The College of Forestry achieved a number of goals related to OSU’s strategic priorities in 2015-16. We supported academic, research, and teaching excellence 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 2016, Oregon State University was recognized as a world-class center in forestry and agriculture for the fourth year in a row, ranking 14th 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 sample of the programs, initiatives and accomplishments during the past academic year as the college continues to produce graduates and conduct research that has a positive impact in Oregon and beyond.

2015-16 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 172 undergraduate degrees and 50 graduate degrees in FY 2016. At the graduate level, the college awarded 18 master of science degrees, 15 master of natural resource degrees, nine Ph.D. degrees, and eight master of forestry degrees.

- Enhance the learning environment to raise and equalize student success

  - 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 (14 companies participated in 2014-15), SAF Student Chapter Career Fair (24 companies in attendance), and the College Jobs Page (1,268 jobs posted during the academic year).

  - Building student international experiences remains a signature focus for the college. Over the past three years, the number of students who participated in study abroad programs have quadrupled. In Summer 2016, 60 students participated in study abroad programs and internship placements. In 2016, four 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 more than 40 students receiving funding from the Dean’s Fund for International Engagement.

  - 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 (FES) **continued work on 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 (Outdoor and Adventure Leadership & Pedagogy and Nature, Eco and Adventure Tourism). The college obtained approval for all Category II proposals for new and revised classes that will be part of the four options in TRAL. The Category I proposal process will continue throughout the 2016-17 academic year.

- **FES conducted a 10-year self-study of the natural resources program** and hosted an external review team. The response was generally favorable and recommended expanding the natural resources program. The department is in the process of developing the action plan in response to the external review.

- The Forest Engineering, Resources, and Management (FERM) department is **continually improving the forestry and forest engineering curricula.** In FY 2016, the department offered an integrated two-course capstone for the first time. In addition, Forest Regeneration was required as part of the forest operations and management option curriculum for the first time. The department revamped the Silviculture block (FOR 441) from an eight-credit sequence to four-credit class to be coordinated with the four-credit Silviculture Reforestation course (FOR 442). Both courses will be required of all forestry students.

- **FERM established a BS Forestry Curriculum Advisory Committee consisting of external forestry employers** and held its first meeting in February 2016. The group will continue to work throughout the 2016-17 academic year to improve curricula of the program and prepare students for future employer needs.

- **WSE designed an architecture course, Wood Architecture (WSE 299), taught by new faculty member Mariapaola Riggio.** This course will be offered at the 200 level in the future with the aims of exposing renewable materials students earlier in their programs to the use of wood in construction and to attract students from other programs to the department. Discussions continue to be held with University of Oregon architecture faculty regarding new course offerings for students from both universities.

- **Grow online education and explore new pedagogical models**

- **FERM developed and delivered a new Ecampus course – Forest Soils Recitation (FOR 208).** With completion of the new Ecampus course, students are offered 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.

- **Nearly 25 percent of OSU College of Forestry students pursue their degree through Ecampus.**

- The FES department **developed and offered a new Ecampus class for the natural resources bachelor’s degree program** – Tools for Understanding Complex Environmental Problems (FES 399).

- Interest in the **WSE Ecampus courses continues to grow,** with 156 students taking Industrial Hemp (WSE 266) and 40 (the maximum enrollment) taking Bamboo (WSE 392). In response to interest in the Bamboo course it will also be offered in the summer of 2016 and the fall of 2017 through Ecampus. The department is planning to develop Forest, Wood and Civilization (WSE 470) as an Ecampus course with the aim of offering it in the spring of 2017. The course has not been taught for several years but is expected to attract a large number of students.
- 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 2016 the College Research Forests had more than 135,000 user-visits to participate in recreation activities.

- Expand strategies to recruit diverse and high-achieving students

- In FY 2016, the college actively participated in 62 recruitment events, a 22-percent increase in recruitment events from 2014-15. When broken down by audience, the college participated in 31 events targeted at high school students (24-percent increase from 2014-15); ten events targeted at transfer students (60-percent increase from 2014-15); eight events targeted at current OSU students (14-percent increase from 2014-15); and 13 events targeted at a combined audience, including high school, transfer, and current OSU students (15-percent increase from 2014-15).

- The college saw gains for overall undergraduate student enrollment and the percentage of female and underrepresented minority students. Overall, enrollment increased by five percent (to 893 students) as female students now represent 39 percent of the college (up from 37 percent) 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 jumped from 30 percent in FY 2014 to 47.6 percent in FY 2015 and remained high at 43.6 percent in FY 2016.

- 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, the 20th 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, 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 develop and strengthen partnerships with Native American tribes in Oregon and neighboring states by promoting higher education and forestry-related fields. The college is hosting and co-leading a university-wide effort to increase accessibility to higher education for Native students and add a Traditional Knowledge degree program. Response has been positive, and the college once again hosted an on-campus visit for Tribal Youth Employee Education students.

- 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. The college enrolled its first recipient of this matching award this year.

- The College Research Forests hosted a successful STEM Academy the last three 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, more than 500 attended the event.
- In other ways advance student success

  • Through the generosity of donors, the college awarded more than $540,000 in undergraduate scholarships for the 2015-16 academic year with individual awards ranging from $1,000 - $9,000.

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

- Attract and retain high quality faculty

  • Since 2012, 15 new faculty members have joined the FERM department. The department took two steps in 2016 towards mentoring all FERM faculty to succeed and have a healthy work/life balance. First, FERM sponsored a workshop delivered by the National Center for Faculty Development and Diversity (NCFDD) entitled “Tenure & Time Management: How to Manage Your Time so You Can Publish Prolifically AND Have a Life Beyond the Ivory Tower.” Secondly, we worked together as a faculty to develop and adopt a set of “Faculty Performance Evaluation Guidelines” for FERM faculty. In FY 2017, FERM will support participation in the NCFDD Faculty Success Program.

  • The college remains an international and recognized leader in forestry research and education, receiving 13.60 million in research revenue during FY 2016, with $11.41 million from sponsored research awards and $2.19 million from research cooperative dues and revenues. The totals do not include nearly $3.5 million awarded during the last legislative session to support marbled murrelet research or harvest tax revenues to support fish and wildlife research programs.

  • College faculty continue to be recognized as active leaders in forestry-related research. During FY 2016, faculty produced more than 200 refereed publications.

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

  • After funding three proposals in FY 2015, the college funded its next four proposals under its 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. Utilizing unallocated funds across a variety of college budgets, funding totaled approximately $550,000 for the following four projects:

    - Behavior of CLT Diaphragm Panel-to-Panel Connections with Self-tapping Screws; Lead PI - Thomas Miller;
    - Cross-Laminated Timber Fastener Solutions for Tall Wood Buildings; Lead PI - Arijit Sinha;
    - Fire Performance of Douglas Fir CLT Wall and Floor Assemblies Made in Oregon; Lead PI - Lech Muszynski; and,

    To date, the IWFL has funded seven projects totaling nearly $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.
- Increase the quality, capacity and impact of graduate programs.

- Throughout 2015-2016, the FES graduate program focused on refining program policies and requirements, developing tools to better communicate program policies and requirements to potential students, current students and faculty and developing systems to track satisfactory academic progress. Some of the accomplishments include: establishing a curriculum committee to examine current program policy and present potential revisions for faculty vote, creation of a graduate program handbook, and creation of a series of ‘extended orientation’ workshops focused on improving the graduate student experience.

- With leadership from Badege Bishaw, the Forests and Climate Change online graduate certificate was launched. 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.

- The Dean’s Investment Fund funded two $30,000 matches to the Provost’s Distinguished Doctoral Fellowship, awarded in FY 2016. The college also recently completed its annual Graduate Fellowship competition. The college considered more than 50 nominees and awarded more than $315,000 in fellowships, with a portion of funds coming from the Dean’s Investment Fund.

- Organized by current graduate students, the college hosted the fourth annual Western Forestry Graduate Research Symposium. The symposium showcases current graduate student research 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 2016, 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 67 educational events across Oregon and the Western United States, as well as nationally. These events provided 683 hours of instruction and reached 3,506 individuals. The FNR Extension Program worked with 49 partner organizations in the past year, and generated more than $88,230 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 2015-2016, 962 educators attended one of 54 workshops, institutes, school programming or courses held in 16 of Oregon’s 36 counties. These educators reach a potential of 94,020 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 440 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 13,144 contacts through 19,086 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 19,467 collective acres of forestland due to MWM training.
- Drive economic development

- 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 70 K-12 educators in workshops and trainings.

- The National Center for Advanced Wood Products Manufacturing and Design, 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. Housed at the college and created in FY 2015, the center received a federal Economic Development Administration grant of nearly $450,000 to jump-start the use of new engineered wood products in the building industry. The center will develop testing to help integrate mass timber construction into Oregon’s building code standards, while maintaining a close working relationship with the Oregon Building Codes Division.

In addition, KPFF Consulting Engineers has partnered with the Center to conduct structural testing for the “Framework” project. The project, a 12-story tall wood building designed by Lever Architecture in Portland, is anticipated to create one of the first tall timber structures in the country. Structural testing at the center will verify the performance of critical aspects of the wood lateral force-resisting system.

- WSE assistant professor Seri Robinson has filed a provisional patent application has for the use of different oils to act as carriers for fungal dyes (U.S. Provisional Patent Application No. 62/220,694).

- WSE professor John Simonsen was involved in two patent applications related to nanocellulose being used as a food coating. Recently an international patent was filed for the technology and a licensee secured. The food coating technology has important potential in a variety of areas of food production, pre-harvest, post-harvest and processing of fruits. Trials are ongoing and positive results (with lab and some field trials) have been obtained for cherries, pears, blueberries, apples, wine grapes, mangoes and bananas.

- An Oregon BEST project utilizing college technology with EcNowTech was successful. The company is utilizing technology developed in the Simonsen lab for biodegradable ice cream sticks that in-turn are being used by the food company, So Delicious Dairy Free, a Eugene-based company.

- 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 in its third year, the college saw a substantial amount of traffic between the two countries, with scholars and students engaging in collaborative research in both locations. The initiative is meeting one of its primary goals, integrating college graduate and undergraduate students into the research carried out by our faculty and their colleagues in Chile.

- The college continued to integrate international perspectives into its degree programs at home and abroad. The college welcomed more than 40 international visiting scholars and student interns, many of whom made presentations to students and faculty. An international professional development seminar series was initiated, with Dr. Kenneth Munson, International Paper’s Forest Operations Director in Russia, giving students advice on launching global careers. The college also initiated its first study abroad returnee workshop, which provided students who had been abroad tools for presenting their international experience to employers.
- 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. During FY 2015 and 2016, the board advocated for the college throughout the legislative session and contributed or pledged nearly $30-million to the Oregon Forest Science Complex campaign. More than $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 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 Milan Vatovec, Ph.D. ’95; Alejandro Velazques, Ph.D. ‘90; and, Rich Wininger, B.S. ‘79. 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.

- During FY 2016, the college started its ‘Focus on Forestry’ e-newsletter to communicate with alumni on a regular basis about current news, programs, and student accomplishments. Prior to the start of the e-newsletter, alumni received this type of information only twice a year, through the Focus on Forestry insert within the Oregon Stater alumni magazine.

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

- Enhancing diversity

- The college began the process of developing a Diversity, Equity, and Inclusion Strategic plan during FY 2016 to align college and campus efforts. The college conducted a ‘climate survey’ to assess current standing and developed an initial draft of the plan which will be revised, approved, and implemented during FY 2017.

- Diversity within the college remains a priority. During the last three years, eight faculty hires have been female, and five have been underrepresented minorities. 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.

- 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.

- The college’s SEEDS Program supports students from underrepresented populations throughout their academic career through advising, personal and career counseling, community-building, and supporting paid mentored work experiences. In 2015-16, $83,000 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, 30 faculty projects were paired with 33 undergraduate protégés to provide work experience for up to 10 hours a week for 10 months.

- With the goals of recruiting and 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 awarded $109,699 to 12 students during the 2015-16 academic year.
- **Stewardship of resources**

  - The college continues to receive strong support from donors, receiving **$13.56 million in private giving in FY 2016**. 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. Construction of the complex is scheduled to begin in Fall 2016 with completion in Spring 2018. Private giving also supported a number of endowments and provided more than $600,000 in scholarships during FY 2016.

  - During calendar year 2015, the college Research Forests harvested 8.4 million board feet of timber, including 4.89 million board feet salvaged from the November 2014 ice storm, generating **$5.0 million in total timber revenues** and **$1.29 million in net revenues** to the college to support research and teaching initiatives. During calendar year 2016, the college Research Forests are on track to **harvest approximately 7.1 million board feet of timber**, providing the college with an estimated **$767,000 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 2015-16:**

    - The college has a **four-decade history of recognizing the importance of technology** from the back-end infrastructure to the user desktop. Strategic changes in technology that occurred this past year include:

      - **Conversion of the Forestry network (including ODFW and Oak Creek locations) to the OSU “New Core” network design.** This change enabled the college to successfully provide network services to other campus buildings (Snell, Strand, etc.) that are now the temporary home to a number of college faculty, staff and students. These changes will benefit our researchers in the coming years as the campus increases network throughput allowing those researchers to access data at greater speeds.

      - Purchase and deployment of a high-speed, disk-based backup system now provides the college with the most efficient and secure backup environment for on-site servers it has ever used.

    - Administrative processes were improved as a result of work completed by the FCR Web technical staff:

      - **Creation of the Work Experience Practicum website** – This intuitive site replaced a time-consuming, paper-based process used by undergraduate students, student services, employers, and advisors. The web-based forms created a paperless process that can be completed in as little as one day.

      - **Creation of the Wood Science and Engineering Safety Training website** – The college’s emphasis on safety was a driving force for this site that allows for improved oversight and verification that users seeking access to woodshops have been trained and quizzed on equipment use.

    - FCR continues to promote student success:

      - Undergraduate courses in the FES and FERM departments bring **FCR staff directly into the classroom to provide customized training to give students the foundational knowledge** to complete assignments, labs, and group projects. Courses in 2015-16 included FOR 321, FOR 330, FES 356, and FES 422.
### Oregon State University
#### College of Forestry

**PART 1**

**Annual Academic Program Review 2014-15**

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### Fall Enrollment by Major

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<td>508</td>
<td>544</td>
<td>620</td>
<td>607</td>
<td>739</td>
<td>802</td>
<td>866</td>
<td>927</td>
<td>982</td>
<td>1007</td>
<td>1030</td>
<td>1008</td>
<td>1052</td>
<td>2.1%</td>
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</tbody>
</table>

*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

PART 1

STRATEGIC PLANNING METRICS 2014-15

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<tbody>
<tr>
<td>1.3 First Year Retention Rate (College/University)</td>
<td>72.4/82.8</td>
<td>75.0/80.0</td>
<td>69.4/86.1</td>
<td>70.5/81.8</td>
<td>63.3/73.5</td>
<td>66.7/82.2</td>
<td>61.8/83.6</td>
<td>65.2/86.5</td>
<td>65.2/81.9</td>
<td>80.0/82.2</td>
<td>74.4/79.1</td>
<td>75.5/85.7</td>
<td>70.3/78.4</td>
<td>64.4/86.7</td>
</tr>
<tr>
<td>1.4 6-Year Graduation Rate (College/University)</td>
<td>41.3/61.9</td>
<td>37.7/59.0</td>
<td>41.2/56.9</td>
<td>46.8/68.1</td>
<td>52.5/62.5</td>
<td>55.2/69.0</td>
<td>62.5/72.5</td>
<td>44.4/72.2</td>
<td>56.8/70.5</td>
<td>28.6/64.9</td>
<td>46.7/60.0</td>
<td>38.2/63.6</td>
<td>50.0/67.9</td>
<td>45.7/69.6</td>
</tr>
<tr>
<td>1.5 Junior Transfer 4-Year Graduation Rate (College/University)</td>
<td>57.1/61.9</td>
<td>60.0/76.0</td>
<td>66.7/61.5</td>
<td>61.5/38.5</td>
<td>56.3/62.5</td>
<td>71.0/71.0</td>
<td>62.5/51.0</td>
<td>68.3/65.6</td>
<td>59.3/46.3</td>
<td>43.9/63.0</td>
<td>44.9/50.0</td>
<td>42.7/42.7</td>
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</tr>
<tr>
<td>1.6 % US Minority Students</td>
<td>7.1/5.7</td>
<td>5.7/8.0</td>
<td>5.5/6.0</td>
<td>7.3/6.0</td>
<td>7.2/6.0</td>
<td>7.3/6.0</td>
<td>7.5/6.0</td>
<td>7.0/6.0</td>
<td>7.7/6.0</td>
<td>8.3/6.0</td>
<td>9.2/6.0</td>
<td>10.4/6.0</td>
<td>10.3/6.0</td>
<td>10.9/6.0</td>
</tr>
<tr>
<td>1.7 % International Students</td>
<td>9.0/8.0</td>
<td>8.0/7.0</td>
<td>7.0/6.0</td>
<td>6.0/6.0</td>
<td>6.0/6.0</td>
<td>6.0/6.0</td>
<td>6.0/6.0</td>
<td>4.0/6.0</td>
<td>3.0/6.0</td>
<td>3.0/6.0</td>
<td>3.0/6.0</td>
<td>4.0/6.0</td>
<td>4.0/6.0</td>
<td>4.2/6.0</td>
</tr>
<tr>
<td>1.8 % High Achieving Oregon High School Graduates</td>
<td>-</td>
<td>41.7/43.6</td>
<td>43.6/28.8</td>
<td>30.0/34.7</td>
<td>34.7/42.3</td>
<td>33.3/33.3</td>
<td>33.3/21.1</td>
<td>47.5/30.0</td>
<td>47.6/43.6</td>
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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 |

OSU Office of Institutional Research
### Resources (Fiscal Year)

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<tbody>
<tr>
<td>E&amp;G - Ending Budget ($)</td>
<td>3,456,068</td>
<td>3,186,305</td>
<td>4,791,313</td>
<td>4,601,808</td>
<td>5,528,498</td>
<td>6,028,523</td>
<td>5,286,010</td>
<td>6,919,467</td>
<td>7,836,462</td>
<td>9,123,389</td>
<td>9,822,940</td>
<td>9,306,723</td>
<td>10,971,483</td>
<td>11.7%</td>
</tr>
<tr>
<td>Awards from Grants and Contracts* (##)</td>
<td>149</td>
<td>168</td>
<td>161</td>
<td>157</td>
<td>138</td>
<td>125</td>
<td>118</td>
<td>160</td>
<td>110</td>
<td>113</td>
<td>68</td>
<td>92</td>
<td>137</td>
<td>110</td>
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<tr>
<td>Private Giving ($)</td>
<td>8,101,750</td>
<td>14,074,018</td>
<td>11,566,572</td>
<td>12,814,264</td>
<td>9,488,854</td>
<td>10,830,135</td>
<td>14,568,574</td>
<td>11,570,817</td>
<td>10,968,426</td>
<td>9,445,270</td>
<td>10,636,319</td>
<td>12,659,652</td>
<td>11,327,844</td>
<td>6.5%</td>
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### Strategic Planning Metrics 2015-16

#### 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 (FLR)** 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

- **3.5 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.
### Degrees (academic year)

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<tbody>
<tr>
<td>Bachelor</td>
<td>86</td>
<td>82</td>
<td>61</td>
<td>79</td>
<td>106</td>
<td>126</td>
<td>133</td>
<td>140</td>
<td>171</td>
<td>163</td>
<td>179</td>
<td>177</td>
<td>183</td>
<td>172</td>
<td>-2.8%</td>
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<tr>
<td>Master</td>
<td>38</td>
<td>31</td>
<td>34</td>
<td>35</td>
<td>29</td>
<td>30</td>
<td>29</td>
<td>27</td>
<td>17</td>
<td>28</td>
<td>28</td>
<td>49</td>
<td>48</td>
<td>39</td>
<td>-20.4%</td>
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<tr>
<td>Doctorate</td>
<td>16</td>
<td>17</td>
<td>14</td>
<td>10</td>
<td>16</td>
<td>11</td>
<td>24</td>
<td>13</td>
<td>16</td>
<td>9</td>
<td>10</td>
<td>6</td>
<td>12</td>
<td>11</td>
<td>83.3%</td>
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<tr>
<td>First Professional</td>
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<tr>
<td>Total Degrees</td>
<td>142</td>
<td>131</td>
<td>113</td>
<td>125</td>
<td>151</td>
<td>164</td>
<td>185</td>
<td>180</td>
<td>204</td>
<td>200</td>
<td>218</td>
<td>232</td>
<td>243</td>
<td>222</td>
<td>-4.3%</td>
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### Strategic Planning Metrics 2015-16

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<tbody>
<tr>
<td>Goal 1.</td>
<td>Provide a Transformative Educational Experience for all Learners.</td>
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<tr>
<td>1.1 Degrees Awarded-Total</td>
<td>see APR data above</td>
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<td>Goal 2.</td>
<td>Demonstrate Leadership in Research, Scholarship and Creativity while enhancing preeminence in the three signature areas of distinction</td>
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<td>2.3 PhD's Awarded</td>
<td>see APR data above</td>
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OSU Office of Institutional Research