

# California State University, East Bay

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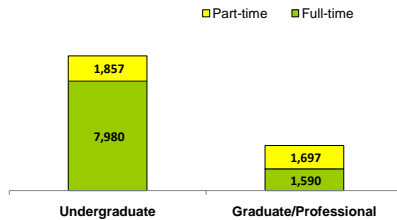
<http://www.csueastbay.edu/>

California State University, East Bay is fast becoming the San Francisco East Bay area's high-access public university of choice. CSUEB serves the region with two scenic campuses — one in the Hayward Hills overlooking beautiful San Francisco Bay and the other in the picturesque Concord foothills. With a growing enrollment of more than 13,000, the University attracts students from throughout the region and state, as well as from more than 80 countries around the world. Named a "Best in the West" college and a "Best Business School" by The Princeton Review, Cal State East Bay offers an award-winning curriculum, small classes, personalized instruction, and expert faculty. Students choose from among more than more than 100 professionally focused fields of study for which the University confers bachelor's and master's degrees, as well as an Ed.D. in educational leadership.

## Student Characteristics (Fall 2007) [More](#)

**TOTAL NUMBER OF STUDENTS** 13,124

### Student Level and Enrollment Status



## UNDERGRADUATE PROFILE

**Total** 9,837

**Gender** 79%

Women	6,014	61%
Men	3,823	39%

**Race/Ethnicity**

African American / Black	1,227	12%
American Indian / Alaskan Native	66	1%
Asian / Pacific Islander	2,735	28%
Hispanic	1,347	14%
International	590	6%
White	2,261	23%
Race/Ethnicity Unknown	1,611	16%

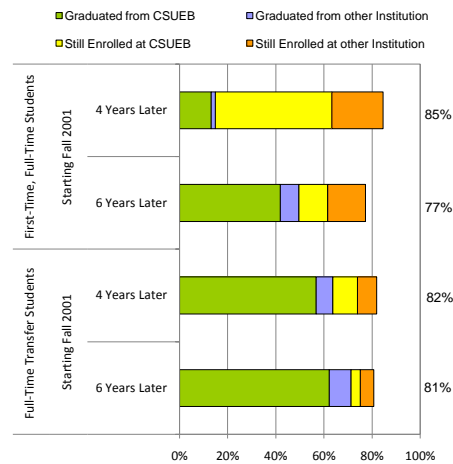
### Geographic Distribution (Degree-Seeking)

California	90%
Other US States & Territories	4%
Other Countries	6%

### Age (Degree-Seeking)

Average Age	25.8
Percent of Undergraduates Age 25 or Older	36%

## Undergraduate Success and Progress Rate [More](#)



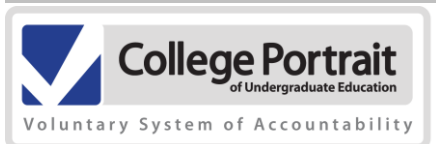
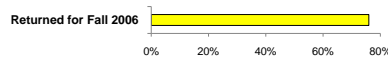
**A 85% four-year success and progress rate means that 85% of students starting in Fall 2001 either graduated or are still enrolled at a higher education institution four years later.**

Counts for the Fall 2001 entering class shown in the graph above.

- 713 First-Time, Full-Time Students
- 1,812 Full-Time Transfer Students

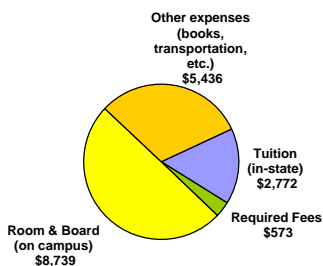
[CLICK HERE](#) for Detailed Success & Progress Rate Tables

### Retention of Fall 2006 First-Time, Full-time Students



One of the strengths of U.S. higher education is the broad range of diverse institutions, each with its own distinctive mission. We encourage you to check out college web sites and visit campuses to get a more complete picture of the opportunities available to you!

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



**Total: \$17,520**

[CLICK HERE](#) for typical out-of-state costs and any discipline-specific tuition

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

[CLICK HERE](#)  
 To get a cost estimate for students like you!

**Financial Aid Awarded to Undergraduates**

**Overall Financial Aid**

• 50% of Fall 2006 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

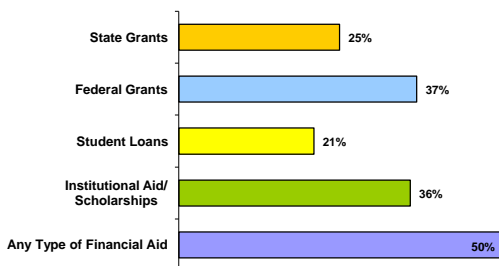
**Annual Need-Based Scholarships & Grants**

• 39% of Fall 2006 full-time undergraduates received need-based grants or scholarships; the average award for the year was \$6,615.

**Annual Need-Based Loans**

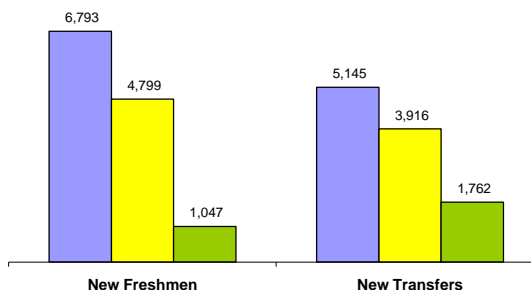
• 27% of Fall 2006 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was \$4,417.

**Percent of Fall 2006 First-Time Students Receiving Each Type of Financial Aid**



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

Applied Admitted Enrolled



**Academic Preparation of New Freshman**

Test(s) Required for Admission: SAT or ACT

**Middle 50% of Test Score Range**

	ACT	SAT
Composite	15-21	
Math	16-23	390-530
English	8-20	
Critical Reading		380-510

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	0%
Percent in top 50% of High School Graduating Class	0%
Average High School GPA (4-point scale)	-

**Degrees and Areas of Study** [More](#)

**Degrees Awarded at CSUEB in 2006-07**

Bachelor's	2,407
Master's	1,142
<b>Total</b>	<b>3,549</b>

**Areas of Study with the Largest Number of Undergraduate Degrees Awarded in**

Business Administration and Management, General	32%
Liberal Arts and Sciences / Liberal Studies	12%
Psychology, General	6%
Criminal Justice / Safety Studies	6%
Sociology	5%
All other degree areas	39%
	100%

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

**The Cal State East Bay Community**

Cal State East Bay is a student-centered institution. While faculty scholarship is prized, teaching and student interaction comprise the University's primary mission. CSUEB programs and services are designed to meet student needs as effectively and efficiently as possible, and the University strives to support each student with the tools, perspectives, and services required to achieve their personal goals. With an innovative freshman-year experience that includes nationally recognized learning communities, CSUEB offers students an environment and campus community that's conducive to building strong academic foundations, as well as meaningful social connections. At Cal State East Bay, students develop lifelong leadership skills through involvement in a choice of more than 90 campus clubs and organizations, including sororities and fraternities, student government, and cultural organizations. The University is also home to competitive intercollegiate athletics.



**Study at CSUEB**

**Classroom Environment**

Students per Faculty	17 to 1
Undergraduate classes with fewer than 30 students	69%
Undergraduate classes with fewer than 50 students	92%

**Full-Time Instructional Faculty**

Total Faculty	352
% Women	48%
% from Minority Groups	36%
% with Highest Degree in Field	79%

**Carnegie Classification of Institutional Characteristics** [More](#)

**Basic Type**

Master's Colleges and Universities (larger programs)

**Size and Setting**

Large four-year, primarily nonresidential

**Enrollment Profile**

High undergraduate

**Undergraduate Profile**

Full-time four-year, inclusive

**Undergraduate Instructional Program**

Balanced arts & sciences/professions, high graduate coexistence

**Graduate Instructional Program**

Single doctoral (education)

NOTE: Institutional classifications based on the Carnegie 2005 edition.

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

**Student Housing** [More](#)

0% of new freshmen live on campus  
8% of all undergraduates live on campus

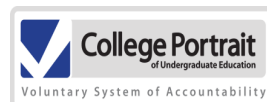
**Campus Safety** [More](#)

Our vision is to enhance and preserve the quality of the learning opportunities and life experiences of each member of our community by actively working in collaboration with all facets of the community to provide a safe and secure campus environment. We recognize that effective law enforcement and the prevention of crime is achieved by establishing a professional and trusting relationship with our community.

[CLICK HERE](#) for Campus Crime Statistics report.

**Future Plans of Bachelor's Degree Recipients**

Data used to build graph are not yet available



**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.

[CLICK HERE](#) for examples of how CSUEB evaluates the experiences of its students.

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 College Student Experiences Questionnaire (CSEQ). 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 CSEQ survey.

<p><b>Group Learning Experiences</b></p> <ul style="list-style-type: none"> <li>59% of freshman participated in discussions with other students and faculty members outside of class</li> <li>99% of freshmen worked on class assignments and projects with other students</li> <li>33% of freshmen managed or provided leadership for a club or organization</li> </ul> <p><b>Active Learning Experiences</b></p> <ul style="list-style-type: none"> <li>of freshmen spent at least 6 hours per week outside of class on academic activities</li> <li>41% of freshmen worked with a faculty member on a research project</li> <li>35% of freshmen worked on an off-campus committee, organization, or project</li> <li>93% of freshmen applied material learned in class to other areas such as jobs or internships</li> </ul> <p><b>Institutional Commitment to Student Learning and Success</b></p> <ul style="list-style-type: none"> <li>74% of freshmen discussed career plans with a faculty member</li> <li>84% of freshmen discussed academic programs or course selections with a faculty member</li> <li>66% of freshmen used a learning lab or center to improve skills</li> <li>49% of freshmen talked with a faculty or staff member about personal concerns</li> <li>41% of freshmen reported working harder than they thought they could to meet an instructor's standards or expectations</li> </ul>	<p><b>Student Satisfaction</b></p> <ul style="list-style-type: none"> <li>70% of freshmen would attend the same university again if they started over</li> </ul> <p><b>Student Interaction with Campus Faculty and Staff</b></p> <ul style="list-style-type: none"> <li>87% of freshmen worked harder after receiving feedback from an instructor</li> <li>95% of freshmen discussed grades, make-up work, or assignments with their instructor</li> <li>84% of freshmen discussed ideas for term papers or other class projects with a faculty member</li> <li>74% of freshmen requested feedback from instructors about academic performance</li> <li>98% of freshmen found campus staff to be helpful, considerate, or flexible</li> </ul> <p><b>Experiences with Diverse Groups of People and Ideas</b></p> <ul style="list-style-type: none"> <li>76% of freshmen had discussions with students from a different country than their own</li> <li>83% of freshmen had discussions with students whose philosophy of life and personal values were very different from their own</li> <li>81% of freshmen had discussions with students whose race or ethnic background was different than their</li> </ul>
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**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 CSUEB**

Assessing student learning outcomes is an important part of improving student learning at Cal State East Bay. Each degree program has student learning outcomes published in the University Catalog. Every degree program undergoes a program review every five years. A significant part of this review is an assessment of student achievement of the program's learning outcomes. Several degree programs are evaluated by outside professional organizations that have rigorous student learning outcome standards. In addition, assessment of student learning outcomes is a major part of the regional accreditation of the university by the Western Association of Schools and Colleges (WASC) that occurs every 7 to 10 years. Lastly, each degree program completes an annual report that includes a description of progress made on assessing student learning outcome over the past year. Direct and indirect assessment of student learning outcomes is used to continually improve student learning and improve the curriculum.

[CLICK HERE](#) for examples of student learning assessment and outcomes at CSUEB

**Pilot Project to Measure Core Learning Outcomes**

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the 2007-2008 results from the Collegiate Learning Assessment (CLA). Such general skills are applicable and useful for both career and personal success and are important outcomes of college regardless of a student's major. The CLA measures critical thinking, analytic reasoning and written communication using two different tasks -- a performance task and an analytic writing task.

[CLICK HERE](#) for a description of the CLA test.

**Learning Gains between Freshman Year and Senior Year**

**PerformanceTask**

The increase in learning on the performance task is at an institution with students of similar academic abilities.

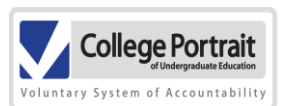
**Analytic Writing Task**

The increase in learning on the performance task is at an institution with students of similar academic abilities.

**Average Institutional Scores**

	<u>Freshman Score</u>	<u>Senior Score</u>
PerformanceTask	997	N/A
Analytic Writing Task	1010	N/A

CLA Score Range: 400 to 1600



The information provided in this section addresses many important institutional contributions to California. This small collection of data is designed to ensure that many of our public universities are recognized for their societal contributions as well

**Contributions to the Public Good**

**Degrees Granted 2006-07**

Total Degree Awards	Campus	% of CSU	CSU	% of State
Bachelor's	2,407	3%	70,887	46%
Master's	1,142	6%	18,095	32%
Doctoral	0	0%	68	1%
<b>Total</b>	<b>3,549</b>	<b>4%</b>	<b>89,050</b>	<b>41%</b>

**Bachelor's Degree Awards**

by Racial &	Campus	% of CSU	CSU	% of State
African Am	202	6%	3,440	48%
American Ii	14	3%	490	44%
Asian/ Paci	569	5%	12,085	38%
Latino	285	2%	14,483	55%
White, Non	685	2%	28,039	45%
Internation:	318	11%	2,946	46%
Other Ethni	334	4%	9,404	55%
<b>Total</b>	<b>2,407</b>	<b>3%</b>	<b>70,887</b>	<b>46%</b>

in High De	Campus	% of CSU	CSU	% of State
Criminal Ju	122	5%	2,397	77%
Business a	754	5%	15,613	54%
Information	75	5%	1,571	33%
Life Scienc	269	5%	5,742	38%
Nursing	67	4%	1,792	59%
Media/Culti	155	2%	8,128	42%

**Economic Diversity: Access & Completion**

<b>Undergraduate Pell Grant Recipients (2006-07)</b>	
East Bay Undergraduates	11,422
East Bay Undergraduate Pell Grant Recipients	4,263
Pell Percentage of Undergraduates	37%
System Pell Percentage of Undergraduates	37%
National Pell Percentage of Undergraduates	34%

<b>Bachelor's Degree Pell Grant Recipients (2006-07)</b>	
East Bay Bachelor's Degrees	2,407
East Bay Pell & Degree Recipients	964
Pell Percentage of Undergraduates	40%
System Pell Percentage of Undergraduates	43%

**"Net Price" - House version of HEA**

Average "sticker" tuition and fees charged to all 2006-07 academic year, full-time undergraduates	\$3,537
Average tuition and fees paid by all 2006-07 academic year, full-time undergraduates	\$2,246
"Net" Price percent of "Sticker"	64%

**Loan Debt of Baccalaureate Recipients**

<b>Percent of 2006-07 Baccalaureate Recipients who Started as Freshmen and Assumed Loans</b>	
East Bay	33%
State Average (2005-06 Data)	47%
National Average (2005-06 Data)	58%

<b>Average Loan Debt of 2006-07 Baccalaureate Recipients who Started as Freshmen and Assumed Loans</b>	
East Bay	\$14,379
State Average (2005-06 Data)	\$17,270
National Average (2005-06 Data)	\$19,646

<b>Average Loan Debt of 2006-07 Baccalaureate Recipients who Started as Freshmen</b>	
East Bay	\$ 4,770
State Average (2005-06 Data)	\$ 8,118
National Average (2005-06 Data)	\$ 11,396