

California State University, Long Beach

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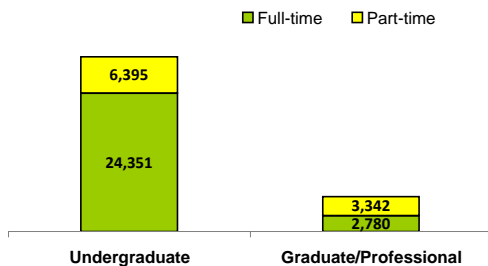
<http://www.csulb.edu/>

A diverse, student-centered, globally engaged public university, California State University, Long Beach (CSULB) is committed to providing undergraduate and graduate educational opportunities through superior teaching, research, creative activity and service for the people of California and the world. With its values of Educational Opportunity, Excellence, Diversity, Integrity and Service, CSULB's core academic purpose is to graduate students with highly-valued degrees. CSULB envisions changing lives by expanding educational opportunities, championing creativity and preparing leaders for a changing world.

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

TOTAL NUMBER OF STUDENTS 36,868

Student Level and Enrollment Status



UNDERGRADUATE PROFILE

Total 30,746

Gender

Women	18,336	60%
Men	12,410	40%

Race/Ethnicity

African American / Black	1,733	6%
American Indian / Alaskan Native	194	1%
Asian / Pacific Islander	7,205	23%
Hispanic	8,157	27%
International	1,437	5%
White	9,524	31%
Race/Ethnicity Unknown	2,496	8%

Geographic Distribution (Degree-Seeking)

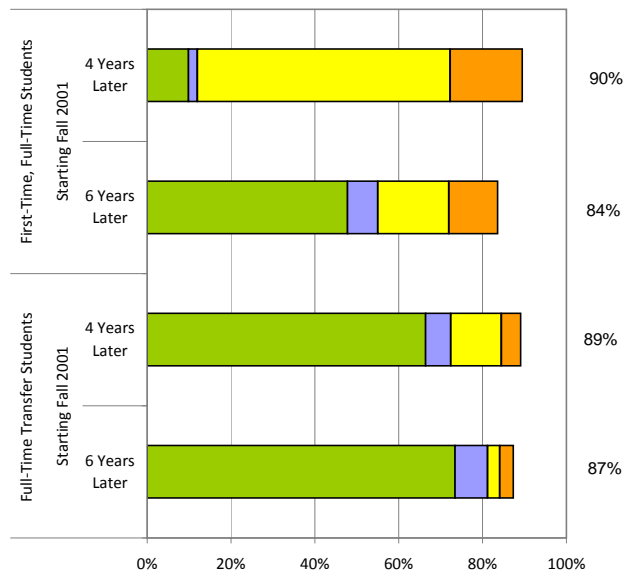
California	96%
Other US States & Territories	3%
Other Countries	2%

Age (Degree-Seeking)

Average Age	22.8
Percent of Undergraduates Age 25 or Older	21%

Undergraduate Success and Progress Rate [More](#)

■ Graduated from CSULB
 ■ Graduated from other Institution
■ Still Enrolled at CSULB
 ■ Still Enrolled at other Institution



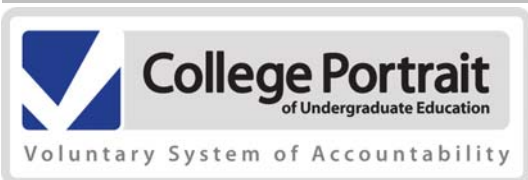
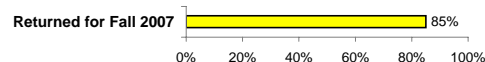
A 90% four-year success and progress rate means that 90% of students starting in Fall 2001 either graduated or are still enrolled at a higher education institution four years later.

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

- 4,328 First-Time, Full-Time Students
- 2,330 Full-Time Transfer Students

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

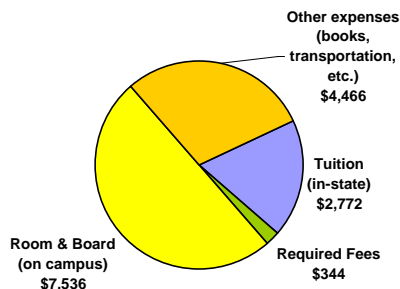
Retention of Fall 2006 First-Time, Full-time Students



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!

Costs of Attendance and Financial Aid [More](#)

Typical Undergraduate Costs per Year Without Financial Aid for Full-Time, In-State Students (2007-2008)



Total: \$15,118

[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 (Fall 2006)

Overall Financial Aid

• 54% of Fall 2006 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

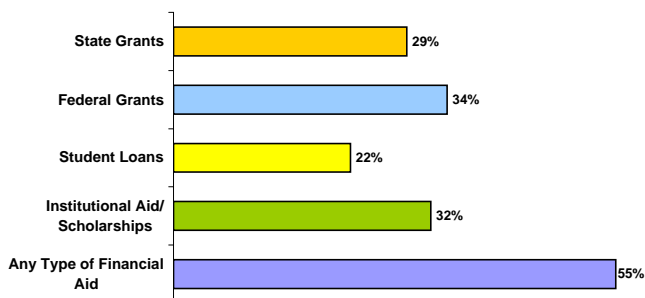
Annual Need-Based Scholarships & Grants

• 38% of Fall 2006 full-time undergraduates received need-based grants or scholarships; the average award for the year was \$5,835.

Annual Need-Based Loans

• 24% 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 \$4,073.

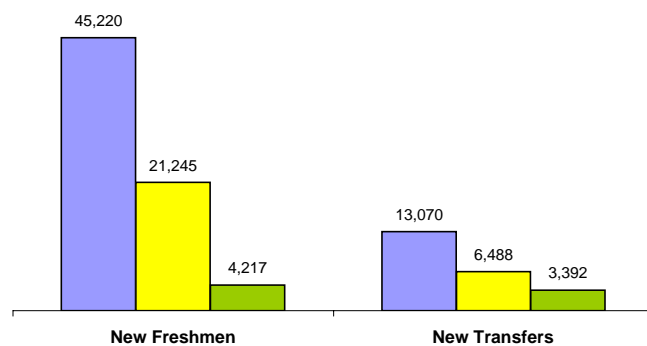
Percent of Fall 2006 First-Time Students Receiving Each Type of Financial Aid



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

Undergraduate Admissions [More](#)

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	18-23	
Math	18-24	460-580
English	17-23	
Critical Reading		440-550

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	84%
Percent in top 50% of High School Graduating Class	100%
Average High School GPA (4-point scale)	3.33

Degrees and Areas of Study [More](#)

Degrees Awarded at CSULB in 2006-07

Bachelor's	6,110
Master's	1,531
Total	7,641

Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2006-07

Business Administration and Management, General	17%
Liberal Arts and Sciences/Liberal Studies	8%
Psychology, General	6%
Speech and Rhetorical Studies	6%
Trade and Industrial Teacher Education	5%
All other degree areas	58%
Total	100%

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

The The Beach Community

Known nationally as "The Beach," CSULB overlooks the Pacific Ocean, its 322-acre campus designed to encourage student involvement and success. Eighty buildings housing 63 academic programs harmonize with master planned architecture, landscape and environmental sculpture, realization of the vision of renowned architect Ed Killingsworth. Specialized instruction facilities support the sciences, engineering, nursing, computer studies, fine arts, film studies, research centers and more. Outstanding performance venues include the Carpenter Performing Arts Center, the Martha Knoebel Dance Center and the Bob Cole Conservatory of Music Daniel Recital Hall. Athletic competitions and major events are offered in the Walter Pyramid, while cultural and educational programs are the focus of the Earl Burns Miller Japanese Garden. Student activities and organizations are housed in the University Student Union, located in the center of campus to best serve its community. While a large urban university, CSULB offers an environment that encourages small group identification and personal privacy in the midst of 40,000 persons sharing the same campus.



Study at CSULB [More](#)

Classroom Environment

Students per Faculty	20 to 1
Undergraduate classes with fewer than 30 students	63%
Undergraduate classes with fewer than 50 students	92%

Full-Time Instructional Faculty

Total Faculty	1,034
% Women	46%
% from Minority Groups	29%
% with Highest Degree in Field	89%

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

Medium full-time four-year, selective, higher transfer-in

Undergraduate Instructional Program

Balanced arts & sciences/professions, high graduate coexistence

Graduate Instructional Program

Postbaccalaureate comprehensive

NOTE: Institutional classifications based on the Carnegie 2005 edition.

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

Student Housing [More](#)

22% of new freshmen live on campus
6% of all undergraduates live on campus

Campus Safety [More](#)

As one of the safest major public universities in the nation, CSULB is dedicated to ensuring a peaceful and secure learning environment for its campus community. This commitment is reflected in the mission of CSULB's University Police, who participate in multiple programs ranging from the promotion of campus-wide student success initiatives to tolerance and diversity training designed to better serve a wonderfully diverse ethnic population.

[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 Cal State Long Beach 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 2007-08 National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

[CLICK HERE](#) for information on survey administration, the survey sample, and the response rate.

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

Group Learning Experiences

- 93% percent of seniors worked with classmates on assignments outside of class.
- 57% of seniors tutored or taught other students
- 14% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports

Active Learning Experiences

- 78% of seniors spent at least 6 hours per week preparing for class
- 10% of seniors worked on a research project with a faculty member
- 31% of seniors participated in an internship, practicum, or field experience
- 44% of seniors participated in community service or volunteer work
- 6% of seniors participated in study abroad
- 93% of seniors made at least one class presentation last year

Institutional Commitment to Student Learning and Success

- 93% of seniors believe this institution provides support for student success
- 72% of seniors rated the quality of academic advising at this institution as good or excellent
- 64% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities
- 94% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

Student Satisfaction

- 85% of seniors would attend this institution if they started over again
- 84% of seniors rated their entire educational experience as good or excellent
- 75% of seniors reported that other students were friendly or supportive

Student Interaction with Campus Faculty and Staff

- 48% of seniors believed that the campus staff were helpful, considerate, or flexible
- 73% of seniors believed that faculty are available, helpful, or sympathetic
- 88% of seniors reported that faculty members provided prompt feedback on their academic performance
- 58% of seniors discussed readings or ideas with faculty members outside of class

Experiences with Diverse Groups of People and Ideas

- 65% of seniors reported that they often tried to understand someone else's point of view
- 89% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds
- 63% of seniors often had serious conversations with students of a different race or ethnicity

Student Learning Outcomes

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

Student Learning Assessment at CSULB

The campus supports the assessment of student learning as an integral part of its core commitment to graduate students with highly valued degrees. Assessment at CSULB is overseen by the Vice Provost for Academic Affairs and Dean of Graduate Studies and coordinated by the Director of Program Review and Assessment. Responsibility for determining student learning outcomes, developing and implementing assessment plans, and using the results of assessment for program improvement has been delegated to the colleges. Each college has an assessment coordinator and each college receives funding for assessment from the Division of Academic Affairs.

[CLICK HERE](#) for information regarding student learning assessment at Cal State Long Beach

Pilot Project to Measure Core Learning Outcomes

The Collegiate Learning Assessment (CLA) measures critical thinking, analytic reasoning and written communication using two different tasks -- a performance task and an analytic writing task. 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. Below are the 2006-2007 results from the CLA.

[CLICK HERE](#) for information regarding the Collegiate Learning Assessment

**2007 Collegiate Learning Assessment
Learning Gains Between Freshman Year and Senior Year
Average Institutional Scores**

	<u>Performance Task</u>	<u>Analytic Writing Task</u>
Freshman Score	1138	1177
Senior Score	1210	1232
New Transfer Score	1107	1124
Senior Transfer Score	1201	1224

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		% of State
		CSU	CSU	
Bachelor's	6,110	9%	70,887	46%
Master's	1,531	8%	18,095	32%
Doctoral	0	0%	68	1%
Total	7,641	9%	89,050	41%

Bachelor's Degree Awards

by Racial and Ethnic Background	Campus	% of		% of State
		CSU	CSU	
African American/ Black	309	9%	3,440	48%
American Indian/ Alaskan Native	36	7%	490	44%
Asian/ Pacific Islander	1,190	10%	12,085	38%
Latino	1,392	10%	14,483	55%
White, Non-Latino	2,196	8%	28,039	45%
International	285	10%	2,946	46%
Other Ethnicity/ Unknown	702	7%	9,404	55%
Total	6,110	9%	70,887	46%

in High Demand Fields	Campus	% of		% of State
		CSU	CSU	
Education	298	13%	2,215	80%
Life Science	622	11%	5,742	38%
Criminal Justice	255	11%	2,397	77%
Nursing	189	11%	1,792	59%
Media/Culture/Design	792	10%	8,128	42%
Engineering	306	8%	3,717	44%

Economic Diversity: Access & Completion

Undergraduate Pell Grant Recipients (2006-07)

Long Beach Undergraduates	32,867
Long Beach Undergraduate Pell Grant Recipients	12,485
Pell Percentage of Undergraduates	38%
System Pell Percentage of Undergraduates	37%
National Pell Percentage of Undergraduates	34%

Bachelor's Degree Pell Grant Recipients (2006-07)

Long Beach Bachelor's Degrees	6,110
Long Beach Pell & Degree Recipients	2,478
Pell Percentage of Undergraduates	41%
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	\$3,220
Average tuition and fees paid by all 2006-07 academic year, full-time undergraduates	\$2,016
"Net" Price percent of "Sticker"	63%

Loan Debt of Baccalaureate Recipients

Percent of 2006-07 Baccalaureate Recipients who Started as Freshmen and Assumed Loans

Long Beach	43%
State Average (2005-06 Data)	47%
National Average (2005-06 Data)	58%

Average Loan Debt of 2006-07 Baccalaureate Recipients who Started as Freshmen and Assumed Loans

Long Beach	\$13,562
State Average (2005-06 Data)	\$17,270
National Average (2005-06 Data)	\$19,646

Average Loan Debt of 2006-07 Baccalaureate Recipients who Started as Freshmen

Long Beach	\$ 5,894
State Average (2005-06 Data)	\$ 8,118
National Average (2005-06 Data)	\$ 11,396