

COLLEGE OF FORESTRY

ANNUAL ACADEMIC REPORT 2014-15

The College of Forestry achieved a number of strategic priorities in 2014-15 supporting academic, research, and teaching excellence, as we continue to work toward our vision of becoming the top education and research institute in the world focused on the relationship between healthy ecosystems and healthy communities, people and businesses. In 2015, Oregon State University was recognized as a world-class center in forestry and agriculture for the third year in a row, ranking 9th according to an international survey of more than 200 schools conducted by QS World University Rankings.

The College remains committed to the goals outlined in the Oregon State Strategic Plan. The following report contains a small sample of the programs, initiatives, and accomplishments during the past academic year as the College continues to produce graduates and conduct research that make a positive impact in Oregon and beyond.

2014-15 COLLEGE OF FORESTRY PROGRAMS AND ACHIEVEMENTS

GOAL: Provide a transformative educational experience for all learners

- Dedicated to preparing the future leaders of our working forest landscapes, **the College awarded 203 undergraduate degrees and 67 graduate degrees in FY 2015**. Those include the first graduates from the new professional programs (three in forestry, one in forest engineering, and one in forest/civil engineering). At the graduate level, the College awarded 30 master of science degrees, 16 master of natural resource degrees, 15 Ph.D. degrees, and six master of forestry degrees.

- Enhance the learning environment to raise and equalize student success

- Forest Engineering, Resources and Management (FERM) **successfully achieved reaccreditation by ABET** for the bachelor's in forest engineering degree. Oregon State has the only ABET-accredited degree program in forest engineering in the United States. **Enrollment in the forest engineering and forest engineering/civil engineering degree programs has increased** over the previous year and continues to have a near 100-percent job placement rate.
- In a 2014 cross-campus survey titled *Student and Faculty Attitudes Toward, and Experiences with, Undergraduate Academic Advising*, students in the **College indicated the highest level of satisfaction with advising of any college on campus**. In an effort to maintain and increase this level of satisfaction, the College has committed to keeping the student to advisor ratio low. National standards in the field suggest a maximum of 300:1 for a full-time advisor. For 1.00 FTE professional advisors, the College's maximum for on-campus students is 275:1, and 225:1 for Ecampus students (for whom advising is more time-intensive). As of Spring 2015, **all College advisors were at or below the maximum ratio**.
- Identifying a key need, the Office of Undergraduate Studies asked users of the Self-Learning Center to identify forestry classes in which they would like to see additional tutoring available. Several courses were identified and the college piloted the **Peer Tutoring Program** during Spring 2014 and continued the offering during the 2014-15 academic year. During 2014-15, five courses participated in the program.

- Make high-impact learning a hallmark of undergraduate education (resulting in responsible citizenship and global competitiveness)

- The College prides itself on educating and preparing its students to be competent, innovative, and professional members in the broad fields of forestry, natural resources, and renewable materials. Students in all programs are encouraged, and for some majors, required, to have **work experience** in their chosen fields. Support activities include **employer information nights and interviews** (27 companies participated in 2014-15), **SAF Student Chapter Career Fair** (36 companies in attendance), and the **College Jobs Page** (1,093 jobs posted during the academic year).

- **Building student international experiences** are a signature focus for the College. Over the past two years, the **number of students who participated in study abroad programs has tripled**. In Summer 2015, 30 students participated in study abroad programs and internship placements. The College has successfully completed three to four faculty-led programs each summer, from Alpine Europe to the Peruvian Amazon. Academic advisors and faculty have actively recruited students for international experiences. Launched in Spring 2014, the **Dean's Award for International Engagement** has supported close to 50 undergraduate and graduate students in realizing their international aspirations.
- Faculty in Wood Science and Engineering (WSE) are **highly connected to the wood products industry, internationally and nationally, and place a high value on experiential learning opportunities**. The relationships facilitate student internships with major companies and promote exchanges of students to highly regarded wood science programs in Europe and South America. Thanks to relationships between students, faculty, and industry, every student that graduates from the renewable materials degree program has at least six months of experience through an internship, exchange, or summer jobs program.

- Advance learning through course design, assessment and faculty development.

- Forest Ecosystem and Society's (FES) Recreation and Resource Management and Tourism and Outdoor Leadership faculty examined all courses in both programs. In response to the TOL external review, the department developed a proposal for a **new, joint bachelor's degree (Tourism, Recreation, and Adventure Leadership; TRAL)**. The department substantially revised existing classes and developed a small number of new classes. An abbreviated Category I process and associated Category II's will be initiated soon.
- A core team of FES faculty met weekly for six months **to develop new classes, identify cross-cutting themes and case studies for incorporation in classes, and formulate a new undergraduate degree option in the natural resources program**. This option fills an identified need across campus to train students in techniques for interdisciplinary analysis of natural resource programs. This new option, which is ready for submission through the approval process, contributes to OSU's strategic goals of promoting responsible citizenship and exploring new pedagogical models. The Category II proposal process for the new option will begin soon.
- WSE recently added a new **three-term series of specialized coursework** focused on the specifics of manufacturing, marketing, and distribution of secondary wood products. These new courses give students opportunities to apply what they learn in the classroom and produce manufactured products from wood and other renewable materials. During the first offering of the course, students successfully designed, built, launched, and marketed a line of **bottle openers**. Oregon State Conference Services is utilizing the bottle openers as promotional items.
- FERM implemented a third option in the bachelor's in forestry degree – **Forest Landscape Processes and Management**. This option will prepare students as forestry professionals for employment by organizations that are concerned with large-scale processes such as fire and/or multiple ownerships.
- WSE designed a new option for the bachelor's in renewable materials degree – **Art and Design**. The option focuses on: understanding 2D and 3D form, understanding of aesthetics, designing and building with wood and other renewable materials for decorative purposes, understanding the underlying biological factors in woods, and developing a sound physical, chemical, and structural knowledge of wood as a design material.

- Grow online education and explore new pedagogical models

- **FERM developed and delivered two new Ecampus courses – FOR 209 and FE 257** - while revamping FOR 111 – Introduction to Forestry. With completion of the new Ecampus courses, FERM and FES will offer the full suite of lower-division forestry courses through Ecampus required for admittance to the Forestry Pro School. This allows students to complete the general component of the pre-professional forestry program at their local community college while completing the forestry-specific component through Ecampus.

- The FES department collectively **reviewed key literature in interdisciplinary education**, including effective pedagogical models, engaging activities, and appropriate assessment techniques.
- **FES conducted an extensive market survey** to inform curricular changes, including existing students, alumni, potential students (seven high schools), and employers (industry, public sector, NGO). This effort identified several key educational needs.
- Although the overall enrollment in Natural Resources remains strong, the number of Ecampus NR students declined (following a similar trajectory to several Ecampus degrees). In response, **the advising staff undertook a phone survey** of all “stop outs” to understand what factors are delaying their progress toward degrees. That report was delivered to Ecampus in June 2015. FES plans to work with Ecampus on marketing and recruitment and be proactive in adjusting advising staff to come into alignment with college advising loads.
- WSE assistant professor Arijit Sinha **offered a new E-campus course within the renewable materials program**, “Bambooolooza: the Fascinating World of Bamboo” for the first time in Winter 2015.

- Enhance our comprehensive Health Campus Initiative

- The College actively promotes and encourages the entire Corvallis and Oregon State community to **utilize recreation opportunities at the College Research Forests**. Throughout the over 15,000-acres of managed forests, visitors can explore the area by foot, horseback, or non-motorized bicycle. During FY 2015, it is estimated the **College Research Forests had over 135,000 user-visits** to participate in recreation activities.
- **Working with Oregon State’s Office of Childcare and Family Resources**, the College designed and opened a Family Resources and Lactation Room in Peavy Hall.

- Expand strategies to recruit diverse and high-achieving students

- In FY 2015, the College **actively participated in 51 recruitment events**, resulting in a total reach of approximately 126,379 individuals, and over 30,000 potential leads based on an average audience interest factor (AIF) of 45-percent and an average product interest factor (PIF) of 16-percent. When broken down by audience, the College participated in 25 events targeted at high school students, four events targeted at transfer students, seven events targeted at current Oregon State students, and 15 events targeted at a combined audience, including high school, transfer, and current Oregon State students.
- **Despite a slight decrease in overall undergraduate enrollment**, the College saw enrollment of female and underrepresented minority students remain level and saw a dramatic increase in the percentage of high-achieving students. Female students now represent 37-percent of the College while underrepresented minorities (self-reported) make up 10.3 percent. The percentage of **high-achieving Oregon high school graduates in the College jumped from 30-percent in FY 2014 to 47.6 percent in FY 2015**.
- With a focus on expanding enrollment and recruiting diverse and high-achieving students, the College began implementing programs outlined in the **Strategic Recruitment Plan** during FY 2015.
- Programs implemented to recruit high-achieving students include: launching the **Oregon Forests Teacher Summit** and the **Oregon Forests Student Summit** (a program developed to connect high school teachers and their students to forestry and STEM content), attending **Oregon State Night in Portland** for high-achieving admitted students, and having a presence at the **19th Annual Oregon Envirothon**.
- The College actively planned and participated in a number of events and activities aimed at **recruiting and supporting students from diverse backgrounds and promoting an inclusive college and university community**, including: **LSAMP Summer Bridge and LSAMP Academy, Oregon State 4-H Outreach Leadership Institute, Trio Pre-College at Clatsop Community College**, and campus visits to rural and urban high schools throughout Oregon.

- The College has worked to develop and **strengthen partnerships with Native American tribes** in Oregon and neighboring states, and to promote interest in higher education and forestry-related fields. A PROMISE intern was hired to develop tribal recruitment partnerships and begin making on and off-campus connections. Response has been positive and the College hosted an on-campus visit for nine Tribal Youth Employee Education students in August.
- Partnering with the Intertribal Timber Council (ITC), **the College entered into an agreement to provide an additional \$2,500 in scholarships** to recipients of the ITC Truman D. Picard Scholarships who are enrolled in a College degree program.
- WSE has started to **develop relationships** with high schools throughout Oregon that **have recognized wood shop programs**. The most notable is North Salem High School, where WSE is working with the school to develop a pathway for students to the department.
- **The College Research Forests has hosted a successful STEM Academy the last two years.** The program engages high-level high school learners in forest and forest ecology to further their understanding of how forest ecosystems work and what is involved in their management.
- **The College continues to hold its very successful National Get Outdoors Day event to introduce first-time visitors to public lands and reconnect youth to the great outdoors.** Hosted at the College Research Forests, the event exposes families to the forest through various educational activities and hikes. This year, approximately 400 attended the event.

- In other ways advance student success

- Through the generosity of donors, the College **awarded over \$540,000 in undergraduate scholarships** for the 2014-15 academic year with individual awards ranging from \$1,000 - \$9,000. The average cumulative GPA of students who received awards was 3.52.

GOAL: Demonstrating leadership in research, scholarship and creativity while enhancing preeminence in the three signature areas of distinction

- Attract and retain high quality faculty

- Over the course of the last two years, **the College has hired 14 tenure-track faculty members**. The hires have a broad range of expertise and fill a number of areas of need, including: forest management, forest regeneration, forest economics, fire ecology, and architecture.
- The College remains an international and recognized leader in forestry research and education, **receiving near-record funding for research projects in FY 2015**. The College received \$15.19-million in research revenue during FY 2015, with \$13.13-million from sponsored research awards and \$2.06-million from research cooperative dues and revenues. The research revenue represents a 23-percent increase from the prior year and is the highest total since 2010.
- College faculty continue to be recognized as active leaders in forestry-related research. During FY 2015, **faculty produced 217 refereed publications**.

- Expand and cultivate transdisciplinary research (on campus or through partnerships)

- The College funded its first three proposals under its **new Institute for Working Forest Landscapes (IWFL)**. The IWFL explores how proactive management of forests can improve the health of rural communities and provide ecological integrity and long-term resilience of vital ecosystems. This new vision builds on the College's longstanding role as Oregon's principal research engine for providing science-based information about forests and their value to people and communities. Utilizing unallocated funds across a variety of college budgets, funding totaled approximately \$750,000 for the following projects:

“Quantifying Trade-offs and Synergies Between Ecosystem Services,” (Betts, Matt).

“Opportunities for Biochar Production to Reduce Forest Wildfire Hazard, Sequester Carbon, and Increase Agricultural Productivity of Dryland Soils,” (Sessions, John).

“Go Big or Go Home? Tools and Processes for Scaling Up Collaborative Forest Restoration,” (Davis, Emily Jane).

- The College continues to **provide science leadership for 11 research cooperatives** that conduct research and apply the results to solve problems, develop new products, support long-term field studies, and develop decision support tools. There are currently 110 unique private industry members and nine government agencies that actively participate in the research cooperatives.

- Increase the quality, capacity and impact of graduate programs.

- Led by Lisa Ganio, FES faculty held several work sessions (including a two-day retreat) to **refine the department’s graduate degrees**. This included revising student learning outcomes (competencies), identifying curricular needs, and doing initial work on a new graduate course on interdisciplinary problem-solving.
- With leadership from Badage Bishaw, **the Forests and Climate Change on-line graduate certificate** was approved in June 2015. The 19-credit certificate is designed to train working professionals – mid-career, company, industry and agency employees – who want more experience in natural resources management and climate change.
- **FERM developed six new stand-alone graduate courses that will be taught regularly moving forward**. The courses were developed in response to a common concern raised by FERM graduate students in exit interviews, there are too few stand-alone classes and most that exist in the catalog are taught sporadically.
- The **WSE graduate program successfully completed its Oregon State review in Fall 2014**. The recommendation was to maintain the program at its current status, with expansion possible in future years. The program currently enrolls 28 students, with approximately half from overseas representing 10 different countries. The department had 907 hours of graduate student credit hour production in FY 2015, an increase over recent years.
- **The Dean’s Investment Fund will provide over \$74,000 to incoming 2015-16 graduate students** and will fund two \$30,000 matches to the Provost’s Distinguished Doctoral Fellowship, to be awarded in 2016-17. The College also recently completed its annual Graduate Fellowship competition. The College considered 34 new student nominees and 23 continuing student nominees and awarded a total of \$426,000 in fellowships, with a portion of funds coming from the Dean’s Investment Fund.
- Organized by current graduate students, **the College hosted the third annual Western Forestry Graduate Research Symposium**. The symposium showcases current graduate student research and participation and attendance is open to everyone. The purpose of the symposium is to promote academic excellence by challenging students to present their work and receive feedback from their academic and professional peers on their proposed and current research from a diverse audience, fostering student engagement, enthusiasm, and interdisciplinary collaboration. In 2015, the symposium showcased 27 poster and 29 oral presentations.

- Expand and increase high-profile programs in the arts and humanities.

- The College helps support the **Environmental Arts and Humanities Initiative** at Oregon State by funding a graduate teaching assistant within the program. In addition, College faculty participated in an interdisciplinary panel session hosted by the Environmental Arts and Humanities Initiative, entitled “The Past and Future of Forests.”

GOAL: Strengthen impact and reach throughout Oregon and beyond.

- Position Oregon State's outreach and engagement programs as learning laboratories that promote high- impact learning and effectively utilize university research. Grow rural and urban regional centers to advance social progress.

- **The Forestry and Natural Resources Extension Program** conducted 72 educational events across Oregon and the Western United States, as well as nationally. These events provided over 712 hours of instruction and reached 2,686 individuals. The FNR Extension Program worked with 46 partner organizations in the past year, and generated over \$94,290 in program revenues.
- **A sampling of FNR Extension Programs include:**
 - **The Oregon Natural Resources Education Program (ONREP)** prepares K-12 educators to actively engage students in the study of Oregon's diverse natural resources and ecosystems through relevant, meaningful, and place-based experiential learning.
 - **The Women Owning Woodlands Network (WOWnet)** continues to provide relevant peer-learning opportunities for this emerging landowner group. There are more than 400 members of the WOWnet program in Oregon who attend sessions, participate in the email listserv, and use the newly created WOWnet website.
 - **The Northwest Fire Science Consortium (NWFSC)** continues to expand its reach throughout Washington and Oregon, and is providing outreach to a variety of fire science users. During 2014-2015, significant activities and products included, but were not limited to: a winter and spring webinar series (three webinars in each series) focusing on fire in riparian and aquatic habitats, and economics and management of large wildfire incidents.
- **The HJ Andrews Experimental Forest and Long-Term Ecological Research Program** supports research on forests, streams, and watersheds, and fosters strong collaboration among ecosystem science, education, natural resource management, and the humanities. Last year, the program hosted more than 80 research projects that engaged more than 160 researchers, graduate students, and undergraduates; outreach events engaged more than 1,500 people in classes, tours, and conferences. More than 400 undergraduate and graduate students from across Oregon used the Andrews Forest field station for research and course work. In K-12 outreach, the program hosted more than 270 students in experiential learning experiences in the forest and engaged more than 100 K-12 educators in workshops and trainings.

- Drive economic development

- Identifying a key opportunity to drive rural economic development, the College partnered with the University of Oregon **to create the National Center for Advanced Wood Products Manufacturing and Design**. With approximately \$3.3-million in funding secured for the next biennium, the Center brings together a one-of-a-kind collaboration between leading architecture, wood science, and engineering programs to focus on development of innovative wood products and building components capable of being produced in Oregon. The applied research center will actively partner with Oregon building design professionals and wood products manufacturers to drive innovation and testing for engineered wood materials, allowing Oregon to compete in emerging domestic and global markets.
- Oregon State was designated as one of 14 members of the **FAA Center of Excellence for Unmanned Aircraft**, largely through the efforts of FERM faculty member, Michael Wing. The FERM Aerial Information Systems research laboratory conducts test flights for lidar-equipped unmanned aerial vehicles in applications directly relevant to Oregon's economy including forest inventory, vineyard monitoring, post-fire impacts on forests, and salmon habitat monitoring.
- WSE professor Kaichang Li continues to be active in **developing new resins with three provisional patents** submitted in 2014: pressure sensitive adhesives based on carboxylic acid and epoxides, vegetable oil-based unsaturated polyester resins, and styrene-free thermoset resins. The **styrene-free resins** are significant as they provide a cost-competitive environmentally friendly alternative to the styrene based resins (classified as a

“reasonably anticipated human carcinogen”) used to manufacture fiber-reinforced unsaturated composites. The Oregon State University Venture Development Fund has provided a grant of \$125,000 to support commercialization of the thermoset resin.

- Increase study abroad and strategic international research partnerships

- **Internationalization is a key mission** of the College. In order to consolidate international efforts to bring a meaningful focus to activities, the **College identified the Pacific Rim** as the region to intentionally build new partnerships and student experiences. To this end, the College began its **Chile Initiative** in 2014. Following a pair of trips to visit counterparts in Chile by Oregon’s forest industry leaders and college faculty members, a RFP sought and funded six collaborative research projects in areas as diverse as native forest restoration to renewable wood product innovation. The research and academic collaboration has engaged with four key academic partners in Chile as well as leaders in government and industry.
- Parallel to the initiative, which has brought Chilean and United States faculty together, is **a strategic development of student opportunities** – exchange relationships, research opportunities and professional internships – which will bring a new generation of Oregon’s forest leadership into contact with our southern hemisphere partners.

- Engage alumni and other external partners to advance our goals

- **The College’s Board of Visitors, consisting of over 30 leaders from private forest industry, continues to be actively involved in the mission of the College.** During FY 2015, the board advocated for the College throughout the legislative session and **contributed or pledged nearly \$22-million to the Oregon Forest Science Complex campaign. \$200,000 in annual dues is collected each year** and is used to fund important initiatives such as providing \$30,000 matches to the **Provost’s Distinguished Doctoral Fellowship and funding for the Strengthening Education and Employment for Diverse Students (SEEDS) Program.**
- The College engages alumni in a variety of events including the **Annual Alumni Tailgate Celebration** hosted at Reser Stadium during Homecoming week. The event has been very successful, bringing in over 200 alumni in each of the first two years. Other annual alumni events include the **Back to School Bash** and an annual reception at the **Society of American Foresters Annual Convention.**
- In an effort to build a stronger alumni relations program, a group of College alumni, faculty, and staff participated in an **Alumni Planning Retreat** to discuss ways the College could improve alumni relations in the future. As a result, the College formed an **Alumni Relations Committee** to develop an alumni relations strategic plan to be completed next academic year.

Provide a summary of key initiatives that align with these commitments:

- Enhancing diversity

- Diversity within the College remains a priority. During the last two years, **seven faculty hires have been female while four have been from underrepresented minorities.** Prior to 2013, the FERM department had only one female faculty on staff and recent hires have increased the number to four.
- Historically, the College has hired faculty with Pacific Northwest industry experience. Recent trends have seen the College **hire faculty with broad national and international experience.** In addition to hires with experience throughout the United States, recent faculty additions have hailed from Colombia, Spain, Korea, Finland, Germany, and Chile, with four international hires occurring in FY 2015.
- The College’s **SEEDS Program** supports students from underrepresented populations throughout their academic career through academic advising, personal and career counseling, community-building, and supporting paid mentored work experiences. In 2014-15, \$117,000 was made available from Board of Visitors funds, federal funding, and a gift from Weyerhaeuser Corporation to support wages, OPE, and travel or

operating expenses for relevant student work experiences. With these funds, 25 mentoring faculty were paired with 27 undergraduate protégés to provide work experience for up to 10 hours a week for 10 months.

- With the goal of either recruiting or retaining graduate students based on diversity and/or academic merit, the College **was awarded \$115,000 in tuition scholarship funding from the OSU Graduate School** and has committed \$105,487 to 10 students during the 2015-16 academic year.

- Stewardship of resources

- The College had a near-record year for fundraising with **\$22.49-million in private giving**. A majority of the gifts were in support of fundraising efforts for the new Oregon Forest Science Complex. The College met its goal of \$30-million in pledges and gifts for the project and received \$29.7-million in bonds from the State of Oregon. Construction of the complex is scheduled to begin in Spring 2016 with completion in Fall 2017. Private giving also supported a number of endowments and provided nearly \$600,000 in scholarships during FY 2015.
- During calendar year 2014, **the College Research Forests harvested 4.2-million board feet of timber, generating \$2.7 million in total timber revenues and \$350,000 in net revenues** to the College to support research and teaching initiatives. During calendar year 2015, the College Research Forests are on track to **harvest approximately 6-million board feet of timber, providing the College with an estimated \$770,000 in net revenue**.

- Technology as a strategic asset

- In support of the highly collaborative Forestry research community, the College has a **20-plus year relationship of shared IT support with State and Federal research partners** (USFS, USGS, ODFW). The services of the Forestry Computing Resources group (FCR) give partners access to resources that would otherwise be unavailable or more costly. Likewise, College personnel have exceptionally efficient and seamless connections with research collaborators, a fact that results in a clear record of outstanding research productivity in the College.

Initiatives and achievements in 2014-15 include:

- **Video Conferencing investments** at equipment and personnel levels. These investments benefit academic, research, and administrative needs by allowing off-campus colleagues to remotely participate in activities (interviews, thesis defenses, presentations, etc.) that are held locally. The combination of this technology plus FCR staff involvement results in a more reliable conferencing experience, reduced travel expenses for the College, and increased productivity for users.
- **Streamlining of the International Visitor process**. Part of this streamline included collaborating with the Oregon State Library to implement an easier method for visiting scholars to gain access to research materials.
- Working with our college's Wood Innovation Center, significant enhancements were made to the **Oregon Forest Industry Directory website**. The site enables business connections between the broad array of interests (woodland owners, manufacturing industry, general public) in Oregon's forestry sector.
- **Educational innovation was achieved** with modifications to the Peavy 072 enhanced computer classroom. Peavy 072 is an innovative teaching lab that allows students to work hands on with wood products while still being able to see what the instructor is presenting from any seat. The instructor has an expanded array of tools to use, and the video conferencing and expanded wireless technology facilitates distance education, group collaboration, and the ability for students to view recordings of the class at a later time.

Oregon State University
College of Forestry
 Annual Academic Program Review 2014-15

PART 1

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	% Change '12 - '14
Faculty FTE														
Professorial							71.9	63.0	60.5	61.9	65.5	61.1	63.1	-3.7%
Non-Professorial							111.0	115.1	118.5	113.4	107.1	123	112.9	5.4%
Total Faculty FTE							182.9	178.1	179.0	175.3	172.6	184.1	176.0	2.0%
E&G Tenured/Tenure Track							15.0	12.1	9.5	12.2	16.6	13.8	17	2.4%
Faculty Headcount														
Professorial							81	70	66	70	70	67	70	0.0%
Non-Professorial							119	127	135	130	120	139	131	9.2%
Total Faculty Headcount							200	197	201	200	190	206	201	5.8%
E&G Tenured/Tenure Track														
0% E&G Funded							10	15	20	16	14	15	7	-50.0%
1%-33% E&G Funded							26	20	23	18	19	17	23	21.1%
34%-66% E&G Funded							11	14	4	8	9	10	10	11.1%
67%-99% E&G Funded							5	3	4	4	3	4	6	100.0%
100% E&G Funded							2	1	1	2	7	3	4	-42.9%
Total Tenured/Tenure Track							54	53	52	48	52	49	50	-3.8%
SCH (Academic Year)														
Undergraduate	8090	7406	7673	8379	7977	8550	9180	9605	9525	9176	9365	10495	9807	4.7%
Lower Division	2086	2134	2294	2440	2054	2270	2284	2252	2420	2520	2702	3312	3620	34.0%
Upper Division	6004	5272	5379	5939	5923	6280	6896	7353	7105	6656	6663	7183	6187	-7.1%
Graduate	4894	4981	4866	5282	4911	5336	4551	4097	4316	4548	4244	4441	4368	2.9%
First Professional	0	0	0	0	0	0	0	0	0	0	0	0	0	-
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	-
TOTAL SCH	12984	12387	12539	13661	12888	13886	13731	13702	13841	13724	13609	14936	14175	4.2%
Fall Enrollment by Major														
Undergraduate	350	362	387	453	458	586	652	732	779	809	821	829	798	-2.8%
Graduate	136	146	157	167	149	153	150	134	148	173	186	201	210	12.9%
First Professional	0	0	0	0	0	0	0	0	0	0	0	0	0	-
TOTAL Enrollment	486	508	544	620	607	739	802	866	927	982	1007	1030	1008	0.1%

* In 2007, seventy-seven (77) from the Natural Resources degree in the College of Agricultural Sciences were reallocated to the College of Forestry.

Oregon State University
College of Forestry
 STRATEGIC PLANNING METRICS 2014-15

PART 1

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	College Targets 2017-18
Goal 1. Provide a Transformative Educational Experience for all Learners.														
1.3 First Year Retention Rate (College/University)	72.4/82.8	75.0/80.0	69.4/86.1	70.5/81.8	63.3/73.5	66.7/82.2	61.8/83.6	67.3/86.5	65.2/73.9	80.0/82.2	74.4/79.1	75.5/85.7	70.3/78.4	
1.4 6-Year Graduation Rate (College/University)	41.3/61.9	37.7/59.0	41.2/56.9	46.8/68.1	52.5/62.5	55.2/69.0	62.5/72.5	44.4/72.2	56.8/70.5	28.6/49.0	46.7/60.0	38.2/63.6	50.0/76.9	
1.5 Junior Transfer 4-Year Graduation Rate (College/University)	57.1/61.9	60.0/76.0	66.7/66.7	61.5/61.5	38.5/53.8	56.3/62.5	71.0/71.0	62.5/65.6	75.0/75.0	68.3/68.3	43.9/46.3	59.3/63.0	44.9/44.9	
1.6 % US Minority Students	7.1%	5.7%	5.5%	7.3%	7.2%	7.3%	7.5%	7.0%	7.7%	8.3%	9.2%	10.4%	10.3%	
1.7 % International Students	9.0%	8.0%	7.0%	6.0%	6.0%	6.0%	6.0%	4.0%	3.0%	3.0%	3.0%	4.0%	4.0%	
1.8 % High Achieving Oregon High School Graduates	-	41.7	43.6	28.3	30.0	36.0	41.5	32.4	33.3	21.1	45.2	30.0	47.6	
Goal 3. Strengthen Oregon State's Impact and Reach throughout the state and beyond.														
3.2 Invention Disclosures	2	5	2	2	4	3	0	3	4	6	1	3	5	

Oregon State University
College of Forestry
 Annual Academic Program Review 2014-15

PART 2

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	% Change '13 - '15
Resources (Fiscal Year)														
E&G - Ending Budget (\$)	3,456,068	3,186,305	4,791,313	4,571,532	4,601,808	5,528,498	6,028,523	5,286,010	6,919,467	7,836,462	9,123,389	9,822,940	9,306,723	2.0%
Total R&D Expenditures (\$)	18,270,617					20,577,088	23,892,923	22,784,030	23,761,160	25,178,487	22,921,058	23,410,206	FEB 2016	-
Awards from Grants and Contracts* (#)	149	168	161	157	138	125	118	160	110	113	68	92	137	101.5%
Awards from Grants and Contracts (\$)	8,101,750	14,074,018	11,566,572	12,814,264	9,488,854	10,830,135	12,170,824	14,568,574	11,570,817	10,968,426	9,445,270	10,636,319	12,659,652	34.0%
Private Giving (\$)						4,163,291	1,725,537	1,893,782	4,943,720	4,439,197	6,062,415	9,459,874	9,459,874	113.1%

Strategic Planning Metrics 2014-15

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	College Targets 2017-18
Goal 2. Demonstrate Leadership in Research, Scholarship and Creativity while enhancing preeminence in the three signature areas of distinction														
2.1 Total R&D Expenditures	see APR data above													
Goal 3. Strengthen Oregon State's Impact and Reach throughout the state and beyond.														
3.4 Dollars Leveraged per Appropriated Dollar for SWPS Research (FRL)	6.25	6.80	6.81	6.63	6.02	5.31	5.59	5.98	6.47	6.79	6.00	6.02	5.77	
3.5 Annual Private Giving	see APR data above													

* From 2000-01 to 2007-08, the number of grant/contract awards is based on the accounting transactions from the College's award index, rather than the actual number of awards received by the college.

Oregon State University
College of Forestry
 Annual Academic Program Review 2014-15

PART 3

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	% Change '13 - '15
Degrees (academic year)														
Bachelor	86	82	61	79	106	126	133	140	171	163	179	177	183	2.2%
Master	38	31	34	35	29	30	29	27	17	28	28	49	48	71.4%
Doctorate	16	17	14	10	16	11	24	13	16	9	10	6	12	20.0%
First Professional	0	0	0	0	0	0	0	0	0	0	0	0	0	-
Total Degrees	142	131	113	125	151	164	185	180	204	200	218	232	243	11.5%

Strategic Planning Metrics 2014-15

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	College Targets 2017-18
Goal 1. Provide a Transformative Educational Experience for all Learners.														
1.1 Degrees Awarded-Total	see APR data above													
Goal 2. Demonstrate Leadership in Research, Scholarship and Creativity while enhancing preeminence in the three signature areas of distinction														
2.3 PhD's Awarded	see APR data above													