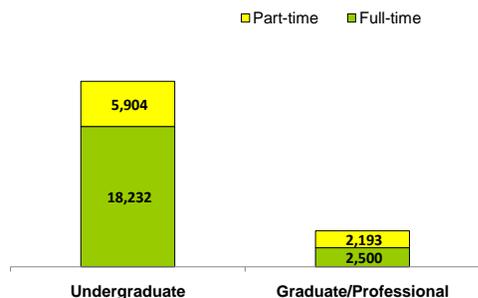




Thank you for checking out California State University, Sacramento or Sacramento State as we are typically called. We're a large and lively campus with a small campus feel. Our students say they love the diversity of our campus community—people who share their interests and support them in their learning. At Sacramento State, you can study almost any subject you can imagine. You also can join almost every type of student club, organization, and recreational activity conceivable. Sacramento is the state capital—a great place to get a part-time job or internship. There is always something going on in, and it is an easy city to navigate by foot, bike or public transit. Sacramento State is growing and changing, but we always put students first. Sacramento State is a great place to live, learn and succeed.

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

TOTAL NUMBER OF STUDENTS **28,829**
[CLICK HERE](#)



UNDERGRADUATE PROFILE

Total		24,136
Gender		
Women	13,825	57%
Men	10,311	43%
Race/Ethnicity		
African American / Black	1,717	7%
American Indian / Alaskan Native	229	1%
Asian / Pacific Islander	4,601	19%
Hispanic	3,365	14%
International	282	1%
White	9,668	40%
Race/Ethnicity Unknown	4,274	18%

Geographic Distribution (Degree-Seeking)

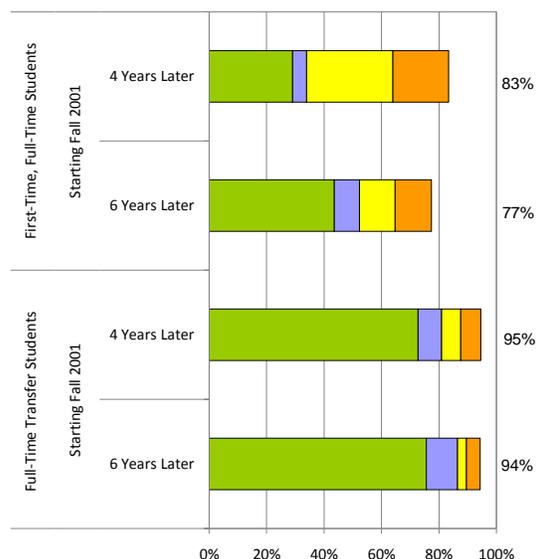
California	93%
Other US States & Territories	6%
Other Countries	1%

Age (Degree-Seeking)

Average Age	24
Percent of Undergraduates Age 25 or Older	25%

Undergraduate Success and Progress Rate

■ Graduated from Sac State ■ Graduated from other Institution
■ Still Enrolled at Sac State ■ Still Enrolled at other Institution



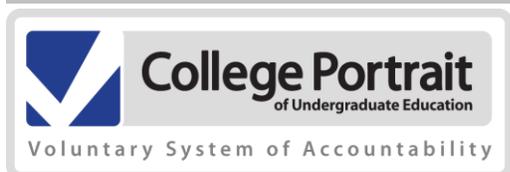
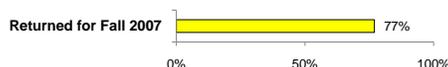
An 83% four-year success and progress rate means that 83% of students starting in Fall 2001 either graduated or are still enrolled at a higher education institution four years later.

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

- 2,273 First-Time, Full-Time Students
- 2,422 Full-Time Transfer Students

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

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

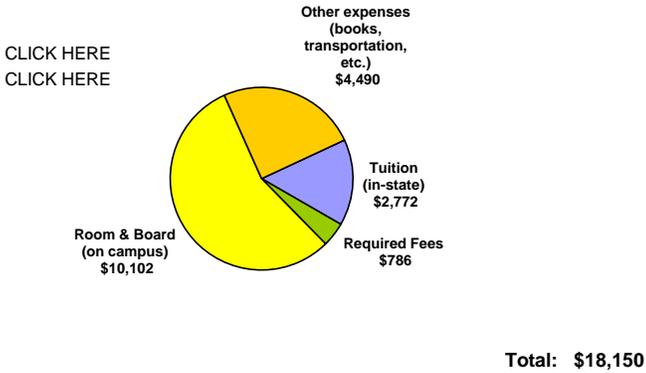


One of the strengths of U.S. higher education is the broad range of diverse institutions, each with its own distinctive mission. We encourage you to check out college web sites and visit campuses to get a more complete picture of the opportunities available to you!

Costs of Attendance and Financial Aid

[More](#)

Typical Undergraduate Costs per Year Without Financial Aid for Full-Time, In-State Students (2007-08)



[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

• 57% of Fall 2006 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

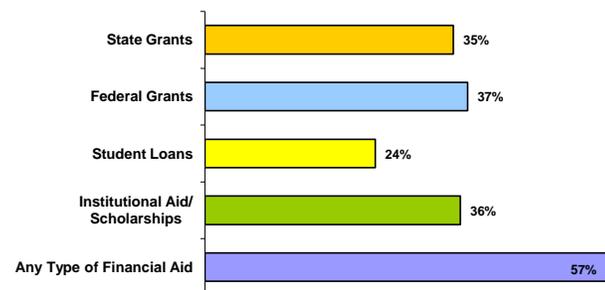
Annual Need-Based Scholarships & Grants

• 39% of Fall 2006 full-time undergraduates received need-based grants or scholarships; the average award for the year was \$6,041.

Annual Need-Based Loans

• 29% 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 \$4,119.

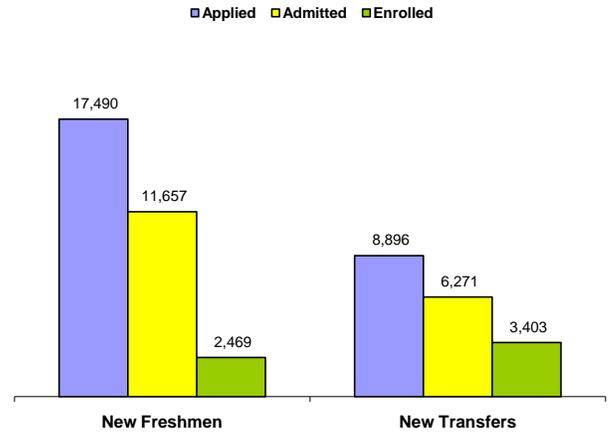
Percent of Fall 2006 First-Time Students Receiving Each Type of Financial Aid



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

Undergraduate Admissions

[More](#)



Academic Preparation of New Freshman

Test(s) Required for Admission: SAT or ACT

Middle 50% of Test Score Range

	ACT	SAT
Composite	18-24	
Math	18-25	430-550
English	16-24	
Critical Reading		410-530

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)	3.18

Degrees and Areas of Study

[More](#)

Bachelor's	4,953
Master's	824
Total	5,777

Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2006-2007

Business Administration and Management, General	22%
Criminal Justice/Safety Studies	9%
Communication Studies/Speech Communication and Rhetoric	8%
Liberal Arts and Sciences/Liberal Studies	7%
Psychology, General	6%
All other degree areas	48%
Total	100%

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



The Sac State Community

Did you know that most American college students spend between 12 and 15 hours each week in the classroom? Even after you finish studying for class, there still will be plenty of time for other things. At Sacramento State, we hope that you'll spend some it getting involved in the student clubs, cultural organizations, intramural teams, leadership experiences, recreational trips or community service projects we offer. We also hope that you take advantage of the academic and student support systems we provide like tutoring, the writing center, the academic advising center, and the financial aid office. If you need to find a job, visit the Career Center on campus. Staff can help you identify the type of on- or off-campus job that gives you the flexibility you need to take classes and keep your studies your top priority. And if you are coming to Sac State as a new student, we strongly recommend that you check out the residence halls and the new suites (opening fall 2009). Living on campus is convenient, safe, affordable, and fun. Chances are good that you will make life-long friends with other students living in your building. Studies should always come first, but the more you get connected, join a group, hang out on campus, the more you'll feel a part of it all.



Study at Sac State [More](#)

Classroom Environment

Students per Faculty	20 to 1
Undergraduate classes with fewer than 30 students	65%
Undergraduate classes with fewer than 50 students	90%

Full-Time Instructional Faculty

Total Faculty	787
% Women	48%
% from Minority Groups	27%
% with Highest Degree in Field	80%

Carnegie Classification of Institutional Characteristics

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](#)

26% of new freshmen live on campus
4% of all undergraduates live on campus

Campus Safety [More](#)

The safety and well-being of students, faculty, staff and visitors is the primary concern of the Department of Public Safety (University Police), on duty 24-7 to respond to campus emergencies. Blue emergency phones located throughout campus are a direct contact to the campus police. A night escort service is also available for a safe ride around campus. The department works hard to make the campus as safe as possible for living, learning and working.

[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 Sac State 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 Spring 2008 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

92% percent of seniors worked with classmates on assignments outside of class.

Group Learning Experiences

92% percent of seniors worked with classmates on assignments outside of class.

53% of seniors tutored or taught other students

17% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports

Active Learning Experiences

81% of seniors spent at least 6 hours per week preparing for class

10% of seniors worked on a research project with a faculty member

40% of seniors participated in an internship, practicum, or field experience

47% of seniors participated in community service or volunteer work

4% of seniors participated in study abroad

96% of seniors made at least one class presentation last year

Institutional Commitment to Student Learning and Success

94% of seniors believe this institution provides support for student success

63% of seniors rated the quality of academic advising at this institution as good or excellent

59% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities

92% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

Student Satisfaction

79% of seniors would attend this institution if they started over again

Student Satisfaction

79% of seniors would attend this institution if they started over again

80% of seniors rated their entire educational experience as good or excellent

78% of seniors reported that other students were friendly or supportive

Student Interaction with Campus Faculty and Staff

41% of seniors believed that the campus staff were helpful, considerate, or flexible

71% of seniors believed that faculty are available, helpful, or sympathetic

93% of seniors reported that faculty members provided prompt feedback on their academic performance

67% of seniors discussed readings or ideas with faculty members outside of class

Experiences with Diverse Groups of People and Ideas

61% of seniors reported that they often tried to understand someone else's point of view

66% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds

62% 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 Sac State

Sacramento State employs a campus-wide assessment strategy to provide evidence of curricular and co-curricular student learning. The Division of Academic Affairs oversees curricular assessment while co-curricular assessment is facilitated and coordinated by the Division of Student Affairs. For a couple of years now, leaders and staff from both divisions have come together to discuss, measure, and report out on the learning that is taking place in their respective areas. Presently, the Provost and the Vice President for Student Affairs are working on a more integrative way to measure learning since the traditional separation of academic and student affairs is more of an organizational construct than a learning construct.

Until the integration is fully under way, two concurrent processes are in play. On the academic side, each department implements an assessment plan that is part of the annual report submitted to the College dean. Each dean provides Academic Affairs with a complete set of annual reports; Academic Affairs then gives feedback to the Colleges and departments by way of an annual summary and analysis of all of the program reports aimed at promoting organizational learning. The Provost's Advisory Committee on Assessment (PACA) meets on a biweekly basis to examine assessment issues and develop recommendations to the Provost for continuous improvement of the assessment strategy.

On the Student Affairs side, the directors of each of the division's 15 departments work with their staff to create an annual assessment plan that measures program improvements and student learning. Program objectives are written to measure changes in the programs or services while direct student learning outcomes are formulated to identify what students may have learned or how their attitude or behavior may have changed after participating in a student affairs' program or service. The information gathered from assessments is used to design and implement program changes as needed. The assessment plans are designed during the summer months; data collection ensues during the fall and spring semester, and results and conclusions are posted—on the division's website—by the beginning of the following fall term.

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

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 2007-08 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.

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

Learning Gains between Freshman Year and Senior Year

PerformanceTask

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

Analytic Writing Task

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

Average Institutional Scores

	<u>Freshman Score</u>	<u>Senior Score</u>
PerformanceTask	1001	1093
Analytic Writing Task	1076	1126

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 as demonstrating greater accountability to individual students, parents, and the public-at-large.

Contributions to the Public Good

Degrees Granted 2006-07

	Campus	% of CSU	CSU	% of State
Total Degree Awards				
Bachelor's	4,953	7%	70,887	46%
Master's	824	5%	18,095	32%
Doctoral	0	0%	68	1%
Total	5,777	6%	89,050	41%

Bachelor's Degree Awards

by Racial and Ethnic Background	Campus	% of CSU	CSU	% of State
African American/ Black	272	8%	3,440	48%
American Indian/ Alaskan Native	50	10%	490	44%
Asian/ Pacific Islander	889	7%	12,085	38%
Latino	641	4%	14,483	55%
White, Non-Latino	2,391	9%	28,039	45%
International	65	2%	2,946	46%
Other Ethnicity/ Unknown	645	7%	9,404	55%
Total	4,953	7%	70,887	46%

in High Demand Fields	Campus	% of CSU	CSU	% of State
Criminal Justice	403	17%	2,397	77%
Education	229	10%	2,215	80%
Public Administration	130	8%	1,535	60%
Media/Culture/Design	666	8%	8,128	42%
Nursing	136	8%	1,792	59%
Engineering	255	7%	3,717	44%

Economic Diversity: Access & Completion

Undergraduate Pell Grant Recipients (2006-07)	
Sacramento Undergraduates	27,462
Sacramento Undergraduate Pell Grant Recipients	9,872
Pell Percentage of Undergraduates	36%
System Pell Percentage of Undergraduates	37%
National Pell Percentage of Undergraduates	34%

Bachelor's Degree Pell Grant Recipients (2006-07)	
Sacramento Bachelor's Degrees	4,953
Sacramento Pell & Degree Recipients	2,080
Pell Percentage of Undergraduates	42%
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	\$3,414
Average tuition and fees paid by all 2006-07 academic year, full-time undergraduates	\$2,020
"Net" Price percent of "Sticker"	59%

Loan Debt of Baccalaureate Recipients

Percent of 2006-07 Baccalaureate Recipients who Started as Freshmen and Assumed Loans	
Sacramento	40%
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	
Sacramento	\$14,472
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	
Sacramento	\$ 5,838
State Average (2005-06 Data)	\$ 8,118
National Average (2005-06 Data)	\$ 11,396