

State University of New York - Environmental Science and Forestry

• 315-470-6500

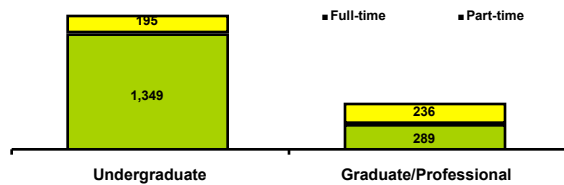
www.esf.edu

The SUNY College of Environmental Science and Forestry (ESF) is the only college in the United States devoted solely to the study of the environment. Since it was established in 1911, the college has developed innovative programs in a broad range of academic areas related to biology, chemistry, engineering, management, design and planning. The college focuses on educating problem solvers who will help develop the science and technology for a sustainable future.

Student Characteristics (Fall 2006)

TOTAL NUMBER OF STUDENTS **2,069**

Student Level and Enrollment Status



UNDERGRADUATE PROFILE

Total **1,544**

Gender

Women	592	38%
Men	952	62%

Race/Ethnicity

African American / Black	10	1%
American Indian / Alaskan Native	11	1%
Asian / Pacific Islander	32	2%
Hispanic	47	3%
International	11	1%
White	1,237	80%
Race/Ethnicity Unknown	196	13%

Geographic Distribution (Degree-Seeking)

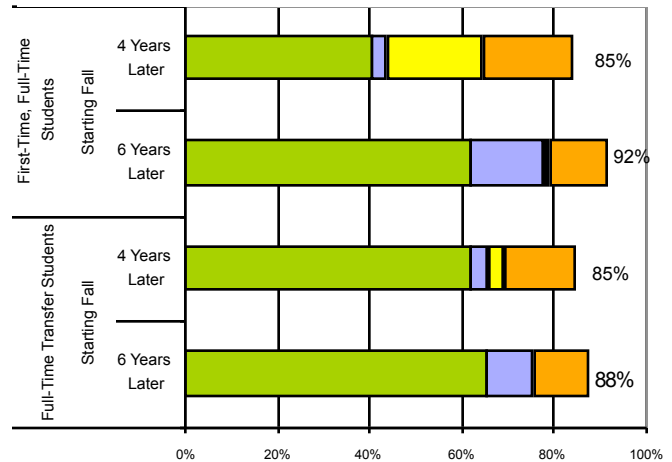
New York	90%
Other US States & Territories	9%
Other Countries	1%

Age (Degree-Seeking)

Average Age	21
Percent of Undergraduates Age 25 or Older	10%

Undergraduate Success & Progress Rate

■ Graduated from SUNY-ESF
 ■ Graduated at Another Institution
■ Stilled Enrolled at SUNY-ESF
 ■ Still Enrolled at Another Institution

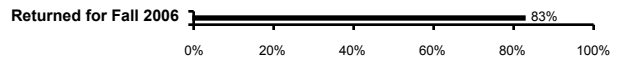


A 85% four-year success and progress rate means that 85% of students starting in Fall either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall entering class shown in the graph above.

- 181 First-Time, Full-Time Students
- 177 Full-Time Transfer Students

Retention of Fall 2005 First-Time, Full-time Students



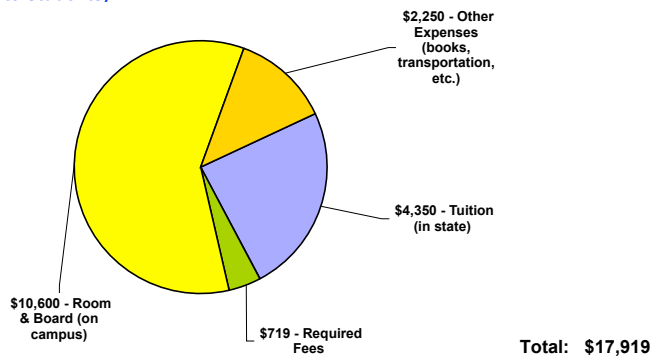
COLLEGE PORTRAIT

A Voluntary System of Accountability (VSASM)

ONE OF THE STRENGTHS OF U.S. HIGHER EDUCATION IS THE BROAD RANGE OF DIVERSE INSTITUTIONS, EACH WITH ITS OWN DISTINCTIVE MISSION. COLLEGE STUDENTS HAVE THE OPPORTUNITY TO SELECT THE INSTITUTION THAT IS THE BEST MATCH FOR THEIR INTERESTS, ABILITIES, AND GOALS. WE PRESENT THIS INFORMATION TO HELP STUDENTS AND THEIR FAMILIES BETTER UNDERSTAND HOW COLLEGES ARE ALIKE IN SOME WAYS, DIFFERENT IN OTHERS. THE ITEMS IN THE COLLEGE PORTRAIT WERE SELECTED BASED ON RECOMMENDATIONS FROM MANY FOCUS GROUPS AS WELL AS EXPERTS IN HIGHER EDUCATION. WHILE THESE ITEMS WILL GIVE YOU VALUABLE INSIGHT INTO COLLEGE LIFE, THEY WILL NOT CAPTURE THE FULL RANGE AND RICHNESS OF THE EXPERIENCE. WE ENCOURAGE YOU TO CHECK OUT COLLEGE WEB SITES AND VISIT CAMPUSES TO GET A MORE COMPLETE PICTURE OF THE OPPORTUNITIES AVAILABLE TO YOU.

Costs of Attendance and Financial Aid

Typical Undergraduate Costs per Year without Financial Aid (Full-Time, In-State Students)



The cost to attend SUNY-ESF varies based on the individual circumstances of students and may be reduced through grants and scholarships.

Financial Aid Awarded to Undergraduates

Overall Financial Aid

• 74% of Fall 2006 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

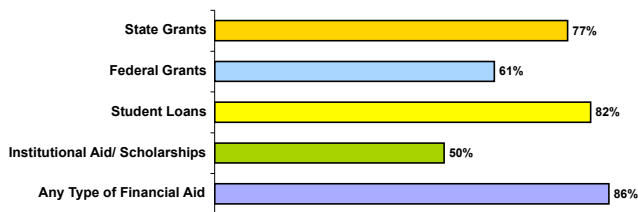
Annual Need-Based Scholarships & Grants

• 73% of Fall 2006 full-time undergraduates received need-based grants or scholarships; the average award for the year was \$6,500.

Annual Need-Based Loans

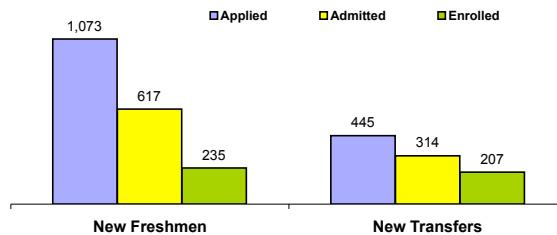
• 92% of Fall 2006 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was \$.

Percent of Fall 2007 First-Time Students Receiving Each Type of Financial Aid



NOTE: Students may receive aid from more than one source.

Undergraduate Admissions



Test(s) Required for Admission: SAT or ACT

Middle 50% of Test Score Range	ACT	SAT
Composite	22-26	
Math	-	520-610
English	-	
Critical Reading		500-600

50% of admitted students have test scores within the ranges listed, 25% have scores above, and 25% have scores below.

Percent in top 25% of High School Graduating Class	52%
Percent in top 50% of High School Graduating Class	91%
Average High School GPA (4-point scale)	3.50

Degrees and Areas of Study

Degrees Awarded at SUNY-ESF in 2005-06

Associate's	36
Bachelor's	312
Master's	97
Doctoral	25
Total	470

Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2005-06

Ecology, Evolution, Systematics and Population Biology	28%
Forestry	22%
Natural Resources Conservation and Research	12%
Landscape Architecture	12%
Zoology/Animal Biology	7%
All other degree areas	19%
Total	100%

[CLICK HERE](#) for a list of undergraduate and graduate programs

COLLEGE PORTRAIT

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The Community

ESF offers many programs, clubs, organizations and opportunities for students to get involved in college life. Learning communities help students build relationships as they live and study together. Community service is woven into the fabric of ESF life and students have myriad opportunities to get involved in service projects. ESF's location adjacent to Syracuse University allows students to participate in activities at both schools, and the College is a five-minute shuttle bus ride from downtown Syracuse and its many cultural activities. The Academic Success Center provides a variety of academic support services for students to help them realize their educational goals. The ASC offers peer tutoring, drop-in writing support, success resources, a computer lab, and graduate school preparation resources. Special programs are tailored to help new students be successful at ESF.



Study at SUNY-ESF

Classroom Environment

Students per Faculty	12 to 1
Undergraduate classes with fewer than 30 students	84%
Undergraduate classes with fewer than 50 students	93%

Full-Time Instructional Faculty

Total Faculty	136
% Women	26%
% from Minority Groups	12%
% with Highest Degree in Field	96%

Carnegie Classification of Institutional Characteristics

Basic Type

Research Universities (high research activity)

Size and Setting

Small four-year, primarily residential

Enrollment Profile

High undergraduate

Undergraduate Profile

Full-time four-year, more selective, lower transfer-in

Undergraduate Instructional Program

Professions plus arts & sciences, high graduate coexistence

Graduate Instructional Program

Doctoral, STEM dominant

NOTE:
Institutional classifications based on the Carnegie 2005 edition.

[CLICK HERE](#) for more information on the Carnegie Classifications.

Student Housing

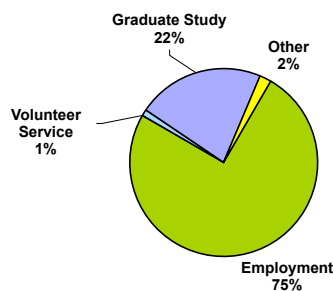
95% of new freshmen live on campus
30% of all undergraduates live on campus

Campus Safety

The University Police Department has a force of 10 sworn police officers with full arrest powers. These officers respond to all emergencies on the campus 24 hours a day, 365 days a year. The mission of the University Police is to provide a safe environment for teaching, research and social endeavors and to protect the lives and property of the students, employees and visitors of SUNY-ESF.

[CLICK HERE](#) for Campus Crime Statistics Reports

Future Plans of 2005-06 Bachelor's Degree Recipients



COLLEGE PORTRAIT A Voluntary System of Accountability (VSASM)

Student Experiences and Perceptions

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the 2006-07 National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

[CLICK HERE](#) for information on the NSSE survey.

Group Learning Experiences

- 91% of seniors worked with classmates on a group project
- 74% of seniors tutored or taught other students
- 19% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports

Active Learning Experiences

- 90% of seniors spent at least 6 hours per week preparing for class
- 51% of seniors worked on a research project with a faculty member
- 81% of seniors participated in an internship, practicum, or field experience
- 79% of seniors participated in community service or volunteer work
- 22% of seniors participated in study abroad
- 97% of seniors made at least one class presentation last year

Institutional Commitment to Student Learning and Success

- 95% of seniors believe this institution provides support for student success
- 62% of seniors rated the quality of academic advising at this institution as good or excellent
- 69% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities
- 96% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

Student Satisfaction

- 91% of seniors would attend this institution if they started over again
- 94% of seniors rated their entire educational experience as good or excellent
- 90% of seniors reported that other students were friendly or supportive

Student Interaction with Campus Faculty and Staff

- 66% of seniors believed that the campus staff were helpful, considerate, or flexible
- 83% of seniors believed that faculty are available, helpful, or sympathetic
- 87% of seniors reported that faculty members provided prompt feedback on their academic performance
- 75% of seniors discussed readings or ideas with faculty members outside of class

Experiences with Diverse Groups of People and Ideas

- 62% of seniors reported that they often tried to understand someone else's point of view
- 81% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds
- 44% of seniors often had serious conversations with students of a different race or ethnicity

Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

Student Learning Assessment at SUNY-ESF

Academic programs at SUNY-ESF are reviewed on a five-to six-year cycle. The majority are reviewed by professional societies, many of whom accredit the programs under their purview. These agencies include: Society of American Foresters, American Society of Landscape Architects, the Accreditation Board for Engineering and Technology and the Society of Wood Science and Technology. For other programs, the College establishes a committee of external reviewers for assessment. The College has embraced General Education and the assessment of General Education learning outcomes for our students.

Pilot Project to Measure Core Learning Outcomes

Results from the pilot project using one of the three learning outcomes tests are not yet available.