



CSU BAKERSFIELD  
**DIVISION OF  
ENROLLMENT  
MANAGEMENT**



**ANNUAL REPORT  
2020-2021**



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# MESSAGE FROM THE ASSOCIATE VICE PRESIDENT

## Pressed but not Broken

To say this past year and a half has been daunting would be an understatement. The global pandemic, political division, racial tensions, and societal challenges seemed to create a vortex of never-ending emotional stimulation. Terms such as social distancing, quarantine, and Zoom will certainly be markers of this time period. People experienced life transitions, isolation, and loss during this season. Yet as a people and a community, we engaged in readjustments, exercised responsiveness, and exemplified resilience. As much as our challenges were unprecedented, our positive and impactful responses to those challenges were also unprecedented. CSUB faculty, staff, and students rose to the occasion.

During a pandemic year, CSUB experienced another year of record-high enrollment for Fall 2020 which was not by chance. Staff from University Outreach, Talent Search, EOP, HEP, and CAMP conducted many virtual presentations to students and families in the community and engaged in phone campaigns to reach prospective students. Staff in the Office of Admissions had the challenge of processing and communicating with the second largest applicant pool in CSUB history with minimal staff in a virtual environment. The Financial Aid and Scholarships office successfully met the challenge of responding to extraordinarily high volumes of phone and email inquiries and providing timely financial awards to students while working remotely. The Office of the Registrar, also with minimal staff, had among the highest response rates to both intercampus department and student inquiries. International Students and Programs staff continued to exercise great creativity to engage and serve international students while the Testing Center successfully pivoted to virtual testing for students. And though Academic Advising on campus is not a component of Enrollment Management, we have established very close collaborations to enhance our enrollment processes and work toward the elimination of administrative barriers for students. The Kegley Center for Student Success, Tutoring and Supplemental Instruction, Reading Institute for Academic Preparation (RIAP), and Expository Reading and Writing Course (ERWC), continued to provide meaningful engagement and support to students, instructors, and administrators despite pandemic challenges. Finally, Enrollment Management Systems and Information Technology Services made significant technological advances to provide support to students, and the campus community at-large.



2020 was a challenging year, yet a year of successful change and achievement for the Division of Enrollment Management. It is a great thrill to be in partnership with such competent, capable, and hard-working students and staff in this division. In this annual report, you will find the accomplishments of each department in our division as we endeavor to support the mission of CSUB.

'Runners on the Rise

E. Dwayne Cantrell, Ed.D., Th.D.  
*Associate Vice President*  
*Chief Enrollment Officer*

# INTRODUCTION TO ENROLLMENT MANAGEMENT

The Division of Enrollment Management provides many critical and important functions for the University. The Division has been strategic in its efforts to attract, admit, enroll, retain, and graduate students. Recognizing the potential of every student and understanding the challenges present in an academic setting, the outstanding staff within Enrollment Management is committed to providing the guidance, support, and high-quality service necessary to ensure intellectual and personal success at California State University Bakersfield (CSUB), while working to promote a welcoming and understanding environment on campus.

There are 14 key units within Enrollment Management:

- Admissions - Main Campus and Antelope Valley Campus
- Athletics Academic Services
- College Assistance Migrant Program (CAMP)
- Early Intervention Programs (EAP, Early Start)
- Educational Opportunity Program (EOP)/Summer Bridge/Guardian Scholars/Foster Youth
- Educational Talent Search (ETS)
- Enrollment Management Systems
- Financial Aid & Scholarships
- High School Equivalency Program (HEP)
- International Student and Programs (ISP)
- Registrar
- Testing Center
- Tutoring and Supplemental Instruction
- University Outreach

EXCELLENCE

PARTNERSHIPS

COMMUNITY

BAKERSFIELD

# OFFICE OF ADMISSIONS

The Office of Admissions team for the 2020-21 academic year is comprised of 12 full-time staff, which includes Admissions Officers/Evaluators, responsible for evaluating and providing decisions on admission applications for all undergraduate and post-baccalaureate/graduate applicants; specialized staff to support the Office of Admissions and Office of the Registrar for document and imaging operations; an administrative analyst, responsible for related admission application setup and posting of received applications; one Senior Admissions Officer/Transfer Success Coordinator; and one Director of Admissions.

As part of the Office of Admissions and its related operations, members of the Office of Admissions provided specialized, ancillary support to the campus programs and departments, including the external community. In addition, two Transfer Specialists were responsible for continued work and relations with transfer-specific initiatives, including providing pre-advising services for prospective transfers, tracking program participants, and conducting regular meetings with community college partners. For 2020-21, typical efforts for transfer relations were adjusted by the Office of Admissions transfer team and by the community college partners due to the COVID-19 pandemic. Alternative delivery of services in lieu of in-person, on-campus efforts to remain connected with prospective students were rapidly and successfully deployed to ensure a successful transfer transition as effectively as possible for students.

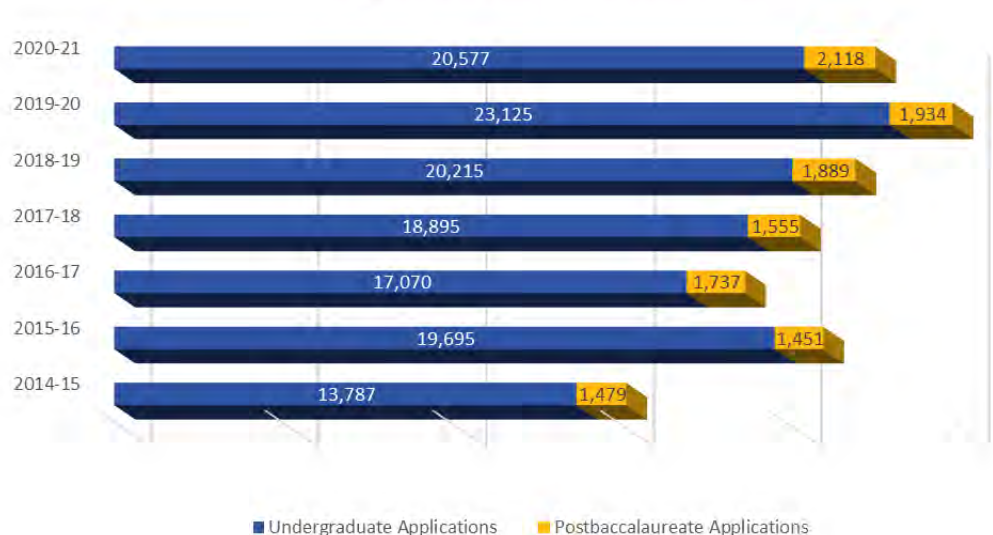
## RESOURCE UPDATES AND CHANGES

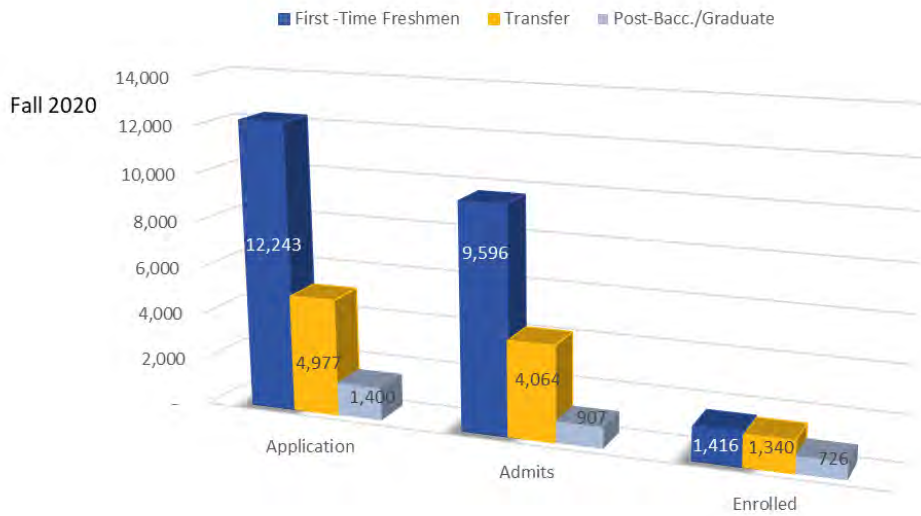
The latter part of the 2020-21 academic year presented changes in resources and admission groups for the department. In staffing, we had two departures in the areas of transfer and the coordination of student-athlete admissions. One FTE position served as a replacement and new hire to focus on a re-defined coordinator role for Student-Athlete and international admissions. In addition, the Division of Enrollment Management restructured the international admission operation to be handled fully by the Office of Admissions. This allowed for a better alignment with the overall workflow and systems processes for existing domestic applicants. Benefits from the transfer of the international admissions operation included an updated and automated communication plan to upon receipt of their application for admission. In addition, communication and follow-up efforts providing clear next-steps information for applicants was provided. Lastly a systematic workflow was also started by the Office of Admissions team for continued process-improvement in this area.

## 2020-21 ADMISSION CYCLE

For the overall 2020-21 admission cycle, the Office of Admissions processed 22,695 applications for admission. This includes all undergraduate and postbaccalaureate degree-seeking applicants and other special populations such as Active-Duty and Veterans, International, Credentials, and Transitory applicants.

Application Trends  
Undergraduate and Post-Baccalaureate





**Transitory and Early Enrollment Application Process**

As a goal in the last period, 2019-20, the online transitory application project for early enrollment was completed. This project was completed under a collaborative effort between Enrollment Management, ITS, and the Office of Undergraduate and Graduate Programs. This was also a milestone in the elimination of manually entered applications. In its first term of use, the online application, completed and filled in by high school students, eliminated approximately 550 hand-entered applications, which were electronically processed. Additional development in the application process continues among campus partners and with community input on the application experience and process. Overall, this new application process for early enrollment applicants significantly reduced or eliminated manual data entry of this population that can surpass 1,000.

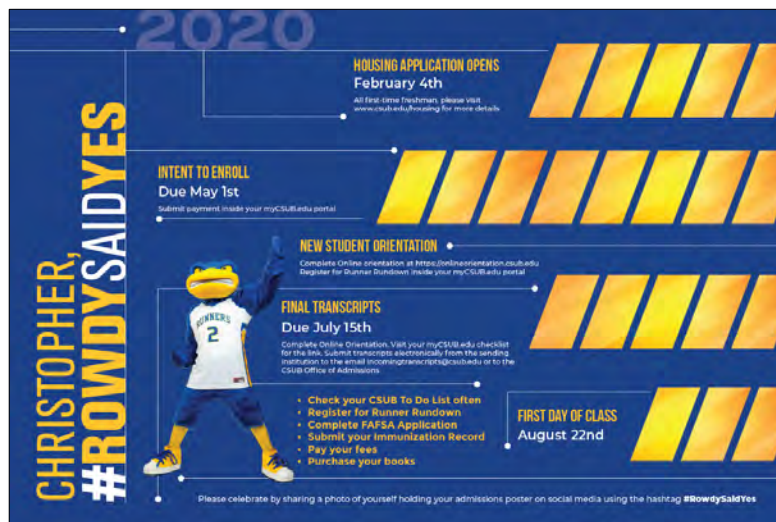
**Efficiencies in Admissions Application Processing**

We developed new timelines to facilitate business processes in admission, including communication, admission status updating, and follow up. Communication efforts this year were a focus to ensure admitted applicants received their admission notification in a new creative method. In collaboration with the campus Reprographics department,



admitted students received a letter and a poster. The #RowdySaidYes poster was personalized with the admitted student's name and provided next steps in the admission process.

We provided additional communications during this last year reminding students of deadlines and steps to guide applicants using communication and marketing software to deliver enhanced messaging via email including additional automated PeopleSoft routines to eliminate paper-based letters.



## ADMISSION PROCESSING COLLABORATION

### *Application Processing Efforts*

Staff teams along with the Office of Admission from student support teams, such as University Outreach, Educational Talent Search/TRiO, and the College Assistance Migrant Program (CAMP), reviewed and evaluated applications for eligibility. Directors and staff of the student support units liaised with a designated admissions officer and high school to evaluate and ensure applicants met

minimum eligibility through self-reported information, while ensuring all admission data were screened and reviewed. The support teams used OnBase and PeopleSoft to facilitate the work, thus allowing for enhanced skills in these areas among additional staff. The collaboration of application reviews resulted in meeting the established February 2<sup>nd</sup> admission decision notification date.

### *Active Duty and Veteran Applicants*

The Office of Admissions team in collaboration with the Veterans Success Center Coordinator placed special attention and emphasis for active duty and Veteran Applicants. Together, early identification and facilitation of their applications early were established. Data sets, access to queries, and joint collaborative efforts to develop additional communication plans were made by the Admissions Team and Veterans Success Center Coordinator to increase interaction and campus affinity with applicants while facilitating the admission process for this population.

For the 2020-21 admission cycle, 257 active-duty and Veteran applicants applied. Undergraduate FTF and Transfers made up about 81% of the applicants, with the remaining 19% pursuing a post-baccalaureate degree. For active-duty and Veteran applicants pursuing a post-baccalaureate degree, 9% were master's degree applicants followed by 5.4% seeking a teaching credential and 4.6% pursuing a second bachelor's degree.

### *Transfer Initiatives*

The Transfer Center continued efforts to remain connected to transfer applicants and maintain commitment and collaboration with partnering community colleges. The primary colleges included Bakersfield College, Cerro Coso,

College of the Sequoias, Porterville College, and Taft College. Throughout the admission cycle, we hosted several virtual workshops and weekly “Transfer Chat Tuesdays” to facilitate and field student questions about applying and inform transfer students about next steps to keep them engaged. The Office of Admissions Team and transfer student ambassadors participated in these successful events serving approximately 950 students over the 2020-21 admission cycle along with monthly Finish-In-4 meetings with Bakersfield College.

In addition to the transfer outreach efforts, CSU Bakersfield and Bakersfield College also continued in the development and implementation of the new Program Pathways Mapper (PPM). PPM serves as an online major-specific roadmap from Bakersfield College to CSUB while exclusively outlining coursework beginning at the first semester at BC for two years and then continuing at CSUB to complete the remaining two years. This tool is a joint collaborative between the campuses with an overarching goal to clarify the path to transfer to CSUB.



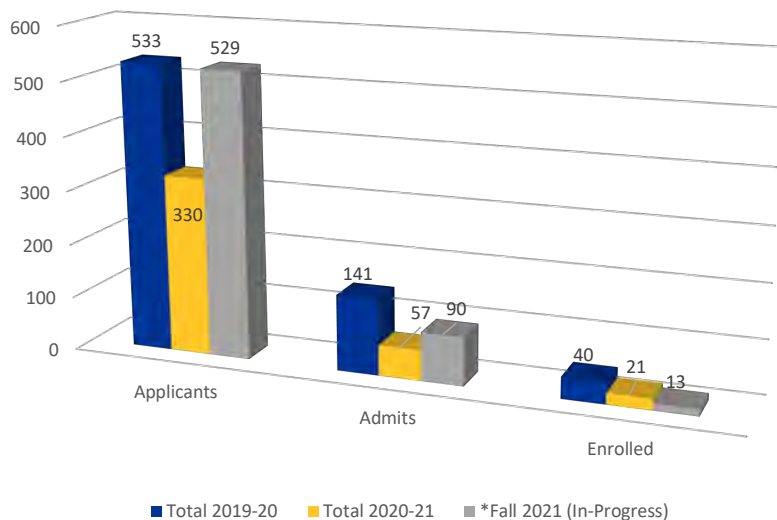
*Post-Baccalaureate Admission Processes*

The Office of Admissions, Information Technology Services, The Graduate Student Center and respective Graduate Program Directors collaborated in converting reviews of applicant material to OnBase. This eliminated the former use of the campus shared network “V” drive to review applicant material for graduate and post-baccalaureate applicant. This collaboration and project furthered the use of campus technology to streamline processes in the program-level review process of applicant material. Further, additional post-baccalaureate and graduate programs enhanced their admission application in Cal State Apply by utilizing the supplemental materials section of the application, known as “Quadrant 4.” This allowed graduate programs to convert all or most of the program-level applicant questions electronically, including letters or recommendation and applicant rating forms.

**INTERNATIONAL ADMISSION**

Supporting and facilitating student diversity on campus through new and incoming international applicants continued for 2020-21 despite an overall anticipated decline due to the pandemic and other limitations faced by

International Admission 2019-20 & 2020-21



international applicants. The result was a 35% decline in applicants and 38% drop in new incoming enrollment for 2020-21 in comparison to the previous year cycle. While currently underway, the fall 2021 outlook remains positive and strong with a rebound in the number of applicants.



## SUMMARY

The 2020-21 year undoubtedly presented itself as a challenging one, necessitating the need to become creative under varying levels of pressure and uncertainty. The Office of Admissions team remained resilient and committed, leaning into the challenges while keeping the community and student services in the front of their minds. Work and collaboration in these areas remain continuing goals in the department for the upcoming year.

A summary and context of last year's goals that were met included:

- Significant decrease and elimination of manual data entry of hard-copy transitory applicants
- Increasing strategic communication pieces using technology (EM) throughout the applicant cycle
- Data sharing and developing a joint operation for admission processing with student support units
- Continued identification in efficiency needs and process



# ATHLETICS ACADEMIC SERVICES

## Academic Excellence

1. Scholar-Athletes reached new heights in Academic Excellence including the 13<sup>th</sup> consecutive departmental GPA of a 3.0+. Departmental GPA (3.13) and Spring Term GPA (3.12) are both record highs.
2. Departmental Single-year APR – 988 (data from academic year 2019-2020)
  - a. APR Data for 2020-2021 is due October 2021 and released info by NCAA in early 2022
3. Graduation Success Rate – 79% ; 2013-2014 Graduation Rate 10% higher than campus

## California State University, Bakersfield

FRESHMAN-COHORT GRADUATION RATES	All Students	Student-Athletes #
2013-14 Graduation Rate	42%	52%
Four-Class Average	42%	51%
Student-Athlete Graduation Success Rate		79%

\*GSR reflected in the image below is single year for academic unit purposes (NCAA internal). The public GSR is on the GSR report (79%)



California State University, Bakersfield  
2021 NCAA Division I Academic Unit Eligibility Report  
Final Report

This report provides a summary of your institution's academic data and eligibility status for the Academic Unit, including whether your institution has met any of the required benchmarks. Funds received for the Academic Unit will be distributed to conferences and allocated to institutions in accordance with conference policies.

	Requirement	Institution Data	Requirement Met
GSR	90%	76%	N Final as of 04-19-2020
FGR	>=13%	SA FGR 52% Student Body FGR 42% Difference 10%	N Final as of 04-19-2020
APR	985	988	Y Final as of 04-19-2020
Eligible for Academic Unit			Y Final as of 04-19-2020

# COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)

## **Program Overview**

The College Assistance Migrant Program at CSU Bakersfield is committed to serve, educate, and empower students from a migratory and farm-working background to enable the completion of their first year of college. The CAMP project is federally funded by the U.S. Department of Education and hosted by CSU Bakersfield since 2000. The BakersfieldCAMP project is funded to serve 65 students from the Southern San Joaquin Valley to provide a pre-college transitional experience for first-year college participants, the student support services are aimed to assist CAMP participants develop skills necessary to persist and graduate with a baccalaureate degree. Thus far, the BakersfieldCAMP project has assisted hundreds of students complete their first academic year and it has ensured that its participants enroll for the subsequent term to continue their postsecondary studies.

The BakersfieldCAMP project staff possess professional experience in the field of education and are well versed on the academic and socio-economic barriers that challenge students from a low-income, first-generation, migratory, and seasonal farm-working background. The BakersfieldCAMP team collaborates with CSUB staff, faculty, student support services, and community-based agencies to enhance educational and career opportunities for its participants. Furthermore, the success that the project has accomplished over the last 20 years has been possible thanks to the strong collaboration and partnership with California CAMP projects and Regional Migrant Education Programs including Region 5, 14, 19, 21, and 24.

**Program Measurable Outcomes accomplished by CAMP Scholars**At the end of the 2020-2021 academic year, the Bakersfield-CAMP project served 66 students; a total of 89% of program participants completed their first academic year with 24units or more and 100% of the students who completed have re-enrolled for Fall 2021.

## **End of Fall 2020**

97% of students attained good academic standing.

67% of participants were placed in the Dean's List.

2,219 virtual study hall hours were completed by CAMP participants.

## **End of Spring 2021**

89% of students attained good academic standing.

59% of participants were placed in the Dean's List.

2,804 virtual study hall hours were completed by CAMP students.

## CAMP Scholars who persisted and graduated with a baccalaureate degree

30 scholars accomplished their *baccalaureate* degree at the end of Fall 2020.

41 scholars earned their *baccalaureate* degree at the end of Spring 2021.

13 scholars accomplished their *post-baccalaureate* degree at the end of Spring 2021.

## CAMP's Career Development

The BakersfieldCAMP project offers a General Studies course for its participants during the Fall and Spring semesters. The CAMP Career Development I – GST 1210 course emphasizes on the soft skills that individuals need to become successful in the current and changing competitive workforce. The students in this course can analyze and understand their personality and individual preferences, skills, interests, and motivations to determine career aspirations. The CAMP Career Development II – GST 1211 course's focus is on applying the soft skills that individuals need to be successful in the current and changing competitive workforce. The students in this course have the opportunity to apply the skills during class activities and mock interviews. Students have the opportunity to hear from community professionals and potential employers.



# EDUCATIONAL OPPORTUNITY PROGRAM (EOP)

## **Educational Opportunity Program**

The Educational Opportunity Program (EOP) serves as the primary vehicle for the CSU in increasing the access, academic success, and retention of California's educationally and economically disadvantaged students, thus working in the spirit and abiding by the legislative intent originally established by the program in 1969.

## **Admission and Enrollment**

For Fall 2020, EOP received 6730 applications. In a typical year, approximately half of all undergraduate applicants to CSUB will also apply to EOP. Since the undergraduate application allows students who receive the fee waiver to apply to 4 universities, we receive thousands of applications from students who never enroll and who never intended to enroll at CSUB.

For 2020, 754 EOP students enrolled for Fall semester. 84.0% (609 of 754) were persisters (continuing students), and 16.0% (118 of 754) were new admits. First-year students comprised 72.0% (85 of 118) of the total. Transfers who were previously EOP&S students at their junior college comprised 28.0% of the total (35 of 118). Spring 2021 added 20 new transfers to bring the total new admits for 2020-2021 to 138. This, combined with additional EOP Spring enrollment, brought the total number of EOP students enrolled in Academic Year 2020-2021 to 803.

Our program is limited in its ability to accept new admits by the number of EOP grants that can be issued by Financial Aid. The campus receives \$382,345 to distribute in \$800 grants. This limits us to just over half of our students receiving the EOP Grant. We prioritize first-year students and first-time transfer students in the awarding of the EOP Grant, and we save 25 half-year grants for the new transfer population in the Spring.

## **2020 EOP Summer Bridge Program**

The Educational Opportunity Program (EOP) recruits qualified incoming first-year students and enrolls them in our Summer Bridge program, an academic summer transition program designed to prepare students for the rigors of university work. For Summer 2020, due to COVID-19 restrictions, we were unable to offer any sort of residential academic program, and the campus canceled its Early Start Program, which would have assisted our Category 3 and 4 students. We instead purchased Chromebooks which were checked out to students to ensure they had access to the Internet and Zoom classes in the Fall and Spring.

## **Guardian Scholars Program**

The Guardian Scholars Program recruits emancipated foster youth and unaccompanied homeless youth who are college bound and creates a support network that provides access to the University, impacts the academic persistence rate, and realizes the potential of students who will become successful and productive world citizens. We achieve this mission by securing

no-cost rooms in the on-campus residence halls; providing meal stipends that ensure housing and food stability; and offering holistic, wraparound independent living and wellness workshops until participants graduate. The GSP team has worked through the past 15 months to produce an informational podcast called GSP Unguarded, involving current program participants, student staff, and GSP alumni, as well as online workout sessions and Zoom kitchen nights, where staff and students share recipes and demonstrate how to prepare them.

In Summer of 2020 we had 3 first-year students and 4 continuing students move into the residence halls. This year was particularly challenging due to the social distancing requirements in Housing and the campus mask mandate; however, we received a one-time unrestricted donation of \$10,000 from the California Wellness Foundation to provide immediate assistance to students displaced by the COVID-19 pandemic. 38 Guardian Scholars attended in Fall 2020, and 2 Scholars graduated in Spring of 2020.

## **EOP Graduates**

Including the Summer 2020 session, a total of 143 EOP students earned their Bachelor's degrees during the 2020-2021 academic year: Summer 2020 (13), Fall 2020 (54), and Spring 2021 (76). The Summer 2020 portended things to come—the number of EOP students earning their Bachelor's for the Summer 2020 session was double the yield we usually get. Of the 143 Bachelor's degrees awarded to EOP students, 101 were BAs, and 42 were BS degrees. Of these, 20 were EOP special admits, and 123 were regular admits.

Psychology emerged as the largest major for EOP students receiving a degree. Twenty-four of the Bachelor of Arts degrees (24%) were obtained by students majoring in Psychology. This was followed by Business Administration (BADM). Eighteen of the 42 Bachelor of Science degrees (43%) were BADMs. The latter has emerged as the largest Bachelor of Science degree program among EOP students. 31% (44 of 143) of the EOP students earning their degrees during 2020-2021 came into CSUB as community college transfers. The remaining 69% (99 of 143) started their enrollment as incoming first-year students. Even though we don't generally report on them, it is noteworthy that 21 former EOP students continued their education and earned their Master's degrees during the 2020-2021 academic year.

## **Fall 2021 Application Processing**

The total number of EOP applications for Fall 2021 is lower than Fall 2020: 5668 for Fall 2021, down 16% from last year's total of 6730. This is the second successive year that EOP witnessed a decline in total applicants. Fifty-four percent (3303 of 5668) were complete and ready for review by the end of January (a comparable yield to last year's total). All applicants received an acknowledgment email, eligibility determination, and a progression email based on their status within the application review process.

The EOP Selection Committee interviewed and signed 5 special admission (disadvantaged exception) students for Fall 2021. Additionally, 58 foster youth were identified via self-declaration or application essay keyword search. Each was sent a personalized Guardian Scholars Program invitation email containing the GSP application and a hyperlink to the GSP website, and they were contacted individually by the GSP team.

# EDUCATIONAL TALENT SEARCH PROGRAM

U.S Department of Education  
Office of Postsecondary Education/Federal  
TRIO Programs Talent Search (TS)  
Prior Experience (PE) Points  
Report 20-21 Reporting  
(Last Assessment Year)

**PR/Award Number: P044A160244**

**California State University,  
Bakersfield**

## **Introduction**



The Educational Talent Search program at the California State University of Bakersfield has a comprehensive plan of operation that has been approved by the Department of Education. During the fall and winter academic semesters, the primary objective was to ensure that senior participants applied for admissions to institutions of postsecondary education. Senior participant students were provided individual guidance on completing their college admissions applications online. In addition to the weekly advising sessions, senior participants were also invited to Cal State Application virtual workshops.



In conjunction with other institutions of higher education, schools, and community organizations, the project has developed and implemented strategies to facilitate activities in target areas to ensure that its goals, objectives, and outcomes are achieved during the 2020-2021 COVID19 pandemic. In order to continue our TRIO Goals and Objectives with the Federal Government, our TRIO Staff has come up with an action plan; first, we wanted to make sure we were adhering to the latest news by President Lynnette Zelezny, which gave us clear direction regarding travel restrictions; therefore, we were instructed to work from home in a virtual environment with our students; our main concern became to come up with innovative ways of student engagement via technological resources.

During the second half of the academic year, TRIO ETS staff prepared seniors and their families for the Cash for College sessions, which served the purpose of completing students' FAFSA applications as correctly as possible and in a timely manner. The TRIO ETS staff also ensured that senior participants followed up the required steps towards matriculation, and ultimately enrollment into a higher education institution. Underclassmen were also provided educational planning and advised about course selection options for the following school year.

## **Overview/Background**

The Educational Talent Search (ETS) program from California State University, Bakersfield provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue their education and complete their postsecondary degree. The ETS program is a federally funded program that has existed on our CSUB campus for 36 years and is designed to assist low-income and first-generation students.

## **Goals/Vision**

**Goal:** The ETS program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in college. The goal of Talent Search is to increase the number of youths from disadvantaged backgrounds to complete high school and enroll in and complete their postsecondary education. We also follow a 6-year cohort towards post-secondary attainment.

**Vision:** The Educational Talent Search program is dedicated to creating, promoting, and supporting a college-bound culture in the Kern County community.

**Intrusive Counseling Services: We intend to set the foundation and fundamental skills before students enroll into a post-secondary education. The services provided to our ETS population are as following:**

- 1) [Academic, financial, career](#), or personal counseling, which includes advice on entry or re-entry to secondary or postsecondary programs.
- 2) Career exploration and aptitude assessment
- 3) Tutorial services: making connection with campus services offered at each respective school.
- 4) Information regarding postsecondary education: **UC, CSU, CC, and Privates.**
- 5) Financial aid literacy: Understanding all **federal and state grants**, including **scholarships.**
- 6) Assistance in completing college admissions and financial aid applications via **Financial Aid Cash for College Workshops. College application workshops: UC, CSU, CC, and privates.**
- 7) Assistance in preparing for college entrance exams: **ACT Prep Workshops.**
- 8) Mentoring programs and fun activities throughout the year.
- 9) Special activities for sixth, seventh, and eighth graders.
- 10) Workshops for the families of participants and Post-secondary enrollment and **tracking of postsecondary degree progress.**

**Approximate Number of Students Served Per Year**

High School	Total	Middle Schools	Total
Shafter High School	144	McFarland Junior High School	64
South High School	138	Walter Stiern Middle School	58
East High School	223	Sierra Middle School	73
McFarland High School	171	Community	35
<b>Total Participants:</b>			<b>906</b>

**Program Objectives**

During this pandemic, from March to the present, our TRIO program Staff has come up with several solutions regarding a strategic and methodical plan to continue to engage with TRIO ETS students via technology resources which include following action plan to meet our program objectives: 1) We made phone calls and mailings specifying what we wanted our TRIO participants to learn on a monthly basis as we continued to follow our operational monthly themes with underclassmen as well as setting up zoom meetings with students, 2) We made sure we contacted TRIO students who have little to no contacts, by reaching out to them via email, phone call, Google, and Remind 101, 3) We also used Zoom & Google Classroom since TRIO has release statements from parents granting us permission to work with TRIO participants via video chat to conduct student appointments/meetings, 4) we focused on 12th Grade matriculation (Updating all chart fields on google drive) basically their BC, CSU, UC, UC, and Private enrollment steps, 5) We reached out to underclassmen TRIO students as well for services and sent them emails in order to meet program objectives (ex. Sending PowerPoints on A-G's, Systems of Higher Education, Career orientation, Study Skills, and self-care, etc.), 6) Attendance was tracked via attendance section in google drive, 7) Senior Matriculation has been updated to ensure all 12th graders are following up with the respective institutions they have applied to (UC, CSU, Private, or Community College) to complete enrollment steps to be fully matriculated; FAFSA was also reviewed for completion, 8) partnered with University Outreach and our CSUB Admission office to conduct a calling campaign in means to reach students who had pending decisions to come to CSUB, 9) we also conducted a virtual summer program for TRIO participants transitioning into senior year with information on the different systems of higher education, financial aid, scholarships, and college resources that would help them prepare for the next academic school year.

The last Prior Experience (PE) points earned for the 2020-21 assessment year were awarded based on the approved number of participants and meeting or exceeding the project's approved objectives. The Department calculated PE points using data from the project's 2020-21 annual performance report (APR). The Department will not accept any changes to the project's 2020-21 APR data (and will not recalculate its PE points) after final submission of the APR. The point of measurement for the Postsecondary Attainment objective is six years after a participant has enrolled in an institution of higher education. Thus, for the 2013-14 postsecondary enrollment cohort, attainment will be calculated six years later (2020-21). When completing the 2020-21 APR, in the attainment section TS projects funded in the previous grant cycle will report on the participants in the 2013-14 cohort who did or did not attain at least one postsecondary credential within six years following graduation from high school. Please see the APR instructions under "Calculating Postsecondary Attainment" for a full explanation of this objective.

**Funded Number Criterion**

The Funded Number Criterion is based on the project having served the approved number of participants. To earn PE points, the actual number served must be equal to or greater than the number of participants the project was funded to serve.

Funded Number Criterion for the 2020-21 Assessment Year			
Maximum Points: 3			
Number of Participants Funded to Serve	Number of Participants Served	Met Requirement	PE Points Earned
971	906	Yes	3

**Note: A project that served less than 90 percent of the number of participants the project was funded to serve in 2020-21 is not eligible to earn points for any of the PE objectives in 2019-20.**

Summary of PE Scores for 2020-21 Assessment Year (P044A160244)				
PE Criteria	Maximum Points	Approved Rate	Attained Rate	PE Points Earned
Secondary School Persistence	3	95%	100%	3
Secondary School Graduation (regular diploma in standard # of yrs.)	3	90%	100%	3
Secondary School Graduation (regular diploma in standard # of yrs. & completed rigorous program)	1.5	55%	77.35%	1.5



Postsecondary Education Enrollment	3	85%	87.61%	3
Postsecondary Attainment	1.5	35%	65%	1.5
Funded Number	3	# of Participants Funded to Serve	# of Participants Served	Percent Served
		971	906	93%
<b>Total Points</b>	<b>15</b>			<b>15</b>

**A. OBJECTIVE: SECONDARY SCHOOL PERSISTENCE**

**Benchmark: 95%** of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year, at the next grade level.

**Outcome: 100%:** Of the 906 participants, 672 were non-senior participants; 100% of project participants were on track to be promoted to the next grade level at the end of the 2020/2021 academic school year.

**Secondary School Persistence**

Secondary school persistence is defined as the percentage of students in grades six through eleven who completed the current academic year and continued in school for the next academic year, at the next grade level. For a detailed description of how the rate was calculated, please see the Prior Experience (PE) Assessment document, under “How is the Secondary School Persistence Rate Calculated?”

Secondary School Persistence Assessment Year Maximum Points:3				
Number of Students in grades 6 - 11*	Number of Students Persisting to next Grade Level	Approved Persistence Objective	Actual Persistence Rate	PE Points Earned
672	672	95%	100%	3

**B. OBJECTIVE: SECONDAARY SCHOOL GRADUATION**

**Benchmark: 95%** of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years.

**Outcome 100%** (234 out of 234) of high school seniors and their equivalent in alternative education programs graduated from secondary school or received a certificate of high school equivalency at the end of the 2020- 2021 academic school year.

\*Number of students does not include those students in grades 6 - 11 who died during the reporting year.

**Secondary School Graduation (Regular Diploma in Standard Number of Years)**

Secondary School Graduation Regular Diploma in Standard Number of Years for 2020-21 Assessment Year Maximum Points: 3				
Number of Seniors*	Number of Seniors who Received Regular HS Diploma	Approved Graduation Objective	Actual Graduation Rate	PE Points Earned
234	234	90%	100%	3

Secondary school graduation with a regular diploma in the standard number of years is defined as the percentage of seniors served during the reporting year who graduated with regular secondary school diploma within the standard number of years, with or without completing a rigorous secondary school program of study.

**C. OBJECTIVE: A-G RIGOROUS PROGRAM OF STUDY**

**Benchmark: 55%** of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years.

**Outcome: 77.35%** Out of 234 Seniors, 181 were A-G and 50 were not rigorous of high school seniors competed a rigorous curriculum school program of study and graduated during the 2020-2021 academic year with a secondary diploma within the standard number of years

**Secondary School Graduation (Rigorous Secondary School Program of Study)** Secondary school graduation and completing a rigorous program of study is defined as the percentage of high school seniors served during the reporting year who received a regular secondary school diploma within the standard number of years and completed a rigorous secondary school program of study.

Secondary School Graduation Regular Diploma in Standard Number of Years and Completed Rigorous Program of Study for 2019-20 Assessment Year Maximum Points: 1.5				
Number of Seniors Served*	Number of Seniors who Received Regular HS Diploma & Completed Rigorous Program	Approved Graduation Objective	Actual Graduation Rate	PE Points Earned
234	181	55%	77%	1.5

Postsecondary education enrollment is defined as the percentage of participants who graduated during the project year with a regular secondary school diploma within the standard number of years and enrolled in an institution of higher education by the fall term immediately following high school graduation, or received notification from an institution of higher education by the fall term of acceptance but deferred enrollment until the next academic term (e.g., spring term). This includes both those who completed, and those who did not complete, a rigorous program of study. For a detailed description of how the rate was calculated, please see the Prior Experience (PE) Assessment document, under “How is the Postsecondary Education Enrollment Rate Calculated?”

**D. OBJECTIVE: POSTSECONDARY EDUCATION ENROLLMENT**

**Benchmark: 85%** of participants, who have graduated with a regular secondary school diploma, during the project year, will enroll in an institution of higher education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance, but deferred enrollment until the next academic term (e.g., spring term).

**Outcome 87.61%:** Out of 234 seniors, 205 have been verified for enrollment and post-secondary placements. We obtained student schedules via clearing house tracing! All files have been checked for proper paper trail!

Postsecondary Education Enrollment for Assessment Year Maximum Points: 3				
Number of Participants Graduating with Regular HS Diploma	Number of HS Graduates Enrolled in Postsecondary	Approved Enrollment Objective	Actual Enrollment Rate	PE Points Earned
234	205	85%	87.61%	3

**Postsecondary Attainment Objective**

Postsecondary attainment is defined as the percentage of prior participants in the postsecondary enrollment cohort established six years prior to the current project year who attained at least one postsecondary credential by August 31 of the project year. Deceased individuals are not included in the calculations.

Postsecondary Attainment for 2020-21 Assessment Year Maximum Points: 1.5				
Number of Participants in Postsecondary Enrollment Cohort 2013-14	Cohort members completing PSE credential by 8/31/2020	Approved PSE Attainment Objective	Actual PSE Attainment Rate	PE Points Earned
128	83	35%	65%	1.5

Postsecondary Attainment for 2020-21 Assessment

	# of Participants	
<b>Enrollment Cohort 2013-14</b>	<b>128 of 83 completed PSE</b>	<b>65%</b>
Certificate(s) only	3	
Associate degree(s) only	8	
Bachelor's degree(s) only	71	
Both an associate degree and a bachelor's degree	1	



# ENROLLMENT MANAGEMENT SYSTEMS

**EMP** Lisaison's powerful Enrollment Marketing Platform (EMP) makes the difference by eliminating the generic "thanks for inquiring" response and personalizing the student experience through detailed customization at every stage of the enrollment cycle. Admissions uses Lisaison to send and track, separate customizable communications plans by prospects, applicants, and admits in one system. Orientation utilizes the platform for online orientation.

**OnBase** is an enterprise content management system that can be used by the entire campus to transform all paper documents and forms into an electronic format. Admissions, Office of the Registrar and Financial Aid use OnBase business process management capabilities for workflow that can route documents, automate tasks and rules-based decisions, perform load balancing, send notifications, and manage complex approval processes for processing paper and electronic documents.

**RunnerConnect** formerly known as GradesFirst is an EAB's Student Success Management System, Navigate, a comprehensive technology that brings together administrators, faculty, advisors, and staff to support students from enrollment to graduation and beyond. RunnerConnect is used for academic advising centers to communicate with students via text message regarding upcoming appointments and important events. Additionally, all tutoring centers on campus use the system to track student visits. Campus Care Units will be implementing RunnerConnect as a tool to send and receive alerts to keep the student connected campus wide. RunnerConnect is also the primary system used to collect feedback from all professors regarding student progress at the midpoint of each semester.

**Parchment Transcript Ordering** allows students to order and pay for transcripts online. The system is integrated with PeopleSoft to ensure integrity of the student ordering the transcript and provides online order tracking. Parchment transcript orders are completed much faster than paper-based transcript requests.

## **eTranscriptCA**

CSUB utilizes eTranscript CA to facilitate electronic submission of transcripts, mainly from the California Community College. With this resource, CCCs can send transcripts of transfer students effectively to streamline admission processing.

**Transcript Express** is an articulation software that brings in courses from high schools and colleges.

**iGrad Financial Literacy** is an online information tool that provides articles, videos, and tutorials on topics such as personal finance, job interviews, investing, applying for financial aid, and smart borrowing.

**Blackbaud Award Management** formerly known as Academic Works is an online scholarship management platform that introduces a single scholarship website for institutions, making it easy for administrators to promote all available scholarships on campus to the entire student population. Each student receives a unique, personalized view of the scholarships they are most qualified for based off student data. It minimizes the time it takes to complete applications and improves the quality and accuracy of data on each application.

**HighPoint Automation Engine** is a rules-based process that helps Financial Aid and the campus community manage their student administrative interactions more efficiently. Automation Engine can be configured to process checklists, comments, user edit messages, service

indicators and student groups. The automated nature of the process enables individuals to complete more tasks, in less time, with fewer errors.

**Guided Registration** is a modification of incoming first-year student's shopping carts. The modification provides a guideline of courses that the students should be registering in their first and second term at CSUB. Course determination was provided by major departments and aims to increase first to second-year persistence and the number of enrolled/completed units, lower probation rates, and improve our communication around what courses will put students on the path for a 4-year graduation.

**AdmitHub** is an artificial intelligence chatbot with an extensive knowledgebase configured specifically for CSUB. The platform is available via mobile device for our current students and on the CSUB website for prospective students, faculty, staff, and larger community. Utilization of the platform has increased student access and decreased staff workload.

**Degree Audit (Academic Requirements)** reflects a student's progress toward degree in real time and is viewable by students, staff, and faculty. It is a page located within individual student's MyCSUB student center displaying all major, GE, and unit requirements.



# OFFICE OF FINANCIAL AID & SCHOLARSHIPS

## ANNUAL REPORT 2020-2021

Office of Financial Aid and Scholarships had a productive and eventful year. All our core production numbers remained stable from the previous year except for a slight decrease in verifications.

	<b>2019-2020</b>	<b>2020-2021</b>
Applications Received	<b>22,072</b>	<b>22,197</b>
Total Students Awarded	<b>10,304</b>	<b>10,585</b>
Total Aid Disbursed	<b>\$118,620,383.00</b>	<b>\$116,686,527.00</b>
Verifications Completed	<b>3,542</b>	<b>3,195</b>

### Accomplishments

- Managed and maintained a high level of service to students and staff productivity during remote working environment.
- Created process to hire and train student workers remotely. This was extremely beneficial and enabled us to be very responsive to student calls and emails.
- Acquired Campus Logic Student Forms and Scholarships Universe products to provide superior experience for students that are submitting verifications forms and applying to campus scholarships. Allows for e-signature for students and parents and prevents students from making errors that delay the processing of financial aid. Also greatly reduces the time for staff to complete the verification review processing. Began implementing in January, 2021.
- Changed awarding process to be in line with Admissions acceptances. Including offering awards earlier to students and awarding all students that were admitted and had financial aid documents turned in by March 10.
- Worked with campus partners to administer Coronavirus Aid, Relief and Economic Security (CARES I & II). In spring 2020, funds totaling \$6,794,471 were administered to students. Then again in February 2021, an additional \$10,571,500 in CARES II funds were to students.
- Completed 6 virtual FAFSA and Dream Act completion workshops for students prior to the March 2 application deadline.

### Goals

1. Complete implementation of Campus Logic - Students Forms and Scholarship Universe. We are set to go live July 13, 2021 for Student Forms and January 1, 2022 for Scholarships Universe.
2. Provide staff opportunities for training and mobility.
3. Successfully administer HERFF III funds to student in fall 2021.
4. Orchestrate a successful and safe return to campus.
5. Obtain another staff position and hire more student workers.

# HIGH SCHOOL EQUIVALENCY PROGRAM (HEP)

## **Program Overview**

The High School Equivalency Program at CSU Bakersfield is dedicated to serve, educate, and empower participants from a migratory and farm-working background to attain their high school equivalency certificate and, subsequently, gain improved employment, begin post-secondary studies, or enroll in a vocational training program. The BakersfieldHEP project is one of fifty programs federally funded through a competitive grant process by the U.S. Department of Education and hosted by CSU Bakersfield since 2010. Currently, HEP is on its third consecutive funding cycle through 2025, the project will serve 80 participants from the Southern San Joaquin Valley.

The Bakersfield-HEP project staff is committed to serve seasonal farmworkers, an underserved community population, by providing effective retention and specialized instructional services that could facilitate their completion of a high school equivalency. Furthermore, the program staff have established partnerships that support the success of its participants. Collaboration with Regional Migrant Education Programs has helped identify out-of-school young adults who did not graduate high school and the partnership with America's Job Center has assisted HEP graduates enter and complete paid vocational trainings via their National Farmworker Jobs Program.

## **Computer Literacy**

Most participants who joined the BakersfieldHEP project during the 2020-2021 academic year came with minimal computer skills, but while participating in HEP's virtual classes they developed a greater computer competency that will help them in their next steps after completing the high school equivalency certificate. Students learned the basics of Microsoft Word, Power Point, and essential email functions including virtual etiquette.

## **Webinars and Virtual Mindfulness Activities in Spanish**

October 21 – Day of the Death; Sugar Skulls

February 15 – Meditation

February 26 – United Way of Kern

March 04 – Overcoming Stress During the Pandemic

March 11 – Nutrition

March 12 – Self-care

March 23 – Overcoming the Pain of Losing a Family Member

April 06 – Imposter Syndrome

April 13 – Legal Assistance

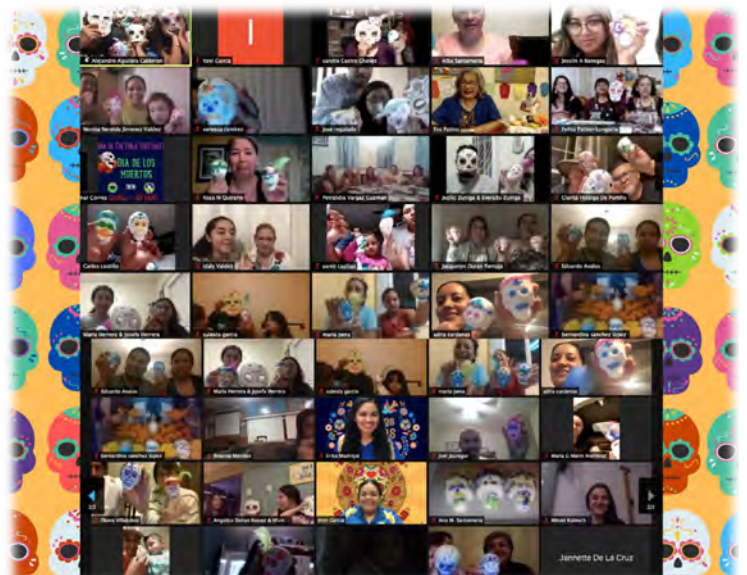
## Program Measurable Outcomes

This 2020-2021 academic year was challenging and overwhelming for program staff and participants; however, the program was successful in meeting milestones that will yield greater results at the end of the 2021-2022 year. The HEP project was able to reengineer its identification and recruitment plan to ensure that the number of students promised to serve was met for the current reporting period. The collaboration with community partners was strengthened as entities recognized that services available elsewhere were offered and available virtually despite the closure of other adult school services.

84 participants served (105% success rate)

30 students received their official high school equivalency credential

80% of students who did not graduate this year will persist in August 2021





# INTERNATIONAL STUDENT AND PROGRAMS (ISP)

International Students and Programs (ISP) provides support and guidance to international students, visiting research scholars, visiting faculty, and exchange students. Areas that ISP give support and guidance include: admission questions, visa issuance and compliance, housing, academic advisement (for business majors), work and internship authorization, travel, social and cultural differences, and immigration.

For the 2020-2021 academic year, 93 international students were enrolled for the fall semester and 101 international students were enrolled for the spring semester. There were no visiting research scholars, visiting faculty, or exchange students on campus. This was due to the pandemic and COVID-19 related travel restrictions. Each semester, ISP staff register students in the Student Exchange Visitor Information System (SEVIS). Procedural adaptations were instituted by the Student Exchange Visitor Program (SEVP) to allow students to maintain status while enrolled in online courses while in the USA or while outside the country. These procedural changes were great for students but a logistical challenge for ISP staff. All of the international students were accounted for and registered in SEVIS.

Some highlights for the academic year include:

- ISP staff had approximately 5,500 interactions with prospective students, current students, and prospective exchange visitors via phone, email, Zoom, snail mail, and socially distanced outside meetings.
- University recertification approved for two years by SEVIS to continue to host and issue i-20 to international degree seeking students
- University procedural adaptations were approved by SEVP
- Enrollment numbers were similar to pre-pandemic level
- Several students that no longer had a valid student visa were able to re-enroll and complete their degrees virtually
- Virtually support students in their development: academically, emotionally, culturally, and socially

The international student population at CSUB are resilient and soaring. Many students were evacuated back to their home country. For those that opted to stay in the USA, they were away from their families and managed to stay focused on their academics and practice self-care. Students abroad would wake up at 2am or on a weekend to attend a synchronous class. A lot of students preferred physical textbooks but had to pivot to virtual ones because they were unable to obtain textbooks abroad. Some recent graduates opted to stay in the USA and participate in Optional Practical Training (OPT-work authorization). A lot of companies weren't hiring at all and were laying off employees. Our students were brave and stayed in the USA and applied for OPT all while knowing they were only allowed 90 days of unemployment and had to exit the country if they used all of their unemployment days.

ISP hopes to increase enrollment when travel restrictions are lifted and consular appointments are available. International students and international visitors further globalize our campus and are an important part of the CSUB community.

# OFFICE OF THE REGISTRAR ANNUAL REPORT 2020-2021

The Office of the Registrar is comprised of five distinct units: Graduation, Transfer Credit, Articulations Student Records, and Degree Audit. The Registrar team is made up of the Registrar, Assistant Registrar, 3 Graduation Specialists, 4 Transfer Credit Specialists, 1 Articulation Officer, an Administrative Support Assistant, and an Administrative Support Coordinator. We also share 12 student assistants with our colleagues in the Office of Admissions. Highlights from 2020-2021 and goals for 2021-2022 for each unit are included below.

## **COVID-19 Pandemic and Registrar Office Operations**

In response to the COVID-19 pandemic, CSUB suspended all in-person instruction and services to students at the end of the 2019-2020 academic year. Because of this, staff of the Office of the Registrar was transitioned to working from home, and all services offered by our office were moved to a virtual environment. Specific work that was done to address this sudden shift in services will be described within each unit report below.

### **Graduation**

Much of the work of the Graduation Unit was unaffected by the shift to virtual services. In 2019-2020 the team had shifted to the online graduation application, so the process did not require students to visit our office in person. The graduation specialists processed a record high 3,207 graduation applications for the academic year 2020-2021. The unit continues to utilize the services of Parchment AWARD for the printing and mailing of diplomas. To date, 2,788 degrees have been conferred and diplomas issued for the 2020-2021 academic year. Summer awarding will begin in August with 280 pending applications.

As part of their work within the Graduation Action Team which focuses on graduating students within the current 4- and 6- year cohorts, the graduation unit began to proactively run graduation checks on students within the Fall 2017 cohort. This work allowed for better collaboration with professional advisors to quickly identify those students who were on track to graduate and needed to apply for graduation. In Spring 2021, the unit ran a pilot of the reverse graduation check process, which identified those students who were in all final requirements but had yet to apply for graduation. These students had an application submitted on their behalf with an option to opt-out should they not plan on graduating in that term.

The goal of implementing the CashNet module that will require students to pay for their graduation application before submittal was suspended indefinitely due to the COVID-19 pandemic. This implementation will be revisited no earlier than the 2022-2023 academic year.

Goals for 2021-2022 include the refinement and expansion of the reverse graduation check project, in which the graduation unit will conduct a graduation check on students proactively with an application from the student no longer being necessary. While this project is not expected to be completed until the 2022-2023 academic year, the goal is to implement a larger pilot than previous years for those eligible for graduation in the Spring 2022 term.

### **Transfer Credit**

The unprecedented Covid-19 pandemic called for the Transfer Credit Specialists to respond in unparalleled, and flexible ways during the 2020-2021 academic year. There was continued focus on streamlining processes to ensure students with transfer credit were ready to be advised. Credit was awarded for over 3,700 incoming students while aiding and managing the transfer credit process, improving the outgoing communication with students, and by the continued collaboration with staff and faculty.

Goals for 2021-2022 include continued collaboration with staff and faculty advisors to streamline the Ready to Advise process as well as improved communications with incoming students regarding the status of their transfer evaluation.

## **Articulation**

Beginning Spring 2020, the Articulation Office implemented Transcript Express 2.0 which has dramatically streamlined and automated our articulation rules in PeopleSoft. The articulation data of twenty-three California Community Colleges (CCC's) was successfully "cleaned up" using the Transfer Credit Cleanup □ Rule Maker □ Rule Copy process. This process targeted and consolidated thousands of rows of historical articulation data in PS. The Rule Copy process also enhanced the Course Credit-Automated page, which evaluators use for awarding transfer credit.

The Articulation Office manages and enters all data into the ASSIST database for CSUB. ASSIST is the official statewide database and resource tool that displays California transfer students' courses completed at their community college. Transfer students can search for course transferability and/or articulation information utilizing ASSIST. In addition, the Articulation Office published twenty-three CCC's majors and departments for AY's 2016-17 through 2020-21 in ASSIST.

Consequently, the Articulation Office has positively impacted and created a seamless and functional articulation environment on behalf of evaluators, faculty, staff, and students transferring to CSUB.

Goals of 2021-2022 are focused on the completion of the data clean-up project which will allow for more streamlined articulation and transfer credit evaluation processing.

## **Student Records**

The student records unit was impacted the most by the COVID-19 pandemic due to student forms not being available in an electronic format. Throughout the first semester of the transition, the unit worked on moving forms to Adobe Sign, with the launch of the Change of Grade, Enrollment Verification, and Add/Drop and Term Withdrawal forms all being released in late Fall 2020. The Course Substitution and Waiver form followed in Spring 2021. Additionally, the unit implemented ServiceNow as a way for the campus community to report common issues with student accounts. Issue types within ServiceNow include course forgiveness, student enrollment appointment, and term activation. ServiceNow increases communication, provides accountability, reduces response time, and allows for detailed reporting.

Goals for the 2021-2022 academic year include the continued transition of remaining forms to Adobe Sign. Additionally, the unit will partner with Parchment for enrollment verification services with a proposed implementation to take place in Fall 2021.

## **Degree Audit**

In February 2021 the Office of the Registrar acquired the Academic Requirements/Degree Audit module from Academic Operations. Since its acquisition, staff in both the Office of the Registrar as well as Enrollment Systems have worked to build an accurate system that can be used by students, staff, and faculty to determine a student's academic progress toward degree completion. With the implementation of the ServiceNow reporting system, trust and accountability have begun to be established across the campus community and issues can be identified and resolved

Goals for the 2021-2022 academic year include continued collaboration with the Schools to verify the accuracy of the Audit across catalog years for all major and general education requirements with a goal of 90% accuracy attained by the end of the Fall 2021 term.

# TESTING CENTER

**Services:** The Testing Center at CSUB is an important resource for the entire University Campus and the Kern County community. It provides students with a variety of services in testing and assessment that are required for admission, placement, and graduation requirements.

**Mission/Vision:** The Testing Center will strive to provide excellent customer service for students looking to go to college. It will continue to play an important role as student's progress through their college experience and toward graduation. It will continue to enhance revenue for the university by providing proctoring services for students taking courses online that reside in the southern area of the San Joaquin Valley.

## **Highlights/Accomplishments of AY 2020-2021**

- Due to the pandemic there were many challenges for the Testing Center, students were not allowed to test on campus. In the Spring of 2020, the Testing Center implemented a new format for administering and proctoring exams for our CSUB students. We were able to continue to provide testing services online **utilizing Zoom**. Since March of 2020 the Testing Center was able to administer over 650 online exams to our CSUB students.
- Testing Center conducted 250 BYU-FLATS/Brigham Young University-Foreign Language Achievement Testing Services online exams utilizing Zoom. The BYU-FLATS exam became very popular with our students during the pandemic, they were able to gain units that earned up to 12 semester units toward their graduation.
- The Testing Center continued to work closely with all campus-wide academic advisors. Advisors referred students to the Testing Center to complete graduation requirements such as the GVAR exam, and the BYU-FLATS exam for gaining units and placement for their Fall 2020 courses.
- The Testing Center also provided several on demand GVAR exams specifically for students that were close to graduating. The on demand GVAR exams were also to determine if these students needed to take an upper division course to fulfill the GVAR requirement.
- In collaboration with our **Antelope Valley campus**, the Testing Center also provided the GVAR exam and BYU-FLATS exam online utilizing ZOOM to our AV students.
- Since July 2020 (Summer/Fall/Spring semesters), the Testing Center administered 417 GVAR exams to CSUB students online using ZOOM (**NOTE:** Below GVAR dates for 2020-2021).

### **GVAR exam dates Fall 2020:**

8/13/2020  
8/27/2020  
9/11/3020  
9/24/2020  
10/15/2020  
10/22/2020  
11/12/2020 10AM & 2PM  
11/13/2020  
12/03/2020 10AM & 2PM  
12/04/2020 10AM & 2PM  
12/16/2020

### **GVAR exam dates Spring 2021:**

2/11/2021  
3/11/2021  
4/15/2021 10AM  
4/15/2021 2PM  
5/13/2021 10AM  
5/13/2021 2PM  
5/14/2021 10AM  
5/14/2021 2PM  
6/10/2021

- Testing Center worked closely with the English Department/Writing program and the campus wide GVAR committee regarding the administration of the GVAR exam.
- The Testing Center also worked closely with the CSUB and Antelope Valley campus - **Services for Students with Disabilities Office** to ensure that we complied with regulations concerning accommodations for testing students with disabilities (Testing Center accommodated students that needed extra time when taking their exam).

### **Goals/Objectives for 2021-2022**

1. The CSUB Testing Center will continue to provide the best customer service to our students and the community. 2. Continue the collaboration with our Admission Evaluators, Registrar Office, and Academic Advisors (campus wide) to help students for placement and toward graduation. 3. Enhance revenue for the university through our proctoring services and GVAR exams. 4. Continue in collaboration with the **CSU Graduation Initiative** – Offer the services to help improve Retention, Progression, and Graduation rates at CSUB.



# TUTORING AND SUPPLEMENTAL INSTRUCTION

## 2020-2021 Accomplishments

- Completed transition to online academic support services, including training for online tutoring and Supplemental Instruction for 85 Instructional Student Assistants.
- Offered virtual tutoring services for over 200 unique CSUB courses.
- Creation of online wellness communities based in our tutoring centers, focused on fellowship, community, and providing whole human support via tutoring centers.
- Piloted RunnerConnect usage in the Writing Resource Center for appointment and academic support tracking. Will launch in all tutoring centers in Fall 2021.
- With CSUB tutors, hosted Chancellor's Office meeting with all CSU campuses, focused on equity, inclusion, and wellness building in Learning Centers titled "Coming out of a Pandemic: Lessons learned, enhancements developed, and what comes next."
- Transitioned from MyWritingLab to MyLab Writing, offering Canvas integration for students and faculty.

## 2021-2022 Goals

- Create academic support centers that offer academic support via in-person and virtual modalities.
- Offer RunnerConnect as appointment hub for all academic support centers.
- Offer automated tutoring reports to faculty via RunnerConnect.
- Rebrand tutoring centers and tutors at CSUB as support centers and consultants, bolster equity and inclusion, and focus on academic support centers as "brave" and "safe" spaces.
- Create in-person fellowship opportunities for students at CSUB Academic Support centers, including but not limited to art shows, open mic nights, poetry readings, and wellness workshops.
- Create a suite of academic support options focused on first time freshmen to curb "learning loss" from the year of pandemic education.
- Continue wellness communities in CSUB Academic Support Centers with a focus on merging academic skills and wellness skills and in-person options.

## University Outreach Services

The past recruitment year was challenged by COVID-19 given the many restrictions placed upon University Outreach Services. Unfortunately, we were unable to provide in person tours. Tours being one of the more effective recruitment tools suffered significantly given our normal operative function. Additionally, events were not attended at traditional numbers expected due to the virtual format combined with COVID complications. In spite of lowered participation numbers, we remained strong in our relationship with our 32 high schools and educational partners covering our five counties of Kern, Kings, Tulare, Inyo and Mono counties. In place of in-person tours, tours were offered virtually.

## Outreach Events Effectiveness

Outreach staff conduct a variety of recruitment events such as Senior Follow ups at local high schools, participation in college fairs, and presentations at campus events. All events being virtual, the following tables show data from Outreach events held in 2020/21.

<b>Kern County</b>	<b># of Events</b>	<b>Attendees</b>	<b>Average Attendance per Event</b>	<b>Student Contacts</b>	<b>Average # of Contacts per Event</b>	<b>Contact Percentage at Event</b>
All events	260	4820	18	4167	16	86%
CSUB Presentations	39	1124	28	1107	28	98%
CSU Apply	25	734	29	734	29	100%
Senior Follow ups	31	643	20	643	20	100%
Fairs	15	1511	100	1511	100	100%
Virtual Tours	103	725	7	699	7	96%
<b>Outside Kern County</b>	<b># of Events</b>	<b>Attendees</b>	<b>Average Attendance per Event</b>	<b>Student Contacts</b>	<b>Average # of Contacts per Event</b>	<b>Contact Percentage at Event</b>
All events	90	1791	20	1400	15	77%
CSUB Presentations	27	620	23	575	25	93%
CSU Apply	5	74	15	74	15	100%
Senior Follow ups	14	181	13	148	11	81%
Fairs	27	637	24	350	13	55%
Virtual Tours	13	345	27	300	23	87%

**Summary:**

Total number of people interacted with or had access to during the 2020/2021 academic year: 6,611  
 Total number of student contacts: 5,567

**Highlights:**

Events Attended or Initiated: 350

- CSUB Presentations
- Tours
- Application Workshops
- Transfer Days
- College Nights and Fairs
- Financial Aid Workshops

Number of potential contacts: 6,611

Number of actual contacts: 5,567

Number of people we toured: 999

	<b>Fall 2017</b>	<b>Fall 2021</b>	<b>Total percentage increase over 5-year period</b>
<b>Total Applications</b>	<b>15,714</b>	<b>17,843</b>	<b>13.5%</b>
<b>Total Applications</b>	<b>10,288</b>	<b>13,891</b>	<b>35%</b>
<b>Total Applications</b>	<b>2,455</b>	<b>70*</b>	<b>TBD</b>

*\*As of 7/5/2021*



# WRITING RESOURCE CENTER

Two programs that I coordinate aim to increase the literacy levels in our community by bringing together high school and college teachers in English (the Expository Reading and Writing Course) and across the disciplines (the Reading Institute in Academic Preparation).

## **Accomplishments:**

- We offered no ERWC training sessions in 2020-21, either the 4-day Introductory sessions or the 2-day Updates;
- We converted 12 ERWC modules to Canvas for use by our local teachers on both the high school and college levels;
- I continued to work on the CSU Chancellor's Office federal Investing in Innovation (i3) grant;
- We offered a full-day RIAP workshop on Zoom, featuring Kelly Gallagher;
- We decided not to offer our full ten-day Reading Institute for Academic Preparation (RIAP) virtually in 2020-21.

## **Expository Reading and Writing Course (ERWC)**

ERWC Steering Committee: At the invitation of the CSU Chancellor's Office, I serve on the Expository Reading and Writing Steering Committee that, for the past 17 years, has designed the curriculum for the Expository Reading and Writing Course (for students whose Smarter Balanced test scores show they have Met the Standard, Nearly Met the Standard, or Not Yet Met the Standard for entrance into college English). Since our initial appointment in October 2003, our committee members have set the standards for the Expository Reading and Writing Course, written the actual lessons that constitute the curriculum for the course, trained faculty in both high school and college to teach this curriculum, and designed a professional learning program for further training. In 2012, we completed a second edition of the ERWC curriculum; then this past year, we produced a third edition of the curriculum. As a group, we also plan the annual summer institutes for updating ERWC trainers throughout the state. Finally, this committee continues to oversee the work of the second Investing in Innovation (i3) grant for \$13 million that Nancy Brynelson of the CSU Chancellor's Office was awarded in fall 2016.

The Course: The Expository Reading and Writing Course (ERWC), created in 2001, is a collaborative activity between the CSU and the California Department of Education. The course's curriculum is made up of "modules" that were written by the state Expository Reading and Writing Course (ERWC) Steering Committee and are designed to function as the intervention for getting those ready for college who have scored "Standard Met" or lower on the Smarter Balanced Test.

Required Professional Learning: For those high schools that want their ERWC classes to be used for placement of their students into college freshman composition, the state requires a 4-day professional learning program for anyone who will be teaching the course. The state-level ERWC Steering Committee is responsible for preparing faculty to train all senior high school teachers

in the use of the ERWC curriculum in the 1200+ California public high schools. The Steering Committee begins with a “training of trainers” every summer. Then these trainers (in pairs of high school and college representatives) train the senior teachers in their regions. In our area, we provided no training sessions this year, but instead converted ERWC “modules” to Canvas for use in our local high schools and colleges. These trainings focused on the ERWC curriculum and the Common Core State Standards in English. Over 800,000 teachers in the state have gone through ERWC training to be certified to teach the ERWC course.

### **Investing in Innovation (i3) Grant**

In 2012, two of our high schools were chosen to be in the Investing in Innovation (i3) grant, a federal award secured through the CSU Chancellor’s Office to study the effectiveness of the Expository Reading and Writing Program statewide. I was a coach in the program working with the 12th-grade teachers at Independence and Highland high schools as they taught the ERWC curriculum. In 2014-15, we completed the outside evaluation of this program (through WestEd), which resulted in “statistically significant” improvements in the academic work of students who took ERWC in 12th grade. In 2019, we received \$13 million for a second i3 grant to further expand the ERWC program. This past year, we completed the second year of our new i3 grant, expanding our work to Washington and Hawaii.

### **Reading Institute for Academic Preparation (RIAP)**

With the assistance of the CSU Chancellor’s Office and the Kern High School District, we have offered the Reading Institute for Academic Preparation (RIAP) for 17 years. Open to teachers across the curriculum for the past 11 years, this workshop is organized around various nationally renowned speakers on academic vocabulary/language, academic reading, and academic writing. We meet for five 2-day sessions of 6 hours each to hear new ideas/research and then discuss the use of the new material. Each high school or college sends a “team” of two to three faculty to the workshops over the period of one academic year. In 2020-21, we decided not to offer the Reading Institute until we could meet face to face again, but we did offer a full-day workshop on Zoom, featuring Kelly Gallagher. We plan to offer our full 10-day workshop in 2021-22. Participation in a full year of RIAP certifies English teachers to teach the 12th-grade Expository Reading and Writing Course.



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2020-2021  
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