WOOD SCIENCE AND ENGINEERING (WSE) GRADUATE PROGRAM REVIEW PANEL REPORT
September 15, 2014

Susan Anagnost, Chair and Professor – SUNY College of Environmental Science and Forestry
Department of Sustainable Construction Management and Engineering – Syracuse, NY
Kevin Cheung, Chief Engineer – Western Wood Products Association – Portland, OR
Anita Azarenko – Oregon State University – Associate Dean, Graduate School
Theresa Filtz – Oregon State University - Graduate Council Member
Jim Coakley – Oregon State University – Chair Graduate Council

1. Overall Recommendation: The overall recommendation of the WSE Review Panel is that the department should strive to maintain the graduate program in Wood Science and Engineering at its current status. The review panel felt that the time for program expansion may be in future years, and that the challenges faced today are significant.

2. Summary of Findings and Recommendations

   MAJOR FINDINGS:
   • The stated mission and goals of the department are well-aligned with the mission and signature research areas of the College of Forestry and OSU.
   • The strengths of the program are its highly diverse, productive faculty; highly engaged students most of whom are fully supported; faculty with strong ties to the wood products industry, collaboration with related programs at OSU (Engineering, Materials Science, and Industrial Engineering).
   • While the enrollment has been declining, the number of applicants to the graduate program appears to the faculty to be sufficient. The WSE faculty expressed frustration by their inability to provide funding for qualified applicants.
   • The graduate program in WSE is challenged, the apparent inadequacy of stand-alone graduate-level courses, and a new College of Forestry policy requiring every faculty to teach three courses per year.
   • The graduate program is challenged by the loss of $500,000 in annual funding from the USDA to support the WUR Center’s research activities, including support for approximately ten students, has been the program’s most significant challenge.
   • The department does not actively recruit graduate students but individual faculty often take the lead in attracting and selecting graduate students.
   • The program has a very low level of attracting underrepresented domestic minorities and women to the program.
   • The department has a good balance of international students with a better balance of gender and ethnic representation than the domestic students.
   • Regarding curricular offerings, the low number of stand-alone graduate level courses (as opposed to slash courses), combined with the lack of a critical number of graduate students to offer stand-alone, specialty area graduate level courses, provides a significant challenge. For a small program, the research interests of the faculty and students are highly diverse, with low numbers for any one area. This has direct impact on critical mass for offering courses at the graduate level.
   • The students indicated that they are dissatisfied with the curriculum, specifically the lack of graduate-only courses; and the high number of slash courses that are merely undergraduate courses with an added component for graduate students. They indicated that courses that they want to take are often canceled due to low enrollment.
SUMMARY OF RECOMMENDATIONS:

1. Develop recruitment strategies at the department level. Recruitment strategies should include reaching diverse populations.

2. Recruitment of a paying cohort would be attracted by online courses, and a certificate program could be an attractive alternative to the non-thesis Master’s degree. Develop a certificate program that includes these new online courses. The faculty are considering a plan to add a non-thesis Master’s degree. The review panel felt that a certificate program could better provide a means to attract paying graduate students without adding the burden of advising required for the Master’s degree, unless university policies change to allow a “course-only” Master’s degree. (Currently, the non-thesis Master’s requires a project with report and oral defense).

3. The faculty should set a target for enrollment, but in the short term should strive to maintain the number of students at the current level of about 32. This would provide an average of two graduate students per faculty member. Maintaining this number would allow the faculty to not be burdened to try to find support for additional students at a time when they are struggling to identify new sources of funding.

4. The committee recommends that WSE develop a more formal process to track matriculated students through the program to verify the perceived high completion rate. The Self-Study indicates faculty perceive that all of their graduate students complete their degree; however, data provided by the university indicate that these students are not graduating at the 4-year or 8-year graduation rate measured for MS and PhD students, respectively. **Additional information provided by the department on years to degree completion (Appendix 1) shows that completion rates were higher than university data indicate, mainly due to the change in the name of the degree program.**

5. Increase the number of faculty. Faculty indicated they have a target of five new hires including one approved search for a faculty member in Architecture. Recommend to hire with strategy of finding faculty who can attract funding, especially to support the proposed $10-12 million testing facility adjacent to Richardson Hall.

6. To increase the visibility of the program across the university, the WSE department should consider offering a colloquium series where WSE graduate students interact and possibly present the status of their current research projects to colleagues across the campus.

7. The program should consider having their own alumni pages in LinkedIn and/or Facebook to engage their previous graduates.

8. Determine the impact and feasibility of developing new graduate level courses and whether many of them should be online courses. Include this in strategic planning to determine whether tuition from online courses returns to the department, how enrollment in online courses will affect overall enrollment, and impact on teaching load.

9. Offer courses that are cross-listed in other departments; work with other departments to avoid replicate course offerings; manage course offerings such that prerequisites are satisfied, and advertise existing courses more broadly across campus.

10. Develop an Advisory Council for the department. Although the College of Forestry has support groups, it would benefit the department to have its own Advisory Council. Populate the Advisory Council with representatives from USDA, and/or others on the national stage that could assist the department to identify sources of funding for research and student support.

11. Develop a Strategic Plan with specific goals and planning steps to achieve these goals in 5 years. The plan could also include long-range planning beyond 5 years. The plan should
address goals specific to the new building (Advance Composites Center), goals for developing new online courses, and a possible certificate program.

3. **Detailed Findings**

**INTRODUCTION:**

The objectives of the 10 year review of the Wood Science and Engineering Graduate Program in the College of Forestry at Oregon State University are to assess its status, provide documentation of findings, and provide specific recommendations. The review panel is to provide an overall recommendation of one of the following: expand, maintain, restructure, reduce, suspend, or discontinue.

The review team included two external reviewers, Susan Anagnost, SUNY-ESF and Kevin Cheung, WWPA, and three internal reviewers, Anita Azarenko, Associate Dean of the Graduate School, Theresa Filtz, Graduate Council Member, and Jim Coakley, Chair of the Graduate Council. The review team met on Sunday, August 24 for a pre-review meeting. Graduate Associate Dean Anita Azarenko explained the process and reviewed the agenda. Tasks were assigned to each panel member. The review panel met on Monday, August 25 with the following agenda:

8:00–8:45am Meet with Program Director (Laurie Schimleck)
8:45–9:30am Meet with College Administrators (Dean Maness, John Bliss, Randy Rosenberger, Steve Tesch, Jim Johnson) (Dean Maness did not attend)
9:30–10:15am Meet with Graduate Admissions Committee (Fred Kamke, Rakesh Gupta, Ari Sinha, Jessica King)
10:30–11:15am Meet with Graduate Affairs Committee (Jeff Morrell, Scott Leavengood, John Nairn, John Simonsen, Joey Hulbert, Jessica King)
11:30–12:30pm Lunch with Graduate Students
12:30–1:15pm Review Panel Working Session
1:15-1:30pm Facilities Tour
1:30–3:00pm Meet with WSE Program Faculty & Staff (WSE Faculty, WSE Staff & Dean’s Staff) (Dean’s staff did not attend)
3:15–3:45pm Meet with Program Director (Laurie Schimleck)
4:00-5:30pm Executive Review Session

In addition to the information provided during the interviews on Monday, August 25, the department provided to the panel a report, the Self-Study of the Graduate Programs in Wood Science that was used as the basis for much of the information in this review. This report follows the format provided by Graduate Associate Dean Anita Azarenko which follows the Graduate Program Review Procedures of Oregon State University.

**INPUTS:**

**Admission and Matriculation**

- Alignment of the mission of the program to that of the college, Graduate School and University
The stated mission of the department is:

We are a multidisciplinary university program focused on science, technology, engineering and business practices that help society sustainably meet our needs for renewable materials, and help ensure the global competitiveness of American business.

This mission is in alignment with that of the College of Forestry
....to educate and engage the next generation of scholars, practitioners, and users of the world's forest resources, to conduct distinctive problem solving and fundamental research on the nature and use of forests and related resources, and to share our discoveries and knowledge with others.

Included in this mission is graduate as well as undergraduate education. The missions of the Department of WSE and the College of Forestry align with at least two of the three OSU Signature Areas: Advancing the Science of Sustainable Earth Ecosystems and Promoting Economic Growth and Social Progress.

Thus the stated mission and goals of the department are appropriate and well-aligned with the mission and signature research areas of the College of Forestry and OSU.

- Recruitment and enrollment trends

Enrollment in the program has been declining. The loss of a reliable funding source for graduate student support through the repeal of USDA Wood Utilization Research Center earmark, with final funding in 2012, has decreased the number of students that the department is capable of providing financial support. The department has an informal policy of only accepting students who they are capable of funding or who have their own stipend and tuition support through, for example, foreign government scholarships and fellowships. Graduate teaching assistantships are not readily offered in the College of Forestry.

The department by its own admission does not actively recruit students and generally follows a plan of allowing individual faculty to take the lead in attracting and selecting graduate students. The program has a very low level of attracting underrepresented domestic minorities and women to the program.
The department has a good balance of international students with a better balance of gender and ethnic representation than the domestic students.

To quote the self-study, issue number five for the WSE graduate program is:

No recruiting program. As a department, we do not currently actively recruit students to our program though individual faculty members will when funding permits. Students find us by reputation and word of mouth. This lack of a recruiting effort reflects the overall decline in support available for graduate students, and may be reducing our potential to attract top students as well as to diversify our program.

The review team concurs with the above description of an important issue for the program. The department needs to meet and create a plan for more deliberate recruiting, particularly of under-represented domestic students.
• Admissions selectivity and other indications of selecting high quality students

Looking at the characteristics of applied, accepted, and matriculated students the department tends to accept students with verbal GRE scores in the range of 36th to 49th percentile ranking and with quantitative GRE scores in the range of 65th to 82nd percentile. No GPA scores were available for this study. The GRE scores of applicants are just slightly lower on average than the accepted or matriculated students. The slight difference in scores between applicants and accepted students likely reflects the faculty tendency to accept students based on prior contact and research interests rather than actively recruiting for high-performing students.

In conversation with the faculty, they were content with the quality and number of applicants to the department and the quality of matriculated students. However, the faculty should consider whether the quality and size of the applicant pool could be increased with a bit of effort in recruiting.

The faculty do not see a means to increase the number of the students in the program without increased grant funding. However, they are concerned that the program is too small to support offering any more graduate student-only specialty courses, and therefore students are losing opportunities for transcript-visible training in specialized areas. Faculty stated that students obtain the specialty information through one-on-one training and in reading-and-conference offerings, but this is largely invisible to outsiders. The solution for this problem is not readily apparent. If the planned Center for the study of composite renewable materials yields additional faculty hires in WSE, then the program could grow by that means and reach critical mass for more sustainable graduate-only course offerings. The department is pinning their hopes on this project. One faculty member noted a belief that the department is not in a pattern of declining student enrollment but merely at a low ebb that he expects to reverse in the near future. The faculty should consider a target for enrollment to keep student numbers from slipping further.

**Academic program, advising and mentoring**

• Level of financial support of students compared to peers

Student support in the form of GRA’s and tuition stipend appears to be similar to that of peer institutions. A student GRA receives approximately $21,000 for a 12-month stipend plus tuition. The GRA health insurance benefit (for both the GRA student and student’s family) must be charged to the supporting grant.

The loss of USDA funding for the Wood Utilization Research Center has significantly impacted student support, although peer institutions with similar centers are likely experiencing similar challenges to find funding to support students. The Self Study did not look at peer institutions regarding level of financial support for students.

GTAs are not generally offered from the College of Forestry, although the College of Engineering occasionally provides GTA funding to support WSE student GTAs for a term.

Competitive fellowships are offered each year and generally supplement GRA or GTA funds.
The WSE program at OSU enjoys significant industry support; however, some faculty feel it is more efficient and practical to hire research assistants (non-student employees) rather than student GRAs.

- **Curriculum strength**

Curricular offerings are modest based on the number of stand-alone graduate level courses available. Faculty are aware of the need to increase the number of stand-alone courses and decrease the number of slash courses (combined undergraduate/graduate courses with an added component for graduate students). Students indicated some dissatisfaction with the curriculum, specifically the low number of graduate-only courses.

At a faculty retreat in summer 2013, the faculty recognized that the WSE program is divergent in regards to areas of study, and they are looking for a central theme. The faculty agreed to investigate whether to offer a non-thesis master’s degree.

New college policy that each faculty must teach three courses will drive development of new graduate level courses. However, it is unclear how this will affect the teaching/work effort percentages of faculty. The university supports the development of online courses which may allow faculty to meet the requirement of teaching three courses.

- **Quality of personnel and adequacy to achieve mission and goals**

Collectively, the faculty offer a high number of interdisciplinary research fields with a stated twelve disciplines among the fourteen faculty. Productivity in terms of publishing papers indicates high quality of personnel. The faculty are from diverse backgrounds. The department plans to hire a new faculty member in the field of architecture. The faculty appear to be adequate to achieve the mission and goals for the department.

- **Level and quality of infrastructure**

Laboratories are high quality with new testing facilities in a relatively new building. The department is in the early stages of planning for a nearby building which will house the proposed Advanced Composites Research Center.

- **Quality of organizational support**

The Department of Wood Science and Engineering is one of three departments in the College of Forestry at OSU. The College of Forestry is advised and supported by a Board of Visitors, and other supporting groups.

The department has two Graduate committees that report to the Department Head. The Committee for Graduate Admissions reviews applications and makes recommendations to the department head. The Committee for Graduate Affairs reviews and recommends scholarship applications, and oversees the qualifying exam.
Graduate students and faculty in the WSE program are closely allied to three other programs, Civil Engineering, Materials Science and Industrial Engineering.

**PRODUCTIVITY:**

**Retention and Completion**

- 4- and 8-year graduation rates for master’s and doctoral students respectively

The self-study notes on page 40 that “…virtually all students who enter our program complete degrees.”

However, this statement does not appear to be consistent with the data provided in Table J of the Self-Study report. The weighted average 4-year graduate rate for the master’s degree was 69.5% while the 8-year graduation rate for doctoral degrees was only 26%. The university averages are 78% for masters and 63% for doctoral. If the data in Table J are accurate, then the WSE graduation rates are well below the university averages.

Related to the graduation rates is the time to degree completion. On pg. 40, the Self-Study cites “…time to degree completion appears to be steady at 2.75 years for MS and 4.4 years for PhD degrees.” On pg. 43, the self-study describes the 27 current students who completed the survey, representing 15 MS and 12 PhD. Of these respondents, 71 percent report to being in the program for less than two years, and no student had been enrolled longer than 4 years. The self-reported time in program by the students appears consistent with department-reported time to degree completion.

The faculty perceived a high completion rate for the WSE graduate students. The time to degree completion is consistent with a high completion rate. The data in Table J, provided by the university, indicates a very low, and concerning, graduation rate.

At the request of the review panel, Department Head Laurence Schimleck responded to the discrepancy between Table J in the Self-Study and the statement in the Self-Study that “virtually all students who enter our program complete their degrees”. In response, Dr. Schimleck indicated that there were footnotes missing from Table J, and that these were provided by Courtney Everson, Coordinator of Graduate Program Analytics at the Graduate School, Oregon State University. Some of the reason for the discrepancy could be that graduation rates are based solely on students who enter in the fall, and students with prior graduate degrees (at OSU?) are excluded from that cohort.

*To further explain, and in response to these concerns, the department provided information on every student that enrolled from 1995 to 2012 (Appendices 1 and 2).*

The committee recommends that WSE develop a more formal process to track matriculated students through the program to verify the perceived high completion rate.

- Student satisfaction with their education and mentoring experiences
Student satisfaction was assessed using both the analyzed responses to the student survey (provided in the self study) and the interview sessions of the graduate students by the review team. Some areas for improvement include:

- Course offerings. Students were concerned that there was not sufficient enrollment to offer specialization courses within WSE, resulting in the students taking slash courses or electives offered by other departments on campus. The students believe that many of these specialization courses would be of interest to other graduate students on campus (specifically the polymer chemistry class), but the course is not advertised outside of the WSE department and other students were not aware the course was offered. Some of this can be attributed to inadequate search features in the course catalog.

  The WSE department should consider developing better relationships with related departments across campus to advertise WSE specialization courses

- Limited opportunities for Teaching Assistantships. For those students intending to pursue an academic appointment upon graduation, gaining experience in the classroom is needed to enhance their competitiveness. The students did note they would like to be provided additional opportunities to gain this experience. In the self-study, the WSE department notes they are aware of this issue, but with limited enrollment in their undergraduate program, there are limited opportunities for TAs. The new College policy that each faculty must teach a minimum of three courses will further reduce the opportunities for graduate students to teach undergraduate courses.

  Given the interdisciplinary nature of the WSE curriculum in the areas of Biology, life science, chemistry, and engineering, the WSE faculty should investigate whether opportunities are available for TA appointments in these departments (especially in those departments where non-WSE majors are given RA appointments within WSE).

- Viability of scholarly community within which students can interact

There appear to be great opportunities for WSE graduate students to work with their advisors and faculty committees to pursue research. The graduate students did note that there were limited opportunities for community building within the WSE department. They noted that most community building activities occur at the college-level. Given there are only two core courses that all WSE students complete, and the very broad nature of the coursework available, the students note that it is difficult to meet peers through coursework.

  The WSE department should consider offering a colloquium series where WSE graduate students interact and possibly present the status of their current research projects.

Outputs

- Publications or evidence of other scholarly work by students and faculty
As noted in the self study, WSE graduate faculty produced an average of 107 publications per year. The WSE graduate students are involved as authors or co-authors on many of these publications, averaging 34.5 publications per year, or approximately 32% of the publications. Graduate students are also involved in presentations at conferences, with an average of 15 presentations per year, or approximately 24 percent.

The high level of scholarly productivity of the WSE faculty is further validated in Appendices VI and XI.

OUTCOMES AND IMPACTS:

• Placement and success of graduates

An electronic survey of graduates from the last 10 years indicated virtually all graduates find degree-related employment within 6 months of their degree, and that graduates are well-placed throughout industry and academia both in the U.S. and globally. The survey respondents are largely satisfied with their education. However, only 15 graduates replied out of an estimated 90 to 100 graduates surveyed. The program has no tradition to survey their alumni.

There is no effort to keep track of program graduates after they leave the campus. We encourage the program to enhance their tracking of graduates going forward. For previous graduates, it may be possible to access the databases from the OSU Alumni Association, OSU Foundation, and the NSF Survey of Graduate Students and Post doctorates in Science and Engineering.

Program graduates are most likely to be strong supporters of the program. A strategy to network with them can have benefits to the program. The program should consider having their own alumni pages in LinkedIn and/or Facebook to engage their previous graduates.

• Satisfaction of students and graduates with their education and their post-graduation employment success

Current graduate students are generally satisfied with their education, and are appreciative of the financial support from the department/faculty. One complaint that was common among the students was that the online university course catalog is very poor, and they would like the catalog to list class offerings for the next 2 years. The department does not have career counseling/support for graduate students. Faculties forward job opening announcements to David Smith, undergraduate advisor for the department, to share with department students.

Synthesis of student exit interview comments from 2006 to 2013 showed students were mostly positive of their education experience including relationship with their major advisors, mentoring and advising, as well as support systems, and learning and social environment. Some are not satisfied with the lack of 5xx non-slash courses and found some slash courses not very rigorous.
An electronic survey of the 27 current graduate students received 100% response. The responses suggested general satisfaction with the current program. Areas with low scores have been addressed or being addressed as documented in the Self-Study report.

- Professional or national rankings/ratings
  The WSE program is recognized as one of the top programs in the U.S. and globally for education and research. The self-Study report provides more details on program rankings/ratings.

- Community engagement activities

Graduate students participate in the Wood Magic Program to educate elementary school students. Faculties present workshops to industry professionals on topics from lumber drying to statistical process control and lumber treatment. These activities are quite successful.

**CONCLUSION AND RECOMMENDATIONS FOR IMPROVEMENT**

The review panel concludes that the WSE graduate program is experiencing some challenges in funding, but has opportunities for growth and improvement in the years ahead.

The review panel recommends that the department develop a Strategic Plan that sets goals for graduate enrollment, investigates the development of a certificate program or non-thesis Master’s degree, works with allied departments (engineering, materials science, industrial engineering, chemistry) to increase the number of stand-alone graduate level courses, investigates the feasibility of online graduate courses.

The review panel also recommends that the department organize an Advisory Council to assist with planning, especially to assist them to identify potential funding for the proposed Advanced Composites Research Center.
Appendix 1. Amendment to Table J provided by Laurence Schimleck
Table J (Student retention, degree completion and attrition)

Students who entered in as Forest Products students became Wood Science students during Winter 2002, unless they specified that they would like to remain Forest Products. This change in major code and name affected the perceived completion rate. A student who entered in as Forest Products (major code 3900), who did not graduate as Forest Products but rather graduated as Wood Science (major code 3690), make our degree completion rates look very low, however, this is not the case.

<table>
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<th>Year</th>
<th>Cohort N</th>
<th>Graduation rate</th>
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<tr>
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<td>2002</td>
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<td>2008</td>
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PhD

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</tr>
<tr>
<td>2004</td>
<td>4</td>
<td>75%</td>
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</tbody>
</table>

Also, we had students who switched from a Master’s to a PhD and vice versa; this is denoted with an asterisk (*).

Fall 1997 Doctoral Cohort: 33% Graduation Rate

Hu, Jiqing – 930619603
Admitted to PhD in Forest Products, Fall 1997
Stopped taking FP classes Winter 2000
Asked to leave program July 3, 2000
In Spring 2001 switched to MS in Computer Science
MP: Milota

Pruyn, Michele – 930665422
Admitted to PhD in Forest Products, Fall 1997
Graduated with Dual PhD in Wood Science (Primary) & Forest Science (Secondary), Summer 2002
Time to completion: 5 years

He, Wenlong – 930692331
Admitted to PhD in Forest Products, Fall 1997
Started working on a post-baccalaureate degree in Pharmacy at same time
Last FP class taken Summer 1998

MP: Simonsen

**Fall 1998 Doctoral Cohort: 0% Graduation Rate**

Forbes, Elizabeth – 930659878
Admitted to PhD in Forest Products, Fall 1998
Left after 1 year
Department petitioned Admissions Office to admit student with low GPA

In program, GPA as follows:
   1st term: 2.55
   2nd term: 3.66
   3rd term: 2.28

**Fall 1999 Master’s Cohort**

Wagner, Ernesto – 930280784
Admitted to MF in Forest Products, Fall 1999
Switched to PhD in Forest Products, Fall 2000
Did not complete Master’s

**Fall 1999 Doctoral Cohort: 67% Graduation Rate**

Anderson, Roy – 930684381
Admitted to PhD in Forest Products, Fall 1999
Graduated with PhD in Forest Products, Summer 2003

   Time to completion: 4 years

Cooper, Donald – 930661344
Admitted to PhD in Forest Products, Fall 1999
Attended 1 year
Decided to pursue PharmD program instead

Silva Guzman, Jose – 930280524
Admitted to PhD in Forest Products, Fall 1999
Graduated with PhD in Wood Science, Winter 2004

   Time to completion: 4.5 years

**Fall 2000 Master’s Cohort: 100% Graduation Rate**

DeVallance, David – 930634890
Admitted to MS in Forest Products, Fall 2000
Graduated with MS in Wood Science, Summer 2003

   Time to completion: 3 years

Eiden, Claudia – 930323748
Admitted to MS in Forest Products, Fall 2000
Added on Dual MS with Civil Engineering, Winter 2001
Graduated with MS in Wood Science & Civil Engineering, Spring 2003

   Time to completion: 2.75 years

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Lebeda, Dana – 930633814  
Admitted to MS in Forest Products, Fall 2000  
Added on Dual MS with Civil Engineering, Winter 2001  
Graduated with MS in Wood Science & Civil Engineering, Summer 2002  

**Time to completion: 2 years**

Sakimoto, Eric – 930629204  
Admitted to MS in Forest Products, Fall 2000  
Graduated with MS in Wood Science, Winter 2003  

**Time to completion: 2.5 years**

Scott, Randy – 930653943  
Admitted to MS in Forest Products & Civil Engineering, Fall 2000  
Graduated with MS in Forest Products & Civil Engineering, Spring 2003  

**Time to completion: 2.75 years**

Swartley, Donald – 930684431  
Admitted to MS in Forest Products, Fall 2000  
Graduated with MS in Forest Products, Winter 2003  

**Time to completion: 2.5 years**

**Fall 2000 Doctoral Cohort: 60% Graduation Rate**

Hovgaard, Abra – 930645385  
Admitted to PhD in Forest Products, Fall 2000  
Switched to MF in Forest Products, Winter 2001  
Graduated with MF in Forest Products, Winter 2002  

**MPs:**  
Hansen (on sabbatical first year)  
Lachenbruch  

**Time to completion of MF: 1.5 years**

Kent, Scott – 930679969  
Admitted to PhD in Forest Products, Fall 2000  
Graduated with a PhD in Wood Science & Civil Engineering, Spring 2004  

**Time to completion: 3.75 years**

Taylor, Malcolm – 930674415  
Admitted to PhD in Forest Products, Fall 2000  
Graduated with PhD in Wood Science, Fall 2004  

**Time to completion: 4.25 years**

Xu, Xia – 930323386  
Admitted to PhD in Forest Products, Fall 2000  
Left after 1 year  

Wagner, Ernesto – 930280784  
Admitted to MF in Forest Products, Fall 1999  
Switched to PhD in Forest Products, Fall 2000  
Graduated with PhD in Forest Products, Fall 2002  

**Time to completion: 3.25 years**
Fall 2001 Master’s Cohort: 100% Graduation Rate

Thomas, Jon – 930561737
Admitted to MS in Forest Products, Fall 2001
Graduated with MS in Wood Science, Summer 2004

Time to completion: 3 years

Fall 2001 Doctoral Cohort: 100% Graduation Rate

Liu, Yuan – 930350620
Admitted to PhD in Forest Products, Fall 2001
Graduated with PhD in Wood Science, Fall 2005

Time to completion: 4.25 years

Zhang, Cheng – 930327031
Admitted to PhD in Forest Products, Fall 2001
Graduated with PhD in Wood Science, Spring 2005

Time to completion: 3.75 years

Fall 2002 Master’s Cohort: 67% Graduation Rate

Cao, Xiaozhi – 930399179
Admitted to MS in Wood Science, Fall 2002
Graduated with MS in Wood Science, Fall 2004

Time to completion: 2.25 years

Davis, Tim – 930696802
Admitted to MS in Civil Engineering, Fall 2002
Added on Dual MS in Wood Science as Primary, Fall 2002
Withdrawn from all classes Winter 2003
Last term of attendance Winter 2003

Fallas-Cedeno, Lottie – 930634120
Admitted to MS in Wood Science, Fall 2002
Added on Dual Major in Forest Science, Fall 2002
Graduated with MS in Wood Science & Forest Science, Winter 2005

Time to completion: 2.5 years

Nixon, Britton – 930672187
Admitted to MS in Wood Science, Fall 2002
Added on Dual MS with Forest Science, Fall 2002
Last term of attendance Spring 2003

Palaniyandi, Velmurugan – 930657738
Admitted to MS in Industrial Engineering, Fall 2002
Switched to MS in Wood Science, Fall 2002
Added on Dual MS in Materials Science, Winter 2003
Graduated with Dual MS in Wood Science & Materials Science, Winter 2005

Time to completion: 2.5 years

Rogers, James – 930633027
Admitted to MS in Wood Science, Fall 2002
Graduated with MS in Wood Science, Winter 2005
Time to completion: 2.5 years

**Fall 2002 Doctoral Cohort**

No doctoral students admitted

**Fall 2003 Master’s Cohort: 90% Graduation Rate (Within 4 Years)**

Anderson, Erin – 930618100  
Admitted to MS in Wood Science, Fall 2003  
Added on Dual MS with Civil Engineering, Fall 2003  
Graduated with Dual MS in Wood Science & Civil Engineering, Summer 2005

Time to completion: 2 years

Carroll, Cameron – 930714403  
Admitted to MS in Civil Engineering, Fall 2003  
Added on Dual MS with Wood Science as Primary, Fall 2003  
Graduated with Dual MS in Wood Science & Civil Engineering, Summer 2006

Time to completion: 3 years

Dunham, Sonya – 930625937  
Admitted to MS in Forest Science, Fall 2003  
Added on Dual MS with Wood Science as Primary, Fall 2003  
Graduated with Dual MS in Wood Science & Forest Science, Spring 2006

Time to completion: 2.75 years

Elkins, Lori – 930635359  
Admitted to MS in Civil Engineering, Fall 2003  
Added on Dual MS with Wood Science as Primary, Fall 2003  
Graduated with Dual MS in Wood Science & Civil Engineering, Fall 2005

Time to completion: 2.25 years

Pinon, Olivia – 930636836  
Admitted to MS in Wood Science, Fall 2003  
Added on Dual MS in Mechanical Engineering, Fall 2003  
Graduated with Dual MS in Wood Science & Mechanical Engineering, Summer 2005

Time to completion: 2 years

Ragan, Anita – 930631085  
Admitted to MS in Wood Science, Fall 2003  
Took 8 terms of leave due to employment  
Graduated with MS in Wood Science, Summer 2011

Time to completion: 8 years

Ren, Dakai – 930517839  
Admitted to MS in Wood Science, Fall 2003  
Graduated with MS in Wood Science, Spring 2005

Time to completion: 1.75 years

Renninger, Heidi – 930611097  
Admitted to MS in Wood Science, Fall 2003  
Added on Dual MS with Forest Science, Fall 2003  
Graduated with Dual MS in Wood Science & Forest Science, Fall 2005
Time to completion: 2.25 years

Salichon, Maxence – 930694461
Admitted to MS in Wood Science, Fall 2003
Added on Dual MS with Mechanical Engineering, Fall 2003
Graduated with Dual MS in Wood Science & Mechanical Engineering, Summer 2005

Time to completion: 2 years

Wang, Fujun – 930621696
Admitted to MS in Wood Science, Fall 2003
Graduated with MS in Wood Science, Summer 2005

Fall 2003 Doctoral Cohort: 60% Graduation Rate

Crespell, Pablo – 930610027
Admitted to PhD in Wood Science, Fall 2003
Graduated with PhD in Wood Science, Spring 2007

Time to completion: 3.75 years

DeVallance, Brian – 930634890
Switched from MS to PhD, Fall 2003
Graduated with PhD in Wood Science, Spring 2009

Time to completion: 5.75 years

Kirkham, William – 930617339
Admitted to PhD in Civil Engineering, Fall 2003
Added on Dual PhD with Wood Science as Primary, Fall 2003
Graduated Dual PhD Wood Science/Civil Engineering, Fall 2013

Time to completion: 10.25 years

Melencion, Neil- 931278064
Admitted to PhD in Wood Science, Fall 2003
Did not finish due to funding
Last term attended Fall 2007

MP: Morrell

Xiong, Yeping – 930715086
Admitted to PhD in Wood Science, Fall 2003
Switched to PhD in Pharmacy Spring 2004

MP: Karchesy

Fall 2004 Master’s Cohort: 67% Graduation Rate

Panwar, Rajat – 930568719
Admitted to MS in Wood Science, Fall 2004
Switched to PhD in Wood Science, Fall 2005

Schauwecker, Christoph – 930575931
Admitted to MS in Wood Science, Fall 2004
Graduated with 2.5 years
Sinha, Arijit – 930551429
Admitted to MS in Civil Engineering, Fall 2004
Added on Dual MS with Wood Science as Primary, Fall 2004
Graduated with Dual MS in Wood Science & Civil Engineering, Spring 2007

Time to completion: 2.75 years

Fall 2004 Doctoral Cohort: 75% Graduation Rate

Knowles, Christopher – 930670485
Admitted to PhD in Wood Science, Fall 2004
Graduated with PhD in Wood Science, Winter 2007

Time to completion: 3.5 years

Mangalam, Anand – 930589481
Admitted to PhD in Wood Science, Fall 2004
Graduated with PhD in Wood Science, Summer 2008

Time to completion: 4 years

Senturk, Ahmet – 930564384
Admitted to PhD Civil Engineering, Fall 2004
Switched to PhD in Wood Science, Fall 2004
Added on Dual PhD in Civil Engineering, Spring 2005
Dropped PhD in Wood Science, Spring 2006

Voelker, Steven – 930593439
Admitted to PhD in Wood Science, Fall 2004
Added on Dual PhD in Forest Science, Fall 2004
Graduated with Dual PhD in Wood Science & Forest Science, Spring 2009

Time to completion: 4.75 years

Fall 2005 Master’s Cohort: 100% Graduation Rate

Cabrera Orozco, Yohanna – 931319272
Admitted to MS in Wood Science, Fall 2005
Graduated with MS in Wood Science, Spring 2008

Time to completion: 2.75 years

Huang, Jian – 930568958
Admitted to MS in Wood Science, Fall 2005
Graduated with MS in Wood Science, Spring 2007

Time to completion: 1.75 years

Leatherman, Louis – 931360484
Admitted to MS in Wood Science, Fall 2005
Changed to MF in Forest Products Fall 2007
Graduated with MF in Forest Products, Winter 2008

Time to completion: 2.5 years

Mitsuhashi Gonzalez, June – 931283241
Admitted to MS in Wood Science, Fall 2005
Graduated with MS in Wood Science, Summer 2007

Time to completion: 2 years
O Connor, John – 931359244
Admitted to MS in Wood Science, Fall 2005
Graduated with MS in Wood Science, Summer 2007

Time to completion: 2 years

Wang, Yi – 931285675
Admitted to MS in Wood Science, Fall 2005
Graduated with MS in Wood Science, Summer 2007

Time to completion: 2 years

Fall 2006 Master’s Cohorts: 75% Graduation Rate

Lewis, Michael – 930671528
Admitted to MS in Civil Engineering, Fall 2006
Added on Dual MS with Wood Science as Primary, Fall 2006
Graduated with Dual MS in Wood Science & Civil Engineering, Summer 2008

Time to completion: 2 years

Liu, Xinfeng – 931390082
Admitted to MS in Civil Engineering, Fall 2006
Graduated with MS in Wood Science, Spring 2009

Time to completion: 2.75 years

Matsumoto, Noah – 931159804
Admitted to M Eng in Mechanical Engineering, Fall 2006
Added on Dual MS with Wood Science as Primary, Fall 2006
Graduated with Dual MS in Wood Science & Mechanical Engineering, Summer 2008

Time to completion: 2 years

Read, Wolf – 930542829
Admitted to MS in Forest Science, Fall 2006
Added on Dual MS with Wood Science as Primary, Fall 2006
Withdrew from all classes Winter 2007
Last term attended Winter 2007

Fall 2007 Master’s Cohort: 78% Graduation Rate

Forrest, Katie – 930641888
Admitted to MS in Wood Science, Fall 2007
Last term attended Spring 2008

Guo, Ning – 931490517
Admitted to MS in Wood Science, Fall 2007
Graduated with MS in Wood Science, Fall 2009

Time to completion: 2.25 years

Han, Xiaou – 931491338
Admitted to MS in Wood Science, Fall 2007
Graduated with MS in Wood Science, Winter 2010

Time to completion: 2.5 years

Kamke, Kathryn – 931393089
Admitted to MS in Wood Science, Fall 2007
Graduated with MS in Wood Science, Summer 2009

**Time to completion: 2 years**

Martin, Kenneth – 931510134  
Admitted to MS in Wood Science, Fall 2007  
Added on Dual MS in Civil Engineering, Fall 2007  
Graduated with Dual MS in Wood Science & Civil Engineering, Winter 2010

**Time to completion: 2.5 years**

Maynard, Debbie – 930630143  
Admitted to MS in Wood Science, Fall 2007  
Leave of absence one term  
Withdrawn from all classes Fall 2010  
Readmitted Winter 2012  
Last term of attendance Spring 2012

Peterson, Matthew – 930686308  
Admitted to MS in Wood Science, Fall 2007  
Graduated with MS in Wood Science, Winter 2010

**Time to completion: 2.5 years**

Schwarzkopf, Matthew – 931479993  
Admitted to MS in Wood Science, Fall 2007  
Graduated with MS in Wood Science, Spring 2009

**Time to completion: 1.75 years**

Villavicencio Valdez, Gabriela – 931523367  
Admitted to MS in Wood Science, Fall 2007  
Graduated with MS in Wood Science, Fall 2010

**Time to completion: 3.25 years**

**Fall 2008 Master’s Cohort : 100% Graduation Rate**

Ding, Jie – 931583539  
Admitted to MS in Wood Science, Fall 2008  
Graduated with MS in Wood Science, Fall 2011

**Time to completion: 3.25 years**

Goodall, Scott – 931566796  
Admitted to MS in Civil Engineering, Fall 2008  
Added on Dual MS with Wood Science as Primary, Fall 2008  
Graduated with MS in Wood Science, Spring 2010

**Time to completion: 1.75 years**

Lin, Xiang – 931563144  
Admitted to MS in Wood Science, Fall 2008  
Graduated with MS in Wood Science, Winter 2012

**Time to completion: 3.5 years**
Appendix 2. Letter from Department Head Schimleck

From: Schimleck, Laurence
To: Azarenko, Anita Nina
Cc: Meink, Viki S; McComb, Brenda; Coakley, James - COB; Bliss, John; Haney, Angela; King, Jessica; Morrell, Jeff
Subject: RE: Review report
Date: Wednesday, October 15, 2014 6:54:18 PM
Attachments: Table J - Explanation of Graduation Rates 10-10-2014.docx

Hi Anita – we have been able to go through our records in detail and have tracked each of the students that entered our grad program going back to 1995 for PhD students (effectively 1997 as we didn’t have any students enter in 1995 or 1996) and 1999 for MS students. I have attached a word document that provides summary data and also gives specific detail for each student. A key point is that students entering pre 2002 became wood science students in 2002 unless they specified they would remain forest products. The change in major code and name affected the completion rate reported in Table J and explains our very low completion rates for PhD’s. For MS students the discrepancy occurred for 1999-2001, while for PhD students it occurred from 1997-2003 making the impact much greater.

It should also be noted that 2 MS students converted to PhD’s in WSE and one PhD converted to a MF. So in the case of the MS students graduating from the program I excluded the 2 that converted to PhD’s to give a 4-year graduation rate of 87.2% (41 / 47, note 49 was the total number of students who entered the program). For PhD’s I wasn’t sure if it was appropriate to excluded the student who converted to a MF, but I did to give a graduation rate of 63.6% (14 / 22, note 23 students entered the program). Note of the 8 students that left WSE only 3 failed to complete a grad degree at OSU.

I hope that this helps explain the data presented in Table J. I know I feel much better about the outcomes for WSE students. Please let me know if you have any questions.

Regards
Laurie

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From: Azarenko, Anita Nina
Sent: Wednesday, October 01, 2014 1:48 PM
To: Schimleck, Laurence
Cc: Meink, Viki S; McComb, Brenda; Coakley, James - COB; Bliss, John
Subject: Review report

Laurie,

Attached is the review panel’s report. Please review for accuracy of facts. If you find questionable facts, please notify me. Next steps are to prepare an action plan.

From the Graduate Program Review Guidelines:
“An action plan is to be prepared by the program director within six months of the review specifying how the program will address each of the Review Panel’s recommendations to improve program quality. Specific metrics that will be monitored to demonstrate success and progress in implementing program changes should be identified. The action plan should clearly answer each of these questions for each recommendation:
1. What is the goal(s) that your program established based on the recommendation?
2. What actions will your program take to achieve that goal(s)?
3. What will you measure (identify one or more metrics) to document progress toward the goal based on the proposed action(s) when the action plan is assessed in three years?
4. What is your target for your metric(s) 3 years from now?”

Feel free to contact me if you have additional questions.

All the best.
Anita Nina Azarenko
Associate Dean  Graduate School
300 Kerr Administration Bldg.  Corvallis, OR 97331-2121
Ph: 541-737-4881  gradschool.oregonstate.edu