 General Agriculture 2/16/2016 8:22 AM

128 General Agriculture 2/16/2016 8:22 AM

129 B.Sci Biology/Marine Emphasis 2/16/2016 8:19 AM

130 Dietetics and Nutrition 2/16/2016 8:10 AM

131 General Studies/Child and Family Studies 2/16/2016 8:05 AM

132 Environmental Science, Minor in Commerce 2/16/2016 8:04 AM

133 Recreation 2/16/2016 8:00 AM

134 Geography 2/16/2016 7:52 AM

135 Animal Science 2/16/2016 7:49 AM

136 Elementary Education 2/16/2016 7:44 AM

137 Plant Science 2/16/2016 7:43 AM

138 Commercial/Graphic Arts 2/16/2016 7:27 AM

139 Elementary Education 2/16/2016 7:20 AM

140 Forestry 2/16/2016 7:20 AM

141 Anthropology and international and global studies 2/16/2016 6:59 AM

142 Fine Arts-Theatre Performance 2/16/2016 6:50 AM

143 Extension 2/16/2016 6:50 AM

144 Ag. Business 2/16/2016 6:40 AM

145 agriculture 2/16/2016 6:27 AM

146 Public Health Nutrtion (BS), Home Ec. Ed (BA Ed) 2/11/2016 11:52 AM

147 Political Science 2/9/2016 11:15 AM

148 Natural Resource Science / Wildlife Ecology 2/8/2016 12:05 PM

149 Natural Science/I also have a teaching certification from Univ of Wash, Seattle 2/8/2016 10:39

150 Landscape Architecture 2/3/2016 11:50 AM

151 Family and Consumer Sciences Education 2/2/2016 12:08 PM

152 Animal Science/Agribusiness 2/2/2016 10:30 AM

153 Agricultural Science 2/2/2016 9:06 AM

154 Environmental Biology and Ecology 2/1/2016 10:47 AM

155 Fine Art & International Studies 2/1/2016 10:36 AM

156 Journalism and Range Science 2/1/2016 10:24 AM

157 Food and Nutrition, Dietetics 1/28/2016 9:55 AM

158 Soc/Anthro 1/27/2016 5:03 PM

159 Ag Management 1/27/2016 2:34 PM

160 Biology 1/27/2016 2:04 PM

161 Nutrition/Dietetics 1/26/2016 2:04 PM

162 Microbiology 1/26/2016 1:35 PM

163 Agricultural engineering 1/26/2016 1:25 PM

164 Biology 1/26/2016 12:07 PM

165 Education 1/26/2016 11:39 AM

166 Environmental Studies 1/26/2016 11:10 AM

167 Physical Education Science 1/26/2016 10:04 AM

168 Biology 1/26/2016 8:59 AM

169 zoology 1/26/2016 7:56 AM

170 Forest Management 1/25/2016 4:40 PM

171 Art 1/25/2016 4:40 PM

172 Agricultural Education 1/25/2016 3:59 PM

173 Anthropology 1/25/2016 3:50 PM

174 Animal Science 1/25/2016 1:47 PM

175 Public Administration 1/25/2016 1:42 PM

176 BS Business Management-Marketing 1/25/2016 12:42 PM

177 Environmental Studies 1/25/2016 12:33 PM

178 Recreation Administration 1/25/2016 12:18 PM

179 Child Family and Consumer Studies 1/25/2016 12:10 PM

180 General Ag 1/25/2016 12:01 PM

181 Outdoor Recreation, Environmental Interpretation Optioin 1/25/2016 11:57 AM

182 Animal Sciences- Pre-Veterinary 1/25/2016 11:15 AM

183 Nutrition and Dietetics 1/25/2016 11:12 AM

184 Business Administration 1/25/2016 10:50 AM

185 Geoomechanical Engineering 1/25/2016 10:48 AM

186 Agronomy 1/25/2016 10:47 AM

187 Animal Sciences 1/25/2016 10:31 AM

188 B.S. - Business Economics 1/25/2016 10:23 AM

189 Family and Consumer Sciences/Education and Economics minor 1/25/2016 10:22 AM

190 Animal Science 1/25/2016 10:17 AM

191 Agriculture 1/25/2016 10:15 AM

192 Cultural Anthropology 1/25/2016 9:58 AM

193 Nutrition/Food Science Research 1/25/2016 9:47 AM

194 Horticulture 1/25/2016 9:45 AM

195 B.S. Secondary Education in English/ Language Arts 1/25/2016 9:44 AM

196 botany 1/25/2016 9:43 AM

197 Nutrition with Dietetics Option 1/25/2016 9:43 AM

198 Art 1/25/2016 9:29 AM

199 Soc and Behavioral Sciences (poly sci/history) 1/25/2016 9:25 AM

200 Zoology 1/25/2016 9:25 AM

201 Natural Resources 1/25/2016 9:19 AM

202 Horticulture 1/25/2016 9:17 AM

203 Family Finance 1/25/2016 9:16 AM

204 Education 1/25/2016 9:07 AM

205 Ag. Business 1/25/2016 9:01 AM

206 Agriculture 1/25/2016 9:00 AM

207 Political Science/Pre-law 1/25/2016 8:56 AM

208 Agricultural Economics 1/25/2016 8:54 AM

209 Horticulture 1/25/2016 8:51 AM

210 Community Health Education 1/25/2016 8:50 AM

211 Animal Science 1/25/2016 8:49 AM

212 Forsest Science 1/25/2016 8:43 AM

213 Exercise Science 1/25/2016 8:37 AM

214 Biology 1/25/2016 8:30 AM

215 Crop Science 1/25/2016 8:27 AM

216 Elementary Education 1/25/2016 8:21 AM

217 Exercise Science 1/25/2016 8:14 AM

218 hort 1/25/2016 8:12 AM

219 Zooloy (BS) and Political Science (BA) 1/25/2016 8:11 AM

220 Advertising and Marketing 1/25/2016 8:11 AM

221 Political Science and Economics 1/25/2016 8:09 AM

222 Agronomy 1/25/2016 8:06 AM

223 Animal Science 1/25/2016 8:02 AM

224 Public Relations and Political Science 1/25/2016 8:01 AM

225 General Studied 1/25/2016 8:00 AM

226 Biology 1/25/2016 7:54 AM

227 Individual Major 1/25/2016 7:53 AM

228 Dietetics 1/25/2016 7:53 AM

229 Integrated Pest Management 1/25/2016 7:52 AM

230 Range Livestock Management 1/25/2016 7:30 AM

231 BS Ag. Ed. 1/25/2016 7:25 AM

232 Child & Family Studies 1/24/2016 11:14 PM

233 Fishery Resources 1/24/2016 2:28 PM

234 Economics 1/24/2016 7:50 AM

235 Biology 1/23/2016 9:47 AM

236 Education 1/23/2016 6:12 AM

237 Rangeland Resources 1/22/2016 9:03 PM

238 Biology/Ecology 1/22/2016 6:37 PM

239 Wildlife management 1/22/2016 4:59 PM

240 Family and Consumer Sciences 1/22/2016 4:04 PM

241 Animal Science 1/22/2016 3:43 PM

242 Exercise Science 1/22/2016 3:42 PM

243 Dietetics 1/22/2016 3:31 PM

244 History Education 1/22/2016 3:27 PM

245 Secondary Education 1/22/2016 3:23 PM

246 Agricultural Science and Management spec Animal Science 1/22/2016 3:22 PM

247 Animal Science 1/22/2016 3:18 PM

248 Biology 1/22/2016 2:36 PM

249 International Studies 1/22/2016 2:24 PM

250 Biology 1/22/2016 2:18 PM

251 Family Consumer Science Education and Extension 1/22/2016 2:05 PM

252 Environmental Studies 1/22/2016 2:03 PM

253 Geography 1/22/2016 1:59 PM

254 Ag Econ & CSS 1/22/2016 1:18 PM

255 Business Administration 1/22/2016 1:06 PM

256 International Studies 1/22/2016 12:59 PM

257 Rangeland Resources 1/22/2016 12:56 PM

258 Agriculture 1/22/2016 12:51 PM

259 Psychology 1/22/2016 12:23 PM

260 Wildlife Biology 1/22/2016 12:21 PM

261 Forestry and Wildlife 1/22/2016 12:15 PM

262 Environmental Studies 1/22/2016 12:04 PM

263 Communications 1/22/2016 12:04 PM

264 Sociology & Germanic Studies 1/22/2016 12:01 PM

265 General Agriculture 1/22/2016 12:00 PM

266 Natural Resources 1/22/2016 11:58 AM

267 1st - Ag Economics and 2nd Agronomy 1/22/2016 11:56 AM

268 Leisure Studies 1/22/2016 11:53 AM

269 Environmental Studies 1/22/2016 11:53 AM

270 Animal Sciences 1/22/2016 11:53 AM

271 Animal Science Production 1/22/2016 11:52 AM

272 Animal Science 1/22/2016 11:52 AM

273 Geological Oceanography 1/22/2016 11:52 AM

AT WHICH UNIVERSITY DID YOU COMPLETE YOUR MASTER'S DEGREE?

1 University of Idaho 3/1/2016 11:38 AM

2 Oklahoma State University 2/27/2016 8:06 PM

3 The American University 2/26/2016 10:54 AM

4 University of Idaho 2/26/2016 9:21 AM

5 Seattle University 2/24/2016 4:47 PM

6 University of Idaho 2/23/2016 3:02 PM

7 Northern Arizona University 2/23/2016 10:18 AM

8 University of South Carolina 2/22/2016 5:46 PM

9 Oregon State University 2/22/2016 1:28 PM

10 Portland State University 2/19/2016 4:05 PM

11 Oregon State 2/19/2016 3:18 PM

12 Boise State University 2/19/2016 12:44 PM

13 Oregon STate University 2/19/2016 8:42 AM

14 antíoch university 2/19/2016 8:31 AM

15 Oregon State University 2/18/2016 10:40 PM

16 Oregon state 2/18/2016 12:38 PM

17 Pinchot University 2/18/2016 10:05 AM

18 Portland State University 2/17/2016 3:17 PM

19 Yale University and West Virginia University 2/17/2016 2:15 PM

20 Utah State University 2/17/2016 1:49 PM

21 Washington State University 2/17/2016 1:46 PM

22 University of Oregon 2/17/2016 10:58 AM

23 Utah State University 2/17/2016 8:28 AM

24 University of Washington 2/17/2016 8:24 AM

25 Oregon State University 2/17/2016 6:20 AM

26 University of Washington 2/16/2016 10:11 PM

27 Ohio State University 2/16/2016 8:40 PM

28 Clemson 2/16/2016 7:50 PM

29 WSU 2/16/2016 7:35 PM

30 University of Idaho 2/16/2016 6:56 PM

31 U of AZ 2/16/2016 4:48 PM

32 U. C. Berkeley 2/16/2016 4:20 PM

33 University of Idaho 2/16/2016 3:30 PM

34 California Polytechnic State - San Luis Obispo 2/16/2016 3:23 PM

35 Penn State University 2/16/2016 3:06 PM

36 Antioch University Seattle 2/16/2016 2:56 PM

37 Western Washington University 2/16/2016 2:56 PM

38 Montana State University 2/16/2016 2:47 PM

39 Fordham & Amer. Grad School Intl. Mgmt 2/16/2016 2:15 PM

40 Western Governors University 2/16/2016 1:23 PM

41 University of Idaho 2/16/2016 1:08 PM

42 University of Washington 2/16/2016 12:16 PM

43 Portland State University 2/16/2016 12:05 PM

44 Stephen F. Austin State University 2/16/2016 12:05 PM

45 Oregon State 2/16/2016 11:54 AM

46 Oregon State University 2/16/2016 11:43 AM

47 Unversity of Michigan 2/16/2016 11:37 AM

48 Utah State University 2/16/2016 11:35 AM

49 Western Washington University 2/16/2016 11:12 AM

50 Iowa State Univ 2/16/2016 10:55 AM

51 Durham University 2/16/2016 10:49 AM

52 Western Washington University 2/16/2016 10:47 AM

53 Washington State University 2/16/2016 10:36 AM

54 Utah State University 2/16/2016 10:35 AM

55 Washington State University 2/16/2016 10:32 AM

56 Montana State University 2/16/2016 10:32 AM

57 OSU 2/16/2016 10:26 AM

58 Oregon State University 2/16/2016 10:22 AM

59 University of Idaho 2/16/2016 10:22 AM

60 University of California, Davis 2/16/2016 10:16 AM

61 Oklahoma State University 2/16/2016 10:11 AM

62 Washington State University 2/16/2016 10:10 AM

63 University of Washington 2/16/2016 10:08 AM

64 Pennsylvania State University 2/16/2016 10:07 AM

65 Central WA University 2/16/2016 10:05 AM

66 University of Montana 2/16/2016 10:03 AM

67 California Poly Technic University, Pomona 2/16/2016 10:01 AM

68 OSU 2/16/2016 9:57 AM

69 University of Utah 2/16/2016 9:49 AM

70 OSU 2/16/2016 9:42 AM

71 Utah State University 2/16/2016 9:42 AM

72 Texas A&M University 2/16/2016 9:34 AM

73 University of Nevada, Reno 2/16/2016 9:29 AM

74 Antioch University, Seattle and North Carolina State University 2/16/2016 9:26 AM

75 Wageningen and UNALM 2/16/2016 9:26 AM

76 Iowa State University 2/16/2016 9:23 AM

77 University of Idaho 2/16/2016 9:22 AM

78 Oregon State University 2/16/2016 9:20 AM

79 University of Phoenix Online 2/16/2016 9:19 AM

80 University of Idaho 2/16/2016 9:18 AM

81 Washington State University 2/16/2016 9:15 AM

82 Portland State University 2/16/2016 9:15 AM

83 University of Idaho 2/16/2016 9:14 AM

84 Virginia Tech 2/16/2016 9:11 AM

85 Idaho state University 2/16/2016 9:10 AM

86 Eastern Oregon University 2/16/2016 9:07 AM

87 University of Washington 2/16/2016 9:00 AM

88 Oregon State University 2/16/2016 8:51 AM

89 University of Arizona 2/16/2016 8:48 AM

90 Portland State University 2/16/2016 8:44 AM

91 Oregon State University 2/16/2016 8:41 AM

92 University of Alaska Southeast 2/16/2016 8:40 AM

93 University of Oregon 2/16/2016 8:39 AM

94 Oregon State University 2/16/2016 8:23 AM

95 WSU 2/16/2016 8:22 AM

96 Oregon State University 2/16/2016 8:20 AM

97 James Cook University 2/16/2016 8:04 AM

98 San Francisco State University 2/16/2016 7:53 AM

99 University of Idaho 2/16/2016 7:44 AM

100 Oregon State University 2/16/2016 7:20 AM

101 University of Minnesota-Twin Cities 2/16/2016 7:20 AM

102 Osu cascades 2/16/2016 7:00 AM

103 Western Oregon University 2/16/2016 6:51 AM

104 Cal Poly 2/16/2016 6:41 AM

105 OSU 2/16/2016 6:28 AM

106 Washington State University 2/11/2016 11:52 AM

107 University of Idaho 2/9/2016 11:15 AM

108 University of Washington 2/8/2016 12:05 PM

109 teaching certification completed at Univ of Wash, Seattle 2/8/2016 10:43 AM

110 University of Idaho 2/2/2016 12:08 PM

111 University of Idaho 2/2/2016 9:07 AM

112 Western Oregon University 2/1/2016 10:36 AM

113 Utah State University 2/1/2016 10:24 AM

114 Central European University 1/27/2016 5:04 PM

115 NMSU 1/27/2016 2:34 PM

116 University of Wyoming 1/27/2016 2:04 PM

117 University of Idaho 1/26/2016 1:35 PM

118 University of California at Davis 1/26/2016 1:26 PM

119 University of California, Riverside 1/26/2016 12:07 PM

120 Loma Linda University 1/26/2016 10:04 AM

121 Appalachian State University 1/26/2016 8:59 AM

122 Auburn University 1/26/2016 7:57 AM

123 Portland State University 1/25/2016 4:42 PM

124 University of Washington 1/25/2016 4:40 PM

125 Washington State University 1/25/2016 3:59 PM

126 University of Montana 1/25/2016 3:50 PM

127 University of Idaho 1/25/2016 1:47 PM

128 Oregon State University 1/25/2016 12:43 PM

129 University of California at Davis 1/25/2016 12:33 PM

130 Bowling Green State Universiy 1/25/2016 12:19 PM

131 University of Idaho 1/25/2016 12:11 PM

132 OSU 1/25/2016 12:01 PM

133 Washington State University 1/25/2016 11:16 AM

134 University of Washington 1/25/2016 11:12 AM

135 University of Florida 1/25/2016 10:51 AM

136 Univeristy of Rhode Island 1/25/2016 10:48 AM

137 University of Minnesota 1/25/2016 10:47 AM

138 Washington State University 1/25/2016 10:32 AM

139 BYU Provo 1/25/2016 10:23 AM

140 Portland State University 1/25/2016 10:23 AM

141 University of Washington 1/25/2016 9:59 AM

142 Purdue 1/25/2016 9:48 AM

143 Washington State University 1/25/2016 9:45 AM

144 Central Washington University 1/25/2016 9:43 AM

145 Eastern Illinois University 1/25/2016 9:43 AM

146 University of Oregon 1/25/2016 9:30 AM

147 University of Wisconsin 1/25/2016 9:26 AM

148 Pennsylvania State University 1/25/2016 9:25 AM

149 Washington State University 1/25/2016 9:20 AM

150 Kansas State University 1/25/2016 9:17 AM

151 U of Phoenix 1/25/2016 9:17 AM

152 Utah State University 1/25/2016 9:02 AM

153 Univ. of Nebraska 1/25/2016 9:00 AM

154 Gonzaga University 1/25/2016 8:57 AM

155 University of Idaho 1/25/2016 8:55 AM

156 University of San Diego 1/25/2016 8:52 AM

157 University of Nebraska 1/25/2016 8:50 AM

158 University of Minnesota 1/25/2016 8:44 AM

159 Colorado State University 1/25/2016 8:42 AM

160 Washington State University 1/25/2016 8:31 AM

161 Washington State University 1/25/2016 8:27 AM

162 Michigan State University 1/25/2016 8:22 AM

163 Washington State University 1/25/2016 8:14 AM

164 Iowa state 1/25/2016 8:13 AM

165 Penn State University 1/25/2016 8:12 AM

166 North Carolina State University 1/25/2016 8:11 AM

167 Washington State University 1/25/2016 8:06 AM

168 Texas A&M University-College Station 1/25/2016 8:02 AM

169 Idaho State University 1/25/2016 8:00 AM

170 LA State 1/25/2016 7:54 AM

171 Washington State University 1/25/2016 7:54 AM

172 Washington State University 1/25/2016 7:53 AM

173 The Ohio State University 1/25/2016 7:53 AM

174 University of Idaho 1/25/2016 7:30 AM

175 University of Idaho 1/25/2016 7:26 AM

176 University of Idaho 1/24/2016 11:15 PM

177 Utah State University 1/24/2016 7:51 AM

178 Colorado State University 1/23/2016 9:48 AM

179 University of idaho 1/23/2016 6:13 AM

180 Univ. of Wyoming 1/22/2016 9:03 PM

181 Oregon state universtiy 1/22/2016 5:31 PM

182 Michigan State 1/22/2016 4:04 PM

183 University of Montana 1/22/2016 3:45 PM

184 University of Idaho 1/22/2016 3:43 PM

185 Idaho State University 1/22/2016 3:31 PM

186 Univeristy of Portland 1/22/2016 3:29 PM

187 Eastern Washington 1/22/2016 3:23 PM

188 Univeristy of California Davis 1/22/2016 3:22 PM

189 Michigan State University 1/22/2016 3:19 PM

190 University of Kentucky 1/22/2016 2:36 PM

191 Portland State University 1/22/2016 2:24 PM

192 Montana State 1/22/2016 2:18 PM

193 Norsich University - Vermont 1/22/2016 2:06 PM

194 Portland State University 1/22/2016 2:04 PM

195 Oregon state 1/22/2016 1:59 PM

196 Concordia, St Paul 1/22/2016 1:18 PM

197 University of Idaho 1/22/2016 1:06 PM

198 Portland State University 1/22/2016 12:59 PM

199 Oregon State University 1/22/2016 12:57 PM

200 Oregon State University 1/22/2016 12:24 PM

201 University of Alaska Fairbanks 1/22/2016 12:22 PM

202 Oregon State University 1/22/2016 12:15 PM

203 Oregon State University 1/22/2016 12:04 PM

204 Oregon State University 1/22/2016 12:01 PM

205 University of Wisconsin 1/22/2016 12:01 PM

206 Nova Southeastern University 1/22/2016 11:59 AM

207 Oregon State University 1/22/2016 11:57 AM

208 Slippery Rock University 1/22/2016 11:54 AM

209 Oreogn State University 1/22/2016 11:54 AM

210 Utah State University 1/22/2016 11:53 AM

211 Ball State University 1/22/2016 11:53 AM

212 Colorado State University 1/22/2016 11:52 AM

WHAT WAS YOUR MAJOR FOR YOUR MASTER'S DEGREE?

1 Animal Science 3/1/2016 11:38 AM

2 Environmental Science 2/27/2016 8:06 PM

3 International Education 2/26/2016 10:54 AM

4 Plant Science 2/26/2016 9:21 AM

5 Public Administration 2/24/2016 4:47 PM

6 Bioregional Planning and Community Design 2/23/2016 3:02 PM

7 Sustainable Communities 2/23/2016 10:18 AM

8 Masters in Public Health Promotion and Education 2/22/2016 5:46 PM

9 Wildlife Science 2/22/2016 1:28 PM

10 Human Development and Family Studies 2/19/2016 3:18 PM

11 Public Adminisration 2/19/2016 12:44 PM

12 Public Health 2/19/2016 8:42 AM

13 organizational development 2/19/2016 8:31 AM

14 horticulture 2/18/2016 10:40 PM

15 MA in Animal Science, Range and Agricultural Resource Management 2/18/2016 12:38 PM

16 MBA in Sustainable Systems 2/18/2016 10:05 AM

17 M.S. Education: Curriculum & Instruction 2/17/2016 3:17 PM

18 Forestry and Secondary Science Education 2/17/2016 2:15 PM

19 Nutrition and Food Sciences 2/17/2016 1:49 PM

20 Agriculture - Communications emphasis 2/17/2016 1:46 PM

21 Special education/ teaching certificate 2/17/2016 10:58 AM

22 Adult Education 2/17/2016 8:28 AM

23 Nutriion 2/17/2016 8:24 AM

24 Forest Science 2/17/2016 6:20 AM

25 Entomology 2/16/2016 10:11 PM

26 Civil Engineering 2/16/2016 8:40 PM

27 Zoology 2/16/2016 7:50 PM

28 Adult Education 2/16/2016 7:35 PM

29 AOLL - Adult Organizational Learning & Leadership 2/16/2016 6:56 PM

30 Plant science 2/16/2016 4:48 PM

31 Social Welfare 2/16/2016 4:20 PM

32 Adult Organizational Learning and Leadership 2/16/2016 3:30 PM

33 Agriculture 2/16/2016 3:23 PM

34 Recreation and Parks- Outdoor Education 2/16/2016 3:06 PM

35 Environment & Community 2/16/2016 2:56 PM

36 Watershed Studies 2/16/2016 2:56 PM

37 Ag Ed 2/16/2016 2:47 PM

38 Finance& Intl Mgmt & Japanese 2/16/2016 2:15 PM

39 Secondary Education Science 2/16/2016 1:23 PM

40 Plant Science 2/16/2016 1:08 PM

41 Policy 2/16/2016 12:16 PM

42 Public Administration 2/16/2016 12:05 PM

43 Home Economics 2/16/2016 12:05 PM

44 Adult Education 2/16/2016 11:54 AM

45 Agriculture Education 2/16/2016 11:43 AM

46 Masters in Landscape Architecture 2/16/2016 11:37 AM

47 Home Economics and Consumer Education 2/16/2016 11:35 AM

48 Adult and Community Education 2/16/2016 11:12 AM

49 Plant Pathology 2/16/2016 10:55 AM

50 Medical Anthropology 2/16/2016 10:49 AM

51 Education 2/16/2016 10:47 AM

52 Soil Science 2/16/2016 10:36 AM

53 Nutrition 2/16/2016 10:35 AM

54 Horticulture 2/16/2016 10:32 AM

55 Plant Pathology 2/16/2016 10:32 AM

56 Natural Resources Education and Extension 2/16/2016 10:26 AM

57 Agricultural Education 2/16/2016 10:22 AM

58 Environmental Science 2/16/2016 10:22 AM

59 Community Development 2/16/2016 10:16 AM

60 Educational Leadership 2/16/2016 10:11 AM

61 Animal Science 2/16/2016 10:10 AM

62 Public Health Nutrition 2/16/2016 10:08 AM

63 Forest Resources 2/16/2016 10:07 AM

64 MEd with emphasis in nutrition 2/16/2016 10:05 AM

65 Geography 2/16/2016 10:03 AM

66 Agronomy 2/16/2016 10:01 AM

67 Education 2/16/2016 9:57 AM

68 Nutrition 2/16/2016 9:49 AM

69 Public Polciy 2/16/2016 9:42 AM

70 Human Resources 2/16/2016 9:42 AM

71 Master of Agriculture Beef Production 2/16/2016 9:34 AM

72 Animal Science 2/16/2016 9:29 AM

73 Education and Entomology 2/16/2016 9:26 AM

74 Entomology and IPM 2/16/2016 9:26 AM

75 Agronomy 2/16/2016 9:23 AM

76 Agriculture Adult Learning and Communications 2/16/2016 9:22 AM

77 Soil Science 2/16/2016 9:20 AM

78 Secondary Education 2/16/2016 9:19 AM

79 Ag. Education 2/16/2016 9:18 AM

80 Agricultural Economics 2/16/2016 9:15 AM

81 MBA 2/16/2016 9:15 AM

82 Animal Science 2/16/2016 9:14 AM

83 Career and Technical Education 2/16/2016 9:11 AM

84 Training and Development 2/16/2016 9:10 AM

85 secondary/adult education 2/16/2016 9:07 AM

86 Marine Affairs 2/16/2016 9:00 AM

87 Forest Science 2/16/2016 8:51 AM

88 Master of Public Health- Health Behavior and Promotion 2/16/2016 8:48 AM

89 Business Administration 2/16/2016 8:44 AM

90 Public Policy 2/16/2016 8:41 AM

91 Master of Arts and Teaching 2/16/2016 8:40 AM

92 Counseling Psychology 2/16/2016 8:39 AM

93 Agriculture Education 2/16/2016 8:23 AM

94 Agricultural Economics 2/16/2016 8:22 AM

95 M.S. Marine Resource Management 2/16/2016 8:20 AM

96 Marine and Fisheries Biology 2/16/2016 8:04 AM

97 Geography 2/16/2016 7:53 AM

98 Soil Science 2/16/2016 7:44 AM

99 Adult Education 2/16/2016 7:20 AM

100 Forestry 2/16/2016 7:20 AM

101 Teaching - early childhood and elementary 2/16/2016 7:00 AM

102 Education-Multi-cultural/Multi-lingual 2/16/2016 6:51 AM

103 Ag. science 2/16/2016 6:41 AM

104 Ag Ed 2/16/2016 6:28 AM

105 Human Nutrition 2/11/2016 11:52 AM

106 Public Administration 2/9/2016 11:15 AM

107 Curriculum and Instruction 2/8/2016 12:05 PM

108 teaching certification, grades K-8 2/8/2016 10:43 AM

109 Adult Education 2/2/2016 12:08 PM

110 Agricultural Education 2/2/2016 9:07 AM

111 Teaching 2/1/2016 10:36 AM

112 Range Management 2/1/2016 10:24 AM

113 Environmental Science & Policy 1/27/2016 5:04 PM

114 Economics 1/27/2016 2:34 PM

115 Entomology 1/27/2016 2:04 PM

116 Microbiology, Molecular Biology, Biochemistry 1/26/2016 1:35 PM

117 Agronomy 1/26/2016 1:26 PM

118 Plant Pathology 1/26/2016 12:07 PM

119 Public Health Nutrition 1/26/2016 10:04 AM

120 Geography 1/26/2016 8:59 AM

121 Master of Aquaculture (non-thesis) 1/26/2016 7:57 AM

122 Leadership for Sustainability Education 1/25/2016 4:42 PM

123 Forest Economics 1/25/2016 4:40 PM

124 Vocational Technical Education 1/25/2016 3:59 PM

125 Anthropology 1/25/2016 3:50 PM

126 Ag Education 1/25/2016 1:47 PM

127 MBA Market Research 1/25/2016 12:43 PM

128 Integrated Pest Managment 1/25/2016 12:33 PM

129 Education 1/25/2016 12:19 PM

130 Family and Consumer Sciences 1/25/2016 12:11 PM

131 Adult ed 1/25/2016 12:01 PM

132 Animal Sciences-Physiology, Immunology 1/25/2016 11:16 AM

133 Master's of Public Health 1/25/2016 11:12 AM

134 Agricultural Education and Communication 1/25/2016 10:51 AM

135 Water Resources Mgt 1/25/2016 10:48 AM

136 Soil Science 1/25/2016 10:47 AM

137 Animal Sciences 1/25/2016 10:32 AM

138 Nutrition Education 1/25/2016 10:23 AM

139 Master of Urban and Regional Planning 1/25/2016 10:23 AM

140 Environmental Policy 1/25/2016 9:59 AM

141 Nutrition 1/25/2016 9:48 AM

142 Educational Leadership 1/25/2016 9:45 AM

143 biology 1/25/2016 9:43 AM

144 Dietetics 1/25/2016 9:43 AM

145 Architecture 1/25/2016 9:30 AM

146 Land Resources (Interdisciplinary Environmental program) 1/25/2016 9:26 AM

147 Entomology 1/25/2016 9:25 AM

148 Agriculture 1/25/2016 9:20 AM

149 Family Financial Planning 1/25/2016 9:17 AM

150 MAOM 1/25/2016 9:17 AM

151 Ag Economics 1/25/2016 9:02 AM

152 Agronomy 1/25/2016 9:00 AM

153 Business Administration 1/25/2016 8:57 AM

154 Plant Science 1/25/2016 8:55 AM

155 Business Administration 1/25/2016 8:52 AM

156 Animal Science/Meat Science 1/25/2016 8:50 AM

157 Horticulture 1/25/2016 8:44 AM

158 Occupational Therapy 1/25/2016 8:42 AM

159 Entomology 1/25/2016 8:31 AM

160 Crop Science-Plant Breeding & Genetics 1/25/2016 8:27 AM

161 Youth Development 1/25/2016 8:22 AM

162 Master's in Teaching 1/25/2016 8:14 AM

163 hort 1/25/2016 8:13 AM

164 Adult Education 1/25/2016 8:12 AM

165 Entomology 1/25/2016 8:11 AM

166 Agronomy 1/25/2016 8:06 AM

167 Agricultural Education 1/25/2016 8:02 AM

168 Education- Child and Family Studies 1/25/2016 8:00 AM

169 Nutrition 1/25/2016 7:54 AM

170 Entomology 1/25/2016 7:54 AM

171 Entomology 1/25/2016 7:53 AM

172 Agricultural Economics and Rural Sociology 1/25/2016 7:53 AM

173 Animal Science 1/25/2016 7:30 AM

174 MS Ag. Ed. 1/25/2016 7:26 AM

175 Family & Consumer Sciences 1/24/2016 11:15 PM

176 Personal Finance 1/24/2016 7:51 AM

177 Landscape Horticulture 1/23/2016 9:48 AM

178 Education 1/23/2016 6:13 AM

179 Rangeland Ecology 1/22/2016 9:03 PM

180 Forest management 1/22/2016 5:31 PM

181 Youth Development 1/22/2016 4:04 PM

182 Health Promotion 1/22/2016 3:45 PM

183 Agriculture Extension & Education 1/22/2016 3:43 PM

184 Master of Health Education 1/22/2016 3:31 PM

185 Master of Education 1/22/2016 3:29 PM

186 Social Work 1/22/2016 3:23 PM

187 Range Management 1/22/2016 3:22 PM

188 Adult & Continuing Education and rural development 1/22/2016 3:19 PM

189 Biology 1/22/2016 2:36 PM

190 Health Promotion 1/22/2016 2:24 PM

191 Entomology 1/22/2016 2:18 PM

192 Adult Education - Community Development 1/22/2016 2:06 PM

193 Public Administration (public horticulture focus) 1/22/2016 2:04 PM

194 Geography 1/22/2016 1:59 PM

195 Youth Development 1/22/2016 1:18 PM

196 Plant Science 1/22/2016 1:06 PM

197 Public Administration 1/22/2016 12:59 PM

198 Rangeland Ecology and Management 1/22/2016 12:57 PM

199 Public Health 1/22/2016 12:24 PM

200 Wildlife Management 1/22/2016 12:22 PM

201 Bioresource Engineering 1/22/2016 12:15 PM

202 Forest Ecosystems and Society 1/22/2016 12:04 PM

203 Science Education 1/22/2016 12:01 PM

204 Sociology 1/22/2016 12:01 PM

205 Coastal Zone Management 1/22/2016 11:59 AM

206 Crop Science 1/22/2016 11:57 AM

207 MS in Sustainable Systems 1/22/2016 11:54 AM

208 Animal Sciences 1/22/2016 11:54 AM

209 Animal Science - Ruminant Nutrition 1/22/2016 11:53 AM

210 Adult and Community Education 1/22/2016 11:53 AM

211 Integrated Resource Management 1/22/2016 11:52 AM

WHAT MAJOR ARE YOU CONSIDERING FOR YOUR MASTER'S DEGREE?

1 Masters of Arts in Teaching 2/17/2016 3:17 PM

2 NA 2/17/2016 1:46 PM

3 NA 2/17/2016 10:58 AM

4 Health Education or Public Health 2/17/2016 10:35 AM

5 NA 2/16/2016 10:11 PM

6 Public Health or related 2/16/2016 2:54 PM

7 Horticulture 2/16/2016 2:15 PM

8 Economics or Animal Science 2/16/2016 12:52 PM

9 Community Development or Public Health 2/16/2016 10:51 AM

10 Fine Arts 2/16/2016 10:47 AM

11 Undecided 2/16/2016 10:19 AM

12 N/A 2/16/2016 10:08 AM

13 MBA 2/16/2016 10:04 AM

14 Prevention Science 2/16/2016 10:02 AM

15 Public Health 2/16/2016 9:30 AM

16 Education 2/16/2016 9:16 AM

17 Public Policy 2/16/2016 8:56 AM

18 Curriculum and Instruction /or History 2/16/2016 8:33 AM

19 NA 2/16/2016 7:44 AM

20 MPA 1/26/2016 11:11 AM

21 Leadership 1/25/2016 1:42 PM

22 Career Counseling; Education; Public Health 1/25/2016 9:30 AM

23 Education 1/25/2016 9:08 AM

24 Education 1/25/2016 8:50 AM

25 public health masters certificate 1/22/2016 2:04 PM

26 see 10 1/22/2016 12:01 PM

27 Youth Development 1/22/2016 11:53 AM

AT WHICH UNIVERSITY DID YOU COMPLETE YOUR DOCTORAL DEGREE?

1 n/a 2/23/2016 3:03 PM

2 University of Montana 2/17/2016 6:21 AM

3 University of Washington 2/16/2016 10:12 PM

4 Ohio State University 2/16/2016 8:41 PM

5 Clemson 2/16/2016 7:50 PM

6 North Carolina Stat Univ 2/16/2016 10:56 AM

7 Iowa State University 2/16/2016 10:38 AM

8 Washington State University 2/16/2016 10:33 AM

9 Washington State University 2/16/2016 10:33 AM

10 University of Southern California 2/16/2016 10:12 AM

11 Washington State University 2/16/2016 10:08 AM

12 University of Illinois 2/16/2016 9:26 AM

13 Washington State University 2/16/2016 9:16 AM

14 University of Idaho 2/16/2016 7:46 AM

15 University of Wyoming 1/27/2016 2:06 PM

16 University of Idaho 1/26/2016 1:37 PM

17 Boise State University 1/26/2016 9:00 AM

18 Lewis & Clark Law School 1/25/2016 2:56 PM

19 Cornell University and Kansas State University 1/25/2016 10:19 AM

20 University of California, Davis 1/25/2016 10:16 AM

21 Washington State University 1/25/2016 9:37 AM

22 Oregon State Univ. 1/25/2016 9:03 AM

23 Gonzaga University School of Law 1/25/2016 8:57 AM

24 Washington State University 1/25/2016 8:52 AM

25 Washington State University 1/25/2016 8:44 AM

26 wsu 1/25/2016 8:14 AM

27 University of Washington 1/25/2016 8:12 AM

28 University of Idaho 1/25/2016 8:11 AM

29 University of California, Davis 1/25/2016 8:03 AM

30 The Ohio State University 1/25/2016 7:55 AM

31 Washington State University 1/25/2016 7:55 AM

32 Oregon State Univ. 1/22/2016 9:05 PM

33 Michigan State University 1/22/2016 6:38 PM

34 University of Idaho 1/22/2016 3:32 PM

35 Portland State University 1/22/2016 3:22 PM

36 Washington State 1/22/2016 2:19 PM

WHAT WAS YOUR MAJOR FOR YOUR DOCTORAL DEGREE?

1 Educational Leadership - would have been EdD 2/24/2016 4:49 PM

2 n/a 2/23/2016 3:03 PM

3 Forest Ecology/Disturbance Ecology/Landscape Ecology 2/17/2016 6:21 AM

4 Forest Entomology 2/16/2016 10:12 PM

5 Agricultural and Biological Engineering 2/16/2016 8:41 PM

6 Entomology 2/16/2016 7:50 PM

7 Plant Pathology 2/16/2016 10:56 AM

8 Soil Morphology and Genesis 2/16/2016 10:38 AM

9 Horticulture 2/16/2016 10:33 AM

10 Soil Science 2/16/2016 10:33 AM

11 Organizational Change and Leadership 2/16/2016 10:12 AM

12 Biological and Agricultural Engineering 2/16/2016 10:08 AM

13 Crop and Soil Sciences 2/16/2016 9:26 AM

14 Agricultural Economics 2/16/2016 9:16 AM

15 Soil Science 2/16/2016 7:46 AM

16 Educational Leadership 2/11/2016 11:53 AM

17 Weed Science 1/27/2016 2:06 PM

18 Environmental Science 1/26/2016 1:37 PM

19 Public Policy and Administration 1/26/2016 9:00 AM

20 JD - Environmental and Natural Resource Law 1/25/2016 2:56 PM

21 Veterinary Medicine (DVM); Education (PhD) 1/25/2016 10:19 AM

22 Biogeography 1/25/2016 10:16 AM

23 Animal Science/Meat Science 1/25/2016 9:37 AM

24 Crop Science 1/25/2016 9:03 AM

25 Law 1/25/2016 8:57 AM

26 Horticulture 1/25/2016 8:52 AM

27 Horticulture 1/25/2016 8:44 AM

28 hort 1/25/2016 8:14 AM

29 Zoology 1/25/2016 8:12 AM

30 Law 1/25/2016 8:11 AM

31 Animal Biology 1/25/2016 8:03 AM

32 Environmental Science 1/25/2016 7:55 AM

33 Entomology 1/25/2016 7:55 AM

34 Rangeland Watershed Management 1/22/2016 9:05 PM

35 Fisheries and Wildlife 1/22/2016 6:38 PM

36 Education 1/22/2016 3:32 PM

37 Educational Leadership 1/22/2016 3:22 PM

38 Entomology 1/22/2016 2:19 PM

WHAT UNIVERSITY ARE YOU CONSIDERING FOR YOUR DOCTORAL DEGREE?

1 University of Idaho 3/1/2016 11:39 AM

2 Gonzaga 2/24/2016 4:49 PM

3 maybe 2/23/2016 3:04 PM

4 Oregon State University 2/23/2016 10:21 AM

5 Undecided 2/22/2016 1:31 PM

6 Unknown 2/19/2016 4:06 PM

7 University of Idaho 2/19/2016 3:20 PM

8 University of Washington 2/19/2016 8:43 AM

9 don't know 2/19/2016 8:32 AM

10 unknown 2/18/2016 10:06 AM

11 Oregon State University 2/17/2016 2:20 PM

12 Texas A&M, Texas Tech 2/17/2016 1:47 PM

13 not sure 2/17/2016 10:59 AM

14 University of Washington 2/16/2016 10:12 PM

15 University of Idaho or an Idaho accredited college 2/16/2016 6:57 PM

16 University of Idaho? 2/16/2016 3:32 PM

17 Oregon State 2/16/2016 3:25 PM

18 Washington State University 2/16/2016 3:08 PM

19 Not sure 2/16/2016 2:48 PM

20 OSU 2/16/2016 12:07 PM

21 I was considering one at Washington State University in Administration but they dropped the program 2/16/2016 11:45 AM

22 Unknown 2/16/2016 10:50 AM

23 Idaho State University or University of Idaho 2/16/2016 10:36 AM

24 university of Idaho 2/16/2016 10:24 AM

25 Oregon State University 2/16/2016 10:23 AM

26 PSU or OSU 2/16/2016 10:08 AM

27 Washington State University 2/16/2016 10:03 AM

28 OSU 2/16/2016 9:43 AM

29 University of Idaho 2/16/2016 9:19 AM

30 Unknown 2/16/2016 8:58 AM

31 Oregon State University or Portland State University 2/16/2016 8:53 AM

32 Oregon State, PSU, UofO 2/16/2016 8:28 AM

33 Undecided 2/16/2016 8:21 AM

34 - 2/16/2016 7:47 AM

35 NA 2/16/2016 7:46 AM

36 Oregon State University 2/16/2016 7:21 AM

37 OSU 2/16/2016 6:30 AM

38 WSU 2/9/2016 11:16 AM

39 Washington State University (in-house rates), would consider other opportunies 2/8/2016 12:08

40 University of Idaho 2/2/2016 12:09 PM

41 Idaho State University 2/2/2016 9:08 AM

42 Washington State University 2/1/2016 10:49 AM

43 WSU or OSU 2/1/2016 10:25 AM

44 University of Washington 1/26/2016 2:06 PM

45 Oregon State University 1/26/2016 12:09 PM

46 Cornel, Harvard 1/26/2016 10:10 AM

47 Portland State University or Oregon State University 1/25/2016 4:43 PM

48 WSU or the University of Idaho 1/25/2016 4:00 PM

49 Washington State University 1/25/2016 3:51 PM

50 Lewis & Clark Law School 1/25/2016 2:56 PM

51 WSU 1/25/2016 1:53 PM

52 University of Idaho 1/25/2016 1:48 PM

53 University of Wisconsin 1/25/2016 12:44 PM

54 Undecided 1/25/2016 12:21 PM

55 Unsure 1/25/2016 12:12 PM

56 Unknown at this time 1/25/2016 11:15 AM

57 Washington State University 1/25/2016 10:51 AM

58 Unknown 1/25/2016 10:33 AM

59 to be determined 1/25/2016 9:46 AM

60 University of Idaho 1/25/2016 9:39 AM

61 mostly online, unsure 1/25/2016 9:28 AM

62 WSU 1/25/2016 9:26 AM

63 Gonzaga 1/25/2016 9:20 AM

64 NA 1/25/2016 9:03 AM

65 Washington State University 1/25/2016 8:31 AM

66 Washington State University 1/25/2016 8:11 AM

67 WSU or Concordia 1/25/2016 8:02 AM

68 ? 1/25/2016 7:55 AM

69 Idaho State University 1/24/2016 7:52 AM

70 University of idaho 1/23/2016 6:15 AM

71 University of Idaho 1/22/2016 3:49 PM

72 Portland State University 1/22/2016 3:22 PM

73 Undecided 1/22/2016 2:25 PM

74 ? 1/22/2016 1:20 PM

75 Oregon State University 1/22/2016 1:01 PM

76 Oregon State University 1/22/2016 12:59 PM

77 undecided 1/22/2016 12:25 PM

78 Oregon State University, if I could do it mostly on-line 1/22/2016 12:25 PM

79 Oregon State University 1/22/2016 12:17 PM

80 Oregon State University 1/22/2016 12:05 PM

81 N/A 1/22/2016 12:02 PM

82 Undecided 1/22/2016 11:55 AM

WHAT MAJOR ARE YOU CONSIDERING FOR YOUR DOCTORATE DEGREE?

1 Extension Education 3/1/2016 11:39 AM

2 Educational Leadership 2/24/2016 4:49 PM

3 undecided 2/23/2016 3:04 PM

4 Forest Ecosystems and Society OR Human Development and Family Sciences 2/23/2016 10:21 AM

5 Horticulture 2/22/2016 1:31 PM

6 Not sure 2/19/2016 4:06 PM

7 Adult and Organizational Learning and Leadership 2/19/2016 3:20 PM

8 Epidemiology 2/19/2016 8:43 AM

9 don't know 2/19/2016 8:32 AM

10 unknown 2/18/2016 10:06 AM

11 Environmental and Occupational Health 2/17/2016 2:20 PM

12 Agricultural Communications, Ed.D. 2/17/2016 1:47 PM

13 prevention science/ education 2/17/2016 10:59 AM

14 Entomology 2/16/2016 10:12 PM

15 Unsure 2/16/2016 6:57 PM

16 Adult Organizational Learning and Leadership 2/16/2016 3:32 PM

17 Animal Science 2/16/2016 3:25 PM

18 undecided 2/16/2016 3:08 PM

19 Not sure 2/16/2016 2:48 PM

20 Food Science 2/16/2016 12:07 PM

21 Administration 2/16/2016 11:45 AM

22 Education 2/16/2016 10:50 AM

23 Instructional Design 2/16/2016 10:36 AM

24 Plant Science 2/16/2016 10:24 AM

25 Something in Leadership 2/16/2016 10:23 AM

26 Interdisciplinary 2/16/2016 10:08 AM

27 Prevention Science 2/16/2016 10:03 AM

28 Adult education 2/16/2016 9:43 AM

29 unknown 2/16/2016 9:19 AM

30 Sociology and Criminology 2/16/2016 9:13 AM

31 Unknown 2/16/2016 8:58 AM

32 undecided 2/16/2016 8:53 AM

33 Positive Youth Development 2/16/2016 8:49 AM

34 undecided (youth development) 2/16/2016 8:28 AM

35 Undecided 2/16/2016 8:21 AM

36 Fisheries 2/16/2016 8:05 AM

37 NA 2/16/2016 7:46 AM

38 Leadership degree of some sort 2/16/2016 7:21 AM

39 Education leadership 2/16/2016 6:30 AM

40 Not sure yet 2/9/2016 11:16 AM

41 Evaluation, Social Justice Education 2/8/2016 12:08 PM

42 Education 2/2/2016 12:09 PM

43 Educational Leadership and Technology 2/2/2016 9:08 AM

44 Horticulture or Food Systems 2/1/2016 10:49 AM

45 Public Health 2/1/2016 10:25 AM

46 Public Health 1/26/2016 2:06 PM

47 Plant Pathology 1/26/2016 12:09 PM

48 LIfestyle Medicine 1/26/2016 10:10 AM

49 Sustainability Education in Horticulture or Agriculture 1/25/2016 4:43 PM

50 Education 1/25/2016 4:41 PM

51 Education 1/25/2016 4:00 PM

52 Undecided 1/25/2016 3:51 PM

53 Environmental and Natural Resource Law 1/25/2016 2:56 PM

54 Prevention Science 1/25/2016 1:53 PM

55 Range Science 1/25/2016 1:48 PM

56 Family and Consumer Behavior 1/25/2016 12:44 PM

57 Non-Profit Leadership 1/25/2016 12:21 PM

58 Unsure 1/25/2016 12:12 PM

59 Doctorate of Philosophy 1/25/2016 11:15 AM

60 Human Development 1/25/2016 10:51 AM

61 Technology Education 1/25/2016 10:33 AM

62 Educational Communiation and Technology 1/25/2016 9:46 AM

63 Water Resources 1/25/2016 9:39 AM

64 Education 1/25/2016 9:28 AM

65 undecided 1/25/2016 9:26 AM

66 PhD in Leadership 1/25/2016 9:20 AM

67 NA 1/25/2016 9:03 AM

68 Unknown 1/25/2016 8:31 AM

69 Human Development 1/25/2016 8:02 AM

70 ? 1/25/2016 7:55 AM

71 Instructional Design 1/24/2016 7:52 AM

72 Agronomy 1/23/2016 6:15 AM

73 Undecided 1/22/2016 3:49 PM

74 Educational Leadership 1/22/2016 3:22 PM

75 EdD 1/22/2016 2:25 PM

76 Human science 1/22/2016 1:20 PM

77 Public Health Policy 1/22/2016 1:01 PM

78 Wildlife Management 1/22/2016 12:59 PM

79 Physics or Meteorology 1/22/2016 12:25 PM

80 Public Health or a combination of Health and Food Systems 1/22/2016 12:25 PM

81 Water Resources 1/22/2016 12:17 PM

82 Forestry or Botany and Plant Pathology 1/22/2016 12:05 PM

83 N/A 1/22/2016 12:02 PM

84 Educational Leadership 1/22/2016 11:55 AM