Address Information

A1

Name of College/University: State University of New York--Oswego

Mailing Address:

7060 State Route 104

City/State/Zip:

Oswego
NY
13126

Country: United States

Street Address (if different):

Main Phone Number: 315-312-2500

WWW Home Page Address: www.oswego.edu

Admissions Phone Number: 315-312-2250

Admissions Toll-Free Phone Number:

Admissions Office Mailing Address:

229 Sheldon Hall

City/State/Zip:

Oswego
NY
13126-3599

Country: United States

Admissions Fax Number: 315-312-3260

Admissions Email Address: admiss@oswego.edu

If there is a separate URL for your school's online application, please specify:

If you have a mailing address other than the above to which applications should be sent, please provide:

State University Plaza PO Box 22007
City/State/Zip:

Albany NY 12201-2007

Country: United States

Common Data Set A: General Information

Source of institutional control (Check only one):

A2 Public

Common Data Set A: General Information

Classify your undergraduate institution:

A3 Coeducational college

Common Data Set A: General Information

Academic year calendar:

A4: Academic year calendar Semester

If you chose 'Differs', please describe here:

If you chose 'Other', please describe here:

Common Data Set A: General Information
Degrees offered by your institution:

A5: Degrees offered by your institution

- Certificate
- Diploma
- Associate
- Transfer Associate
- Terminal Associate
- Bachelor's
- PostBachelor's certificate
- Master's
- Post-Master's certificate
- Doctoral/Research
- Doctoral/Professional
- Doctoral Other
- Doctoral

PLEASE NOTE THE FOLLOWING:
1) Saving the form does not Lock it. You may return at any time to make changes or update your data.
2) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.

I certify that the data contained in this form are accurate, correct, and up-to-date.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Teresa Casanova</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Administrative Aide</td>
</tr>
<tr>
<td>Phone:</td>
<td>3153122345</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:ira@oswego.edu">ira@oswego.edu</a></td>
</tr>
</tbody>
</table>
Common Data Set B: Enrollment And Persistence

Institutional Enrollment - Men and Women

B1 Provide numbers of students for each of the following categories as of the institution’s official fall reporting date or as of October 15, 2017. Note: Report students formerly designated as “first professional” in the graduate cells.

*Nonstandard questions added by The Princeton Review

<table>
<thead>
<tr>
<th>Undergraduates</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td></td>
<td><em>Gender Not Specified</em></td>
<td><em>Gender Not Specified</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree-seeking, first-time freshmen</td>
<td>721</td>
<td>740</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Other first-year, degree-seeking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All other degree-seeking</td>
<td>2,735</td>
<td>2,640</td>
<td>126</td>
<td>125</td>
</tr>
<tr>
<td>Total degree-seeking</td>
<td>3,456</td>
<td>3,380</td>
<td>128</td>
<td>125</td>
</tr>
<tr>
<td>All other undergraduates enrolled in credit courses</td>
<td>0</td>
<td>0</td>
<td>21</td>
<td>15</td>
</tr>
<tr>
<td>Total undergraduates</td>
<td>3,456</td>
<td>3,380</td>
<td>149</td>
<td>140</td>
</tr>
</tbody>
</table>
**Common Data Set B: Enrollment And Persistence**

### Enrollment by Racial/Ethnic Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Men</th>
<th>Women</th>
<th>Men</th>
<th>Women</th>
<th><em>Gender Not Specified</em></th>
<th><em>Gender Not Specified</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree-seeking, first-time</td>
<td>72</td>
<td>116</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All other degree-seeking</td>
<td>60</td>
<td>112</td>
<td>134</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All other graduates enrolled in credit courses</td>
<td>1</td>
<td>1</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totalgraduate</td>
<td>133</td>
<td>229</td>
<td>213</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total all undergraduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7,125</td>
<td></td>
</tr>
<tr>
<td>Total all graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>901</td>
<td></td>
</tr>
<tr>
<td><strong>GRAND TOTAL ALL STUDENTS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>8,026</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Degree-seeking FIRST-TIME FIRST-YEAR</td>
<td>seeking UNDER-GRADUATES (including first-time first-year)</td>
<td>GRADUATES (both degree-and non-degree-seeking)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------</td>
<td>---------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident aliens</td>
<td>34</td>
<td>181</td>
<td>181</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>231</td>
<td>845</td>
<td>847</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American, non-Hispanic/Latino</td>
<td>173</td>
<td>644</td>
<td>645</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White, non-Hispanic/Latino</td>
<td>951</td>
<td>5,005</td>
<td>5,037</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native, non-Hispanic/Latino</td>
<td>4</td>
<td>17</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian, non-Hispanic/Latino</td>
<td>38</td>
<td>201</td>
<td>202</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander, non-Hispanic/Latino</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races, non-Hispanic/Latino</td>
<td>30</td>
<td>183</td>
<td>183</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race and/or ethnicity unknown</td>
<td>2</td>
<td>12</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1,463</td>
<td>7,089</td>
<td>7,125</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Common Data Set B: Enrollment And Persistence

#### Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System’s Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS Forms and Instructions for the 2017-18 Survey.

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2010 and Fall 2011 cohorts (formerly CDS B4-B11) into four groups:

- **Students who received a Federal Pell Grant**
- **Recipients of a subsidized Stafford Loan who did not receive a Pell Grant**
- **Students who did not receive either a Pell Grant or a subsidized Stafford Loan**
- **Total (all students, regardless of Pell Grant or subsidized loan status)**

*Students who received both a Federal Pell Grant and a subsidized Stafford Loan should be reported in the “Recipients of a Federal Pell Grant” column.*

For each graduation rate grid below, the numbers in the first three columns for Questions A-G should sum to the cohort total in the fourth column (formerly CDS B4-B11).

**For Bachelor's or Equivalent Programs**

Please provide data for the Fall 2011 cohort if available. If Fall 2011 cohort data are not available, provide data for the Fall 2010 cohort.

**Fall 2010 Cohort**

<table>
<thead>
<tr>
<th></th>
<th>Recipients of a Federal Pell Grant</th>
<th>Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant</th>
<th>Students who did not receive either a Pell Grant or a subsidized Stafford Loan</th>
<th>Total (sum of 3 columns to the left)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate/ diploma</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate degrees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor's degrees</td>
<td>1,708</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postbachelor's certificates</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's degrees</td>
<td>289</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Master's certificates</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral degrees - research/scholarship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral degrees - professional practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral degrees - other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>2010 Cohort</td>
<td>2011 Cohort</td>
<td>2013 Cohort</td>
<td>2014 Cohort</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>A</td>
<td>512</td>
<td>344</td>
<td>529</td>
<td>1,385</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>512</td>
<td>344</td>
<td>529</td>
<td>1,385</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>316</td>
<td>243</td>
<td>351</td>
<td>910</td>
</tr>
<tr>
<td>G</td>
<td>316</td>
<td>243</td>
<td>351</td>
<td>910</td>
</tr>
<tr>
<td>H</td>
<td>61.7</td>
<td>70.6</td>
<td>66.4</td>
<td>65.7</td>
</tr>
</tbody>
</table>
Fall 2011 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2011. Include in the cohort those who entered your institution during the summer term preceding fall 2011.

<table>
<thead>
<tr>
<th>A - Initial 2011 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>448</td>
</tr>
</tbody>
</table>

B - Of the initial 2011 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions

C - Final 2011 cohort, after adjusting for allowable exclusions

<table>
<thead>
<tr>
<th>C - Final 2011 cohort, after adjusting for allowable exclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>448</td>
</tr>
</tbody>
</table>

D - Of the initial 2011 cohort, how many completed the program in four years or less (by Aug. 31, 2015)

<table>
<thead>
<tr>
<th>D - Of the initial 2011 cohort, how many completed the program in four years or less (by Aug. 31, 2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>282</td>
</tr>
</tbody>
</table>

E - Of the initial 2011 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2015 and by Aug. 31, 2016)

<table>
<thead>
<tr>
<th>E - Of the initial 2011 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2015 and by Aug. 31, 2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>282</td>
</tr>
</tbody>
</table>

F - Of the initial 2011 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2016 and by Aug. 31, 2017)

<table>
<thead>
<tr>
<th>F - Of the initial 2011 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2016 and by Aug. 31, 2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>282</td>
</tr>
</tbody>
</table>

G - Total graduating within six years (sum of lines D, E, and F)

<table>
<thead>
<tr>
<th>G - Total graduating within six years (sum of lines D, E, and F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>282</td>
</tr>
</tbody>
</table>

H - Six-year graduation rate for 2011 cohort (G divided by C)

<table>
<thead>
<tr>
<th>H - Six-year graduation rate for 2011 cohort (G divided by C)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>63</td>
<td></td>
</tr>
<tr>
<td>67</td>
<td></td>
</tr>
<tr>
<td>67</td>
<td></td>
</tr>
</tbody>
</table>

*Gender Not Specified*
Common Data Set B: Enrollment And Persistence

For Two-Year Institutions

Please provide data for the 2014 cohort if available. If 2014 cohort data are not available, provide data for the 2013 cohort.

2013 Cohort

B12. Initial 2013 cohort, total of first-time, full-time degree/certificate-seeking students:

B13. Of the initial 2013 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

B14. Final 2013 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):

B15. Completers of programs of less than two years duration (total):

B16. Completers of programs of less than two years within 150 percent of normal time:

B17. Completers of programs of at least two but less than four years (total):

B18. Completers of programs of at least two but less than four-years within 150 percent of normal time:

B19. Total transfers-out (within three years) to other institutions:

B20. Total transfers to two-year institutions:

B21. Total transfers to four-year institutions:
### Common Data Set B: Enrollment And Persistence

#### 2014 Cohort

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>B12</td>
<td>Initial 2014 cohort, total of first-time, full-time degree/certificate-seeking students:</td>
<td></td>
</tr>
<tr>
<td>B13</td>
<td>Of the initial 2014 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:</td>
<td></td>
</tr>
<tr>
<td>B14</td>
<td>Final 2014 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):</td>
<td></td>
</tr>
<tr>
<td>B15</td>
<td>Completers of programs of less than two years duration (total):</td>
<td></td>
</tr>
<tr>
<td>B16</td>
<td>Completers of programs of less than two years within 150 percent of normal time:</td>
<td></td>
</tr>
<tr>
<td>B17</td>
<td>Completers of programs of at least two but less than four years (total):</td>
<td></td>
</tr>
<tr>
<td>B18</td>
<td>Completers of programs of at least two but less than four years within 150 percent of normal time:</td>
<td></td>
</tr>
<tr>
<td>B19</td>
<td>Total transfers-out (within three years) to other institutions:</td>
<td></td>
</tr>
<tr>
<td>B20</td>
<td>Total transfers to two-year institutions:</td>
<td></td>
</tr>
<tr>
<td>B21</td>
<td>Total transfers to four-year institutions:</td>
<td></td>
</tr>
</tbody>
</table>

### Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2016 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshman in Fall 2016 (or the preceding summer term), the retention rate is 78.3%.
PLEASE NOTE THE FOLLOWING:
1) Saving the form does not Lock it. You may return at any time to make changes or update your data.
2) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.
I certify that the data contained in this form are accurate, correct, and up-to-date.

Name: Teresa Casanova
Title: Administrative Aide
Phone: 315-312-2345
Email: ira@oswego.edu
Applications

C1 First-time, first-year (freshman) students:

Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2017. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

*Nonstandard field added by The Princeton Review
**Please fill in this field, only if you cannot provide the men/women breakdown.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total first-time, first-year (freshman) men who applied</td>
<td>5,270</td>
</tr>
<tr>
<td>Total first-time, first-year (freshman) women who applied</td>
<td>6,457</td>
</tr>
<tr>
<td>*Total first-time, first-year (freshman) gender not specified who applied</td>
<td></td>
</tr>
<tr>
<td>**Total first-time, first-year (freshman) who applied</td>
<td>11,727</td>
</tr>
<tr>
<td>Total first-time, first-year (freshman) men who were admitted</td>
<td>2,890</td>
</tr>
<tr>
<td>Total first-time, first-year (freshman) women who were admitted</td>
<td>3,402</td>
</tr>
<tr>
<td>*Total first-time, first-year (freshman) gender not specified who were admitted</td>
<td></td>
</tr>
<tr>
<td>**Total first-time, first-year (freshman) who were admitted</td>
<td>6,292</td>
</tr>
<tr>
<td>Total full-time, first-year, first-year (freshman) men who enrolled</td>
<td>721</td>
</tr>
<tr>
<td>Total part-time, first-year, first-year (freshman) men who enrolled</td>
<td>2</td>
</tr>
<tr>
<td>Total full-time, first-year, first-year (freshman) women who enrolled</td>
<td>740</td>
</tr>
<tr>
<td>Total part-time, first-year, first-year (freshman) women who enrolled</td>
<td>0</td>
</tr>
<tr>
<td>*Total full-time, first-year (freshman) gender not specified who enrolled</td>
<td></td>
</tr>
</tbody>
</table>
**Admission Requirements**

**C3 High school completion requirement**

Check the appropriate box to identify your high school completion requirement for degree-seeking entering students:

- [x] High school diploma is required and GED is accepted
- [ ] High school diploma is required and GED is not accepted
- [ ] High school diploma or equivalent is not required

**C4 Does your institution require or recommend a general college preparatory program for degree-seeking students?**

[ ] Require
C5 Distribution of high school units required and/or recommended.
Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or equivalent). If you use a different system for calculating units, please convert.

<table>
<thead>
<tr>
<th></th>
<th>Units required</th>
<th>Units recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total academic units</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Of these, units that must be lab</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Foreign language</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Common Data Set C: First-Time, First-Year (Freshman) Admission

#### Basis for Selection

**C6** Do you have an open admission policy, under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications? If so, check which applies:

- Open admission policy as described above for all students

Open admission policy as described above for most students, but

- selective admission for out-of-state students

- selective admission to some programs

**Other (explain)**

**C7** Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking (freshman) admission decisions.

**Academic**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigor of secondary school record</td>
<td>Very important</td>
</tr>
<tr>
<td>Class rank</td>
<td>Considered</td>
</tr>
<tr>
<td>Academic GPA</td>
<td>Very important</td>
</tr>
<tr>
<td>Standardized test scores</td>
<td>Important</td>
</tr>
<tr>
<td>Application Essay</td>
<td>Considered</td>
</tr>
<tr>
<td>Recommendation(s)</td>
<td>Considered</td>
</tr>
</tbody>
</table>

**Non-Academic**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>Considered</td>
</tr>
<tr>
<td>Extracurricular activities</td>
<td>Considered</td>
</tr>
<tr>
<td>Talent/ability</td>
<td>Considered</td>
</tr>
</tbody>
</table>
Common Data Set C: First-Time, First-Year (Freshman) Admission

SAT and ACT Policies

C8 Entrance exams
A. Does your institution make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year degree-seeking applicants?

Yes

If yes, please select the appropriate boxes below to reflect your institution's policies for use in admission for Fall 2019.

ADMISSIONS

SAT or ACT
Require

ACT Only
Select...

SAT only
Select...

SAT and SAT Subject Tests or ACT
Consider if submitted

SAT Subject Tests only
Select...

B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2019 please indicate which ONE of the following applies (regardless of whether the student is a homeschooled applicant).

ACT with or without writing accepted
If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2019, please indicate which ONE of the following applies (regardless of whether the Essay score will be used in the admissions process):

C. Please indicate how your institution will use the SAT or ACT writing component; check all that apply:

For admission

☐ SAT Essay
☐ ACT Essay

For placement

☐ SAT Essay
☐ ACT Essay

For advising

☐ SAT Essay
☐ ACT Essay

In place of an application essay

☐ SAT Essay
☐ ACT Essay

As a validity check on the application essay

☐ SAT Essay
☐ ACT Essay

No college policy as of now

☑ SAT Essay
☑ ACT Essay

Not using essay component

☐ SAT Essay
☐ ACT Essay

D. In addition, does your institution use applicants’ test scores for academic advising?

Yes

E. Latest date by which SAT or ACT scores must be received for fall-term admission:

05/01

Latest date by which SAT Subject Tests scores must be received for fall-term admission:
F. If necessary, use this space to clarify your test policies (e.g. if tests are recommended for some students, or if tests are not required of some students):

Applicants recommended to send both SAT and ACT; 

G. Please indicate which tests your institution uses for placement (e.g., state tests):

☑ SAT
☐ ACT
☐ SAT Subject Tests
☐ AP
☐ CLEP
☐ Institutional Exam

State Exam (specify): New York State English Regents

Common Data Set C: First-Time, First-Year (Freshman) Admission

Freshman Profile

Provide information for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students enrolled in Fall 2017, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

C9 Percent and number of first-time, first-year (freshman) students enrolled in Fall 2017 who submitted national standardized (SAT/ACT) test scores.

Include information for ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores. Do not include partial test scores (e.g. mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa. Do convert Old SAT scores to New SAT scores using the College Board's concordance tools and tables.

The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above.

<table>
<thead>
<tr>
<th></th>
<th>25th percentile</th>
<th>75th percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent submitting SAT scores</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>Percent submitting ACT scores</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Number submitting SAT scores</td>
<td>1,404</td>
<td></td>
</tr>
<tr>
<td>Number submitting ACT scores</td>
<td>423</td>
<td></td>
</tr>
</tbody>
</table>

SAT Evidence-Based Reading and Writing

<table>
<thead>
<tr>
<th></th>
<th>545</th>
<th>610</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Math</td>
<td>530</td>
<td>615</td>
</tr>
<tr>
<td>SAT Essay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT Composite</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>ACT Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT Writing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SAT Evidence-Based Reading and Writing

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>700-800</td>
<td>2.4%</td>
</tr>
<tr>
<td>600-699</td>
<td>28.8%</td>
</tr>
<tr>
<td>500-599</td>
<td>57.5%</td>
</tr>
</tbody>
</table>
### 2017, including students who began studies during summer, international students/nonresident aliens, and students admitted under subsequent offer.

Provide information for students with GED equivalency diplomas are admitted without regard to academic record, test scores to New SAT scores using the College Board's standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa.

<table>
<thead>
<tr>
<th>Units recommended</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>%</td>
</tr>
<tr>
<td>20</td>
<td>%</td>
</tr>
<tr>
<td>3</td>
<td>%</td>
</tr>
</tbody>
</table>

**Totals (should = 100%)**

<table>
<thead>
<tr>
<th>Units</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>%</td>
</tr>
<tr>
<td>103.399999999999999</td>
<td>%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACT Composite</th>
<th>ACT English</th>
<th>ACT Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACT Composite</th>
<th>ACT English</th>
<th>ACT Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>24-29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>43</td>
<td></td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACT Composite</th>
<th>ACT English</th>
<th>ACT Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-23</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
</tr>
</tbody>
</table>
C10 **Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges (report information for those students from whom you collected high school rank information).**

Percent in top tenth of high school graduating class 12%

Percent in top quarter of high school graduating class 52%

*Top half + bottom half = 100%*
### C11 Percentage of all enrolled, degree-seeking, first-time, first-year (freshman) students who had high school grade-point averages within each of the following ranges (using 4.0 scale). Report information only for those students from whom you collected high school GPA.

<table>
<thead>
<tr>
<th>GPA Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.75 or higher</td>
<td>24.3%</td>
</tr>
<tr>
<td>3.50 to 3.74</td>
<td>23%</td>
</tr>
<tr>
<td>3.25 to 3.49</td>
<td>18.7%</td>
</tr>
<tr>
<td>3.00 to 3.24</td>
<td>17.2%</td>
</tr>
<tr>
<td>2.50 to 2.99</td>
<td>16.8%</td>
</tr>
<tr>
<td>2.00 to 2.49</td>
<td></td>
</tr>
<tr>
<td>1.00 to 1.99</td>
<td></td>
</tr>
<tr>
<td>1.00 or lower</td>
<td></td>
</tr>
</tbody>
</table>

**Totals (should = 100%)**

|                        | 100%       |

### C12 Average high school GPA of all degree-seeking, first-time, first year (freshman) students who submitted GPA:

3.49

Percent of total first-time, first-year (freshman) students who submitted high school GPA:

99%
Admission Policies

C13 Application Fee

Does your institution have an application fee? Yes

Amount of application fee $50.00

Can it be waived for applicants with financial need? Yes

If you have an application fee and an on-line application option, please indicate policy for students who apply on-line:

Same fee: Yes

Free: No

Reduced: No

Can on-line application fee be waived for applicants with financial need? Yes

C14 Application Closing Date

Does your institution have an application closing date? No

Application closing date (Fall):

Priority date: 01/15

C15 Are first-time, first-year students accepted for terms other than the fall? Yes

C16 Notification to applicants of admission decision sent (fill in one only)

On a rolling basis beginning (date): 1/15

By (date):

Other:

C17 Reply policy for admitted applicants (fill in one only)

Must reply by (date):

No set date

Must reply by May 1 or within 30 days of acceptance

Other:
Deadline for housing deposit (MMDD):

05  01

Amount of housing deposit:  

$100.00

Refundable if student does not enroll?  

Yes, in full

C18 Deferred admission:

Does your institution allow students to postpone enrollment after admission?  

Yes

If yes, maximum period of postponement:  

12 months

C19 Early admission of high school students:

Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation?  

Yes

Common Data Set C: First-Time, First-Year (Freshman) Admission

Early Decision and Early Action Plans

C21 Early decision

Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for Fall enrollment?

No

If "yes," please complete the following:

First or only early decision plan closing date:

First or only early decision plan notification date:

Other early decision plan closing date:

Other early decision plan notification date:

For the Fall 2017 entering class:

Number of early decision applications received by your institution:

Deferred admission:

Reply policy for admitted applicants (fill in one only):

Priority date:

Application closing date (Fall):

Reduced:

Free:

Deadline for housing deposit (MMDD):

05  01

Amount of housing deposit:  

$100.00

Refundable if student does not enroll?  

Yes, in full

C18 Deferred admission:

Does your institution allow students to postpone enrollment after admission?  

Yes

If yes, maximum period of postponement:  

12 months

C19 Early admission of high school students:

Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation?  

Yes

Common Data Set C: First-Time, First-Year (Freshman) Admission

Early Decision and Early Action Plans

C21 Early decision

Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for Fall enrollment?

No

If "yes," please complete the following:

First or only early decision plan closing date:

First or only early decision plan notification date:

Other early decision plan closing date:

Other early decision plan notification date:

For the Fall 2017 entering class:

Number of early decision applications received by your institution:

Deferred admission:

Reply policy for admitted applicants (fill in one only):

Priority date:

Application closing date (Fall):

Reduced:

Free:
C22 Early action:
Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?

If "yes," please complete the following:

Early action closing date: 11/15

Early action notification date: 12/15

Is your early action plan a “restrictive” plan under which you limit students from applying to other early plans?

Early action II closing date:

Early action II notification date:

PLEASE NOTE THE FOLLOWING:
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2) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.

I certify that the data contained in this form are accurate, correct, and up-to-date.

Name: Teresa Casanova
Title: Administrative Aide
Phone: 315-312-2345
Email: ira@oswego.edu
Fall Applicants

D1 Does your institution enroll transfer students? (If no, please skip to Section E)
Yes

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?
Yes

D2 Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2017.

<table>
<thead>
<tr>
<th></th>
<th>Applicants</th>
<th>Admitted Applicants</th>
<th>Enrolled Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>1,201</td>
<td>713</td>
<td>413</td>
</tr>
<tr>
<td>Women</td>
<td>1,129</td>
<td>622</td>
<td>314</td>
</tr>
<tr>
<td>Total</td>
<td>2,330</td>
<td>1,335</td>
<td>754</td>
</tr>
</tbody>
</table>

Application for Admission

D3 Indicate terms for which transfers may enroll:

- [x] Fall
- [ ] Winter
- [x] Spring
- [ ] Summer

D4 Must a transfer applicant have a minimum number of credits completed or else must apply as an entering
Yes

D5 Indicate all items required of transfer students to apply for admission:

- High school transcript
- College transcript(s)
- Essay or personal statement
- Interview
- Standardized test score
- Statement of good standing from prior institution(s)

D6 If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale):

D7 If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale):

D8 List any other application requirements specific to transfer applicants:

D9 List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a check mark in the "Rolling admission" column.

D10 Does an open admission policy, if reported, apply to transfer students?
Select...

D11 Describe additional requirements for transfer admission, if applicable:

Transfer Credit Policies

D12 Report the lowest letter grade earned for any course that may be transferred for credit:

<table>
<thead>
<tr>
<th>Number</th>
<th>Unit Type</th>
</tr>
</thead>
</table>

D13 Maximum number of credits or courses that may be transferred from a two-year institution:

D14 Maximum number of credits or courses that may be transferred from a four-year institution:

D15 Minimum number of credits that transfers must complete at your institution to earn an associate degree:

D16 Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree:

D17 Describe other transfer credit policies:

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2) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.

I certify that the data contained in this form are accurate, correct, and up-to-date.

Name: 

Title: 

Phone: 

Email: 

Teresa Casanova
Administrative Aide
315-312-2345
ira@oswego.edu
Does your institution enroll transfer students? (If no, please skip to Section E)

Yes

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?

Yes

Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2017.

Applicants

Admitted

Enrolled

Men

Women

Total

Indicate all items required of transfer students to apply for admission:

High school transcript

Required of Some

College transcript(s)

Required of All

Essay or personal statement

Required of Some

Interview

Not Required

Standardized test score

Not Required

Statement of good standing from prior institution(s)

Required of Some

D6 If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale):

2

D7 If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale):

2.3

D8 List any other application requirements specific to transfer applicants:

If an applicant took time off between one school to another i.e. high school and college or from one semester to the next; a gap essay will be required.

D9 List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a check mark in the “Rolling admission” column.

<table>
<thead>
<tr>
<th>Priority Date</th>
<th>Closing Date</th>
<th>Notification Date</th>
<th>Reply Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05/01</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rolling Admission

<table>
<thead>
<tr>
<th>Priority Date</th>
<th>Closing Date</th>
<th>Notification Date</th>
<th>Reply Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Common Data Set D: Transfer Admission

Transfer Credit Policies

D12 Report the lowest letter grade earned for any course that may be transferred for credit: 1

D13 Maximum number of credits or courses that may be transferred from a two-year institution:

<table>
<thead>
<tr>
<th>Number</th>
<th>Unit Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>62</td>
<td>credit</td>
</tr>
</tbody>
</table>

D13

D15 Minimum number of credits that transfers must complete at your institution to earn an associate degree:

D16 Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree:

D17 Describe other transfer credit policies:

PLEASE NOTE THE FOLLOWING:

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I certify that the data contained in this form are accurate, correct, and up-to-date.

Name: Teresa Casanova
Title: Administrative Aide
Phone: 315-312-2345
Email: ira@oswego.edu
Common Data Set D: Transfer Admission

Fall Applicants

D1 Does your institution enroll transfer students? (If no, please skip to Section E)

Yes

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?

Yes

D2 Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2017.

<table>
<thead>
<tr>
<th>Applicants</th>
<th>Admitted</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Application for Admission

D3 Indicate terms for which transfers may enroll:

- Fall
- Winter
- Spring
- Summer

Rolling Admission

D4 Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?

Yes

If yes, what is the minimum number of credits and the unit of measure?

D5 Indicate all items required of transfer students to apply for admission:

- High school transcript: Required of Some
- College transcript(s): Required of All
- Essay or personal statement: Required of Some
- Interview: Not Required
- Standardized test score: Not Required
- Statement of good standing from prior institution(s): Required of Some

D6 If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale):

D7 If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale):

D8 List any other application requirements specific to transfer applicants:

D9 List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a check mark in the "Rolling admission" column.

<table>
<thead>
<tr>
<th>Priority Date</th>
<th>Closing Date</th>
<th>Notification Date</th>
<th>Reply Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
<td>Summer</td>
</tr>
</tbody>
</table>

D10 Does an open admission policy, if reported, apply to transfer students?

Select...

D11 Describe additional requirements for transfer admission, if applicable:

Transfer Credit Policies

D12 Report the lowest letter grade earned for any course that may be transferred for credit:

Number | Unit Type
-------|------------

Maximum number of credits or courses that may be transferred from a four-year institution:

<table>
<thead>
<tr>
<th>Number</th>
<th>Unit Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>92</td>
<td>credit</td>
</tr>
</tbody>
</table>

D15 Minimum number of credits that transfers must complete at your institution to earn an associate degree:

D16 Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree:

30

D17 Describe other transfer credit policies:

Half of the major requirements must be completed at SUNY Oswego.

PLEASE NOTE THE FOLLOWING:

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I certify that the data contained in this form are accurate, correct, and up-to-date.

Name: Teresa Casanova

Title: Administrative Aide

Phone: 315-312-2345

Email: ira@oswego.edu
Special study options:

E1 Identify those programs available at your institution. Refer to the glossary for definitions.

- Accelerated program
- Cooperative education program
- Distance learning
- Double major
- Dual enrollment
- English as a Second Language (ESL)
- Exchange student program (domestic)
- External degree program
- Honors program
- Independent study
- Cross-registration
- Internships
- Liberal arts/career combination
- Student-designed major
- Study abroad
- Teacher certification program
- Weekend college
- Other (please specify)

If you selected Other please specify:

Common Data Set E: Academic Offerings And Policies

Areas in which all or most students are required to complete some course work prior to graduation:
Special study options:

E1 Identify those programs available at your institution. Refer to the glossary for definitions.

- Accelerated program
- Cooperative education program
- Distance learning
- Double major
- Dual enrollment
- English as a Second Language (ESL)
- Exchange student program (domestic)
- External degree program
- Honors program
- Independent study
- Cross-registration
- Internships
- Liberal arts/career combination
- Student-designed major
- Study abroad
- Teacher certification program
- Weekend college
- Other (please specify)

If you selected Other please specify: Students possibly will take all depending on major and degree for our campus wide General Education Requirements.

Common Data Set E: Academic Offerings And Policies

Confirmation:

PLEASE NOTE THE FOLLOWING:
1) Saving the form does not Lock it. You may return at any time to make changes or update your data.
2) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.

I certify that the data contained in this form are accurate, correct, and up-to-date.

Name: Teresa Casanova
Title: Administrative Aide
Phone: 3153122345
Email: ira@oswego.edu
Common Data Set F: Student Life

Enrollment

F1 Percentages of first-times, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2017 who fit the following categories:

<table>
<thead>
<tr>
<th></th>
<th>First-time, first-year (freshman) students</th>
<th>Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>3.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of men who join fraternities</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of women who join sororities</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent who live in college-owned, -operated, or -affiliated housing</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>95.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>59.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent who live off campus or commute</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>4.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students age 25 and older</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>0.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average age of full-time students

Syracuse University, Syracuse, NY

Global living and learning center, suites for upperclassmen, nontraditional student housing, first-year experience residence hall for incoming freshmen only, housing for 21 and over single suites, several rooms equipped with special equipment to meet needs of disabled students available.

Teresa Casanova
Administrative Aide
315-312-2345
ira@oswego.edu
Enrollment

Percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in Fall 2017 who fit the following categories:

- First-time, first-year (freshman) students
- Undergraduates

Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)

- %

Percent of men who join fraternities

- %

Percent of women who join sororities

- %

Percent who live in college-owned, operated, or affiliated housing

- %

Percent who live off campus or commute

- %

Percent of students age 25 and older

- %

Average age of full-time students

- 

Average age of all students (full- and part-time)

- 

Activities offered

F2 Identify those programs available at your institution

- Choral groups
- Student government
- Concert band
- Music ensembles
- Student newspaper
- Dance
- Musical theater
- Student-run film society
- Drama/theater
- Opera
- Symphony orchestra
- Jazz band
- Television station
- Literary magazine
- Radio station
- Yearbook
- Campus Ministries
- International Student Organization
- Model UN

Common Data Set F: Student Life

Average age of all students (full- and part-time)

18 21

Syracuse University, Syracuse, NY

Global living and learning center, suites for upperclassmen, nontraditional student housing, first-year experience residence hall for incoming freshmen only, housing for 21 and over single suites, several rooms equipped with special equipment to meet needs of disabled students available.

Teresa Casanova
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315-312-2345
ira@oswego.edu

PLEASE NOTE THE FOLLOWING:

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I certify that the data contained in this form are accurate, correct, and up-to-date.
Common Data Set F: Student Life

ROTC

F3 (program offered in cooperation with Reserve Officer's Training Corps)

Army ROTC is offered:
- [ ] On campus
- [x] At cooperating institutions (name):
  - Syracuse University, Syracuse, NY

Navy ROTC is offered:
- [ ] On campus
- [ ] At cooperating institutions (name):

Air Force ROTC is offered:
- [ ] On campus
- [x] At cooperating institutions (name):
  - Syracuse University, Syracuse, NY

Common Data Set F: Student Life

Housing

F4 Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution
Coed dorms
Special housing for disabled student
Men's dorms
Special housing for international students
Women's dorms
Frataternity/sorority housing
Apartments for married students
Cooperative housing
Apartments for single students
Other (please specify)
Wellness housing
Theme housing

Global living and learning center, suites for upperclassmen, nontraditional student housing, first-year experience residence hall for incoming freshmen only, housing for 21 and over single suites, several rooms equipped with special equipment to meet needs of disabled students available.

Teresa Casanova
Administrative Aide
315-312-2345
ira@oswego.edu

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I certify that the data contained in this form are accurate, correct, and up-to-date.

Name: Teresa Casanova
Title: Administrative Aide
Phone: 315-312-2345
Email: ira@oswego.edu
Common Data Set G: Annual Expenses

Annual Expenses

Provide 2018-2019 academic year costs for the following categories that are applicable to your institution.

Please provide the URL of your institution's net price calculator.

Check here if your institution's 2018-2019 academic year costs are not available at this time

Check here if you are providing 2017-2018 tuition until 2018-2019 costs are available

and provide an approximate date (i.e., month/day) when your institution's final 2018-2019 academic year costs will be available:

7/31

Common Data Set G: Annual Expenses

Undergraduate full-time tuition, required fees, room and board

G1 List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2018-2019 academic year (30 semester or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters or trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. Required fees include only charges that all full-time students must pay that are NOT included in tuition (e.g., registration, health, or activity fees.) Do NOT include optional fees (e.g., parking, laboratory use).

<table>
<thead>
<tr>
<th></th>
<th>First-Year</th>
<th>Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIVATE INSTITUTIONS Tuition:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBLIC INSTITUTIONS Tuition: (in-district)</td>
<td>$ 6670</td>
<td>$ 6670</td>
</tr>
<tr>
<td>In-state: (out-of-district)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Undergraduate full-time tuition, required fees, room and board

G1

LIST THE TYPICAL TUITION, REQUIRED FEES, AND ROOM AND BOARD FOR A FULL-TIME UNDERGRADUATE STUDENT FOR THE FULL 2018-2019 ACADEMIC YEAR (30 SEMESTER OR 45 QUARTER HOURS FOR INSTITUTIONS THAT DERIVE ANNUAL TUITION BY MULTIPLYING CREDIT HOUR COST BY NUMBER OF CREDITS). A FULL ACADEMIC YEAR REFERS TO THE PERIOD OF TIME GENERALLY EXTENDING FROM SEPTEMBER TO JUNE; USUALLY EQUATED TO TWO SEMESTERS OR TRIMESTERS, THREE QUARTERS, OR THE PERIOD COVERED BY A FOUR-ONE-FOUR PLAN. ROOM AND BOARD IS DEFINED AS DOUBLE OCCUPANCY AND 19 MEALS PER WEEK OR THE MAXIMUM MEAL PLAN. REQUIRED FEES INCLUDE ONLY CHARGES THAT ALL FULL-TIME STUDENTS MUST PAY THAT ARE NOT INCLUDED IN TUITION (E.G., REGISTRATION, HEALTH, OR ACTIVITY FEES.) DO NOT INCLUDE OPTIONAL FEES (E.G., PARKING, LABORATORY USE).

PRIVATE INSTITUTIONS

Tuition:

$6670

PUBLIC INSTITUTIONS (IN-DISTRICT)

Tuition:

$6670

In-state:

$6670

Out-of-state:

$16320

NONRESIDENT ALIENS

Tuition:

$16320

REQUIRED FEES:

$1521

ROOM AND BOARD: (ON-CAMPUS)

$13740

ROOM ONLY: (ON-CAMPUS)

$8590

BOARD ONLY: (ON-CAMPUS MEAL PLAN)

$5150

Comprehensive tuition/room/board fee (if your college cannot provide separate tuition/room/board/fees):

$800.00

Other:

$800.00

G2 NUMBER OF CREDITS PER TERM A STUDENT CAN TAKE FOR THE STATED FULL-TIME TUITION

Min 12

G3 DO TUITION AND FEES VARY BY YEAR OF STUDY (E.G., SOPHOMORE, JUNIOR, SENIOR)?

No

G4 DO TUITION AND FEES VARY BY UNDERGRADUATE INSTRUCTIONAL PROGRAM?

No

If yes, what percentage of full-time undergraduates pay more than the tuition and fees reported in G1?

Provide the estimated expenses for a typical full-time undergraduate student.

Residents

Commuters (living at home)

Commuters (not living at home)

Books and supplies:

$5150

Room only:

$422

Board only:

$422

Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):

$16320

Transportation:

$8590

Other expenses:

$8590

Undergraduate per-credit-hour charges (tuition only):

PRIVATE INSTITUTIONS:

$278

PUBLIC INSTITUTIONS (IN-DISTRICT)

$278

In-state:

$680

Out-of-state:

$8590

NONRESIDENT ALIENS:

$5150

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2) Once you have saved all of your forms, you will receive no further email reminders for the active data collection campaign.

3) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.

I CERTIFY THAT THE DATA CONTAINED IN THIS FORM ARE ACCURATE, CORRECT, AND UP-TO-DATE.

Name: Teresa Casanova
Title: Administrative Aide
Phone: 315-312-2345
Email: ira@oswego.edu
Provide the estimated expenses for a typical full-time undergraduate student.

### Common Data Set G: Annual Expenses

#### G5

<table>
<thead>
<tr>
<th>Books and supplies:</th>
<th>Residents</th>
<th>Commuters (living at home)</th>
<th>Commuters (not living at home)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 800.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ 800.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ 800.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ 800.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Room only:         |           |                            |                               |
| $ 8590             |           |                            |                               |
| $                 |           |                            |                               |
| $ 8590             |           |                            |                               |

| Board only:        |           |                            |                               |
| $ 5150             |           |                            |                               |
| $ 2400             |           |                            |                               |
| $ 5150             |           |                            |                               |
Provide 2018-2019 academic year costs for the following categories that are applicable to your institution.

Please provide the URL of your institution's net price calculator.

and provide an approximate date (i.e., month/day) when your institution's final 2018-2019 academic year costs will be available:

Undergraduate full-time tuition, required fees, room and board

G1

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2018-2019 academic year (30 semester or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters or trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. Required fees include only charges that all full-time students must pay that are NOT included in tuition (e.g., registration, health, or activity fees.) Do NOT include optional fees (e.g., parking, laboratory use).

First-Year Undergraduates

PRIVATE INSTITUTIONS: Tuition: $ 

PUBLIC INSTITUTIONS: (in-district) Tuition: $278

In-state: (out-of-district) Tuition: $278

Out-of-state: Tuition: $680

NONRESIDENT ALIENS: Tuition: $680

Room and board total (if your college cannot provide separate room and board figures for commuters not living at home): $ 

Transportation: $600.00

$900.00

$600.00

Other expenses: $800.00

$800.00

$800.00

$800.00

Common Data Set G: Annual Expenses

Undergraduate per-credit-hour charges (tuition only):

G6

PRIVATE INSTITUTIONS: $ 

PUBLIC INSTITUTIONS: (in-district) $278

In-state: (out-of-district) $278

Out-of-state: $680

NONRESIDENT ALIENS: $680

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2) Once you have saved all of your forms, you will receive no further email reminders for the active data collection campaign.

I certify that the data contained in this form are accurate, correct, and up-to-date.

Name: 

Title: 

Phone: 

Email: 

Teresa Casanova

Administrative Aide

315-312-2345

ira@oswego.edu
## Aid Awarded to Enrolled Undergraduates

**H1** Enter total dollar amounts awarded to enrolled full-time and less than full-time degree-seeking undergraduates (using the same cohort reported in CDS Question B1, “total degree-seeking” undergraduates) in the following categories. (Note: If the data being reported are final figures for the 2016-2017 academic year (see the next item below), use the 2016-2017 academic year's CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column. (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for “non-need-based scholarship or grant aid” on the last page of the definitions section.)

### Indicate the academic year for which data are reported for items H1, H2, H2A, and H6 below:

<table>
<thead>
<tr>
<th>2017-2018 estimated or</th>
</tr>
</thead>
</table>

### Which needs-analysis methodology does your institution use in awarding institutional aid?

<table>
<thead>
<tr>
<th>Federal methodology (FM)</th>
</tr>
</thead>
</table>

### Scholarships/Grants

#### Federal

| $14,589,796 |
| $5,294 |

#### State (i.e., all states, not only the state in which your institution is located)

| $13,220,609 |
| $123,441 |

#### Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).

| $4,600,482 |
| $1,849,334 |

#### Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college

| $792,145 |
| $274,784 |

**Total Scholarships/Grants**
### Self-Help

**Student Loans from all sources (excluding parent loans)**

- $37,499,263
- $8,481,831

**Federal Work Study**

- $855,651
- $0

**State and other (e.g., institutional) workstudy/ employment (Note: Excludes Federal Work-Study captured above.)**

- $684,410
- $269,375

### Total Self-Help

- $39,039,324
- $8,751,206

### Other

**Parent Loans**

- $11,333,401
- $4,047,273

**Tuition Waivers**

*Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.*

- $250
- $0

**Athletic Awards**

- $0
Common Data Set H: Financial Aid

Number of Enrolled Students Awarded Aid

H2 List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. Aid that is non-need-based but that was used to meet need should be counted as need-based aid. Numbers should reflect the cohort awarded the dollars reported in H1.

Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

<table>
<thead>
<tr>
<th>First-time Full-time Freshmen</th>
<th>Full-time Undergrad (inc. fresh)</th>
<th>Less than Full-time Undergrad</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2017 cohort)

<table>
<thead>
<tr>
<th>First-time Full-time Freshmen</th>
<th>Full-time Undergrad (inc. fresh)</th>
<th>Less than Full-time Undergrad</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,461</td>
<td>6,836</td>
<td>253</td>
</tr>
</tbody>
</table>

b) Number of students in line a who applied for need-based financial aid

<table>
<thead>
<tr>
<th>First-time Full-time Freshmen</th>
<th>Full-time Undergrad (inc. fresh)</th>
<th>Less than Full-time Undergrad</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,320</td>
<td>5,750</td>
<td>200</td>
</tr>
</tbody>
</table>

c) Number of students in line b who were determined to have financial need

<table>
<thead>
<tr>
<th>First-time Full-time Freshmen</th>
<th>Full-time Undergrad (inc. fresh)</th>
<th>Less than Full-time Undergrad</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,046</td>
<td>4,699</td>
<td>188</td>
</tr>
</tbody>
</table>

d) Number of students in line c who were awarded any financial aid

<table>
<thead>
<tr>
<th>First-time Full-time Freshmen</th>
<th>Full-time Undergrad (inc. fresh)</th>
<th>Less than Full-time Undergrad</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,039</td>
<td>4,636</td>
<td>176</td>
</tr>
</tbody>
</table>

e) Number of students in line d who were awarded any need-based scholarship or grant aid

<table>
<thead>
<tr>
<th>First-time Full-time Freshmen</th>
<th>Full-time Undergrad (inc. fresh)</th>
<th>Less than Full-time Undergrad</th>
</tr>
</thead>
<tbody>
<tr>
<td>994</td>
<td>4,109</td>
<td>144</td>
</tr>
</tbody>
</table>

f) Number of students in line d who were awarded any need-based self-help aid

<table>
<thead>
<tr>
<th>First-time Full-time Freshmen</th>
<th>Full-time Undergrad (inc. fresh)</th>
<th>Less than Full-time Undergrad</th>
</tr>
</thead>
<tbody>
<tr>
<td>936</td>
<td>4,306</td>
<td>151</td>
</tr>
</tbody>
</table>

g) Number of students in line d who were awarded any non-need-based scholarship or grant aid

<table>
<thead>
<tr>
<th>First-time Full-time Freshmen</th>
<th>Full-time Undergrad (inc. fresh)</th>
<th>Less than Full-time Undergrad</th>
</tr>
</thead>
<tbody>
<tr>
<td>251</td>
<td>760</td>
<td>7</td>
</tr>
</tbody>
</table>
h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans and private alternative loans.)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>416</td>
<td>15</td>
</tr>
</tbody>
</table>

i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans and private alternative loans)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>82.2</td>
<td>80.6</td>
<td>66</td>
</tr>
</tbody>
</table>

j) The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans and private alternative loans.)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$12,201</td>
<td>$11,491</td>
<td>$8,357</td>
</tr>
</tbody>
</table>

k) Average need-based scholarship and grant aid of those in line e

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$8,433</td>
<td>$78,880</td>
<td>$5,722</td>
</tr>
</tbody>
</table>

l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans and private alternative loans) of those in line f

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,589</td>
<td>$4,852</td>
<td>$4,284</td>
</tr>
</tbody>
</table>

m) Average need-based loan (excluding PLUS loans, unsubsidized loans and private alternative loans) of those in line f who were awarded a need-based loan

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,175</td>
<td>$4,494</td>
<td>$4,246</td>
</tr>
</tbody>
</table>

H2A Number of Enrolled Students Awarded Non-need-based Scholarships and Grants: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional—not external—non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.
n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)

<table>
<thead>
<tr>
<th>First-time Full-time Freshmen</th>
<th>Full-time Undergrad (inc. fresh)</th>
<th>Less than Full-time Undergrad</th>
</tr>
</thead>
<tbody>
<tr>
<td>251</td>
<td>760</td>
<td>7</td>
</tr>
</tbody>
</table>

o) Average dollar amount of institutional non-need-based scholarship or grant aid awarded to students in line n

<table>
<thead>
<tr>
<th>Dollar Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,028</td>
</tr>
<tr>
<td>$2,413</td>
</tr>
<tr>
<td>$2,157</td>
</tr>
</tbody>
</table>

p) Number of students in line a who were awarded an institutional non-need-based athletic grant or scholarship

<table>
<thead>
<tr>
<th>First-time Freshmen</th>
<th>Full-time Undergrad (inc. fresh)</th>
<th>Less than Full-time Undergrad</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

q) Average dollar amount of institutional non-need-based athletic grants and scholarships awarded to students in line p

<table>
<thead>
<tr>
<th>Dollar Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
</tr>
</tbody>
</table>

H3 Incorporated into H1 above.

Note: These are the graduates and loan types to include and exclude in order to fill out CDS H4 and H5.

Include: * 2017 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2016 and June 30, 2017. * only loans made to students who borrowed while enrolled at your institution. * co-signed loans.

Exclude: * students who transferred in. * money borrowed at other institutions. * parent loans * students who did not graduate or who graduated with another degree or certificate (but no bachelor's degree)

H4

Provide the number of students in the 2017 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2016 and June 30, 2017. Exclude students who transferred into your institution.

# 837

H5 Number and percent of students in class (defined in H4 above) borrowing from federal, non-federal, and any loan sources, and the average (or mean) amount borrowed. NOTE: The “Average per-undergraduate-borrower cumulative principal borrowed,” is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources. The numbers, percentages, and averages for each row should be based only on the loan source specified for the particular row. For example, the federal loans average (row b) should only be the cumulative average of federal loans and the private loans average (row e) should only be the cumulative average of private loans.
<table>
<thead>
<tr>
<th>Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column</th>
<th>Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)</th>
<th>Average per-undergraduate-borrower cumulative principal borrowed from the types of loans in the first column (nearest $1)</th>
</tr>
</thead>
<tbody>
<tr>
<td># 659</td>
<td>78.7 %</td>
<td>$28,429</td>
</tr>
<tr>
<td># 651</td>
<td>77.78 %</td>
<td>$24,457</td>
</tr>
<tr>
<td># 0</td>
<td>0 %</td>
<td>$0</td>
</tr>
<tr>
<td># 0</td>
<td>0 %</td>
<td>$0</td>
</tr>
<tr>
<td># 109</td>
<td>13.02 %</td>
<td></td>
</tr>
</tbody>
</table>
Common Data Set H: Financial Aid

Aid to Undergraduate Degree-seeking Nonresident Aliens

Note: Report numbers and dollar amounts for the same academic year checked in item H1.

H6 Indicate your institution's policy regarding institutional scholarship and grant aid for undergraduate degree-seeking nonresident aliens:

☐ Institutional need-based scholarship or grant aid is available

☑ Institutional non-need-based scholarship or grant aid is available

☐ Institutional scholarship or grant aid is not available

If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid:

2

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:

$ 500

Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:

$ 1,000

H7 Check off all financial aid forms nonresident alien first-year financial aid applicants must submit:

☐ Institution's own financial aid form

☐ CSS/Financial Aid PROFILE

☐ International Student's Financial Aid Application

☐ International Student's Certification of Finances

☑ Other (please specify)

If you selected Other please specify:

FAFSA
Common Data Set H: Financial Aid

Process for First-Year/Freshman Students

H8 Check off all financial aid forms domestic first-year (freshman) financial aid applicants must submit:

- ☑ FAFSA
- □ Institution's own financial aid form
- □ CSS/Financial Aid PROFILE
- ☑ State aid form
- □ Noncustodial PROFILE
- □ Business/Farm Supplement
- □ Other (please specify)

If you selected Other please specify:

H9 Indicate filing dates for first-year (freshman) students:

- Priority date for filing required financial aid forms: 02/15
- Deadline for filing required financial aid forms:

- ☑ No deadline for filing required forms (applications processed on a rolling basis):

H10 Indicate notification dates for first-year (freshman) students: (answer a or b)

a.) Students notified on or about (date):

b.) Students notified on a rolling basis: Yes

If yes, starting date: 01/02

H11 Indicate reply dates:

Students must reply by (date): 05/01

or within weeks of notification: 3
Common Data Set H: Financial Aid

Types of Aid Available

Please check off all types of aid available to undergraduates at your institution:

H12 Loans
FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

- Direct Subsidized Stafford Loans
- Direct Unsubsidized Stafford Loans
- Direct PLUS loans

- Federal Perkins Loans

- Federal Nursing Loans
- State Loans
- College/university loans from institutional funds
- Other (please specify)

If you selected Other please specify:

H13 Scholarships and Grants

Need-based:

- Federal Pell
- SEOG
- State scholarships/grants
- Private scholarships
- College/university scholarship or grant aid from institutional funds

- United Negro College Fund
- Federal Nursing Scholarships
- Other (please specify)

If you selected Other please specify:
Check off criteria used in awarding institutional aid. Check all that apply.

Academics

- Non-need
- Need-based

Alumni affiliation

- Non-need
- Need-based

Art

- Non-need
- Need-based

Athletics

- Non-need
- Need-based

Job skills

- Non-need
- Need-based

ROTC

- Non-need

Leadership

- Non-need
- Need-based

Minority status

- Non-need
- Need-based

Music/drama

- Non-need
- Need-based

Religious affiliation
PLEASE NOTE THE FOLLOWING:
1) Saving the form does not Lock it. You may return at any time to make changes or update your data.
2) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.
I certify that the data contained in this form are accurate, correct, and up-to-date.

Name: Teresa Casanova
Title: Administrative Aide
Phone: 3153122345
Email: ira@oswego.edu
### Instructional Faculty

Please report number of instructional faculty members in each category for Fall 2017. Include faculty who are on your institution’s payroll on the census date your institution uses for IPEDS/AAUP.

The following definition of full-time instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey (the part time definitions are not used by AAUP). Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research. Use the chart below to determine inclusions and exclusions:

<table>
<thead>
<tr>
<th>Category</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or predoctoral fellows</td>
<td>Exclude</td>
<td>Include one or more non-clinical credit courses</td>
</tr>
<tr>
<td>(b) administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status</td>
<td>Exclude</td>
<td>Include one or more non-clinical credit courses</td>
</tr>
<tr>
<td>(c) other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status</td>
<td>Exclude</td>
<td>Include</td>
</tr>
<tr>
<td>(d) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like</td>
<td>Exclude</td>
<td>Exclude</td>
</tr>
<tr>
<td>(e) faculty on sabbatical or leave with pay</td>
<td>Include</td>
<td>Exclude</td>
</tr>
<tr>
<td>(f) faculty on leave without pay</td>
<td>Exclude</td>
<td>Exclude</td>
</tr>
<tr>
<td>(g) replacement faculty for faculty on sabbatical leave or leave with pay</td>
<td>Exclude</td>
<td>Include</td>
</tr>
</tbody>
</table>

- **Full-time instructional faculty:** faculty employed on a full-time basis for instruction (including those with released time for research)
- **Part-time instructional faculty:** Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time instructional faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.
- **Minority faculty:** includes faculty who designate themselves as black, non-Hispanic; American Indian or Alaskan native; Asian, Native Hawaiian or other Pacific Islander; or Hispanic.
- **Doctorate:** includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, and public administration. Also includes terminal degrees formerly designated as “first professional,” including dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), or law (JD).
- **Terminal degree:** the highest degree in a field: example, M. Arch (architecture) and MFA (master of fine arts).

<table>
<thead>
<tr>
<th>Category</th>
<th>Full time</th>
<th>Part time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.) Total number of instructional faculty</td>
<td>375</td>
<td>203</td>
<td>578</td>
</tr>
<tr>
<td>b.) Total number who are members of minority groups</td>
<td>66</td>
<td>17</td>
<td>83</td>
</tr>
<tr>
<td>c.) Total number who are women</td>
<td>179</td>
<td>105</td>
<td>284</td>
</tr>
</tbody>
</table>
### Student to Faculty Ratio

**Fall 2017 Student to Faculty ratio:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td></td>
<td>1 to 1</td>
</tr>
<tr>
<td>7,414.7</td>
<td>443</td>
<td></td>
</tr>
</tbody>
</table>

**Report the Fall 2017 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.**
**Undergraduate Class Size**

I-3

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2017 term.

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings.

Class Subsections: A class subsection includes any subsection of a course, such as laboratory, recitation, and discussion subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Undergraduate subsections are defined as any subsections of courses in which degree-seeking undergraduate students enrolled for credit. As above, exclude noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Each class subsection should be counted only once and should not be duplicated because of course catalog cross-listings.

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections offered in Fall 2017. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

**Number of Class Sections with Undergraduates Enrolled.**

Undergraduate Class Size (provide numbers)

<table>
<thead>
<tr>
<th>Class Sections</th>
<th>2-9</th>
<th>10-19</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-99</th>
<th>100+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>207</td>
<td>504</td>
<td>285</td>
<td>147</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>81</td>
<td>54</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td>1,294</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Sub-Sections</th>
<th>2-9</th>
<th>10-19</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-99</th>
<th>100+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>70</td>
<td>102</td>
<td>70</td>
<td></td>
<td>4</td>
<td></td>
<td>251</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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I certify that the data contained in this form are accurate, correct, and up-to-date.

Name: Teresa Casanova
Title: Administrative Aide
Phone: 315-312-2345
Email: ira@oswego.edu