Unit Leader Meeting
Wednesday, February 10, 2016

Those in attendance: Kris Boone, Mark Stadtlander, Rob Nixon, Gina Nixon, Brad Beckman, Larry Jackson

Marketing Study

The K-State Research and Extension System Evaluation conducted by the Center for Public Issues Education (PIE Center) at the University of Florida shows us there is room for improvement in our branding, wordmark and media strategies. Our audience is most utilizing special interest groups, friends and family for information regarding aging, health, family, and nutrition. Special interest groups and universities are used most often for agriculture related areas. Focus groups will be developed and will include campus faculty and off-campus faculty. The data gathered from the focus groups will be analyzed and could affect branding and wordmark. We want to associate these things more with Kansas State University guidelines. Dean Floros does not want to move too fast on the project. Megan Macy is doing an excellent job at reaching out to other departments and partnerships. For more information on the marketing study, refer to handout at the end of the meeting minutes.

Publishing Numbers

Dr. Boone will meet with the Publishing unit on Monday, February 22.
There are discussions within the College to begin using ORCID (Open Researcher and Contributor ID). It is a database driven system that assigns a unique ID to regristered authors.). Some journals are already requiring this author ID. Acquiring an ORCID will help to ensure that you are getting credit for your scholarly works and helps you to distinguish yourself from other authors with a similar name. If you go to the K-State website and type in CADS, you can then click scholarly communications and it will come to the page where you can register (http://www.lib.k-state.edu/scholarly-communications). You will be asked to enter your first and last name and your email address. Then you will create a password, select your email preference and accept the privacy policy and conditions of ORCID.

New Agent Training/Art of Extension

Dr. Boone attended the Art of Extension training with Megan Mancy, Jeff Wichman, Pat Melgares, Brad Beckman and Audrey Holderness-King. Dr. Boone handed out information about the bookstore, and encouraged them to stop by University Printing. Although there was not a formal presentation, copyright information was given to participants. Megan did a brief marketing update on types of projects that flow through her, and shared her partnership presentation. Jeff and Pat presented on print and radio news releases; Brad presented on how to do a video; and Audrey presented on social media, including CANVA information. Lori Chandler from program planning will debrief on the training.

Performance ratings

Unclassified performance reviews were completed and sent to Dean Floros on February 25.

Once around the room

Mark Stadtlander
- Kenzie Curran is working with Sue Robinson and photographers on the Master Farmers banquet
- Janie Dunstan, Deb McClain-Williams, Linda Gilmore, and Megan Macy are working on the Walk Kansas project this year. Megan will create a handout and the publishing unit will do the newsletter and editing.
- On February 22, Dr. Boone will meet with the Publishing unit to discuss collaboration with Megan Macy.
- Mandy Wilson, Deb McClain-Williams, and Gina Nixon will meet to discuss retention, archiving, and discarding of publication inventory. Larry Jackson asked that Dan Donnert be included in the meeting to also discuss video retention.
- Mark helps with AGCOM 210 on Tuesday and Thursday mornings
- Amanda Erichsen sent Cattleman's Day publication to press.

Brad Beckman
- Pat Melgares is working with News Media on a research story
- Pat and Brad are working on a swine shipping press release and are exploring national distribution
- Jeff Wichman continues with the radio initiative
- Megan Macy and Scott Stebner are looking at strategies on re-sharing news stories

Larry Jackson
- One issue of interest is an effort to revive distribution of extension video news to regional stations. News Media will need to collaborate with DCM
- News Media and DCM are looking at a new program, TRELLO, for project sharing and management. This program is inexpensive. It is a little different from WorkZone and is a visual line chart with more graphics.

Gina Nixon
- A new postage meter contract was signed with Pitney Bowes. The new machine will accommodate postal changes made last year and allows us to cancel a current postage software subscription. The machine will also meter more pieces of mail per minute.
- Linda Gilmore, Deb McClain-Williams, and Gina Nixon met with Aliah Mestrovich Seay to discuss diversity program materials that could be distributed through the bookstore. The discussion focused on trying a different funding model for receipts from sales.
- Rollin Mensch, Greg LeValley and Ellen DeBord are members of the search committee for the new estimator position. Mandy Wilson, John Cooper, and Deb Stryker are serving on the digital operator search committee.
- Mandy is working with Forestry and SafeZone in procuring promotional items for each of their programs.

Rob Nixon
- Greg LeValley is organizing the second educational printers conference to be held on the K-State campus, June 3rd from 9:30 to 3:00. Jeff Morris has agreed to lead the morning discussion on how to better market ourselves to potential employees. Invited participants include the State of Kansas Printing Plant, Flint Hills Technical College, Washburn University, Ft. Hays State Unviersity, Pittsburg State University, Emporia State University, Wichita State University and the University of Kansas Bookstore. Kris Boone will do the introduction and facilitate the afternoon

· open discussion session. Kelly Gurik has arranged for this group to meet at the Kansas Wheat Commission. Lunch will be held at JP's in Jardine.

· We were contacted by Jennifer O'Connor, Director of the University of Kansas Bookstore. They were interested in our Ricoh digital equipment and wanted to see the facilities. Greg scheduled a tour on Monday, February 8th for Jennifer and two other employees.   John Cooper demonstrated our copy equipment and Umberger shop area followed by a trip to Dole Hall and the Student Union.

· Genesis Equipment Marketing, the vendor for our thermal image setter, performed preventative maintenance last Wednesday.   This is through our new maintenance contract with REMI. Genesis is located in Scottsdale, Arizona, and they flew Kamel Mezouari to our location. Kamel is their Senior Technician and the person who did our original installation. We have also used him for phone based support and he is familiar with our operation. This is the first time since the purchase of this equipment (4 years ago) that we have had maintenance performed. Our lasers were running at 90% and he was able to recapture our 100% efficiency by cleaning the mirrors. Otherwise, a clean bill of health!

· Mervi Pakaste from the Art Department will be bringing her class around on March 3rd at 10:00 for a print shop tour.

· Print shop employees are scheduled for their annual hearing test on Monday, February 29th. We will shuttle employees to the Agronomy farm using our vans.

· Bill Smriga, Executive Director of the K-State Union, has provided new Union Copy Center lease information. Our current lease expires on July 30th and the new area is expected to be complete in May.

· Thank you to Deb Stryker for spearheading the Strength Quest movement in our unit. Her enthusiasm has drawn in several folks from our group and almost everyone has participated! Also, thanks to Kelly Gurik as our departmental Strength Quest coordinator for dealing with our multiple requests!

Kris Boone
· USS and unclassified evaluation systems may use the same evaluation form from the university. We haven't changed our departmental system at this point.

· The secondary major in Global Food Systems has been approved by the Board of Regents and will be offered in the fall

· Dr. Boone is serving on the committee for the Presidential Awards of Excellence

· Jon Ulmer and Gaea Hock met with Dr. Boone, Mrs. Disberger and Dr. Harbstreit to talk about transitioning Dr. Harbstreit's undergraduate students and master students and other duties.

· The PhD in Leadership Communication is currently in front of Graduate Council. If it passes, it will go before the Academic Affairs Committee of Faculty Senate, then on to the whole of Faculty Senate and then the Board of Regents.

August 2015

Final Report

K-State Research and Extension System
Evaluation

Sandra Anderson and Joy Rumble

Suggested Citation

About the Authors

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August 2015

Introduction
The Kansas Agricultural Experiment Station and Cooperative Extension Service, also called K-State Research and Extension, is a partnership between Kansas State University and the federal, state, and county government. They conduct research throughout Kansas, which is then utilized and shared by Extension specialists and agents as well as others through numerous methods including their website, conferences, workshops, field days, publications, and newsletters. K-State Research and Extension "is dedicated to a safe, sustainable, competitive food and fiber system and to strong, healthy communities, families and youth through integrated research, analysis and education" (K-State Research and Extension, n.d., para. 2). K-State Research and Extension sought to develop a new marketing plan to guide their efforts in the coming years. Although some internal data had been collected, the need for the collection of external data became essential as K-State Research and Extension explored the development of a new marketing plan. Therefore, a survey was conducted with Kansas residents to gain an understanding of their awareness and perceptions with regard to the K-State Research and Extension system, in order to inform their next marketing plan.

Findings
- Forty-six percent of respondents were aware of the university system in the state of Kansas which provided research-based information and educational programs that extend beyond campus to serve people throughout the state.
- Only 10% of respondents could remember the actual name of the university system. When they were provided with an aided recall in reference to the the name, 37% of respondents reported they recalled hearing about the university system.
- More than half of respondents (64%) were able to associate the system with the Kansas State University, however 22% of respondents associated the system with the University of Kansas.
- Fourteen percent of respondents said they commonly refer to Kansas State University Agricultural Experimental Station and Cooperative Extension as K-State Extension, 9% referred to it as K-State Research and Extension and 8% referred to it as Kansas State Research and Extension. However, 36% of respondents have never referred to the system by any name.
- Eleven percent of respondents were moderately or extremely familiar with K-State Research and Extension.
- A third of respondents (35%) were aware they had a local (county/district) extension office.
- With regard to searches on both local and K-State Research websites, educational information was sought the most.
- Respondents who had utilized K-State Research and Extension's services had a more positive than negative experience and indicated the information they received was more credible than not credible.
- Fifty-two percent of respondents who have utilized K-State and Research Extension's services find the Research and Extension aspect equally valuable.
- Respondents who had no interactions with K-State Research and Extension felt that information provided by them would be more credible than not credible.
- Of the respondents who had no interactions with K-State Research and Extension, 53% indicated they would be inclined to use K-State Research and Extension as a source of information.

- Educational topics of most moderate and extreme interest to respondents were Nutrition, Food Safety and Health (62%) and Natural Resources (46%).
- Educational topics of most moderate and extreme importance to respondents were Nutrition, Food Safety and Health (67%) and Natural Resources (56%).
- Overall the most preferred sources of information for each of the educational topics K-State Research and Extension provides information for were: special interest groups, friends and family, universities, and government agencies.
- Forty-seven percent of respondents indicated they would use K-State Extension and Research's website to receive information about topics of interest to them.
- Seventy-three percent of the respondents who had seen or heard advertising for K-State Research and Extension were able to recall a good number of details about the ads.
- The economy, taxes, healthcare and public education were the main issues respondents felt were affecting Kansas, as well as, affecting them personally.
- Respondents had the most knowledge about the economy, taxes, healthcare and public education, as well.
- Fifteen percent of respondents felt K-State Research and Extension needs to advertise or publicize more to increase awareness of what the program has to offer therein helping to meet Kansas resident's needs.

Recommendations

Among Kansas residents surveyed, almost half were aware of the university system in the state of Kansas which provided research-based information and educational programs that exteneded beyond campus to serve people throughout the state. However, there were not many residents who could remember the actual name of that system without aid. When given aided recall questions over half of the residents were able to correctly associate the university sytem with Kansas State University. However, 22% percent of the respondents incorrectly associated the university system with the University of Kansas. Approximately one-third of the respondents had never referred to the K-State Research and Extension system by any name. The results show that there is an opportunity to increase awareness of K-State Research and Extension as well as its affiliation with Kansas State University. Along with increased awareness, is likely to come increased brand recognition of and brand loyalty to K-State Research and Extension. In an effort to improve awareness the following recommendations have been made.

- K-State Research and Extension should undergo a concerted and consistent effort to identify the organization one way.
    - One step toward achieving this consistency is to ensure that employees and stakeholders refer to the organization in one consistent way. To achieve consistency the establishment and implementation of a renewed brand identity guide for employees should be pursued. A brand identity guide should not only provide guidelines brand elements, such as logos, but should also provide guidelines on how to communicate the brand. Trainings and workshops with all employees on the importance of and how to utilize the brand identity guide are recommended. Without buy-in and consistent communication from all employees achieving a consistent brand identity will be challenging.
- Based on the results, the researchers recommend that K-State Research and Extension consider a potential renaming process.

o   With 22% of respondents associating the organization with the University of Kansas rather than Kansas State University, it is possible that "K-State" is not known to be the same as Kansas State Univeristy to all Kansas residents. K-State Research and Extension may wish to consider a name that more closely affiliates itself with the university. Many state extension and research programs throughout the nation have undergone renaming and rebranding efforts to become more relevant to their stakeholders and align more closey with their univerisities.

Background

The Kansas Agricultural Experiment Station and Cooperative Extension Service, also called K-State Research and Extension, is a partnership between Kansas State University and the federal, state, and county government. They conduct research throughout Kansas, which is then utilized and shared by Extension specialists and agents as well as others through numerous methods including their website, conferences, workshops, field days, publications, and newsletters. K-State Research and Extension "is dedicated to safe, sustainable, competitive food and fiber system and to strong, healthy communities, families and youth through integrated research, analysis and education" (K-State Research and Extension, n.d., para. 2). K-State Research and Extension sought to develop a new marketing plan to guide their efforts in the coming years. Although some internal data had been collected, the need for the collection of external data became essential as K-State Research and Extension explored the development of a new marketing plan. Therefore, a survey was conducted with Kansas residents to gain an understanding of their awareness and perceptions with regard to the K-State Research and Extension system, in order to inform their next marketing plan.

Methods

In July 2015, an online survey was distributed to a representative sample of Kansas residents using non-probability sampling. Qualtrics, a survey software company, distributed the survey link to 597 Kansas residents, 18 or older. Of those potential respondents, 420 completed responses were recorded. To ensure the data were representative of the Kansas population according to 2010 U.S. Census (seen in Table 1), the data were weighted to balance rural and urban classifications of counties (RUC) , age, gender and race/ethnicity data with the Kansas population (Kalton & Flores-Cervantes, 2003). Weighting procedures are commonly used in non-probability samples to compensate for selection, exclusion, and non-participation biases (Baker et al., 2013).

Public opinion research commonly utilizes non-probability samples to make population estimates (Baker, et al., 2013). According to previous literature, non-probability samples can yield results comparable and in some cases better than probability-based samples (Abate, 1998; Vavreck & Rivers, 2008).

Due to rounding errors that occur in SPSS with the process of weighting there will be some inconsistencies in the data. Respondents, in this instance, are weighted in more than one category, which can cause underrepresented cases to be weighted higher and over-represented cases to be weighted lower. (Maletta, 20047) SPSS rounds the frequency to the nearest integer. Rounding is based on the total weighted frequency as opposed to individual cases (Maletta, 2007). Inconsistencies in data, such as the sample reported as 421 cases rather than 420 in this study can occur. Also, the sample may show inconsistencies with questions which were only answered by some respondents, such as the sample for a particular question reported as 306 cases rather than the 300 cases it should have been based on skip logic.

The survey instrument was created using both research-developed questions and questions replicated and adapted from a previous K-State Research and Extension phone surveys conducted in June, 2000 (Market Research Institue Inc, 2000). The survey was reviewed by a panel of experts (listed above) and for face value and content validity before implementation.

Description of Respondents

Table 1: Weighted demographics of survey respondents

Demographic Category	Original %	Weighted %
Gender		
Male	50.0	49.0
Female	50.0	51.0
Race/Ethnicity		
Native American	0.7	0.8
Asian	3.1	2.3
African American	3.1	5.5
White	86.9	81.5
Hispanic	2.4	8.4
Multiracial	3.1	1.4
Other	2.4	0.1
Age		
18-19 years	3.1	3.9
20-29 years	17.4	18.9
30-39 years	17.9	16.6
40-49 years	15.7	17.7
50-59 years	21.0	18.2
60-69 years	16.9	12.1
70-79 years	6.7	7.2
80 and older	1.4	5.5
Rural Urban Contiuum		
Metro- Counties in metro areas of 1 million population or more	28.8	28.8
Metro- Counties in metro areas of 250,000 to 1 million population	23.1	22.1
Metro- Counties in metro areas of fewer than 250,000 population	21.0	15.6
Nonmetro- Urban population of 20,000 or more, adjacent to a metro area	6.2	7.3
Nonmetro - Urban population of 20,000 or more, not adjacent to a metro area	6.4	7.5
Nonmetro- Urban population of 2,500 to 19,999, adjacent to a metro area	3.8	5.4
Nonmetro - Urban population of 2,500 to 19,999, not adjacent to a metro area	5.5	8.3
Nonmetro- Completely rural or less than 2,500 urban population, adjacent to a metro area	1.4	0.6
Nonmetro - Completely rural or less than 2,500 urban population, not adjacent to a metro area	3.8	4.4

Educational Status

Of the respondents, 24% reported having some college education, 58% reported having a college degree (Figure 1). Sixteen percent of respondents were high school graduates, but did not report having any college education.

Figure 1. Educational Status
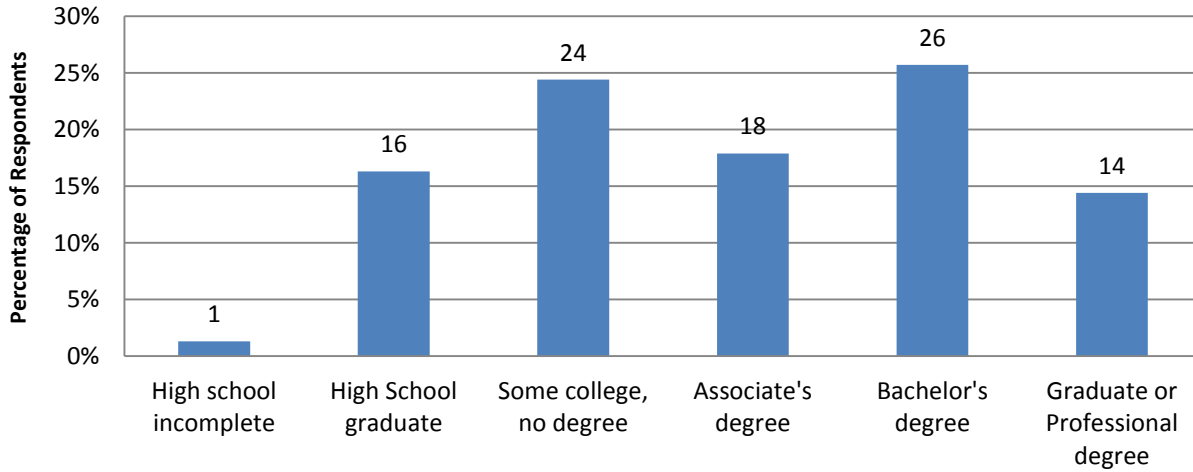
Income

Of the respondents, 68% reported having annual household incomes less than $75,000 while 32% reported having household incomes of $75,000 or more (Figure 2).

Figure 2. Income
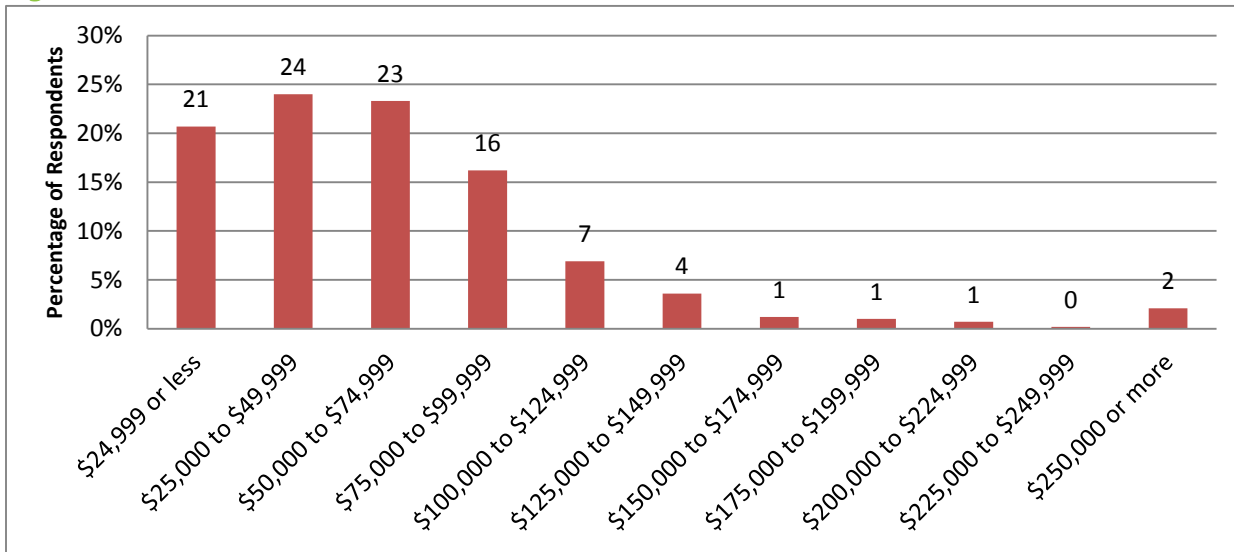
Marital Status

Of the respondents, 55% reported they were married and 27% reported they were single (Figure 3). Additionally, 13% of respondents reported they were divorced and 6% reported they were widowed.

Figure 3. Marital Status
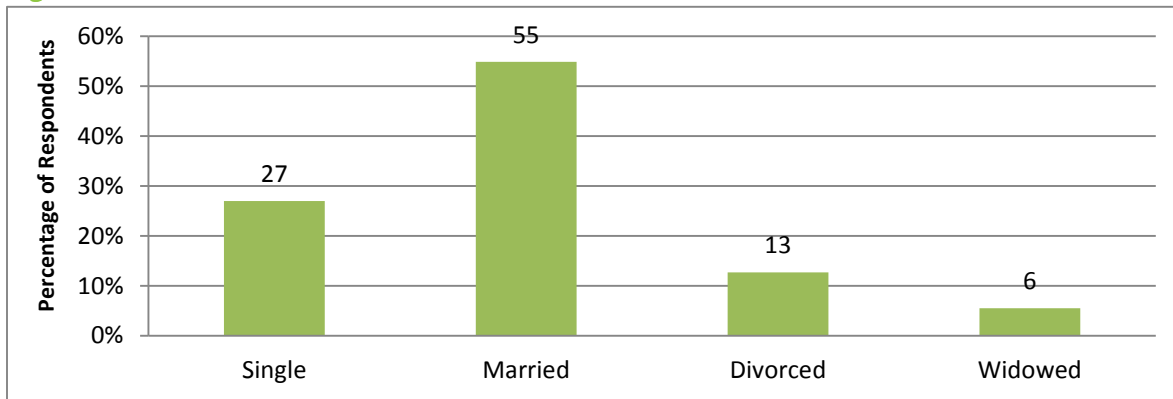
Number of Children

Of the respondents, 65% reported they had no children under the age of 18 living in their household (Figure 4). Fifteen percent of respondents reported they had one child under the age of 18 living at home and 10% reported they have two children under the age of 18 living at home.

Figure 4. Number of children
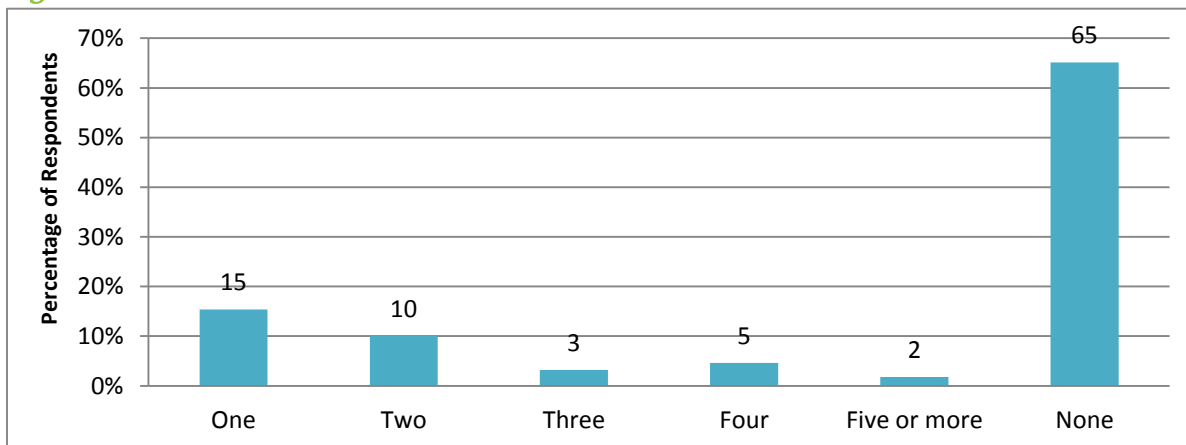
Results

University System Awareness

Respondents were asked questions to determine their awareness of the K-State Research and Extension system. They were asked questions with regard to their unaided awareness, name recognition, aided recall, common name reference, and prior exposure. Additionally, respondents were asked which university they associated this system with.

Unaided Awareness

Respondents were asked if they were aware of a university system in the state of Kansas which provided research-based information and educational programs that extend beyond campus to serve people throughout the state. Forty-six percent of respondents reported that they were aware of this type of system in the state of Kansas (Figure 5).

Figure 5. Unaided Awareness
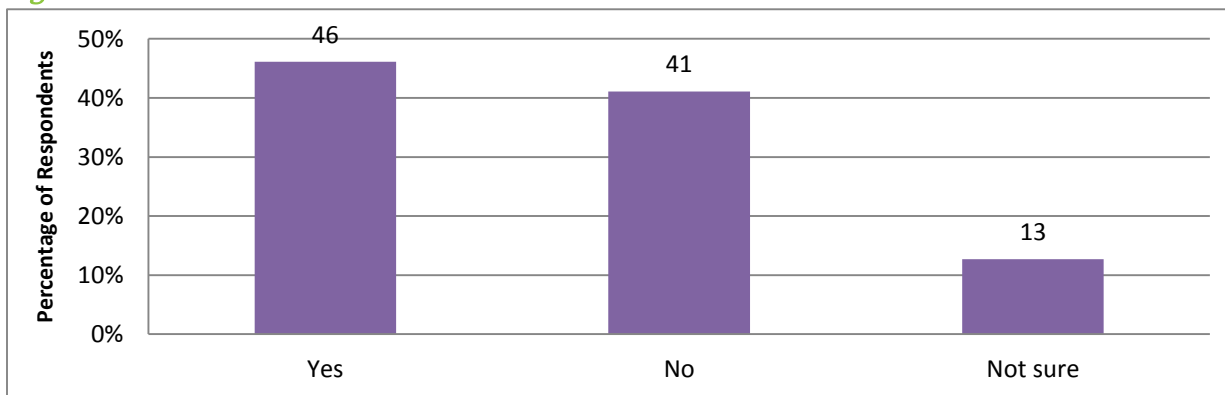
Name recognition

Ten percent of respondents said they knew the name of the university system in Kansas which provided research-based information and educational programs that extend beyond campus to serve people throughout the state (Figure 6).

Figure 6. Name Recognition
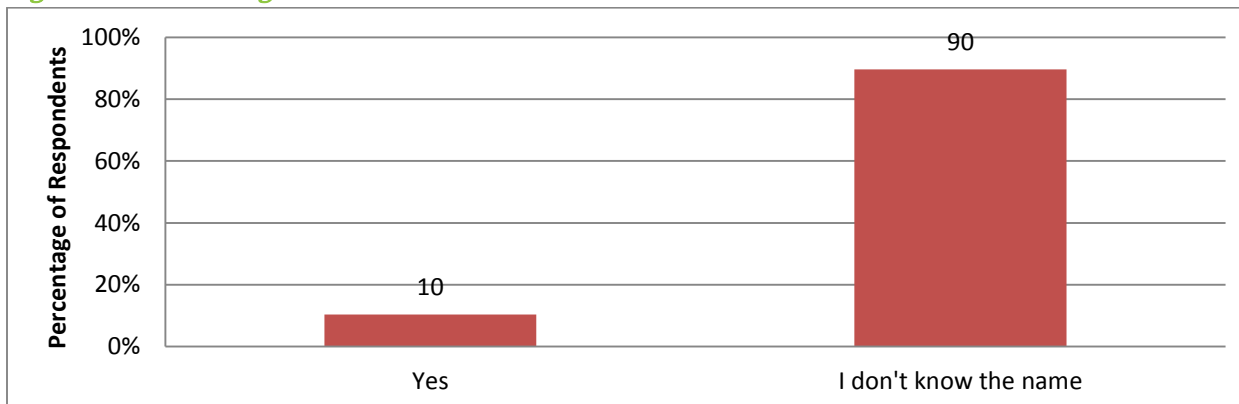
The respondents who reported they knew the name of the university system ($N = 44$) were asked to specify what they believed the name was (Table 2). Eleven percent of the respondents said it was Kansas State University and 8% indicated Kanas University. Four percent said the name was K-State Research and Extension while 3% said the name was University of Kansas.

Table 2. System name (N=44)

System name	%
Kansas State University	10.8
Kansas University	8.2
Board of Regents	5.6
K-12	5.4
KU Med/Medical Center	5.0
KSU	4.7
K-State Extension Service	4.6
K-State Research and Extension	3.8
KEPRS	3.5
Kansas State University Extension Center	3.4
Extension service	3.4
K-State	3.3
KSU Research and Extension Office	2.9
Fort Hays	2.9
KU Extension Library	2.7
University of Kansas	2.5
Kansas State Extension Program	2.4
KU	2.4
University of Missouri	2.4
Kansas Pipeline	2.2
Kansas State University Extension Service	2.0
K-State Extension	1.9
WATC	1.9
KSU Extension	1.7
edu.ks	1.6
Kansas Extension Office	1.3
Kansas State	1.1
Extension program	1.1
Other	5.5

Aided Recall

When respondents were told they might know the system by the name Agricultural Experiment Station and Cooperative Extension Service or as Research and Extension, 37% of them recalled hearing about this system (Figure 7).

Figure 7. Aided recall
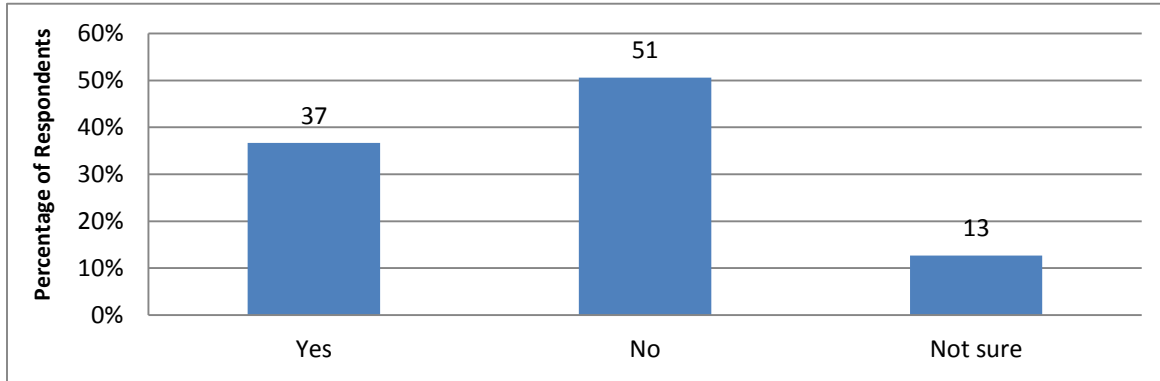
University Association

Respondents were asked which university in Kansas they believed the system was associated with. Sixty-four percent of respondents said they believed the university associated with that system was Kansas State University, while 22% believed it was the University of Kansas (Figure 8).

Figure 8. University association
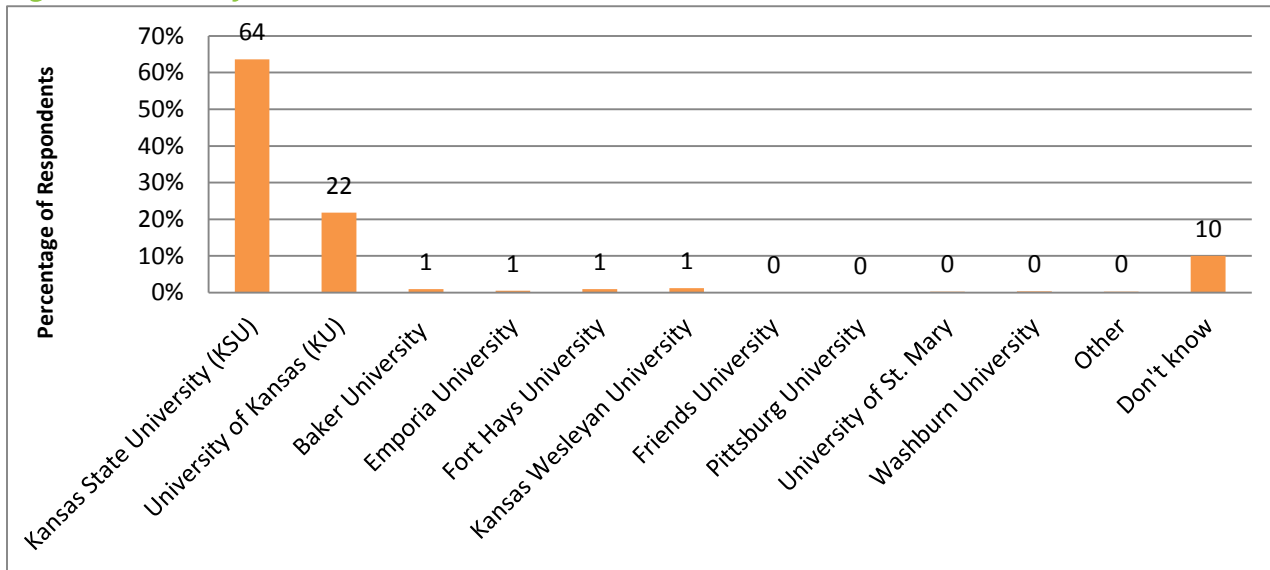
Common Name Reference

When respondents were asked what name they most commonly used to refer to Kansas State University Agricultural Experimental Station and Cooperative Extension service, 14% of respondents referred to the system as K-State Extension, 9% referred to it as K-State Research and Extension, and 8% referred to it as Kansas State Research and Extension (Figure 9). However, 36% of respondents reported they have never referred to Kansas State University Agricultural Experimental Station and Cooperative Extension service.

Figure 9. Common name reference
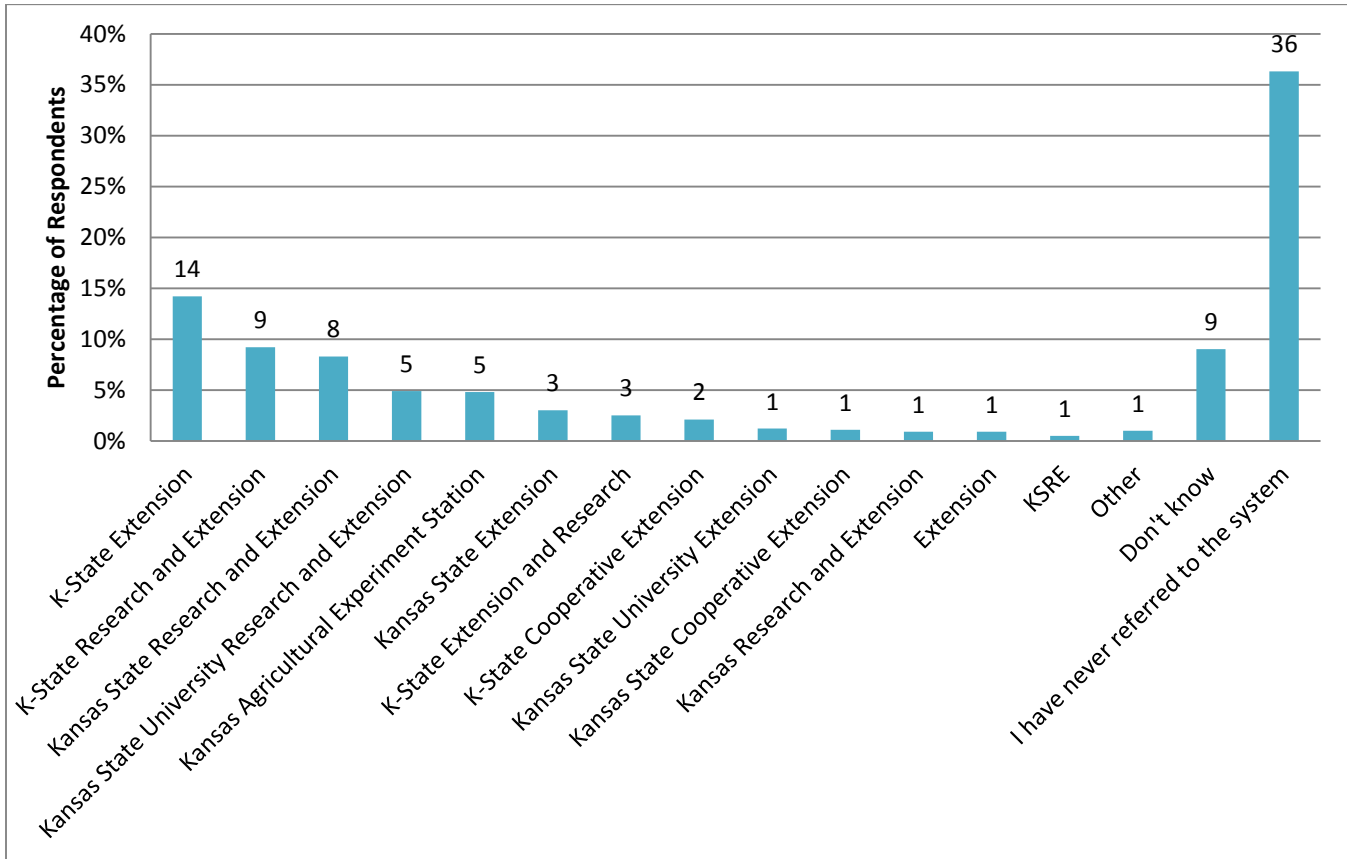
Prior Exposure

Respondents were asked about their exposure to Kansas State University as well as K-State Research and Extension.

Enrollment at Kansas State University

Respondents who reported they had attended at least some college or more ($N = 347$), were asked if they had ever been enrolled at Kansas State University as a full-time or part-time student. Of the respondents, 13% reported they had been enrolled as a full-time or part-time student (Figure 10). All respondents were asked if any of their parents, a spouse, or children had ever attended Kansas State University. Eighteen percent of respondents reported they had parents, a spouse, or children who had attended Kansas State University (Figure 11).

Figure 10. Enrollment (N = 347)
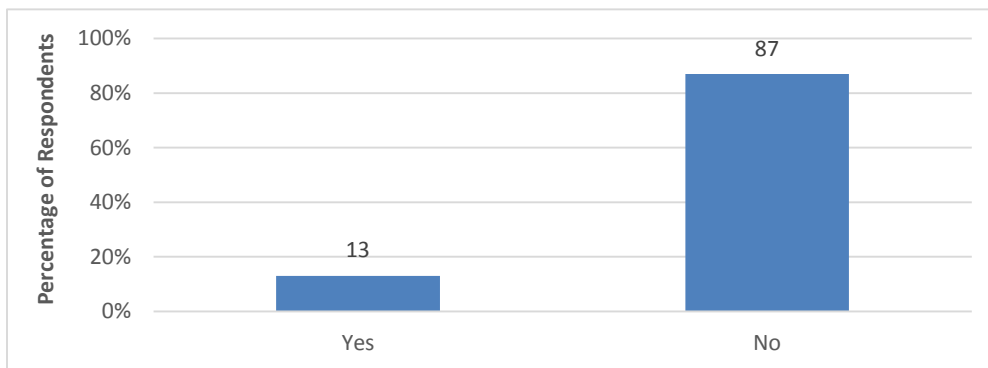
Figure 11. Family enrollment
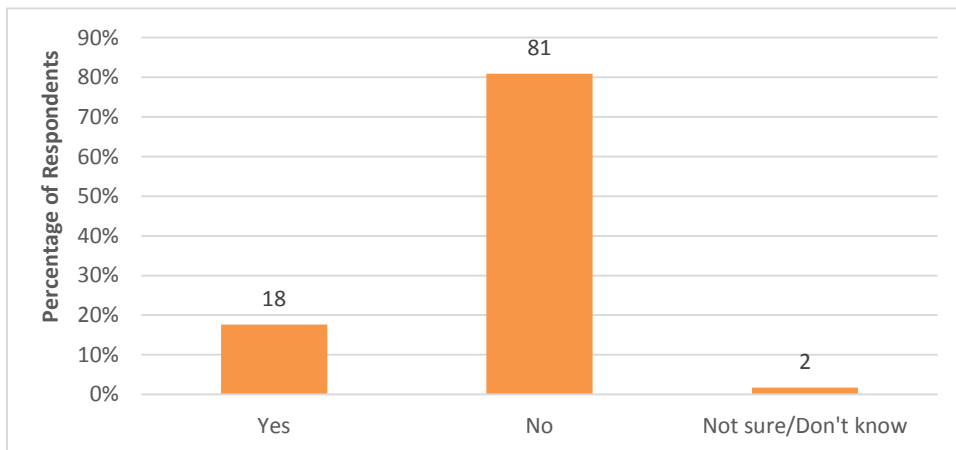
Worked for or Affiliated with K-State Research and Extension

Respondents were asked if they had ever worked for or been affiliated with K-State Research and Extension and the majority of respondents had not (99%) (Figure 12). When respondents were asked if they knew anyone who had ever worked for or been affiliated with K-State Research and Extension, 16% of respondents reported they did know someone who had worked for or been affiliated with K-State Research and Extension (Figure 13).

Figure 12. Worked for or is affiliated with K-State Research and Extension
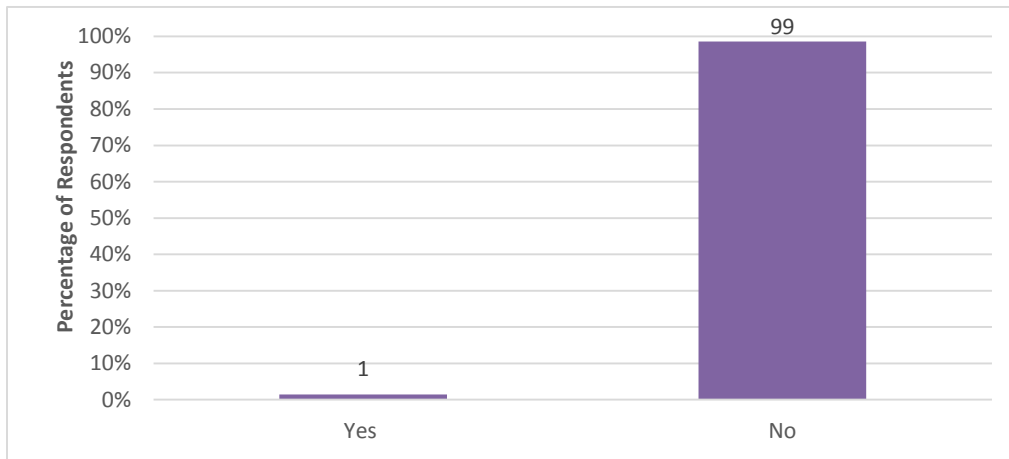
Figure 13. Know someone who worked for is affiliated with K-State Research and Extension
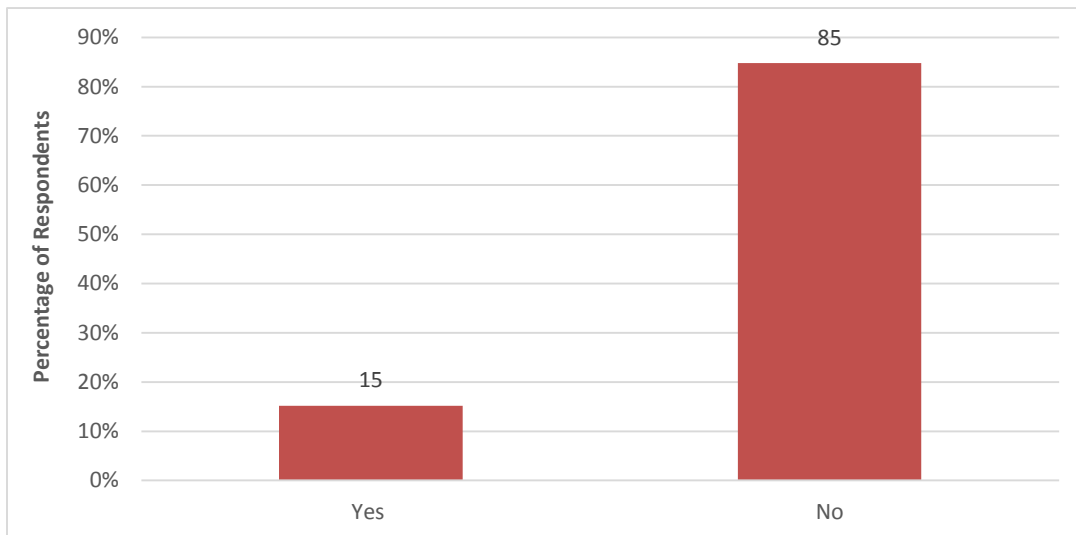
Familiarity Knowledge and Experience of K-State Research and Extension

Respondents were asked questions in this section to determine their familiarity, knowledge and personal experience with K-State Research and Extension.

Familiarity with K-State Research and Extension

Respondents were asked what their level of familiarity was with K-State Research and Extension.This question asked respondents to rate their level of familiarity on a five point scale (*1=Not at all familiar, 2 = Slightly familiar, 3 = Somewhat familiar, 4 = Moderately familiar and 5=Extremely familiar*). Eleven percent of respondents reported they were moderately or extremely familiar with K-State Research and Extension (Figure 14).

Figure 14. Familiarity with K-State Research and Extension
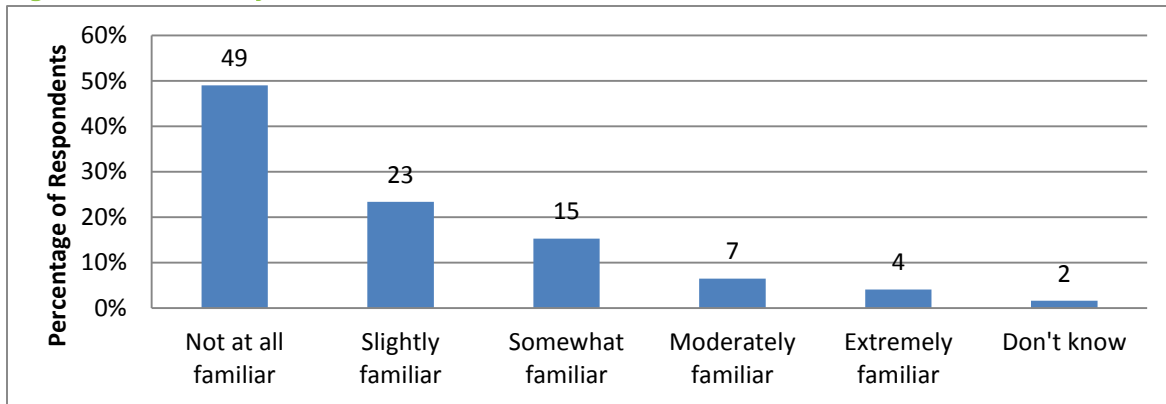
Knowledge of Local Research and Extension Office

Respondents were asked if they had knowledge of a K-State Research and Extension office in their county and 35% of respondents said they did have one. However, 56% said they were not sure whether or not they had a K-State Research and Extension office (Figure 15).

Figure 15. Knowledge of local research and extension office
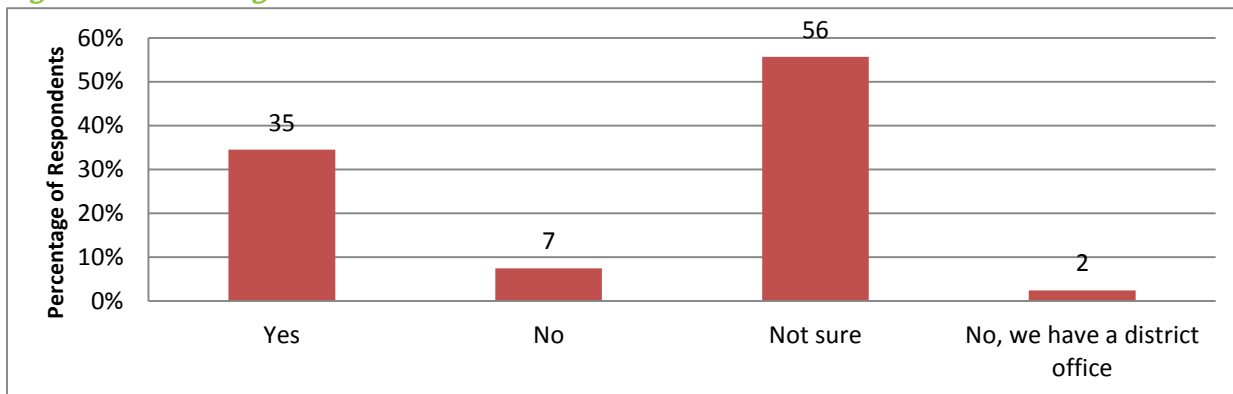
Interactions with K-State Research and Extension

Respondents were asked what interactions they had with K-State Research and Extension. While 70% of the respondents said they had not engaged in any of the interactions, 15% reported they had visited a K-State Research and Extension office (Figure 16). Eight percent said they visited the K-State Extension website, had attended a workshop, meeting or field day sponsored by K-State Research and Extension, and called a K-State Research and Extension office (equal percentages).

Figure 16. Interactions with K-State Research Extension
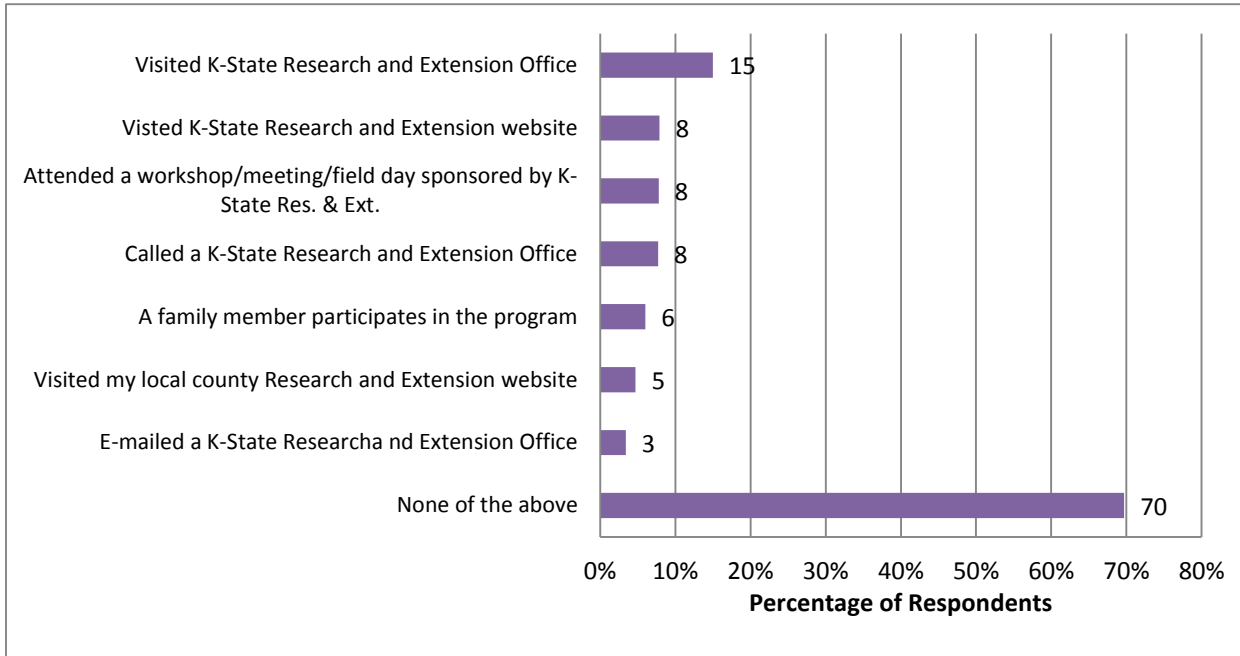
Local County Website

Respondents who reported visiting their local county research and extension website ($N= 20$) were asked what sort of information they were searching for. Seventy-two percent of respondents said they were searching for educational information (Figure 17). Similar percentages of respondents said they were searching for program information (36%), and academic information (33%).

Figure 17. Local county website (N = 20)
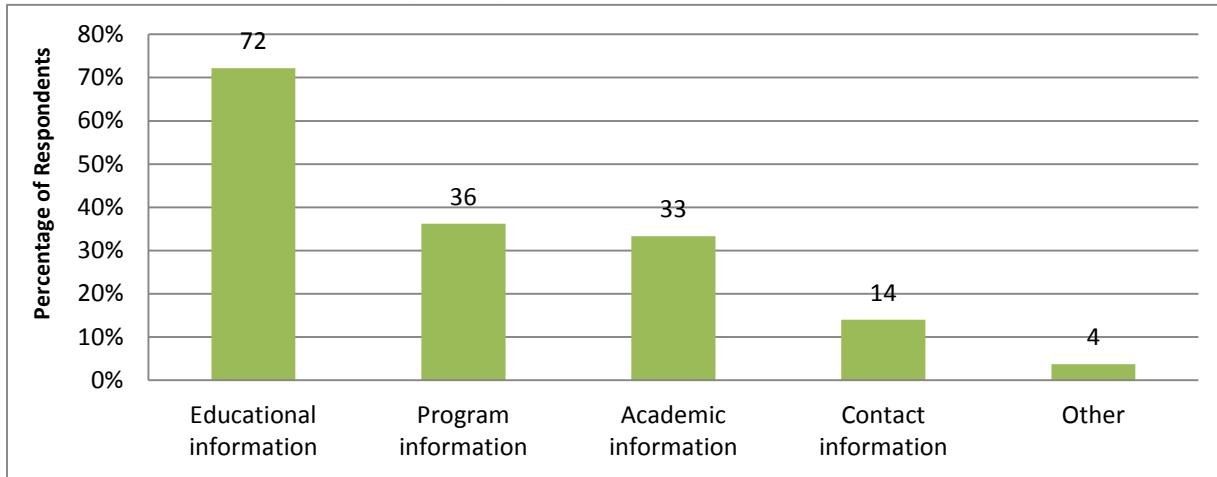
K-State Research and Extension Website

Respondents who reported visiting K-State Research and Extension website ($N= 33$) were asked what sort of information they were searching for. Sixty-four percent of respondents said they were searching for educational information, 39% said they were searching for program information, and 30% said they were searching for academic information (Figure 18).

Figure 18. K-State Research and Extension website (N=33)
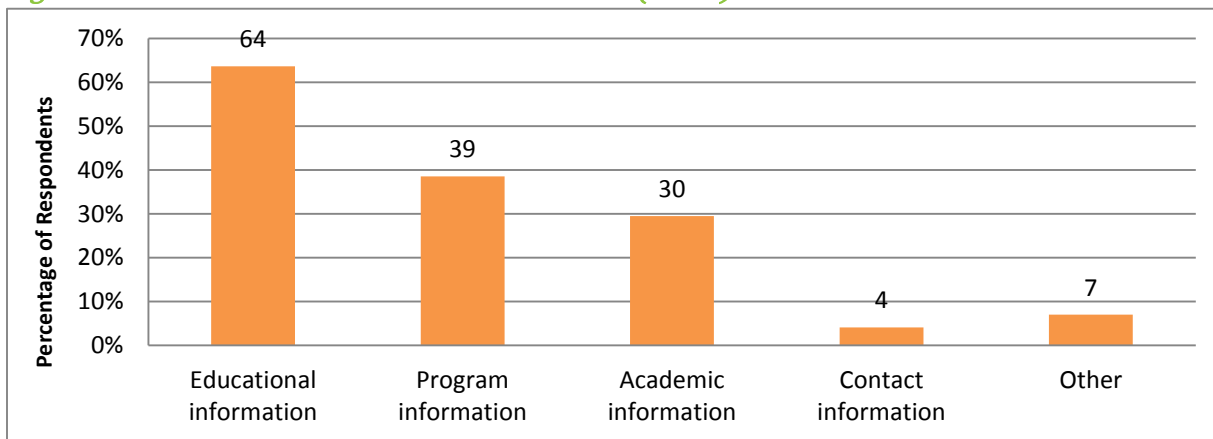
K-State Research and Extension Users

Respondents who reported they had interactions with K-State Research and Extension ($N = 114$) were asked to indicate on a five point semantic differential scale which word their opinion most closely aligned with when completing the statement "My overall experience with K-State Research and Extension has been…"(Table 3). The respondents indicated they felt their overall experience with K-State Research and Extension was more positive than negative ($M = 4.41$), more helpful than unhelpful ($M = 4.39$), more satisfying than not satisfying ($M = 4.30$), more informative than uninformative ($M = 4.28$), more excellent than poor ($M = 4.25$) and more beneficial than harmful ($M = 4.07$).

Table 3. Users overall experience (N = 114)

Statement	*M*	SD
Negative: Positive	4.41	.68
Unhelpful: Helpful	4.39	.74
Not Satisfying: Satisfying	4.30	.69
Uninformative: Informative	4.28	.88
Poor: Excellent	4.25	.68
Beneficial: Harmful	4.07	1.08

Note: Responses based on semantic differential scale from 1 = Negative to 5 = Positive.

The same respondents who reported they had interactions with K-State Research and Extension ($N = 114$) were also asked which aspect of K-State Research and Extension they found most valuable. Fifty-two percent of respondents indicated that they found both Research and Extension of equal value, 20% of respondents indicated Research was the most valuable aspect and 19% of respondents indicated Extension was the most valuable aspect (Figure 19).

Figure 19. Most valuable aspect of K-State Research and Extension (N = 114)
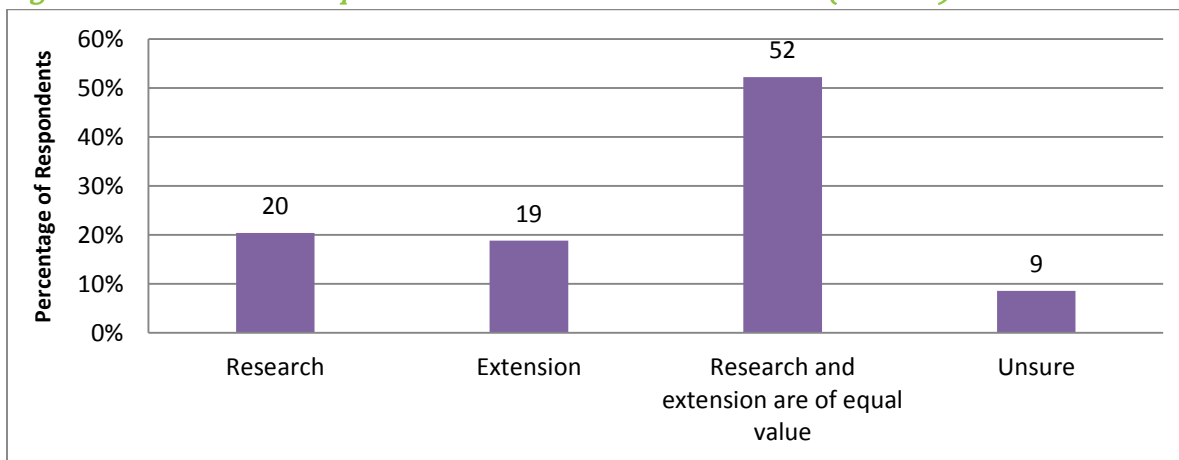
Again, respondents who reported they had interactions with K-State Research and Extension ($N = 114$) were asked to indicate on a five point semantic differential scale which word their opinion most closely aligned with when completing the statement "I believe information from K-State Research and Extension is…"(Table 4). The respondents indicated they felt information from K-State Research and Extension was more credible than not credible ($M = 4.70$), more honest than dishonest ($M = 4.59$), more useful than not useful ($M = 4.56$), more trustworthy than untrustworthy ($M = 4.52$), more truthful than untruthful ($M = 4.51$), more reliable than unreliable ($M = 4.51$) and more unbiased then biased ($M = 4.16$).

Table 4. Users opinions of information provided by K-State Research and Extension (N=114)

Statement	*M*	SD
Not Credible: Credible	4.70	.54
Dishonest: Honest	4.59	.61
Not Useful: Useful	4.56	.69
Untrustworthy: Trustworthy	4.52	.66
Untruthful: Truthful	4.51	.59
Unreliable: Reliable	4.51	.68
Biased: Unbiased	4.16	1.00

Note: Responses based on semantic differential scale from 1 = Not Credible to 5 = Credible.

K-State Research and Extension Non-Users

Respondents who reported they did not have any interactions with K-State Research and Extension ($N = 306$) were given the following description about K-State Research and Extension and the services and information they provide.

"K-State Research and Extension is a partnership between Kansas State University and federal, state, and county government. Research is conducted in every Kansas county that is then shared by Extension agents and others through numerous conferences, workshops, field days, publications, newsletters, and more. With over 125 years of agricultural research, K-State Research and Extension aims to improve the quality of life and standard of living of Kansans. With this joint effort in research and extension, this system is unique to the state by connecting the university to every county through locally based educators. K-State Research and Extension aims to be a source of unbiased information for the state by providing expertise on an array of topics. With established local, state, regional, and international partnerships, the focus of K-State Research and Extension reaches numerous people."

After reading the description, they were then asked to indicate on a five point semantic differential scale which word their opinion most closely aligned with when completing the statement "After reading the description above, I believe information from K-State Research and Extension is…"(Table 5). The respondents indicated they felt information from K-State Research and Extension was more credible than not credible ($M = 4.44$), more honest than dishonest ($M = 4.39$), more truthful than not truthful ($M = 4.37$), more trustworthy than untrustworthy ($M = 4.34$), more reliable than unreliable ($M = 4.32$), more useful than not useful ($M = 4.29$) and more unbiased then biased ($M = 4.06$).

Table 5. Users opinions of information provided by K-State Research and Extension (N=306)

Statement	*M*	SD
Not Credible: Credible	4.44	.78
Dishonest: Honest	4.39	.72
Untruthful: Truthful	4.37	.79
Untrustworthy: Trustworthy	4.34	.78
Unreliable: Reliable	4.32	.76
Not Useful: Useful	4.29	.86
Biased: Unbiased	4.06	.92

Note: Responses based on semantic differential scale from 1 = Not Credible to 5 = Credible.

After reading the description the same respondents who reported they did not have any interactions with K-State Research and Extension (*N* = 306) were asked if they would be more inclined to utilize K-State Research and Extension as a source of information. Fifty-three percent of respondents said they would be inclined to use K-State Research and Extension as a source of information and 16% said they would not (Figure 20). Thirty-two percent of respondents indicated they were unsure about whether or not they would use K-State Research and Extension as a source of information.

Figure 20. Utilization of K-State Research and Extension as a source of information
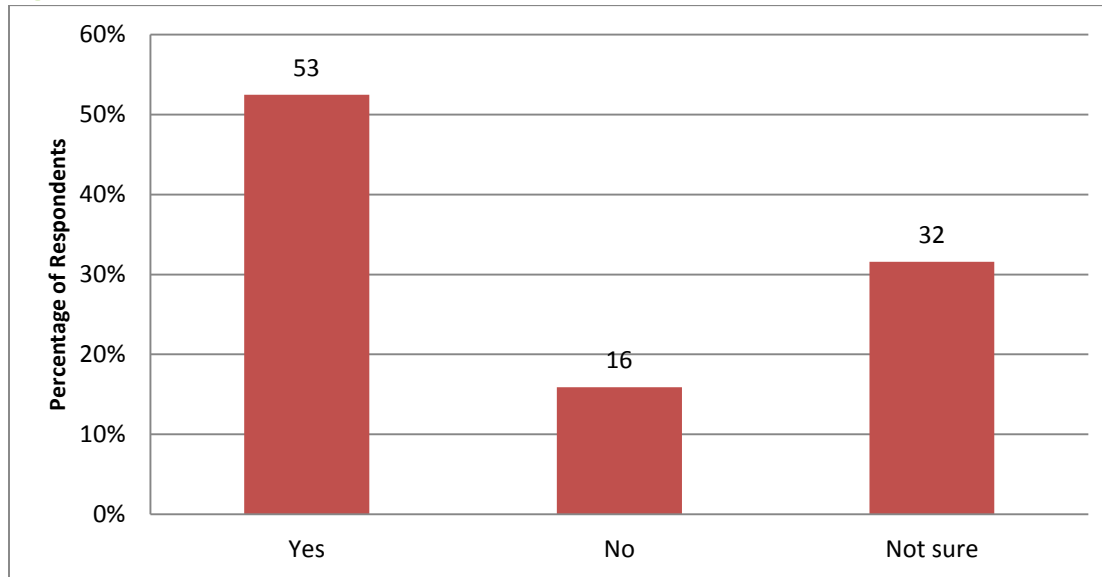
Interest Level in Educational Topics

Respondents were asked to indicate their level of interest in educational information on a series of topics provided by K-State Research and Extension. These questions asked respondents to rate their level of interest on a five-point scale (*1 = Not interested, 2 = Slightly interested, 3 = Somewhat interested, 4 = Moderately interested and 5 = Extremely interested*). Of the respondents, 62% were moderately or extremely interested in Nutrition, Food Safety and Health, and 46% were moderately or extremely interested in Natural Resources (Figure 21). Additionally, 40% percent of respondents were moderately or extremely interested in Youth Development.

Figure 21. Interest level in educational topics

Topic	Not interested	Slightly interested	Somewhat interested	Moderately interested	Extremely interested
Nutrition, Food Safety, and Health	7	8	23	33	29
Natural Resources	11	14	28	33	13
Youth Development	23	14	23	24	16
Adult Development and Aging	21	18	23	25	14
Family and child Development	25	15	21	23	16
Family Resource Management	21	17	25	22	15
Community Development	17	17	30	26	11
Horticulture	36	20	19	18	8
Crop Production	42	19	16	16	7
Farm Management	46	22	16	11	5
Livestock Production	48	22	15	10	5

Level of Importance of Educational Topics

Respondents were asked to indicate their personal level of importance in each of the topics K-State Research and Extension provides educational information on. These questions asked respondents to rate their personal level of importance on a five-point scale (*1 = Not important, 2 = Slightly important, 3 = Somewhat important, 4 = Moderately important and 5 = Extremely important*). Of the respondents, 67% felt Nutrition, Food Safety, and Health was moderately or extremely important to them and 56% felt Natural resources was moderately or extremely important to them (Figure 22).

Figure 22. Level of importance of educational topics
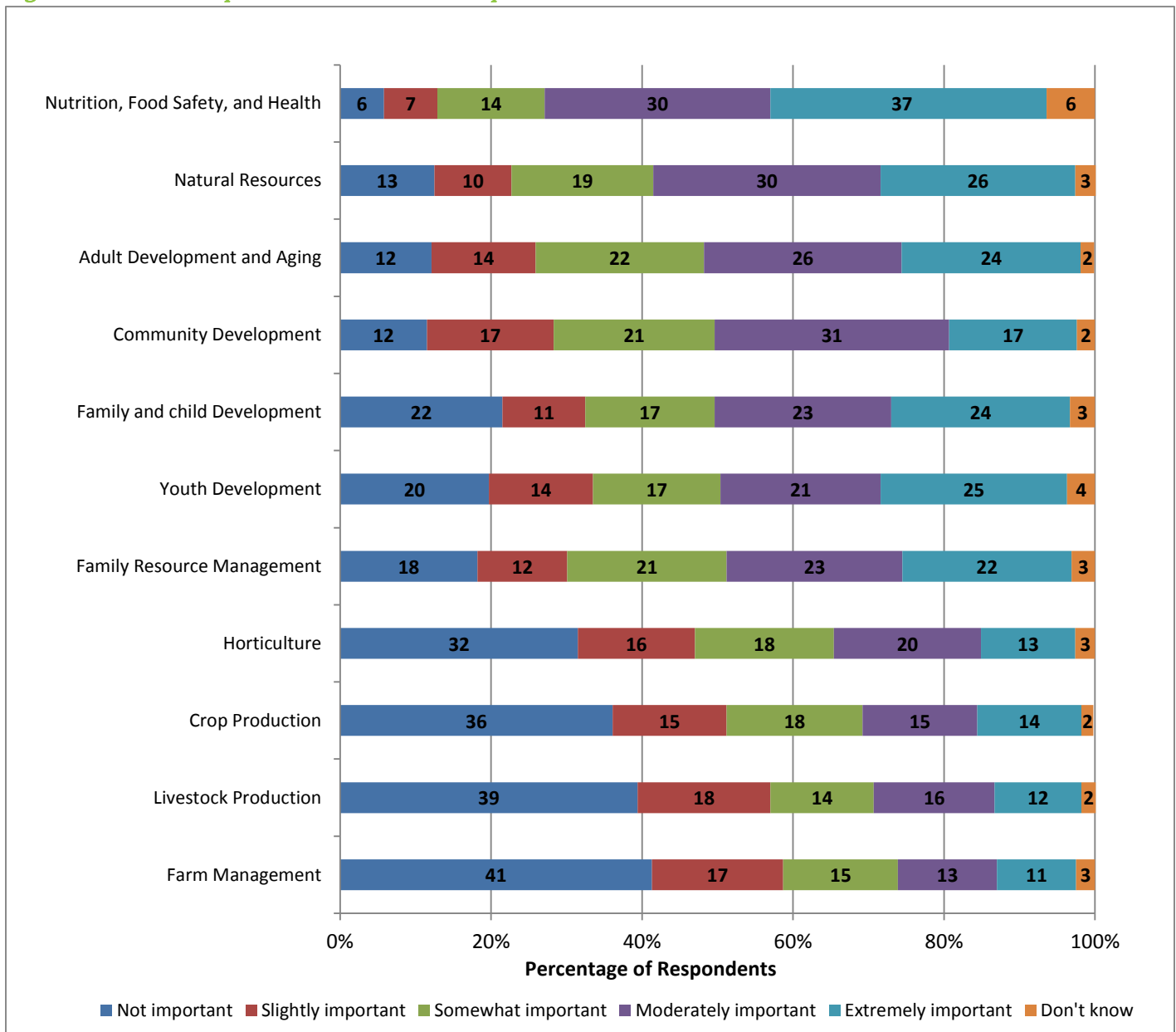
Preferred Sources of Information

Respondents who reported their level of importance for an educational topic was extremely important were asked about preferred sources where they go to seek information on that topic.

Adult Development and Aging

Of the respondents who reported Adult Development and Aging was personally an extremely important topic to them (*N* = 100), 72% of them indicated they prefer to seek information from special interest groups and 52% said they prefer to seek information from friends and family (Figure 23). Similar percentages of respondents prefer to seek information on this topic from government agencies (37%) and universities (36%).

Figure 23. Preferred sources of information for Adult Development and Aging (N = 100)
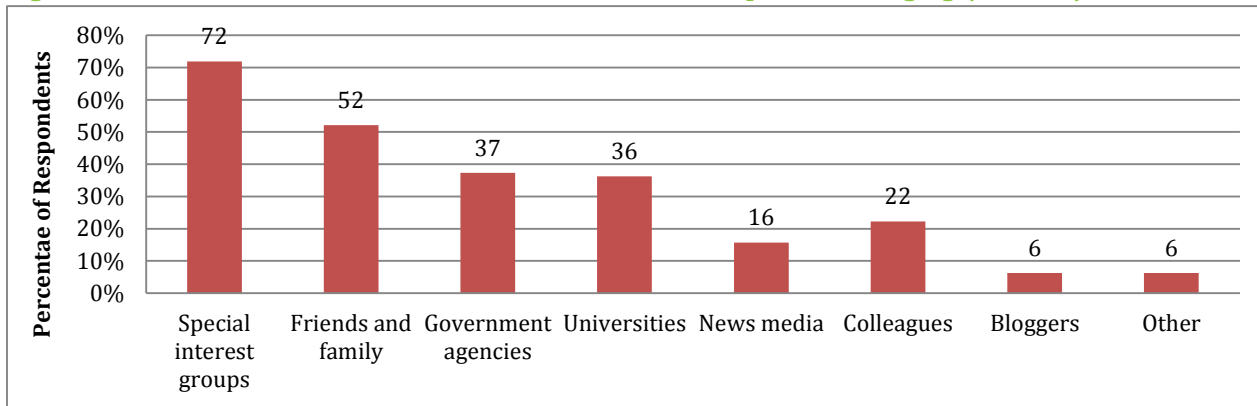
Community Development

Of the respondents who reported Community Development was personally an extremely important topic to them (*N* = 71), 78% of them indicated they prefer to seek information from special interest groups and 61% reported they prefer to seek information from friends and family (Figure 24). Also, 53% percent of respondents also reported they prefer to seek information from universities while 40% reported they prefer to seek information from the news media.

Figure 24. Preferred sources of information for Community Development (N = 71)
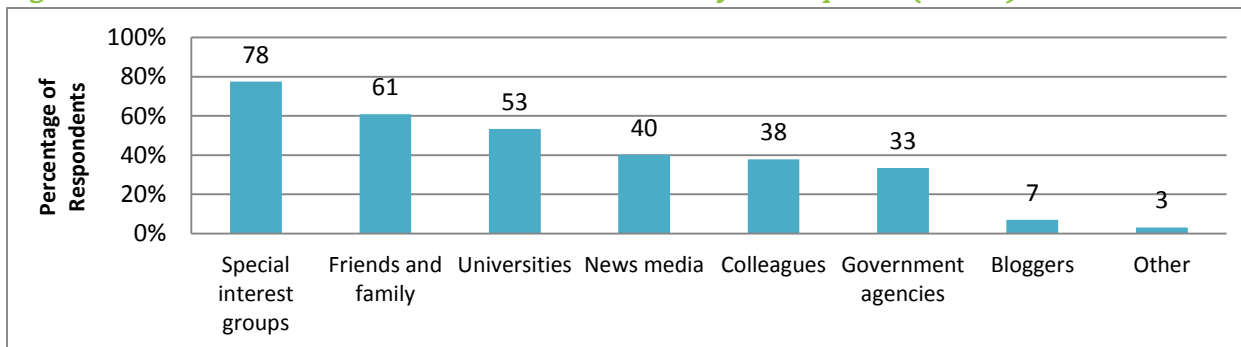
Crop Production

Of the respondents who reported Crop Production was personally an extremely important topic to them ($N = 58$), 52% of them indicated they prefer to seek information from special interest groups and 47% said they prefer to seek information from universities (Figure 25). Additionally, 35% of respondents prefer to seek information on this topic from friends and family.

Figure 25. Preferred sources of information for Crop Production (N = 58)

Family and Child Development

Of the respondents who reported Family and Child Development was personally an extremely important topic to them ($N = 100$), 76% of them indicated they prefer to seek information from special interest groups and 66% said they prefer to seek information from friends and family (Figure 26). Also, 41% percent of respondents reported they prefer to seek information from universities,while 38% said they prefer to seek information from the news media.

Figure 26. Preferred sources of information for Family and Child Development (N = 100)
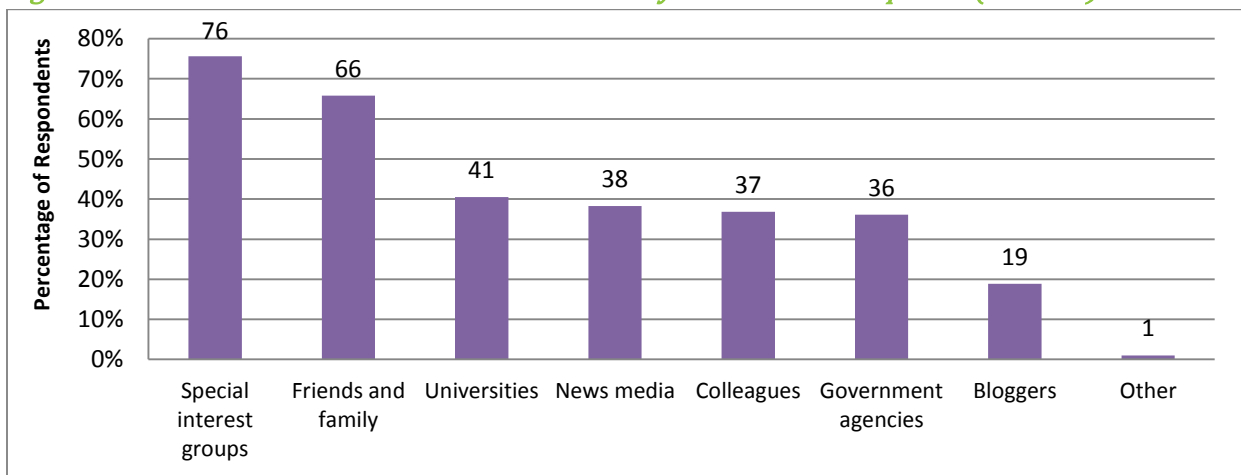
Family Resource Management

Of the respondents who reported Family Resource Management was personally an extremely important topic to them ($N = 94$), 73% of them indicated they prefer to seek information from friends and family and 54% said they prefer to seek information from special interest groups (Figure 27). Also, 34% percent of respondents reported they prefer to seek information from universities.

Figure 27. Preferred Sources of information for Family Resource Management (N = 94)
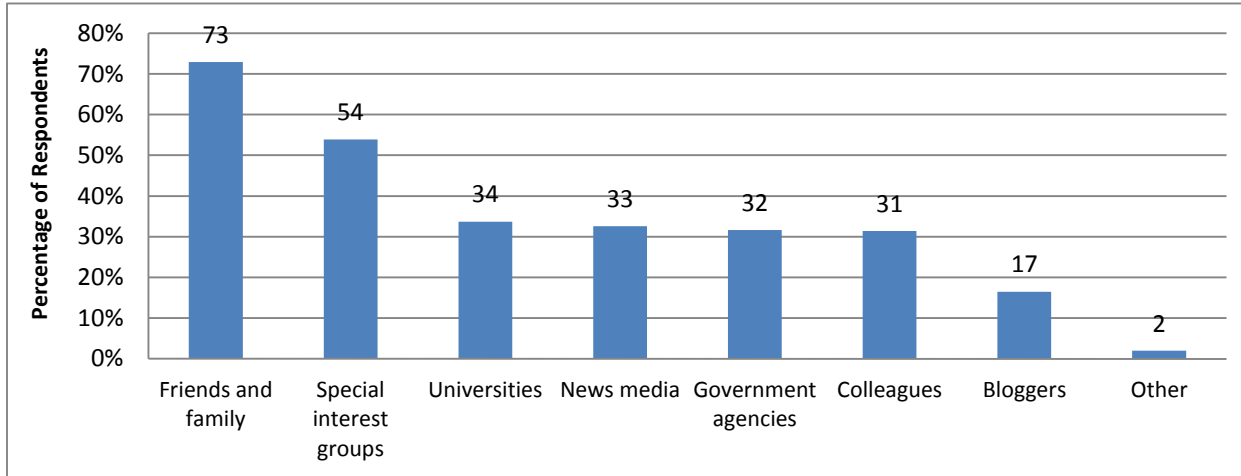
Farm Management

Of the respondents who reported Farm Management was personally an extremely important topic to them ($N = 44$), 58% of them indicated they prefer to seek information from special interest groups and 51% said they prefer to seek information from universities (Figure 28). Additionally, equal percentages of respondents (43%) reported they prefer to seek information from friends and family and government agencies.

Figure 28. Preferred sources of information for Farm Management (N = 44)
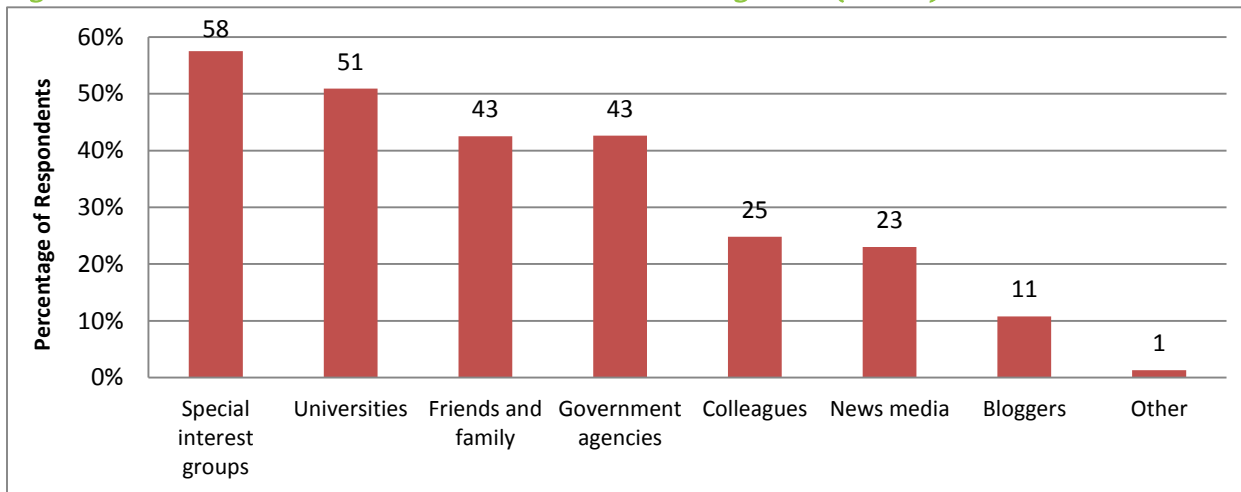
Horticulture

Of the respondents who reported Horticulture was personally an extremely important topic to them ($N = 53$), Sixty-one percent of respondents indicated they prefer to seek information from special interest groups and 59% indicated they prefer to seek information from universities (Figure 29). Also, similar percentages of respondents reported they prefer to seek information from government agencies (36%) and friends and family (35%).
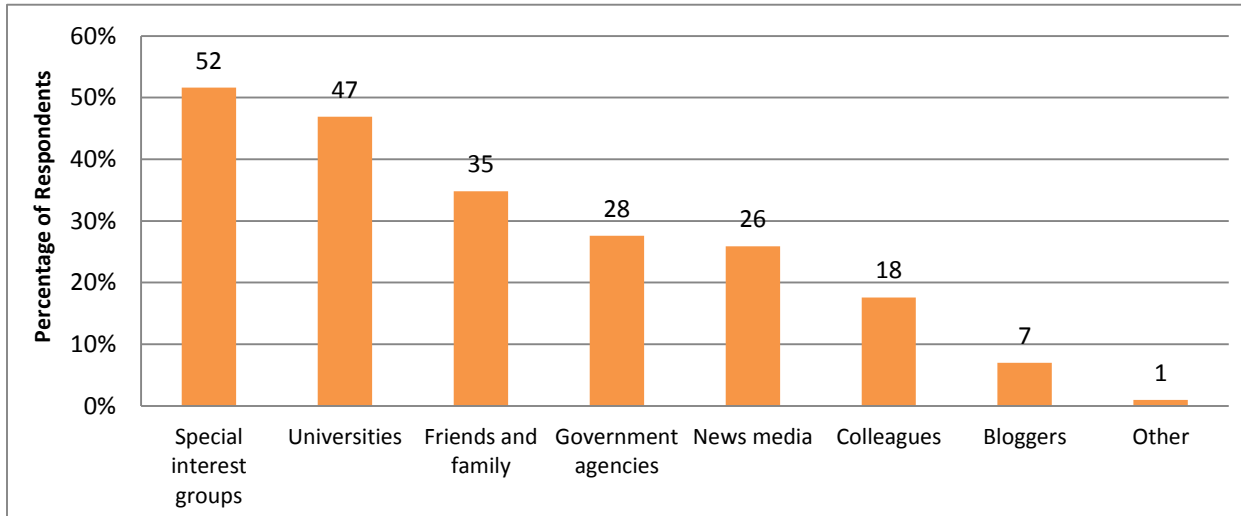
Figure 29. Preferred sources of information for Horticulture (N = 53)
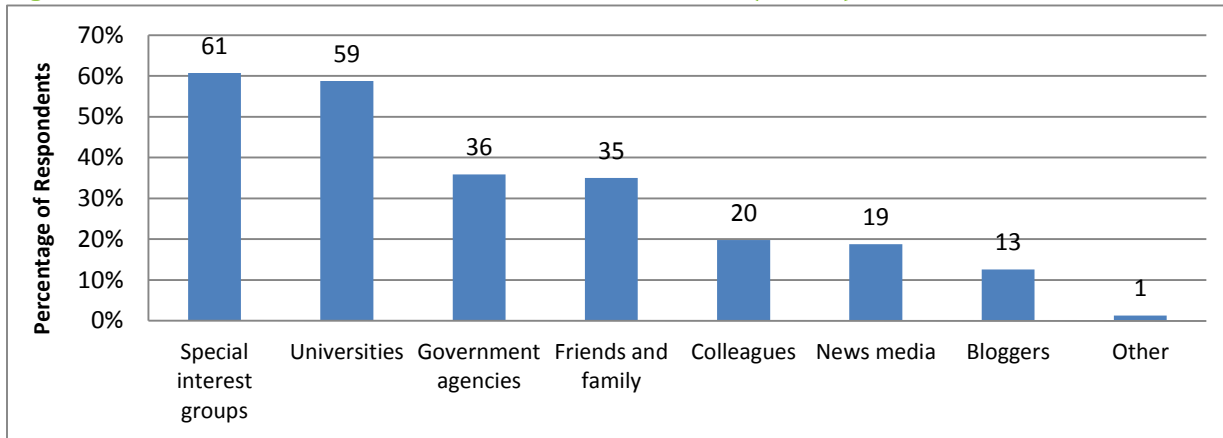
Livestock Production

Of the respondents who reported Livestock Production was personally an extremely important topic to them ($N = 48$), similar percentages of them indicated they prefer to seek information from special interest groups (51%) and from universities (50%) (Figure 30). Also, 48% percent of respondents said they prefer to seek information from friends and family, while 36% said they prefer to seek information from government agencies.

Figure 30. Preferred sources of information for Livestock Production (N = 48)
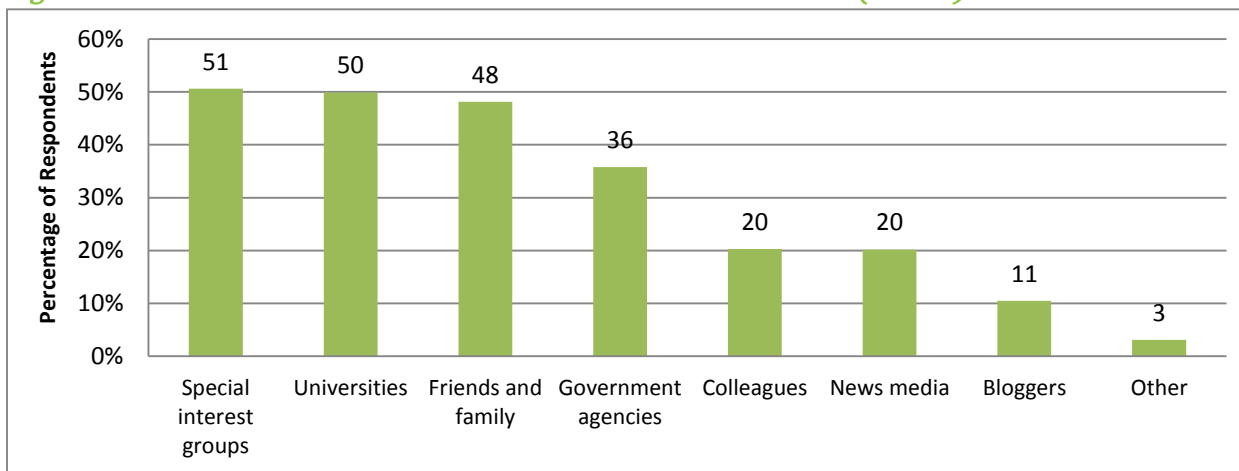
Natural Resources

Of the respondents who reported Natural Resources was personally an extremely important topic to them ($N =$ 108), 60% of them indicated they prefer to seek information from special interest groups and 48% said they prefer to seek information from universities (Figure 31). Additionally, 40% of respondents reported they prefer to seek information on this topic from government agencies.

Figure 31. Preferred sources of information for Natural Resources (N = 108)
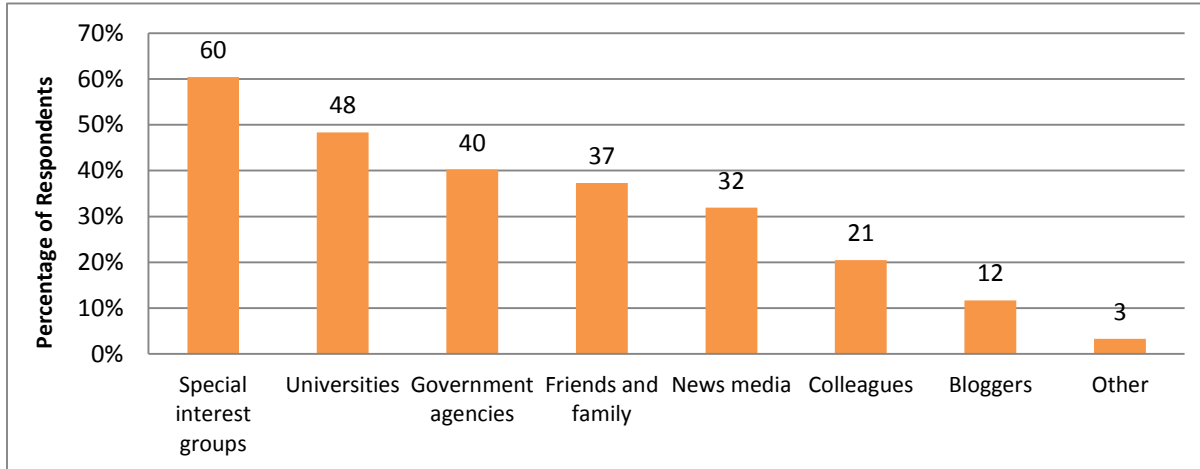
Nutrition, Food Safety, and Health

Of the respondents who reported Nutrition, Food Safety, and Health was personally an extremely important topic to them ($N =$ 154), 64% of them indicated they prefer to seek information from special interest groups and 54% said they prefer to seek information from friends and family (Figure 32). Similar percentages of respondents prefer to seek information on this topic from government agencies (44%) and news media (41%).

Figure 32. Preferred sources of information for Nutrition, Food Safety, and Health (N = 154)
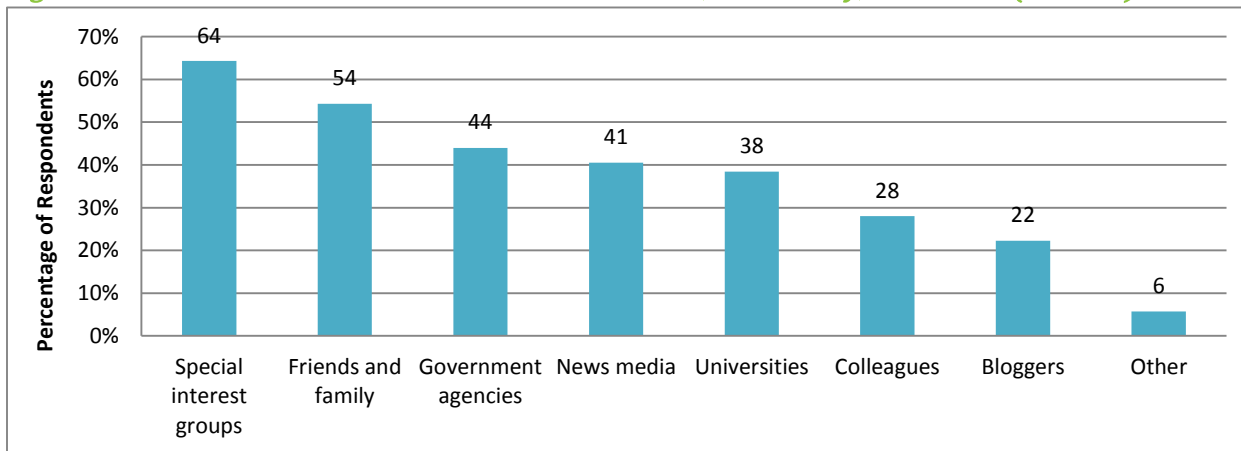
Youth Development

Of the respondents who reported Youth Development was personally an extremely important topic to them ($N=$ 104), similar percentages of them indicated they prefer to seek information from family and friend (65%) and special interest groups (64%) (Figure 33). Additionally, 49% percent of respondents reported they prefer to seek information from universities while 38% said they prefer to seek information from government agencies.

Figure 33. Preferred sources of information for Youth Development (N=104)
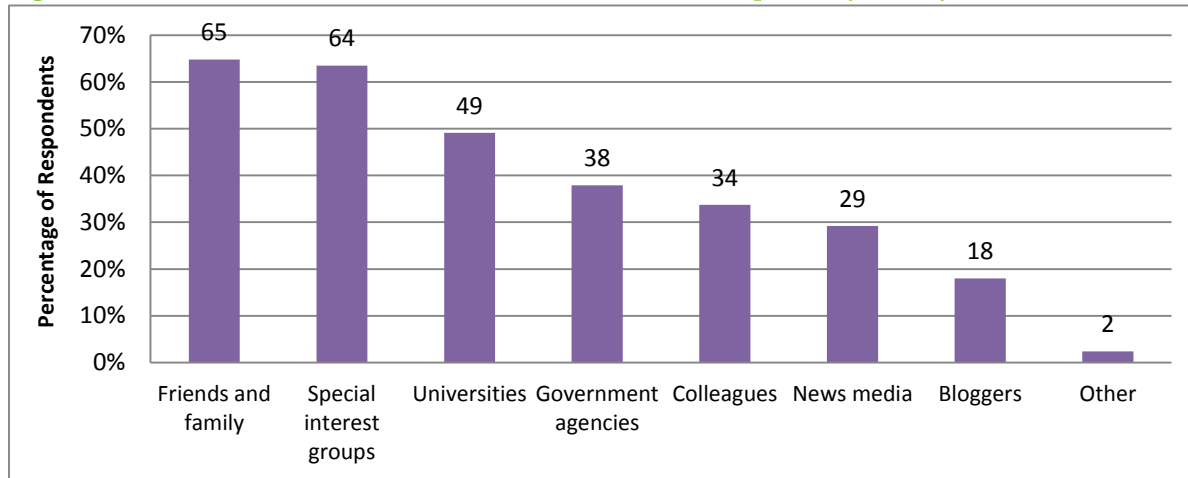
Sources of Information for Topics of Interest

Respondents were asked which sources they would use to receive information about topics of interest to them. The top sources respondents indicated they would use to receive information about topics of interest to them were articles in local newspapers (50%), K-State Research and Extension website (47%), videos posted online (40%) and stories on local television (38%) (Figure 34).

Figure 34. Sources of information for topics of interest

Articles in local newspapers — 50
K-State Research and Extenstion website — 47
Videos posted online — 40
Stores on local television — 38
Info available in public places i.e. schools, banks, businesses & libraries — 37
Newsletters on topics that interest you — 34
Social media i.e. Facebook, Twitter — 34
Local county website — 30
Printed publications that can be ordered — 29
Presentations and seminars held at organizations in your community — 26
Stories on local radio — 23
Direct access with specialists through telephone, email or social media — 21
College level courses or classes close to where you live — 19
Information sent home with children through schools — 18
College level courses or classes through distance technologies — 14
Presentations at place of work — 12
Marquee signs — 3
Other — 2
None of the above — 9

Exposure to Advertising

Respondents were asked if they had seen or heard any advertisements for K-State Research and Extension. Seventy-three percent reported they had not seen or heard any advertising (Figure 35); however, 15% of respondents reported they had seen advertising for K-State Research and Extension.

Figure 35. Exposure to advertising
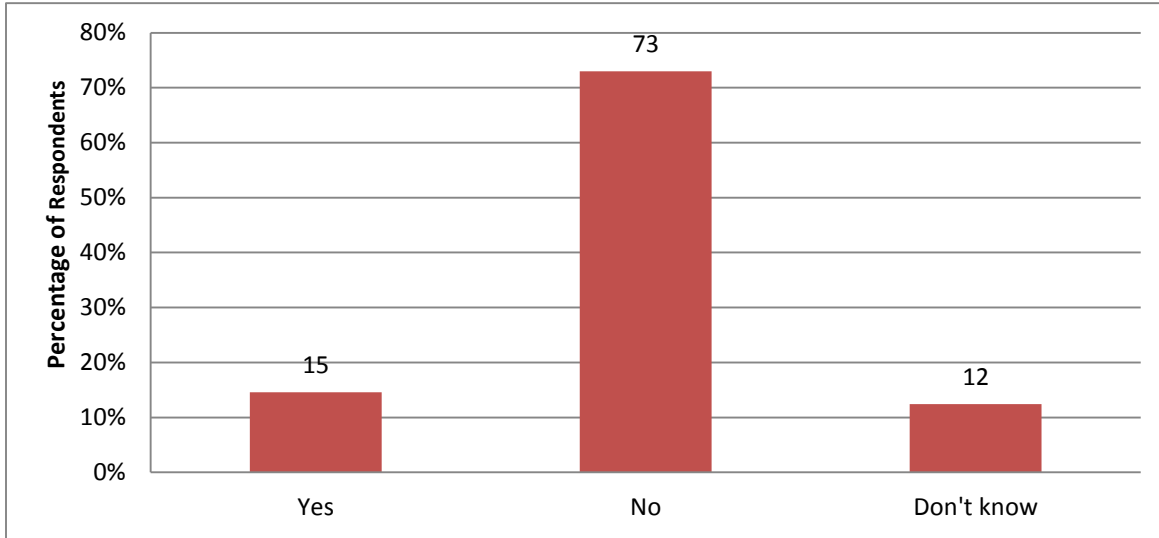
Location of Advertising

Respondents who indicated they had seen or heard advertising for K-State Research and Extension ($N= 64$) were asked where they had seen or heard advertisements in the past year. Thirty-five percent of respondents reported they had seen or heard advertisements online and 32% had seen or heard advertisements on television (Figure 36). Twenty-eight percent of respondents reported they had seen advertisements in newspapers.

Figure 36. Location of advertising (N=61)
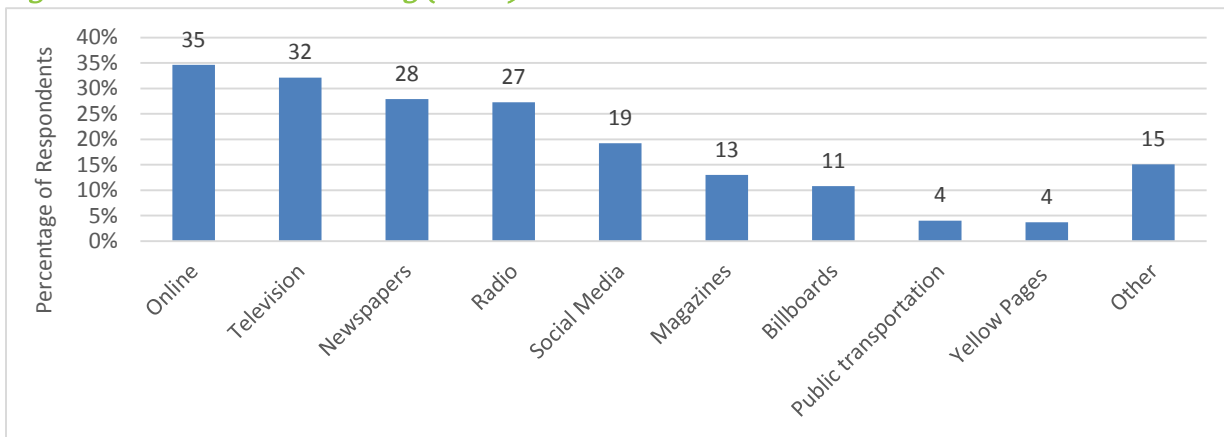
Advertising Recall

Respondents who recalled seeing or hearing advertising for K-State Research and Extension ($N = 64$) were asked what they remembered about the advertising they saw or heard. Of respondents, 30% remembered the advertising being about specific programs or topics (Table 6). The following are examples of open-ended responses receieved with regard to this theme:

- "It had a family farm on it, and the importance of small family farmers."
- "About nutrition and healthy foods…"
- "[It] talked about child development and Kansas livestock."

Fifteen percent of respondents remembered the advertising being about the K-State Research and Extension program overall. The following are examples of open-ended responses received with regard to this theme:

- "Advertising that K-State Research and Extension was available for the public to obtain free information on a variety of subjects, through either a local extension office or their website"
- "It was an ad to show all the resources they provide."
- "It was talking about the various information available from Extension Service."

Additionally, similar percentages of respondents remembered the advertising being about a program or event K-State Research and Extension was sponsoring (5%) and that the advertising was informative (4%). The following are examples of open-ended respondes received with regard to these themes:

- "I think they were a sponsor for a local event."
- "They were advertising sponsorship for the Alzheimer's Memory Walk."
- "They are really informative and moving."
- "Very informative…"

Table 6. Advertising Recall

Coded Responses	%
Information on specific programs/topics offered through K-State Research and Extension	29.7
Advertising about the K-State Research and Extension program overall	15.1
Information about program/event K-State Research and Extension was sponsoring	5.0
Advertising was informative	4.4
Advertising was good	3.4
Advertising with location of K-State Research and Extension	3.4
Advertising with the name	2.7
Radio advertisements	2.2
Academic information	1.5
Articles in newspapers and magazines	1.3
Miscellaneous	4.3
Don't remember	15.2
No answer	11.9

K-State Research and Extension Program, Mission Statement and Funding

Respondents were asked about the importance of the K-State Research and Extension program, their level of agreement with different aspects of the K-State Research and Extension mission statement and approval level for use of public funds to support the program.

Importance of Program

Respondents were asked to rate the level of importance they attribute to K-State Research and Extension's commitment to delivering unbiased, research-based information and education to Kansas residents. Seventy-three percent of respondents felt K-State Research and Extension's commitment to delivering unbiased, research-based information and education was moderately or extremely important (Figure 37).

Figure 37. Importance of program
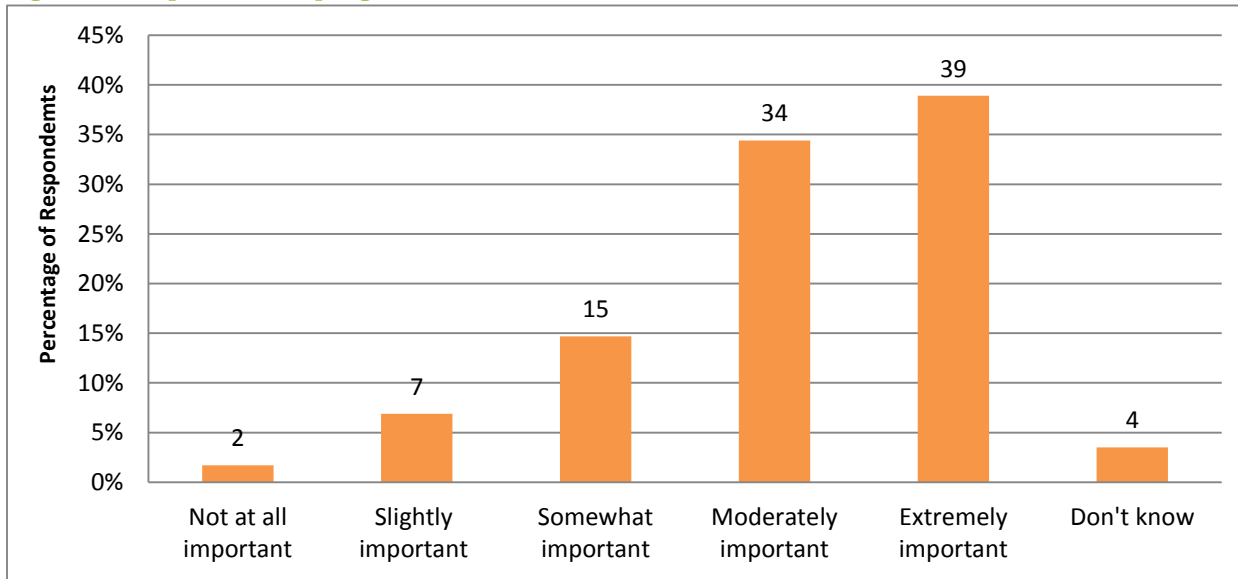
The Mission Statement

Respondents were provided with K-State Research and Extension's mission statement and then asked to rate their level of agreement with different aspects of the statement based on a five-point scale (*1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree*). Similar percentages of respondents agreed or strongly agreed that the mission statement was clear and understandable (84%) and informative (85%) (Figure 38). Eighty-one percent of respondents felt the mission statement was realistic, while 79% felt it was achievable. Additionally, 80% of respondents said the mission statement reflected the values, beliefs, and philosophy of the organization.

Figure 38. Mission Statement

	The mission statement is clear and easily understandable	The mission statement is informative	The mission statement is realistic	The mission statement is achievable	The mission statement reflects the values, beliefs, and philosophy of the organization
Strongly disagree	2%	2%	1%	1%	1%
Disagree	3%	4%	2%	2%	1%
Neither agree nor disagree	8%	8%	15%	16%	13%
Agree	41%	47%	50%	44%	33%
Strongly agree	43%	38%	31%	35%	47%
Don't know	3%	2%	2%	3%	5%

Support for Public Funding

Respondents were asked to indicate their level of approval regarding spending public funds to support the K-State Research and Extension program based on a five point scale (*1 = Strongly disapprove, 2 = Disapprove, 3 = Neither approve nor disapprove, 4 = Somewhat approve, 5 = Strongly approve*). Of the respondents, 73% indicated they would somewhat or strongly approve spending public funds to support the K-State Research and Extension program (Figure 39).

Figure 39. Support for public funding
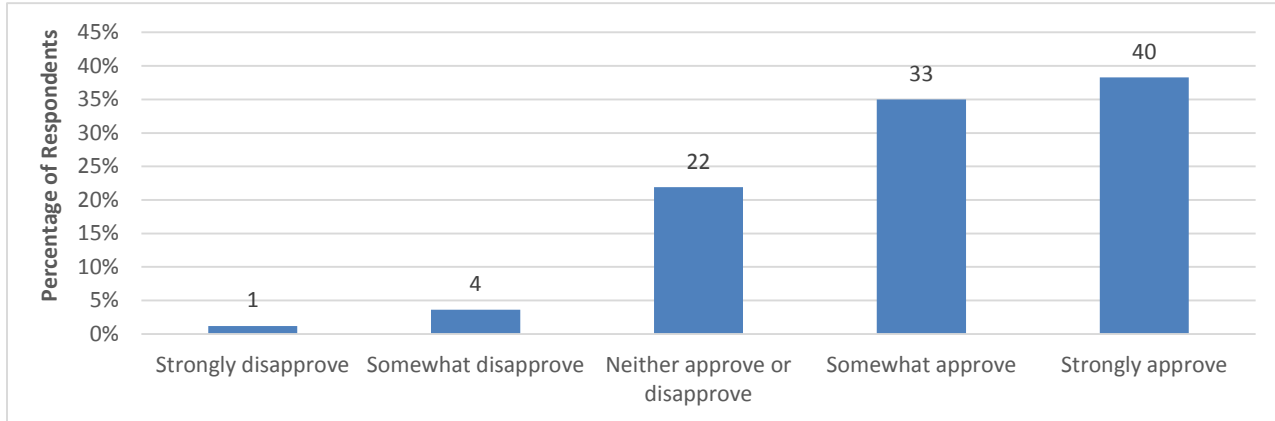
Issues

Respondents were asked about a list of issues that are affecting the state of Kansas and affecting them personally. They were also asked about their knowledge of these issues.

Issues Affecting Kansas

Respondents were asked which issues are affecting the state of Kansas. The top issues identified by respondents were the Economy (82%), Taxes (75%), Public education (66%) and Healthcare (61%) (Figure 40). Issues affecting the state specified in the Other category by respondents included, Illegal immigration, Fracking, Government, Jobs that pay enough to live on, Resources for parents of special needs children or adults, Equal rights, and Discrimination by state government of gay and lesbian residents.

Figure 40. Issues affecting Kansas
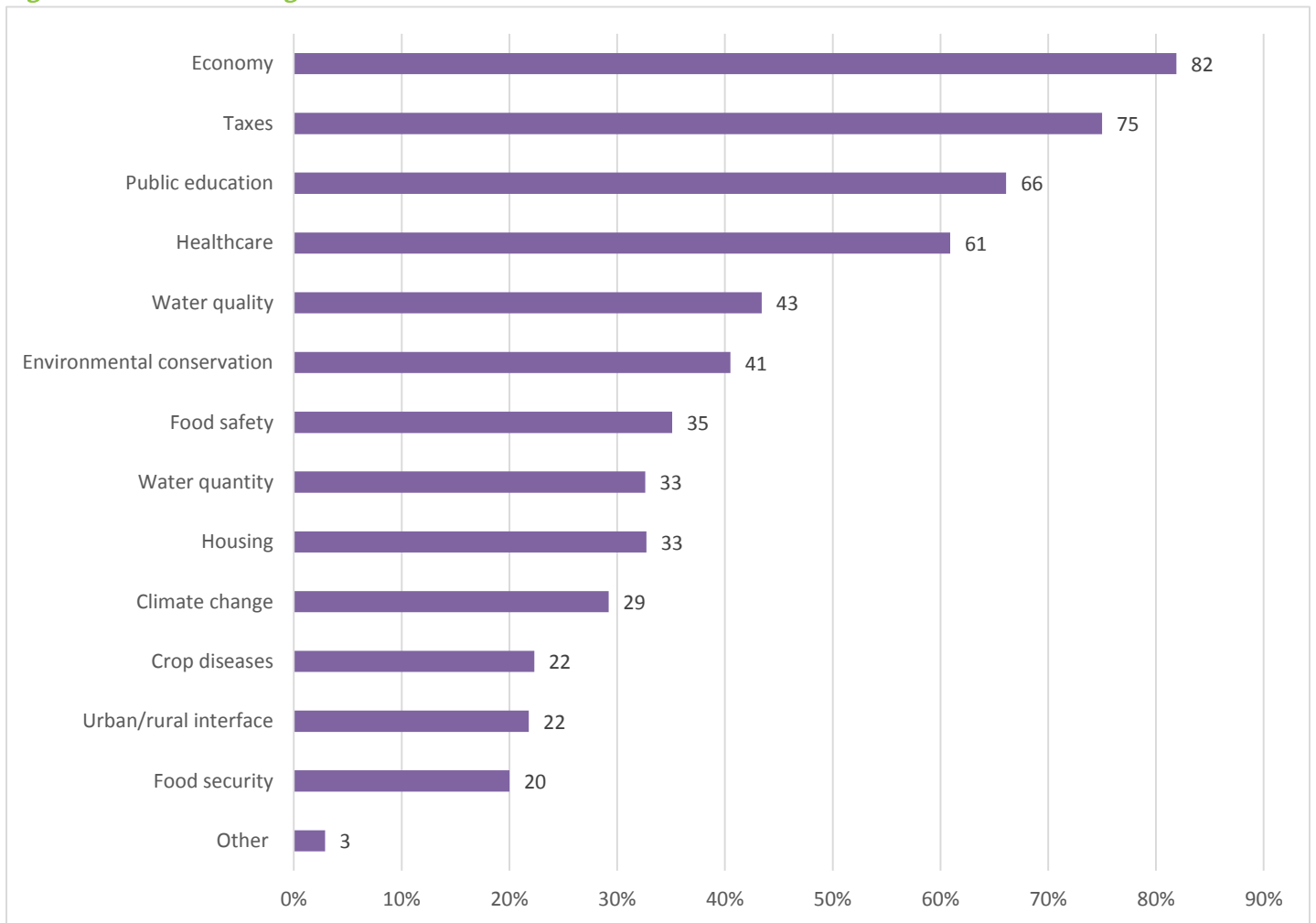
Issues Personally Affecting Kansas Residents

Respondents were asked which issues are personally affecting them. The top issues identified by respondents were the Economy (69%), Taxes (62%), and Healthcare (49%) (Figure 41). Issues personally affecting respondents specified by them in the Other category included, Income inequality, Illegal immigration, Lack of jobs that pay living wage, and Discrimination by state government of gay and lesbian residents.

Figure 41. Issues personally affecting Kansas residents
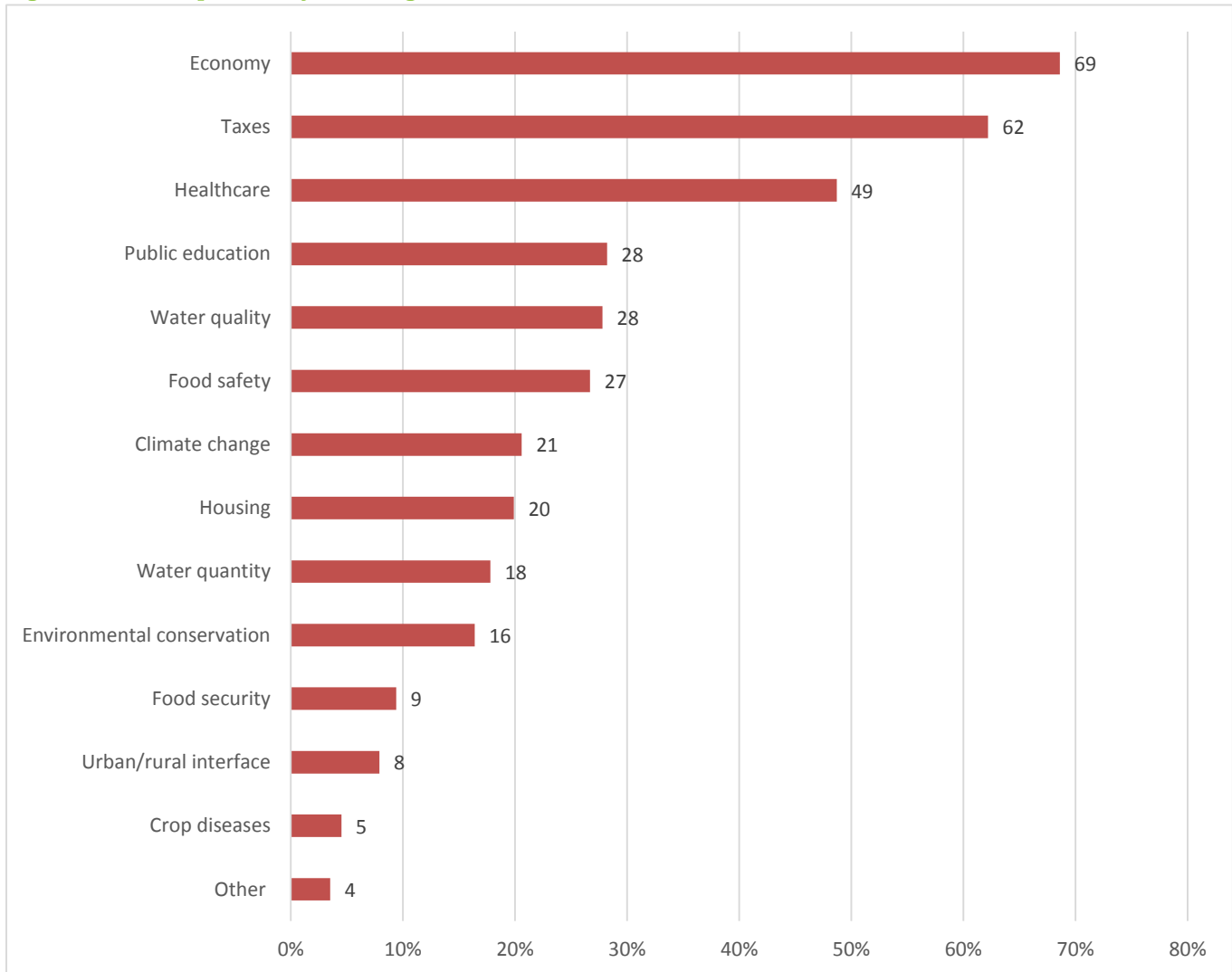
Knowledge of the Issues

Respondents were asked to rate their level of knowledge associated with previously mentioned specific issues on a five point scale *(1 = No knowledge, 2 = A little knowledge, 3 = Some knowledge, 4 = Moderate knowledge, 5 = A lot of knowledge)*. Of the respondents, 53% indicated they had moderate or a lot of knowledge about Taxes. Additionally, equal percentages of respondents (52%) had moderate or a lot of knowledge about the Economy and Healthcare (Figure 42).

Figure 42. Knowledge of the issues
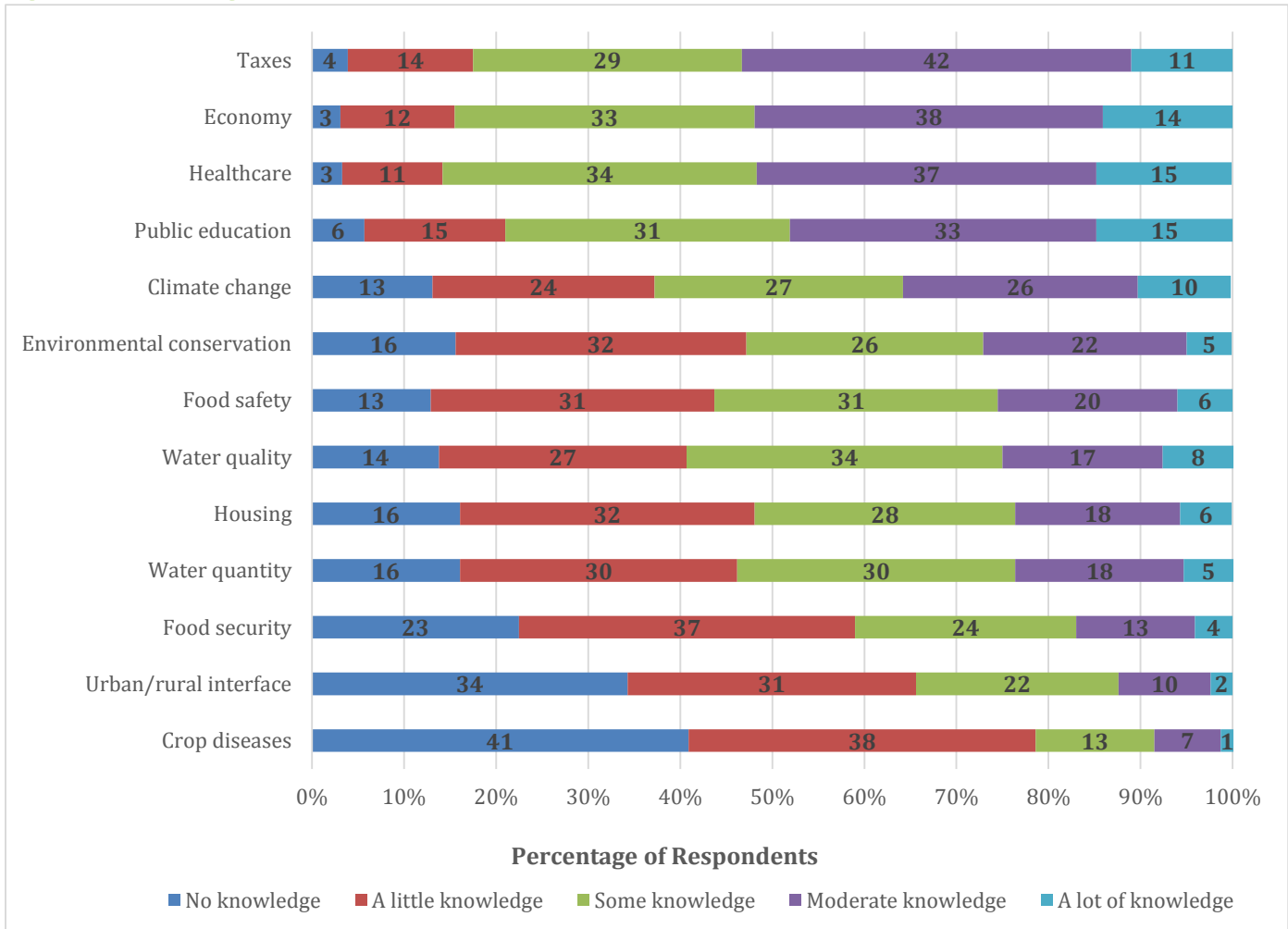
Needs Assessment

Respondents were asked to describe how K-State Research and Extension could better meet their needs.

Meeting Kansas Residents' Needs

When respondents were asked to describe how K-State Research and Extension could better meet their needs, 15% of the respondents said they needed to be do more advertising or publicity (Table 7). The following quotes are examples of the open-ended responses received with regard to this theme:

- "Letting more people know about the information that they have access to and determine the best way to communicate the services that they offer."
- "Better publicity about their offerings would be helpful. Most people think of "Extension" as rural and agricultural-based, but many of the "work" they do is directly useful to lots of "urban" people as well, and often to people who lack the information that "Extension" provides."
- "Local Advertisement of what they do and how they spend the funds they receive."

Equal percentages of respondents (11%) said K-State was doing a good job meeting their needs/no change was needed and K-State needed to provide more information. The following quotes are examples of the open-ended responses received with regard to these themes:

- "They have always been helpful when I contacted them both as a teacher in the community and for personal resources. I cannot think of any way for them to improve."
- "The K-State Research and Extension Center meets my current needs. I am primarily interested in their assistance with regard to my home gardening and landscaping needs and they are an excellent resource for accurate, unbiased information."
- "Keep me better informed on the programs available in my community."
- "I would like more information on resources."

Additionally, 8% of respondents said K-State Research and Extension needed to increase or expand access to services and information. The following quotes are examples of the open-ended responses received with regard to this theme:

- "More access to information available in my area..."
- "Be more accessible to elderly without computers…"
- "Have it more available online for people that are not affiliated with the school."

Table 7. Meeting Kansas residents needs

Coded Responses	%
More advertising/publicity	14.6
Great job/meets needs/no need for change	11.4
Provide more information	10.9
Increase/expand access to services and information	8.1
More community involvement	5.4
Interested in services offered/benefits it provides	5.1
Helpful/useful for the public	2.1
More variety of services/expand program	1.8
Lower cost/free services	1.2
Help finding resources/services/information	1.4

Target/outreach those who need services	0.9
Become more involved with the program	0.9
Help information flow between government and public	0.7
Continue providing unbiased information	0.5
Offer a variety of programs and services	0.5
Research more relevant topics	0.2
Get feedback from program participants	0.2
Don't have enough information	3.1
Don't know	14.7
Miscellaneous	0.9
Nothing/none	7.7
No interest/no needs to be met	2.1
No answer	5.8

Online Usage

Respondents were asked about their online usage as well as the types of search engines and social media they use.

Online usage

Respondents were asked how frequently they access search engines, email, and social media on a five point scale *(1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, and 5 = Always).* Of the respondents, 95% reported using email often or always, 77% reported using search engines often or always, and 65% reported using social media often or always (Figure 43).

Figure 43. Online usage

	Email	Search Engines	Social media
Never	0%	1%	10%
Rarely	1%	6%	9%
Sometimes	4%	15%	15%
Often	32%	38%	28%
Always	63%	39%	37%
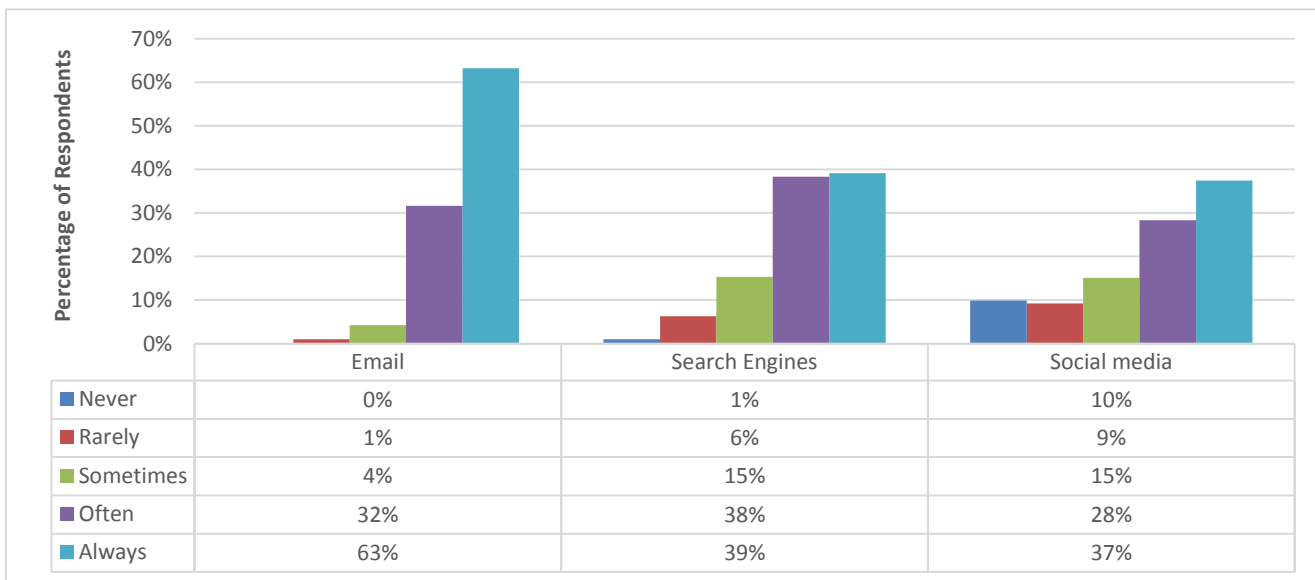
Types of Search Engines

The respondents who reported utilizing search engines ($N = 416$) were asked which search engines they use. Eighty-nine percent of respondents reported they use Google, 37% use Yahoo and 32% use Bing (Figure 44).

Figure 44. Types of search engines (N = 416)
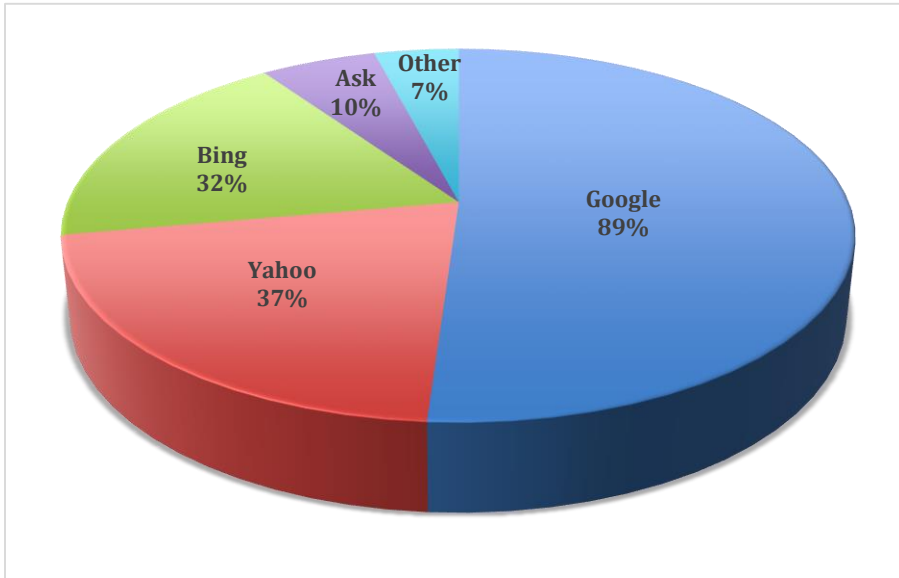
Types of Social Media

The respondents who reported they utilized social media ($N = 378$) were asked which types of social media sites they use. A majority of respondents (93%) indicated they use Facebook, while 59% indicated they use YouTube (Figure 45). Similar percentages of respondents reported they use Pinterest (36%) and Twitter (34%).

Figure 45. Types of social media (N = 378)

Findings

- Forty-six percent of respondents were aware of the university system in the state of Kansas which provided research-based information and educational programs that extend beyond campus to serve people throughout the state.
- Only 10% of respondents could remember the actual name of the university system. When they were provided with an aided recall in reference to the the name, 37% of respondents reported they recalled hearing about the university system.
- More than half of respondents (64%) were: able to associate the system with the Kansas State University, however 22% of respondents associated the system with the University of Kansas.
- Fourteen percent of respondents said they commonly refer to Kansas State University Agricultural Experimental Station and Cooperative Extension as K-State Extension, 9% referred to it as K-State Research and Extension and 8% referred to it as Kansas State Research and Extension. However, 36% of respondents have never referred to the system by any name.
- Eleven percent of respondents were moderately or extremely familiar with K-State Research and Extension.
- A third of respondents (35%) were aware they had a local (county/district) extension office.
- With regard to searches on both local and K-State Research websites, educational information was sought the most.
- Respondents who had utilized K-State Research and Extension's services had a more positive than negative experience and indicated the information they received was more credible than not credible.
- Fifty-two percent of respondents who have utilized K-State and Research Extension's services find the Research and Extension aspect equally valuable.
- Respondents who had no interactions with K-State Research and Extension felt that information provided by them would be more credible than not credible.
- Of the respondents who had no interactions with K-State Research and Extension, 53% indicated they would be inclined to use K-State Research and Extension as a source of information.
- Educational topics of most moderate and extreme interest to respondents were Nutrition, Food Safety and Health (62%) and Natural Resources (46%).
- Educational topics of most moderate and extreme importance to respondents were Nutrition, Food Safety and Health (67%) and Natural Resources (56%).
- Overall the most preferred sources of information for each of the educational topics K-State Research and Extension provides information for were: special interest groups, friends and family, universities, and government agencies.
- Forty-seven percent of respondents indicated they would use K-State Extension and Research's website to receive information about topics of interest to them.
- Seventy-three percent of the respondents who had seen or heard advertising for K-State Research and Extension were able to recall a good number of details about the ads.
- The economy, taxes, healthcare and public education were the main issues respondents felt were affecting Kansas, as well as, affecting them personally.
- Respondents had the most knowledge about the economy, taxes, healthcare and public education, as well.
- Fifteen percent of respondents felt K-State Research and Extension needs to advertise or publicize more to increase awareness of what the program has to offer therein helping to meet Kansas resident's needs.

Recommendations

Among Kansas residents surveyed, almost half were aware of the university system in the state of Kansas which provided research-based information and educational programs that exteneded beyond campus to serve people throughout the state. However, there were not many residents who could remember the actual name of that system without aid. When given aided recall questions over half of the residents were able to correctly associate the university sytem with Kansas State University. However, 22% percent of the respondents incorrectly associated the university system with the University of Kansas. Approximately one-third of the respondents had never referred to the K-State Research and Extension system by any name. The results show that there is an opportunity to increase awareness of K-State Research and Extension as well as its affiliation with Kansas State University. Along with increased awareness, is likely to come increased brand recognition of and brand loyalty to K-State Research and Extension. In an effort to improve awareness the following recommendations have been made.

- K-State Research and Extension should undergo a concerted and consistent effort to identify the organization one way.
    - One step toward achieving this consistency is to ensure that employees and stakeholders refer to the organization in one consistent way. To achieve consistency the establishment and implementation of a renewed brand identity guide for employees should be pursued. A brand identity guide should not only provide guidelines brand elements, such as logos, but should also provide guidelines on how to communicate the brand. Trainings and workshops with all employees on the importance of and how to utilize the brand identity guide are recommended. Without buy-in and consistent communication from all employees achieving a consistent brand identity will be challenging.
- Based on the results, the researchers recommend that K-State Research and Extension consider a potential renaming process.
    - With 22% of respondents associating the organization with the University of Kansas rather than Kansas State University, it is possible that "K-State" is not known to be the same as Kansas State Univeristy to all Kansas residents. K-State Research and Extension may wish to consider a name that more closely affiliates itself with the university. Many state extension and research programs throughout the nation have undergone renaming and rebranding efforts to become more relevant to their stakeholders and align more closey with their univerisities.

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