



Oregon State University

College of Forestry

ANNUAL ACADEMIC REPORT – FY17

The College of Forestry achieved a number of goals related to OSU's strategic priorities in FY17. We met academic, research, and teaching excellence goals and continued to work toward our vision of becoming the top education and research institute in the world focused on the relationship between healthy ecosystems, communities, people and businesses. In 2017, Oregon State University was recognized as a world-class center in forestry and natural resources for the fifth year in a row. Oregon State **was ranked second in the world and first in the nation for forestry** by the Center for World University Rankings while ranking **fourth in the nation as a place for students to pursue a natural resources-related degree** by College Factual.

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

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 177 undergraduate degrees and 62 graduate degrees in FY 2017**. At the graduate level, the college awarded 18 master of science degrees, 31 master of natural resource degrees, 10 Ph.D. degrees, and three master of forestry degrees.
- **The college is one of the few places in the world where students can obtain a top tier professional forestry or forest engineering education.** After establishing the professional school in 2014 and experiencing a decline in enrollment, the college admitted 55 juniors into the professional school track for Fall 2017. This class of students will experience a highly invigorated program that meets employer demand and will also allow the college's number of graduates in these programs to return to previous highs. We anticipate even further growth in the Pro School with the new enhancements to preparatory advising for applicants the program.
- **Forestry Field School remains a signature part of the curriculum for college students.** This two-credit course, two week intensive, off-site field experience is required for admission into professional school and **provides students a hands-on experience in the major aspects of forestry**, including: regeneration surveys, silviculture, cruising, recreation, forest disturbances, and logging site and mill visits on the east and west sides of the Cascades Range.
- The renewable materials program continues its **three-term series of specialized coursework** focused on the specifics of manufacturing, marketing, and distribution of unique wood and grass products. These courses give students opportunities to apply what they learn in the classroom and produce manufactured products from wood and other renewable materials. This year, **the courses were offered in close collaboration with University of Oregon School of Architecture & Allied Arts**. As a result, **students successfully designed, developed, manufactured, and marketed a line of desk organizers made from bamboo.**
- **Building student international experiences** remains a signature focus for the college. Over the past four years, the **number of students who participated in study abroad programs have grown significantly**. In FY 2017, 72 students gained international experience through college programs, **a 54 percent increase over FY 2016**. In 2017, three faculty led programs enabled a record number of COF students (and students from other colleges) to experience different cultures and ecosystems. Academic advisors and faculty actively recruit students for international experiences. The college continues to support its students in going abroad, with **35 students receiving funding from the Dean's Fund for International Engagement.**

- Enhance the learning environment to raise and equalize student success

- **The college offers a Mentored Employment Program** that enables faculty to hire undergraduate students on research and other projects with an expectation of at least one hour of direct mentoring per week. The program supports about 20 students per year and targets underrepresented minority students by allocating about \$60,000 in paid mentored experiences.
- The college **remains committed to enhancing student success and retention through professional academic advising**. National standards in the field suggest a maximum student to advisor ratio of 300:1. 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).

- 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, recreation, tourism 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** (13 companies participated in FY 2017), **SAF Student Chapter Career Fair** (35 companies in attendance), and the **College Jobs Page** (957 jobs posted during the academic year).
- 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**. 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**. In FY 2017, the department offered two short-term study abroad experiences. Professors Laurie Schimleck and Jeff Morrell led **Rainforest, Rangeland and Reef: Exploring Australia's Coastal Landscapes** and associate professor Seri Robinson led **Peruvian Amazon: Tropical Woods and the Fungi That Love Them**.

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

- Forest Ecosystem and Society (FES) **completed the Recreation and Resource Management and Tourism and Outdoor Leadership program merger into Tourism, Recreation and Adventure Leadership**. The degree will offer two options in Corvallis (Outdoor Recreation Management and Sustainable Tourism Management) and two options at OSU-Cascades (Adventure Leadership Education and Nature, Eco and Adventure Tourism). The degree program will begin accepting new students in Fall 2017.
- **The Natural Resources program responded to the 10-year curriculum review** in a written Action Plan presented to OSU Academic Programs, Assessment. After discussion with the University Curriculum Council, this plan was accepted in Spring 2017. Implementation of various actions began in Fall 2016 and are on-going. These include a complete review of all courses listed in the natural resources core, breadth, specialty options; submission of the Cat II proposal to create the new Integrated Conservation Analysis option led by FES faculty; new approaches to assessment of student learning outcomes; and a new governance model consisting of a faculty curriculum committee in addition to the existing program committee.
- The college and Forest Engineering, Resources and Management's (FERM) **recent agreements with Umpqua and Southwestern Community Colleges to accept graduates from their two-year forestry programs** into the college's forestry professional school are beginning to pay off – five incoming juniors are UCC or SWCC graduates. In addition, there is now a full suite of **Ecampus** courses that allow students to complete the lower-division admission requirements for forestry professional school online, making the four-year B.S. forestry degree more **financially accessible for rural Oregonians**.
- **FERM continued its BS Forestry Curriculum Advisory Committee consisting of external forestry employers**. The group worked throughout FY 2017 to improve curricula of the program

and prepare students for future employer needs. FERM also renamed and refined the Forest Restoration and Fire option of the Forestry degree and successfully obtained **certification of the option by the Association of Fire Ecology**.

- **WSE has nearly completed a major overhaul of the renewable materials curriculum, including the addition of a new option: Advanced Manufacturing.** The department created five courses in direct support of the Advanced Manufacturing option: WSE 351 Advanced CAD, WSE 352 CAM for the CNC Router & Laser Cutter, WSE 450 Entrepreneurial Product Development I, WSE 451 Entrepreneurial Product Development II, and WSE 463 Advanced Manufacturing II.

- Grow online education and explore new pedagogical models

- **FERM now conducts eight Ecampus courses and three are offered twice per year.** All but one generated revenue for the college and department in 2017 and the revenue is used to enhance curriculum. For example, revenue covered the costs for the first-time offering of a graduate-level, two-week field class in forest health, taught by associate professor David Shaw.
- **Nearly 25 percent of OSU College of Forestry students** pursue their degree through Ecampus.
- Interest in **the WSE Ecampus courses continues to grow**, with 226 students taking Industrial Hemp (WSE 266) and 176 taking Bamboo (WSE 392). The department also developed Forest, Wood and Civilization (WSE 470) as an Ecampus course and offered it for the first time in FY2017, with 36 students participating in the course.

- Enhance our comprehensive Healthy 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 more than 15,000-acres of managed forests, visitors can explore the area by foot, horseback or non-motorized bicycle. During FY 2017 the **College Research Forests had more than 140,000 user-visits** to participate in recreation activities.

- Expand strategies to recruit diverse and high-achieving students

- In FY 2017, the college **actively participated in 60 recruitment events**. When broken down by audience, the college participated in 27 events targeted at high school students; nine events targeted at transfer students; six events targeted at current OSU students; and 18 events targeted at a combined audience, including high school, transfer, and current OSU students.
- **The college saw gains for overall undergraduate student enrollment and the percentage of female and underrepresented minority students.** Overall, undergraduate enrollment increased by three percent (to 922 students) as female students now represent 37 percent of the college while underrepresented minorities (self-reported) make up 13 percent of the student body (an increase from 10-percent in FY 2015). The percentage of **high-achieving Oregon high school graduates in the college is at 33.3-percent**.
- Programs implemented to recruit high-achieving students include: **Explore Your Forests: Teacher Workshop and Student Event** (a program developed to connect high school teachers and their students to forestry and STEM content), **OSU Night in Portland** for high-achieving admitted students and **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, Trio Pre-College at Clatsop Community College, Mi Familia Weekend Resource Fair** and campus visits to rural and urban high schools throughout Oregon.
- The college continues to provide leadership and facilitation of OSU faculty and staff in the **development of a Native American Educational Pathways proposal**. The college has liaised with several Tribes and Tribal Organizations, including Confederated Tribes of Warm Springs, Confederated Tribes of Siletz, Confederated Tribes of Umatilla Reservation, Legislative Commission

on Indian Services, and Native American Youth and Family Center, and Northwest Youth Corps— Native American Inclusion Program.

- Partnering with the Intertribal Timber Council (ITC), **the college renewed 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.
- **The College Research Forests hosted a successful STEM Academy the last four years.** The program engages high-level high school students in forest and forest ecology to further their understanding of how forest ecosystems work and what is involved in their management. Approximately 20 students attend the program.
- **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, utilizing an active outreach approach to underserved population the English and Spanish communications, more than 500 attended the event.
- **The college's communications group conducted an undergraduate program awareness campaign,** which included a small digital media buy. The campaign reached approximately 605,000 unique individuals and made approximately 2.45 million impressions. With a goal of increasing traffic by key audiences to program websites, the visits to college degree pages during the 15-week campaign increased by 300% over the previous entire 12-month period.

- In other ways advance student success

- Through the generosity of donors, the college **awarded more than \$540,000 in undergraduate scholarships** for the 2016-17 academic year with individual awards ranging from \$1,000 - \$9,000.
- **Construction for the Oregon Forest Science has started; and, once completed, will provide an environment and space that focuses on advancing student success.** The new complex will include innovative classrooms, small group and individual study areas, spaces conducive to informal learning, and outdoor landscaping that extends the reach of our instruction and research that actively engages our students.

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

- Attract and retain high quality faculty

- Research-productive faculty help the college maintain its position as an international and regional leader in forestry research, **receiving more than \$10 million in new sponsored research during FY 2017.**
- **The college is ranked second globally and first in North America due largely to the research productivity of faculty in the College.** The diversity of expertise and commitment to high quality applied and basic research is both recognized internally (a key to retention) and externally (a key to recruitment). New administration for the college research office (Associate Dean) and TallWood Design Institute (managing director) provided opportunities for faculty to redefine their interest and highlight areas of potential growth either personally or programmatically.
- **The college's research office also hosted two training sessions,** one for all active/potential professorial faculty who are principle investigators in the college and one for those specifically at the assistant professor rank who are interested in applying for NSF CAREER grants. The college is committed to helping junior faculty seek funding at the highest level while providing support for senior faculty in adjusting to shifts and trends in the funding landscape.
- College faculty continue to be recognized as active leaders in forestry-related research. During FY 2017, **faculty produced more than 200 refereed publications.**

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

- Work continues on seven projects **funded under the college's research umbrella, the 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. The projects were funded utilizing unallocated funds across a variety of college budgets. Funding totaled approximately \$1.3-million.
- 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 more than 100 unique private industry members and nine government agencies that actively participate in the research cooperatives.
- **A multi-year study of the marbled murrelet**, a threatened West Coast seabird that nests as far as 50 miles inland, **continues and aims to discover the animal's habitat needs, understand the reasons for the species' ongoing population decline in the Northwest, and allow forest managers on public and private lands to balance habitat conservation with timber land management**. The largest study to date of this species' relationship to land management, when completed **it will provide a leading example of how research carried out at a land-grant institution can inform public and private forest lands management decisions while conserving at-risk species**.

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

- In FES graduate programs, the department head conducted an hour-long exit interview with every graduating MS and PhD student. **The results of these interviews demonstrated that students were largely quite positive about their experiences**, with especially high levels of praise for the FES office staff (particularly the graduate coordinator), the IT/Help Desk, availability and quality of facilities and equipment, and overall quality of the graduate program.
- **FERM's Sustainable Forest Management graduate program underwent a five-year review** as a new program in FY 2017. **Graduate student exit interviews** indicated a very high level of satisfaction; one-third ranked their experience at OSU a five on a scale of 1-5 (five is "superior") and the remaining two-third rated their experience a four.
- **The Dean's Investment Fund** funded two \$30,000 matches to the Provost's Distinguished Doctoral Fellowship, awarded in FY 2017. The college also recently completed its annual Graduate Fellowship competition. The college considered more than 50 nominees and awarded more than \$250,000 in fellowships, with a portion of funds coming from the Dean's Investment Fund.
- Organized by current graduate students, **the college hosted the fifth 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 2017, the symposium showcased more than 40 combined poster and oral presentations.

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 96 educational events across Oregon and the Western United States, as well as nationally. These events provided 240 hours of instruction and reached 6,300 individuals. The FNR Extension Program worked with many partner organizations in the past year, and generated more than \$213,800 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. In FY 2017, 884 educators attended one of 52 workshops, institutes, school programming or courses held in 17 of Oregon’s 36 counties. These educators reach a potential of 62,058 students each year.
 - **The Women Owning Woodlands Network (WOWnet)** continues to provide relevant peer-learning opportunities for women in forestry roles, an emerging landowner group. **The network grew by 10 percent last year to nearly 500 members.** The WOWnet program in Oregon provides members an opportunity to attend sessions, participate in the email listserv, and use the WOWnet website.
 - **In calendar year 2015, the Master Woodland Manager Program (MWM)** had 61 volunteers report 9,291 contacts through 4,404 hours of unique activities with the public, family forestland owners, youth, watershed councils and various other organizations. Volunteers reported being able to better manage their 15,291 collective acres of forestland due to MWM training.
- **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 1,600 people in classes, tours, and conferences. More than 600 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 300 students in experiential learning experiences in the forest and engaged more than 40 K-12 educators in workshops and trainings.

- Drive economic development

- **The TallWood Design Institute (TDI)**, a partnership between OSU and the University of Oregon, is focused on the development of innovative wood products and building components capable of being produced in Oregon. In FY 2017, **TDI launched a call for proposals for research funding of approximately \$1.2 million.** Ten research projects were funded that **will continue to drive innovation and testing for engineered wood materials, improve rural economies, and allow Oregon to compete in emerging domestic and global markets.**
- **TDI completed an extensive “2020 Research Plan” that prioritizes the product research and development** that will be most meaningful over the next three year to development of the manufactured wood products sector in Oregon. This study will drive investment of federal research dollars coming to the college and is anticipated to exceed \$1million/year.
- **TDI completed several projects with industry partners** to test design elements for new building projects and new products. **In a partnership with Freres Lumber, product development and testing efforts at Oregon State have resulted in the company investing in a greenfield four-acre, \$30-million turnkey manufacturing facility to produce a new product, the Mass Plywood Panel.** The new facility will open in December 2017 and will function with an initial staff of 16 people per shift.
- WSE professor of composite materials Kaichang Li and his research group have **developed several novel pressure sensitive adhesives using renewable materials.** The adhesives are environmentally friendly, easy to produce, and cost-competitive with petrochemical-based pressure sensitive adhesives, and are being commercialized. Patents were issued in the US and many other countries.
- WSE professor of composite materials **John Simonsen’s nano-cellulose-based food coatings technology** is being evaluated by Fiberlean Technologies with the intent of commercialization. Their goal is to have products ready for market introduction by the end of 2017.

- 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. Now entering its fourth year, the initiative continues to bring college faculty and their counterparts together in collaborative research. All of the six research projects awarded funding in 2015 are yielding ongoing results, in the form of publications, further grant proposals, symposia/seminars, and intern training.
- The college's international programs office partnered with college **faculty to obtain grants to support student experiential learning and faculty research**. The college **received \$25,000 in start-up funds** from the 100,000 Strong Initiative for the Chile "Mountains to the Sea" field program and related student mobility ventures. **The US Embassy in Kuala Lumpur provided \$10,000 in support** of the "Oil Palms to Orangutans" program, covering the majority of in-country costs for program participants and providing a stipend to four interns. A second year of funding in the amount of \$21,000 has been secured for the 2017 program from the same source.

- Engage alumni and other external partners to advance our goals

- **The college's Board of Visitors, consisting of more than 30 leaders from private forest industry, continues to be actively involved in the mission of the college**. More than **\$200,000 in annual dues is collected each year** and is used to invest in the college's diversity, equity, and inclusion program, international programs, and seed funding for a variety of research projects.
- The college engages alumni in a variety of events including the **Annual Alumni Tailgate Celebration** hosted at Reser Stadium during Homecoming week. The event brought more than 200 alumni in each of the first three years. Other annual alumni events include the **Back to School Bash** and an annual reception at the **Society of American Foresters Annual Convention**.
- **The college hosted the Fall Dean's Dinner to honor and recognize three outstanding alumni**. Alumni honored at this year's event were Allan Czinger, B.S. '99; Henry Gholz, Ph.D. '79; and Gene Thompson, B.S. '59. The event gave alumni the chance to interact with current students as student groups and individuals participating in college programs presented information about their experiences at the reception.

Summary of key initiatives

- Enhancing diversity

- The college completed the process of **developing a Diversity, Equity, and Inclusion Strategic Plan during FY 2017 to align college and campus efforts**. The college hired a DEI coordinator to help implement the plan beginning in FY 2018.
- Diversity within the college remains a priority. **Since 2013, the FERM department has increased the number of women faculty members from one to five, underrepresented minority faculty members from one to six, and people hailing from outside the United States from three to 10**. The changing character of FERM faculty will hopefully change the experience of students in FERM degree programs, setting new standards for professionalism and inclusivity that will affect the culture of the world they are eventually employed in. Efforts in FERM to take this goal even further include supporting faculty mentoring through the National Center for Faculty Development and Diversity (two faculty have enrolled in the NCFDD Faculty Success Program) and leadership training.
- **Five members of the college leadership team participated in the OSU ADVANCE program**, as well as FES associate professor Lisa Ganio and assistant professor Meg Krawchuk.
- **The college incorporated new requirements** related to diversity, equity, and inclusivity that the Faculty Senate voted last year to include in P&T criteria.
- 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 five international hires occurring since FY 2015.

- With the goals of **recruiting and retaining graduate students based on diversity and/or academic merit**, the college was **awarded and administered \$70,000 in tuition scholarship funding** as part of the Graduate Laurels Block Grant Funds from the OSU Graduate School.

- Stewardship of resources

- The college continues to receive strong support from donors, receiving **\$10.41 million in private giving in FY 2017**. A majority of the gifts were in support of fundraising efforts for the new Oregon Forest Science Complex. The college has nearly met its goal of \$35 million in pledges and gifts for the project and received \$29.7 million in bonds from the State of Oregon in FY 2015. Private giving also supported a number of endowments and provided more than \$500,000 in scholarships during FY 2017.
- **The College Research Forests** continue to execute sustainable timber management practices that guide timber harvests on college forests. **In the calendar 2016, the college harvested 6.26 million board feet of timber generating \$3.5 million in total timber revenues and \$1.83 million in net revenues** to support research and teaching initiatives. During calendar year 2017, the college is on track to **harvest approximately 8.9 million board feet of timber, providing the college with an estimated \$2.1 million in net revenue**.

- Technology as a strategic asset

- In addition to the existing more than 20-year relationship of shared IT support with our State and Federal research partners (USFS, USGS, ODFW), **the Forestry Computing Resources group (FCR) expanded collaboration with OSU Information Services** by investing in infrastructure and computing service projects. In support of this exceptional research community, the FCR computing staff includes individuals with advanced degrees in a variety of scientific fields. This unique expertise allows the group to operate as research partners and collaborators as opposed to uninvolved service providers, a recognized and respected distinction within the forestry computing community.

Initiatives and achievements in FY 2017:

- **Developed an app, known as “Discovery Trails,”** which allows individuals or groups to review information and self-test on topics while walking through the HJ Andrews Forest. Content is broken down by “stations” and is viewed on iPads while walking the trails.
- During the Richardson Hall flooding and subsequent repairs, **accommodated all faculty and staff with their computing needs with minimal disruption**. Eagle Mountain Construction credited our efficiency and creativity for saving them \$100K in repair costs.
- Given the reduction in the number of useable conference spaces, **installed updated technology in for an improved user experience**, particularly with respect to web conferencing.
- **Facilitated the first year of faculty reporting in Digital Measures**. Provided direct faculty support, as well as creating reports under the guidance of Department leadership.
- **Converted Richardson Hall conference rooms to a computer classroom or other computing workstations** reduce as much disruption to our students as possible during the construction process of the new Forest Science Complex.
- Received an additional \$87,500 in FY 17 TCF **funds to refresh 70 computers in the labs**.

Oregon State University
College of Forestry
 Annual Academic Program Review 2016-17

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	2015-16	2016-17	% Change '15 - '17
Faculty FTE																
Professional	69.1	66.4	64.7	62.8	63.5	61.8	71.9	63.0	60.5	61.9	65.5	61.1	63.1	66.6	66.0	4.6%
Non-Professional	109.4	119.3	117.7	128.9	124.9	120.9	111.0	115.1	118.5	113.4	107.1	123.0	112.9	116.3	112.7	-0.2%
Total Faculty FTE	178.5	185.7	182.4	191.7	188.4	182.7	182.9	178.1	179.0	175.3	172.6	184.1	176.0	182.9	178.7	1.5%
E&G Tenured/Tenure Track	12.1	13.4	11.4	13.7	13.8	9.6	15.0	12.1	9.5	12.2	16.6	13.8	17.0	18.7	20.0	17.6%
Faculty Headcount																
Professional	74	72	70	66	68	66	81	70	66	70	70	67	70	73	74	5.7%
Non-Professional	123	134	127	139	138	133	119	127	135	130	120	139	131	132	128	-2.3%
Total Faculty Headcount	197	206	197	205	206	199	200	197	201	200	190	206	201	205	202	0.5%
E&G Tenured/Tenure Track																
0% E&G Funded	9	8	11	10	9	20	10	15	20	16	14	15	7	6	4	-42.9%
1%-33% E&G Funded	35	34	35	29	32	23	26	20	23	18	19	17	23	22	18	-21.7%
34%-66% E&G Funded	9	8	6	8	8	9	11	14	4	8	9	10	10	15	23	130.0%
67%-99% E&G Funded	2	2	2	5	3	2	5	3	4	4	3	4	6	6	5	-16.7%
100% E&G Funded	1	3	1	2	3	0	2	1	1	2	7	3	4	3	2	-50.0%
Total Tenured/Tenure Track	56	55	55	54	55	54	54	53	52	48	52	49	50	52	52	4.0%
SCH (Academic Year)																
Undergraduate	8090	7406	7673	8379	7977	8550	9180	9605	9525	9176	9365	10495	9807	10224	10502	7.1%
Lower Division	2086	2134	2294	2440	2054	2270	2284	2252	2420	2520	2702	3312	3620	4413	3917	8.2%
Upper Division	6004	5272	5379	5939	5923	6280	6896	7353	7105	6656	6663	7183	6187	5811	6585	6.4%
Graduate	4894	4981	4866	5282	4911	5336	4551	4097	4316	4548	4244	4441	4368	4363	4168	-4.6%
First Professional	0	0	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	0	0	-
TOTAL SCH	12984	12387	12539	13661	12888	13886	13731	13702	13841	13724	13609	14936	14175	14587	14670	3.5%
Duplicated Major Count																
Undergraduate	350	362	387	453	458	586	652	732	779	809	821	829	798	831	882	10.5%
Graduate	136	146	157	167	149	153	150	134	148	173	186	201	210	221	248	18.1%
First Professional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
TOTAL Major Count	486	508	544	620	607	739	802	866	927	982	1007	1030	1008	1052	1130	12.1%

* 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 2016-17

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	2015-16	2016-17
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	64.4/ 86.7	61.0/ 80.5
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	45.7/ 69.6	55.6/ 55.6
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	42.7/ 50.0	59.0/ 62.3
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%	10.9%	11.5%
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%	4.2%	3.8%
1.8 % High Achieving Oregon High School Graduates	-	41.7%	43.6%	28.8%	30.0%	34.7%	42.3%	33.3%	33.3%	21.1%	47.5%	30.0%	47.6%	43.6%	33.3%
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	4	3

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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	2015-16	2016-17	% Change '15 - '17
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	10,971,483	12,256,906	31.7%
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	20,508,418	26,843,682	FEB 2018	-
Awards from Grants and Contracts* (#)	149	168	161	157	138	125	118	160	110	113	68	92	137	110	100	-27.0%
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	11,327,844	10,869,455	-14.1%
Private Giving (\$)						4,163,291	1,725,537	1,893,782	4,943,720	4,439,197	6,062,415	9,459,874	13,557,671	10,411,541		10.1%

Strategic Planning Metrics 2016-17

	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	2015-16	2016-17
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	3.93	3.41
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.

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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	2015-16	2016-17	% Change '15 - '17
Degrees (academic year)																
Bachelor	86	82	61	79	106	126	133	140	171	163	179	177	183	172	177	-3.3%
Master	38	31	34	35	29	30	29	27	17	28	28	49	48	39	52	8.3%
Doctorate	16	17	14	10	16	11	24	13	16	9	10	6	12	11	10	-16.7%
First Professional	0	0	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	222	239	-1.6%

Strategic Planning Metrics 2016-17

	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	2015-16	2016-17
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														