

CSU BAKERSFIELD

DIVISION OF  
ENROLLMENT  
MANAGEMENT



ANNUAL REPORT  
2019-2020



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# Message from the Associate Vice President

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Greetings 'Runner Community,

This first year of my appointment as Associate Vice President for Enrollment Management and Chief Enrollment Officer for CSUB has been an amazing adventure of exciting experiences and great challenges for our division, our campus, and our community at-large. We have, once again, enjoyed record numbers for both total enrollment and graduate student enrollment.

As a division, we have improved our collaborative relationships across campus and elevated the overall reputation of our division. One of the first efforts undertaken this year was what I refer to as "The Listening Tour." By meeting with many individuals and groups on campus, I quickly became aware of various concerns, including processes that were in need of change. Through our collaborative work with campus partners, we were able to change many processes that would assist staff and remove barriers for students' success. From the establishment of admissions and other deadlines to revision of enrollment dates to the improvement of student financial systems, we did much effective work to support our students.

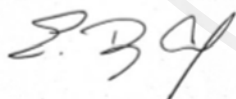
Our partnership with Institutional Research Planning and Assessment (IRPA) allowed us to make significant progress toward providing enrollment projections and continuous enrollment information to campus leaders, department chairs, and key student services staff to support the work of campus budget and student support planning. We will continue these efforts as we encourage faculty and staff to begin their planning process earlier.

This year, for the first time, we launched Enrollment Management Division Meetings, which provided gatherings for all staff members to receive and share important information. Through these meetings, staff had opportunities to engage with President Zelezny, Cabinet members, and other campus leaders.

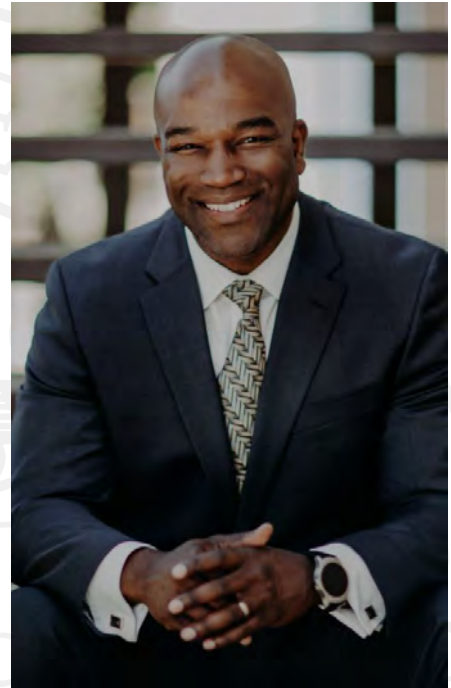
This Annual Report provides an overview of each of the departments in the Division of Enrollment Management, including their accomplishments over the past year. I am especially grateful to all of the Enrollment Management staff and student assistants who have done outstanding work all year, including during the pandemic in a virtual environment.

Serving the CSUB family has been a great privilege for me, and I look forward to the journey ahead.

Runners Up!!!



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



# Introduction to Enrollment Management

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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
- Antelope Valley Campus Admissions
- 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

# Office of Admissions

## MISSION

The mission of the Office of Admissions at California State University, Bakersfield is to provide exceptional service to student applicants under the context of admission evaluation and related services to the university, while providing and supporting the mission of the California State University in terms of access to higher education. The Office of Admissions strives to continually recognize the collaborative needs and partnerships of internal and external stakeholders in order to achieve student success.

The Office of Admissions and its team, in many cases, serves as the first point of contact between students and their families. The services provided by this office are at the front gates of a new path for the student and are at the very front of their goal of their attainment of their degree.

## OFFICE OF ADMISSONS PROFILE

The Office of Admissions team currently comprises of 12 full-time staff which includes four full-time Admissions Evaluators/Specialists and who are responsible for reviewing and evaluating admission applications and related criteria for undergraduate and graduate admissions. Two Transfer Specialists are responsible for reviewing admission applications and operationalizing strategic transfer-specific initiatives including providing pre-advising services for prospective transfers, tracking of program participants, e.g. Finish in 4 and maintaining relations with community college partners and staff. One half-time staff focusing on transfer admission is dedicated to the CSUB-AV campus serving applicants from Antelope Valley Community College. One Athletic Admissions Specialist/Recruitment Coordinator is responsible for all prospective NCAA student-athlete initial eligibility evaluation and serves as an admissions liaison to coaches facilitating the recruitment of student-athletes. One Admissions Assistant serves the unit, responsible for providing initial admissions triaging and providing support tasks to customers and the team. One Administrative Analyst/Specialist is responsible for all related application processes with Cal State Apply and working with external various third-party tools vendors related to admission processing. One Document Workflow Specialist is responsible for receiving and processing externally received electronic documents including processing hard-copy communications. Leadership in the Office of Admissions is provided two staff, the Director of Admissions and the Senior Admissions Officer and Transfer Student Success Coordinator who oversees admission processing operations.

## Office of Admissions Team

### *Leadership*

Ben Perlado  
Natasha Harris

### *Admissions Evaluators/Specialists*

Carmen Padilla  
Renee Rugnao  
Patricia Diaz  
Melissa Hernandez

### *Athletic Admissions Specialist/Recruitment*

Debbie Blowers

### *Admissions Transfer Specialists*

Melissa Mayfield  
Amani Hernandez  
Maria Rivera (CSUB-AV)

### *Admissions Assistant*

June Grimes

### *Admissions Administrative*

#### *Analyst/Specialist*

Jesus Calderon

### *Document and Workflow Coordinator*

Cassandra Lopez





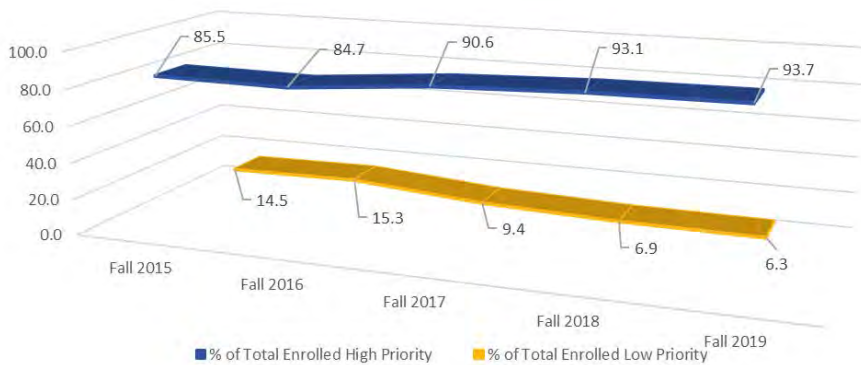
### Transfer Center Initiatives

The Transfer Center works to primarily support transfer students and execute agreements with partnering California Community Colleges and to facilitate transfer admissions programming. Led by Natasha Harris, Senior Admissions Officer and Transfer Student Success Coordinator, various on-site events were held as part the initiative’s programming goals to assist students, while incorporating the office of admissions staff other academic and administrative departments to provide a comprehensive and robust preview of CSUB for prospective transfer students. Primary colleges served under this initiative included Bakersfield College, Cerro Coso Community College, College of the Sequoias, Porterville College, and Taft College.

Programming for the transfer student experience was successful by hosting strategic events that highlighted the partnership between CSUB and the community college. Individual student appointments, branded events such as “Blue-and-Gold Day,” “Discover CSUB,” on-site admission and application workshops were held at the respective community colleges to further connect students in anticipation of their transition. Subsequent programming was also held on-campus during the academic year which included to allow transfer students to better connect to CSUB campus resources and overall improve outcomes and retention of transfer students.

Transfer admission at CSUB continues to emphasize and prioritize high-quality fully eligible upper-division students, sharply limiting lower-priority transfers. Fully eligible upper-division students positively contribute to the graduation initiative 2025 efforts by ensuring a 2-year remaining path.

### Enrolled Transfer Trends | Fall Terms 2015-2019



The percentage of high-priority transfers meeting upper division requirements (including those earning an Associate Degree for Transfer) continue to increase while lower-priority students continue to decline. This trend is highly due to the efforts of the transfer initiative and related collaborative efforts to ensure prospective transfer students are well-prepared for CSUB.

**925** Individual student appointments spanning **6** California Community Colleges

## CHANGES IN ORGANIZATION

In the 2018-19 academic year, the Division of Enrollment Management underwent significant leadership changes with the retirement of the Associate Vice President (AVP) and the appointment of an interim. As part of this transition, the Office of Admissions and Records began the change process to re-organize the department into two distinct offices: the Office of Admissions and the Office of the Registrar which would now include Records. The result of the re-organization resulted in staffing changes, with the spring 2019 application term as the last term with combined Admissions and Records staff to process and evaluate all applications for admission. Organizational re-alignment was also updated to include an additional leadership staff in a senior position to provide additional coordination to the operations of admissions. While the 2018-19 year contained many organizational changes and transitions, admission-related operational goals and objectives continued.

## BUSINESS PROCESS IMPROVEMENT

### Data-Driven Operations

In collaboration with Information Technology Services – Enterprise Applications and Institutional Research, Planning, and Assessment, Tableau reports were developed to facilitate and efficiently illustrate aggregate numbers of the admission funnel. Coupled with this information, additional queries were developed to better manage the ebbs and flows of admission workflow while providing staff with key measurable metrics on admission processing related to the admission status of applicants. Valuable information was created in a dashboard-type format providing quick displays of current data and metrics to facilitate further strategic efforts.

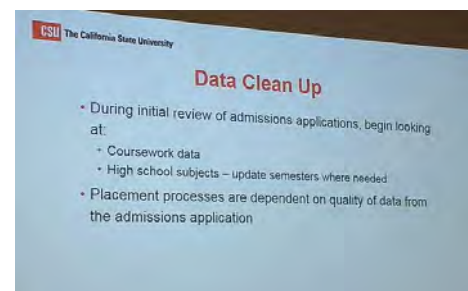
Admissions Profile: Student Actions  
Fall 2019

Admit Type	Application Count	Admitted Count	% Applied/Admitted	Accepted By Student Count	% Admitted/Accepted Admissions (CSUB)	DEIN Enrolled Count	% Admissions/DEIN (CSUB)	Enrolled Count	Matriculated Count	Admissions/MATR Matr Rate (CSUB)	%
First-Time Student (5)	12,935	10,401	81.03%	2,589	24.70%	1,539	40.56%	1,560	2,597	39.70%	
Transfer (4)	7,315	6,296	86.06%	2,189	34.77%	1,418	35.22%	1,485	2,256	34.18%	
Grand Total	20,251	16,777	82.85%	4,778	28.48%	2,957	38.11%	3,045	4,843	37.13%	

Additional CSU campus collaboration was held with an in-person visit from CSU East Bay's Office of Admission staff on admission processing practices and procedures. Gained from this one-and-a-half day visit included PeopleSoft coding methods to phase applicants through the application lifecycle and highlighting critical points for data accuracy and efficiency.

### Enrollment Reporting System (ERS)

Recognizing and identifying data quality issues at the forefront was key in this period. Past data and practices were re-evaluated under the context of a root-cause-analysis to



better identify areas of improvement in the admissions process. This context resulted in a business process change in admission to include necessary enhanced update procedures in pre-screening admission data and identifying initial admission data performing data scrubbing and mitigating correctable data earlier in the pipeline. Collaborative work with Institutional Research, Planning, and Assessment and Enterprise Applications resulted in several discoveries in mitigating business processes to ensure data quality, developing Tableau-based dashboards to aggregate and display "data health" dashboard for admissions-related information. Improvements in this area also provided the Admissions Team enhanced approaches in reviewing data and ensuring accuracy on a regular basis.

## Cal State Apply

Admissions business process redesign was facilitated through additional configuration for program-specific majors. This included quadrant 4 authoring and branding of valuable information for each program, including campus-specific questions related to the program. This is ongoing effort among programs to enhance their marketing via the application and to streamline program-specific admission requirements. A dedicated Cal State Apply subcommittee consisting of three admission team members are responsible for configuration and setup of the application including collaborating with campus departments. In addition, resources directly within Cal State Apply was expanded to other departments such as EOP to obtain program-specific information such as reports, along with training and support.

## Communications

Additional communications were developed and transitioned from paper-based mailed hard-copies to electronic messages providing immediate cost-savings on mailing. Prioritization and evaluation on more-necessary printed and meaningful material and messaging was conducted as a result of re-evaluating traditional paper letters and transitioning them to electronic. Tracking data for various communication strategies continued to be a tool to determine effectiveness of messaging and to maintain an inventory of communications for the year.

## **CAMPUS COLLABORATIVE INVOLVEMENT**

### Extended Education and Global Outreach

The Office of Admissions and the Extended Education and Global Outreach division collaborated in developing the first online admission application in Cal State Apply for the Curriculum and Instruction (C&I) program moving from a paper-based application. Additional automated communication via PeopleSoft CommGen was also incorporated to streamline the messaging for applicants. This was a lift for both offices and a collaborative start to other programs to utilize a central admissions application system with continual goals to build other programs.

### McFarland Day

In November 2019 CSUB welcomed over 200 McFarland High School students as part of an initiative to build and nurture a culture of college attendance. The Office of Admissions participated in this initiative by using this day to present to the principal of the high school admission pledge certificates to those who applied to CSUB for the fall and met CSU FTF eligibility.

Over 80% of those applied met eligibility and were provided a certificate on McFarland day crediting their academic work thus far, and in anticipation in attending in the fall.



## **UNIT GOALS FOR NEXT YEAR**

### Transitory and Early Enrollment Application Process

Goal:

- Significantly decrease manual data entry of hard-copy paper applications for transitory and Early Enrollment Program participants to efficiently process over 1,100 applications per year while aligning necessary reporting requirements.
- Complete the transitory online application in the 2020-21 academic year to automate applicant data in PeopleSoft.

**12%**  
**increase in**  
**Transitory-type**  
**program**  
**applications,**  
**2018-19**  
**(1,100+) to**  
**2019-20**  
**(1,300+)**





Objective(s):

- Continue on-going programming development of an online student-facing admissions application for special application/transitory programs.
- Share and assist in the promotion of the online application with undergraduate studies and participating high schools.

Admissions Lifecycle Communications

Goal:

- Increase strategic communication pieces for applicants to serve as reminder messages, etc. during the admissions applicant lifecycle to motivate positive and progressive conversion from applicant to admit, to intent-to-enroll, and to enrolled.
- Objective(s):
- Create attractive electronic marketing communication pieces to population cohorts using Liaison EMP.
- Carry out plans for the formal admissions print-communication “#RowdySaidYes” which personally welcomes the incoming student to the university in a large-format poster and letter to the applicant.
- Liaise and collaborate with local or regional schools in sharing data on applicant statuses.

Joint Operational Collaboration with Enrollment Management Student Support Units

Goal:

- Strengthen relations with divisional colleagues on specific admissions-related tasks to improve efficiency in processing eligibility, and overall provide uniform service to applicants and community to promote yield.
- Reduce data issues from raw, self-reported information from applicants by increasing resources on data review and screening prior to evaluation.

Objective(s):

- Review and screen FTF for self-reported data from applications prior to running subsequent automated evaluation processes.
- Triage application information and interact with student applicants through additional involvement and of professional program staff (CAMP, Outreach, ETS, etc.)

## Address Efficiency in Admissions Application Processing

### Goal:

- Increase overall efficiency in admission application to reduce manual intervention in processing

### Objective(s):

- Develop standard timelines and uniform workflow maps for admission-related student expectations and milestone outcomes expectations.
- Utilize OnBase technology features to drive workflow, update statuses through integration with PeopleSoft, e.g. transcript-received statuses, graduate-programs document retrieval/review
- Continue to utilize dashboard or queries to have metrics for data-driven workflow to prioritize applicant cohorts
- Build upon existing automated communication to applicants to serve as reminders for deadlines, document submission, actions, etc.
- Advocate for additional resources for staffing and review of applications for admission for undergraduate and graduate levels.

The Office of Admissions remains steadfast in providing the services to applicants to CSU Bakersfield and the campus community. As a collaborative team, many of the goals and this year's activities and involvement within or outside the campus exemplify the dedication each member has in serving our students and the university. Advancements and improvement in operations with the use of technology, other tools, strategies, and revised design remain an over-arching goal for the department in the next year.



# Athletics Academic Services

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The Office of Admissions and Records works closely with the Athletic Department's academic advisors, compliance office, coaches, coaching staff, directors, and the Faculty Athletic Representative to assist in the recruiting, admission eligibility, and certification of student-athletes. This year we have established a student-athlete enrollment management support team consisting of individuals from admissions & records, and office of the registrar to support and serve our 300 student-athlete population. Successful recruits are tracked closely to determine NCAA Progress-Toward-Degree (PTD) status through their time as a matriculated student-athlete. On-going certification is also performed several times per academic year to ensure continuous eligibility.

Student-Athlete Enrollment Management Support team members:

- \*Veronica Bethea, Assistant Registrar
- \*Natasha Harris, Senior Admissions Officer and Transfer Center Coordinator
- \*Debbie Blowers, Certifications Coordinator
- \*Jon Michalik, Associate Athletic Director of Compliance
- \*Melisa Medina Cruz, Assistant Athletic Director of Academics
- \*Dr. Roy LaFever, Faculty Athletics Representative

In addition, the Assistant Athletic Director for Academic Services, which oversees the Kegley Center for Student Success, has a dotted line to and functions in collaboration with the Enrollment Management office. The Kegley Center for Student Success provides student-athletes with a designated area where an individual can have access to the necessary resources to be successful in his or her academic endeavors. Such resources include computer labs, printing stations, tutoring, study space, nutrition bar, and academic advising. All Kegley Center staff members are housed in this building.

## **Academic Advising**

Each student-athlete has a campus (major) academic advisor who has expertise in the areas of program planning, academic difficulty counseling, petitioning degree requirements, and major selection. Each team is also assigned an Athletics Academic Advisor whose role is to provide academic advice and direction for assigned student-athletes. The goal of the Athletics Academic Advising program is to help student-athletes develop their decision-making skills so that they can make appropriate academic choices and take responsibility for those choices. Through our academic counseling program, student-athletes will also learn to interpret academic requirements and develop suitable educational plans that meet their needs, are consistent with the goals of the institution and take advantage of the educational resources available to all students at CSUB.

## **Athletics Academic Support**

The Academic Support Program provides an appropriate atmosphere for studying and offers tutorial assistance for all student-athletes. This includes course/subject focused tutoring in a small group, large group, and 1-on-1 setting with tutors and/or Learning Specialists. In addition, the Kegley Center is home to the Kegley Lending Library (KLL), which includes CSUB course textbooks student athletes can check out for the term. The primary goal of the academic support program is to provide student-athletes with academic assistance beyond that which they receive in the classroom.

## **Student-Athlete Learning Outcomes**

The CSU Bakersfield Athletics Department has established a set of "Learning Outcomes" it hopes all 'Runner student-athletes will achieve during their time in Bakersfield.

# College Assistance Migrant Program (CAMP)

The federally funded College Assistance Migrant Program (CAMP) provides pre-college transition and first-year support services to students with migrant or seasonal farm-working backgrounds to help them develop the skills necessary to succeed in college and to guide them to the completion of their baccalaureate degree. CAMP collaborates with CSUB staff, faculty, student support services, and community-based agencies to enhance educational and career opportunities for all CAMP participants. A total of 75 freshmen were served and 25 CAMP students received \$800 book grants from Employer's Training Resource to purchase textbooks through the Migrant Book Assistance Program (MBAP).

By the end of Spring 2020, a total of 68 CAMP students completed their first academic year with 24-units or more (91% success rate); and 71 out the 75 students served have re-enrolled (95% success rate) this Fall 2020 term. In addition, during this 2019-2020 reporting period a total of 54 64 former CAMP participants attained their baccalaureate degree and 9 15 received a post-baccalaureate degree.

CAMP offers a General Studies course for its program 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 will have the opportunity to apply the skills during class activities and mock interviews. Students will have the opportunity to hear from community professionals and potential employers.



# Educational Opportunity Program (EOP)

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## 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. There is an EOP on all 23 CSU campuses, and a spectrum of services is provided: outreach and pre-admission counseling; admission to the University; the Summer Bridge transitional program; summer housing and food for foster youth and unaccompanied homeless youth; financial aid through the EOP Grant; educational counseling and mentoring; and access to free printing in a multi-station computer lab.

## Admission and Enrollment

The EOP application was integrated into the CSU undergraduate admission application in October of 2017, which has greatly increased student access to the EOP application. For Fall 2019, EOP received 7730 applications. In a typical year, more than 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 2019, 785 EOP students enrolled for Fall semester. 76.7% (602 of 765) were persisters (continuing students), and 23.3% (183 of 765) were new admits. First-year students comprised 72.1% (132 of 183) of the total. Transfers who were previously EOP&S students at their junior college comprised 27.9% of the total (51 of 183). Spring 2020 added 26 new transfers to bring the total new admits for 2019-2020 to 209. This, combined with additional EOP Spring enrollment, brought the total number of EOP students enrolled in Academic Year 2019-2020 to 851. 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-grants for the new transfer population in the Spring.

## 2019 EOP Summer Bridge Program

The Educational Opportunity Program (EOP) recruits qualified incoming first-year students and enrolls them in Summer Bridge, an academic summer transition program designed to prepare students for the rigors of university work. EOP students are first-generation, historically low-income college students, and in Summer Bridge they get a head-start before their Fall semester begins.

For Summer Bridge 2019 we brought in 86 incoming first-year students, 9 of whom were special admits to the University, utilizing our Section 40901 Disadvantaged Exception slots. Participants took three college-level classes: GST 2100: Thinking Critically; GST 1200: Introduction to University Studies; and GSY 1010: Reading for College Success for a total of 3 units. Students lived on campus for 2 weeks, met their academic advisors, completed their financial aid to-do lists, and received an orientation to the Walter Stiern Library.

## 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.

We are currently entering year three of our three-year grant of \$230,000 (\$76,667 per year) from The California Wellness Foundation. In Summer of 2019 10 students moved into the residence halls. 44 Guardian Scholars attended in Fall 2019, and 4 Scholars graduated in Spring of 2020. Weekly workshops and exercise classes are held for participants throughout the year, and we have secured donations that allow us to hire five participants to work as student assistants in the program. Additionally, 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.

## **EOP Transfers**

EOP accepts a limited number of transfer students each year. Our requirement is that students were previously EO-P&S at a junior college or EOP at another CSU; this ensures that we are providing a continuation of services that began at their prior institution. To smooth their transition to the University, all newly admitted transfers are required to have three mandatory meetings with the EOP Admissions and Retention Coordinator during each of their first two semesters at CSUB.

A combination of online digital forms and virtual meetings were employed in order to meet this obligation. 77 electronic mid-semester academic performance reports were sent out to the new admit transfers accepted during the Fall 2019 and Spring 2020 semesters, and 87% of the newly admitted transfers submitted their mid-semester academic progress reports (some towards the end of the semester). These forms served as a proxy for the second meeting.

## **EOP Graduates**

Including the Summer 2019 session, a total of 115 EOP students earned their Bachelor's degrees during the 2019-2020 academic year: Summer 2019 (6), Fall 2019 (47), and Spring 2020 (62). Of these, 14 were EOP special admits, and 101 regular admits. Of the 115 Bachelor's degrees awarded to EOP students, 74 were BAs, and 41 were BS degrees.

One of the biggest increases has been in EOP students majoring in Business Administration (BADM), which has emerged as the single largest degree at CSUB. Twenty of the 41 Bachelor of Science degrees (49%) were BADMs. Even though we don't generally report on them, it is noteworthy that 22 former EOP students continued their education and earned their Master's degrees during the 2019-2020 academic year.

## **Fall 2020 Application Processing**

The total number of EOP applications for Fall 2020 is lower than Fall 2019: 6730 for Fall 2020, down 13% from last year's total of 7730. Fifty-four percent (3618 of 6730) were complete and ready for review by the end of January. All applicants received an acknowledgment email, eligibility determination, and a progression email based on their status within the application review process. Additionally, 54 foster youth were identified via self-declaration or application essay keyword search, and they were sent a personalized Guardian Scholars Program invitation email containing the GSP application and a hyperlink to the GSP website.

The EOP Selection Committee interviewed and signed 21 special admission (disadvantaged exception) students for Fall 2020. This number is significant for two reasons: one, this number doubles the number of special admits we picked up for Fall 2019; two, most of these interviews were completed virtually using Zoom or phone calls. The COVID-19 transition to telecommuting on March 16th canceled our big March 21st EOP Admission Day, in which 32 students were scheduled to visit CSUB and sign special admit agreements.

## **COVID-19 Adaptations**

The EOP Team has used Microsoft Teams and Adobe Sign to facilitate the interviews of EOP specials, track signed agreements, and complete the admission process. Our educational counseling has also transferred to phone or Zoom meetings. The EOP Staff have scheduled Zoom check ins with our first- and second-year students to ensure they don't fall behind with the transition to online. A combination of virtual and phone sessions were held with the new Spring transfers. Transfer students utilized 47 face-to-face sessions before March 16th, but they have utilized 62 phone calls, 38 Zoom sessions, and 66 mid-semester academic reports since March 16th.

The team has also had to envision and create an online virtual Summer Bridge for incoming students. 90 Chromebooks were purchased for distribution to the Summer Bridge participants for the academic year, as well as copies of the One Book, One Bakersfield text that will be required reading in the Fall. The activities and workshops that would normally take place in two weeks in the month of June have now been spread out over July and August.

An additional obstacle we faced this Spring and Summer is the incoming first-year Guardian Scholars Program students. We have worked with the Housing office and Health Center to ensure that our incoming foster youth and unaccompanied homeless youth are still housed and fed until the start of Fall semester. This involves a health screening and social distancing in student room assignments. Even though we cannot visit our students or help them move in, the GSP team has worked through the past three months to produce an informational podcast called GSP Unguarded, involving current program participants, student staff, and GSP alumni.

# Educational Talent Search Program

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## California State University, Bakersfield Educational Talent Search Program Annual Performance Narrative Report



**U.S. Department of Education**



## 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 CSU Mentor On-Site Application workshops at all TRIO their respective school sites.

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.

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 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 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 who have been sent home due to the COVID-19 via technology resources which include following action plan: *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. 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, 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 such as A-G PowerPoints, Systems of Higher Education, Career orientation, Study Skills, and self-care PowerPoints 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; we also reviewed if they needed help with FAFSA verification Paperwork ; we were involved in a calling campaign with University Outreach and our CSUB Admission office to contact students that had not made the decision to come to CSUB; we also followed up with BC matriculation as well – basically ensuring that all our Senior students were following all enroll steps to fully matriculate to the school of their choice !*

## Program Needs

The service region has long been characterized as educationally underserved with low college going rates. The greatest areas of concern are the low graduation and college going rates. Kern County has been identified as having the lowest post-secondary attainment rate in the nation especially for those who come from minority



backgrounds. Three of the targeted schools are high schools from *Kern High School District* (KHSD) and one is from the *McFarland Unified School District* (MUSD), two middle schools are from the *Bakersfield City School District* (BCSD) and one middle school from the MUSD school district. The target school populations are predominantly composed of ethnic minorities. **76.1%** (**73.7%** in target schools) of students in the KHSD come from minority groups. Additionally, 99.1% of students in the MUSD, and **88.8%** (**88.6%** in target schools) of students in the BCSD come from minority backgrounds

**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 35 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 who 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.

**Approximate Number of Students Served Per Year**

High School	Total	Middle Schools	Total
Shafter High School	166	McFarland Middle School	60
South High School	176	Stiern Middle School	19
East High School	195	Sierra Middle School	88
McFarland High School	185	Community	16
<b>Total Participants:</b>			<b>974</b>

**Recruitment for Project**

Throughout the academic year, the Director, Coordinator, and Educational Advisors meet with school site principals, counselors, guidance technicians, and other primary contact personnel. These meetings were held to introduce the ETS program to new contacts and provide an overview of the previous academic school year and set a yearly plan with continuing partners. The targeted school sites are included as the following: East, McFarland, South, and Shafter High, as well as, McFarland Junior High, Sierra Middle and Stiern Middle schools. The plan was established to promote postsecondary education in Kern County, and in doing so, our aim is to increase the college going rates in the area. School site meetings were crucial to the success of ETS participation because it is through that partnership that provides the students a well-rounded experience and education regarding their academic goals and endeavors. Each Educational Advisor conducted their recruitment process differently. Educational Advisors’ recruitment efforts included classroom presentations, lunch-hour visits, workshops, on-sites, as well as academic counselor referrals. Last summer we recruited a summer school 9<sup>th</sup> grade class from High School and brought them to our CSU-Bakersfield campus to show them our appreciating and to give them a feel for the TRIO ETS program – [See June - East High Recruitment CSUB/John’s Incredible](#)

## **Needs Assessment**

In an effort to assist students in all aspects of Postsecondary-education Preparation, Study Skills Development, and Career Exploration, the TRI ETS program followed the intake process of evaluating potential participants by assessing each participant's interests, career-goals, academic potential, and need for services via the ETS application. To date 974 out of 974 (100%) program participants have been assessed for need.

A needs assessment is conducted annually to gauge each participant's academic and other educational deficiencies that must be corrected to enable them to graduate from their respected secondary school and enroll in post-secondary educational programs. The program has actively provided exposure and orientation to postsecondary institutions by actively involving participants in fieldtrips, workshops, conferences or events, in efforts to assist in the promotion of non-seniors to the next grade level.

## **Application Review**

To assess each participant's need for services, for the 2019-2020 academic year, we developed a comprehensive plan of our participants' interests, career goals, academic potential, and need for services using our program survey application. In collaboration with the Kern High School District and Bakersfield City School District, we worked extremely closely with educators, administrators, community agencies, and counselors to encourage low-income and first-generation college bound students (6<sup>th</sup>-12<sup>th</sup> grade) to stay in school, graduate, undertake a program of postsecondary education, and attain a degree within a six-year period. Academic counseling within a group and individual basis were conducted which served the purpose to advise students regarding deficiencies in their A-G course pattern (rigorous secondary program) or graduation requirements.

This service is particularly crucial for entering freshmen to encourage and motivate them to enroll in a rigorous curriculum of study. Participants struggling with a specific academic discipline, were referred to pre-existing tutorial components or academic support services. Our joint collaborative efforts between targeted high schools, there similar programs in the community, community agencies, and postsecondary educational institutions, collectively worked together to avoid the duplication of services.

## **Additional Priorities for High School Component:**

The TRIO ETS program has begun to gather data for the 9<sup>th</sup>-11<sup>th</sup> graders in terms of the number of services we provide, such as: A-G Coursework evaluations, Tutorial Referrals, SAT/ACT preparation, and Financial Aid Literacy. The 2011-2012 year was the first year the program began the data collection and will continue to monitor data for the 2020-2021 school year, our final grant cycle. All participating targeted high schools are represented in the chart below on page 4.

We have developed strategies, direction, timelines, and assigned responsible personnel the following mandated services in our plan of operation: 1) Increasing the overall knowledge of financial aid programs, 2) Making appropriate connections to tutorial programs, 3) Conducting pre-college workshops, 4) Assisting students with the enrollment process into post-secondary education, and 5) Following a random cohort of seniors for a six-year period to track the completion of a postsecondary education program, that will lead to a certificate, associate,

## Goals:

- Continue successfully meeting program objectives
- Continue working with the CSUB Enrollment Management Division, to help promote the college going rate in the Kern County area
- Provide technology-based services and resources to program participants and respective school sites to reassure college readiness
- Work collaboratively with other post-secondary institutions and pre-college programs to provide college access services to students in the Kern County area
- Target and assist the parent population within our program via workshops, educational excursions, and conferences.
- Provide school site teachers, counselors, and administrators with college access awareness and additional professional development opportunities

## Reading Institute for Academic Preparation (RIAP)

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The Reading Institute for Academic Preparation (RIAP) is designed for high school teachers, Advancement Via Individual Determination (AVID) teachers, administrators, and college instructors. RIAP is an academic yearlong workshop organized around nationally renowned speakers on academic vocabulary/language, academic reading, and academic writing. Participants meet for five two-day sessions to hear new ideas/research and then discuss the use of the new material. All workshops are conducted by teachers for teachers using research-based strategies for the teaching of reading and writing in all content areas. Each high school or college sends a “team” of two to three faculty to the workshops over the period of one academic year. Each participant conducts a research project based on teaching a “module” he/she writes during the institute. These studies show through pre- and post-tests the success of the reading and writing curriculum we present to the participants. We currently have 53 participants (9 leaders and coaches).

RIAP participants support university/school teams to implement research-based diagnostic assessment and instructional practices, improve the reading and writing of students in grades eleven and twelve, focus on reading informational and narrative text and analytical writing, utilize the assignment template and course modules designed for the 12th Grade Expository Reading and Writing Course, and provide leadership for the Early Assessment Program at school sites and districts.



# Enrollment Management Systems

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**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 will be used by the entire campus to transform all paper documents and forms into an electronic format. OnBase business process management capabilities include a highly configurable workflow engine that can route documents, automate tasks and rules-based decisions, perform load balancing, send notifications and manage complex approval processes.

**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.

## **Financial Aid Tools**

**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.

**Message Center** is a PeopleSoft bolt-on that is displayed on the students' self-service page for students to quickly access their messages sent via the CommGen PeopleSoft module. Students can access their messages without logging into their email system. The Message Center also tracks when a student has viewed or read the message.

**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.

# Office of Financial Aid & Scholarships

## Annual Report 2019-2020

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### 2019-2020

Office of Financial Aid and Scholarships had a productive and eventful year. All our core production numbers were up from the previous year except verifications.

	2018-2019	2019-2020
Applications Received	20,269	21,946
Total Students Awarded	9965	10,304
Total Aid Disbursed	\$111,739,695	\$118,620,383.00
Verifications Completed	3,882	3,536

### Accomplishments

Transitioned Financial Aid Office from Business Administrative Services back to Enrollment Management.

- Operated without a departmental budget allocation.

Completed Office Restructure

- Provided opportunities to staff members to promote to more responsible positions, including Pell Grant Coordinator, Scholarship Coordinator and Cal Grant Coordinator. While providing mobility for staff, promoting from within also created easier training and now each critical area has a back-up.
- Moved technical staff under the Director of Enrollment Management Systems. This placement allows technical staff to receive more appropriate guidance and evaluation.

Successfully completed CSAC Audit with minimal findings.

- Worked closely with auditors and Thom Davis to minimize financial liabilities and complete audit with only a minor finding.
- Implemented new procedures to prevent future findings.

Successfully implemented new dependent CSAC awards.

- Awarded over \$1.7 million additional dollars to Cal Grant eligible students with dependents.

Implemented OnBase Imaging.

- Hours of testing and training were completed to make the successful move. The system is still being fine-tuned.

Office successfully transitioned to performing operations at home due to the COVID 19 pandemic.

- Staff adjusted to new work environments and working conditions during this time.
- VOIP communications were added to allow staff and student workers to answer phones from their computers remotely and continue to provide a high level of service to students.
- Started use of Skpe Business so that staff can easily chat with each other.
- Worked with IT to implement a Confidential Document Submission Portal for students. This allows students to submit verification documents to our office easily and securely.
- Hold weekly Staff Meetings to ensure all staff are up to date with most recent developments and have to support communication with all staff members.

Implemented Runner Completion Grant.

- In support of the Graduate Initiative, provided targeted grant awards to students that were financially hindered and in jeopardy of not graduating.

Focused Efforts to assist On-Campus Residents.

- Created a Financial Aid Counselor who is dedicated to assisting On-Campus Residents.
- Targeted grant funding to assist needy On-Campus Residents: Supplemental SUG, SEOG, and Future Scholars awards.

## Goals

1. Moving forward the efficiency of our office and our students would benefit greatly from Campus Logic software. Currently, staff spend a great deal of time on completing verifications. We complete 3500-4000 verifications per year. This is a very detailed process that is time consuming and easy to make errors. The Campus logic process does a lot of the detail work, prevents errors and leaves only a final review piece for staff to review. It is also a better experience for students. The product has features built in that prevents students from making errors that delay their financial aid package. While we now have the Confidential Document Submission Portal, Campus Logic is the new step to be able to complete a very laborious task more efficiently, with less audit liability and supports student success by providing an easier way for them to get their financial aid package sooner. In addition, this would support the initiative to coordinate admission acceptances with financial aid awards letters. Students selected for verification would be more likely to have their financial aid award packages ready to send with admission acceptance.
2. Implement procedure to verify that all students who receive zero GPA (F, WU and W grades), actually attended class. This is currently an item that is reviewed in audits.
3. Support initiative to coordinate admissions acceptance with financial aid award packages to go out by March 1.
4. Provide staff opportunities for training and mobility. And, receive support for staff promotions.
5. Receive a departmental budget for supplies and services.

## High School Equivalency Program (HEP) 2019-2020

The High School Equivalency Program (HEP) is an educational federal-funded program designed to assist 100 migrant and seasonal farmworkers and members of their immediate families to complete their high school equivalency and, subsequently, gain improved employment, begin post-secondary studies, or enroll in a vocational training program. In 2019-2020, HEP graduated 16 participants in January and two graduates gained upgraded employment. In March HEP revamped its Spanish GED curriculum to provide online classes to 84 participants. HEP staff continued to collaborate with the Kern High School District and worked closely with the Parent Resource Centers at Miramonte, and Golden Valley High Schools. HEP also provided GED classes in the farming communities of Lamont, Wasco, and Porterville Adult school. Furthermore, 2019 HEP graduates, Carlos A. Ponce and Guadalupe Chavez de Garcia, each received a \$1,000 college scholarship award from the National HEP/CAMP Association. The HEP/CAMP scholarship was used toward her post-secondary education in college. In addition, HEP graduate, Guadalupe Felix Zamora, received the HEP Champion Award at the National HEP/CAMP Association Conference in Las Vegas, NV in November 2019.



# International Student and Programs (ISP)

## Executive Summary

As Senior Director of Student and Academic Programs, one of my responsibilities is to provide oversight to the Office of International Students and Programs (ISP) starting February 1, 2020.

The ISP is a small office with two full time staff and two or three student assistants depending on needs. As a new person in the unit, my primary goal is to listen and learn as much as I can in regarding to how the office operates and what tasks are involved on daily basis. Both staff are student service professionals. Sonia Silva has been leading the unit since 2015 as a coordinator of ISP. Gabriela Ochoa Vega's primary responsibility is to advise the International Students enrolled in the School of Business and Public Administration (BPA). Ninety percent of our current international students are business majors. The student assistants mainly perform the receptionist work. The office does not have an administrative staff. Table 1 shows the total number of international students enrolled in Fall and Spring in 2019-20 academic year.

Table 1

	Spring 2020	Fall 2019
Total Enrollments	131	168
New Admits	15	34
Transfer	9	23
First-time-Freshmen (FTF)	5	11

The exceptional staff of the ISP provides an array of services to all international students including, but not limited to the following categories:

1. A full cycle of international student services, including students prior to admission, after admission, during enrollment, and other academic life experiences as well as related immigration consultation
2. Academic advising
3. Students' OPT and CPT application process and guidance

Between July of 2019 and March 17, 2020 when the campus transferred to virtual campus due to Covid-19, the office answered over 800 phone calls, provided nearly 900 walk-in services, and responded to numerous student emails that were not recorded, a total of over 1,700 recorded student interactions. GradesFirst recorded nearly of 1,600 student interactions for the staff at the ISP office.

From March 17 to June 15 during the campus lockdown, the office staff had nearly 2,500 interactions with students (email, phone, Zoom, and face-to-face). The staff places students' need as their foremost priority and serves them in a professional manner. Their strong work ethic is commendable.

Following is some details of our work in the ISP office.

## Student Services

For incoming students, the ISP office provided the following services:

- Answered questions on CSUB, Bakersfield, and where to apply (in person, via phone, and email)
- Communicated with students during their application cycle
- Explanations and preparation of how to pay SEVIS fee, making an appointment at Consulate/Embassy, What to Say During Consular/Embassy Appointment
- Assisted students that are not in possession of i20 or ds2019 (for example H, L, K, R B, J-au pair visas and if these students can attend or need a change of status or other)
- Worked with students that are denied admission (either via an appeal, discussion of what they need to complete to be admitted, refer them to a community college, etc.)
- i20 issuance and signature authority (for F-1 visa)
- ds2019 issuance and signature authority (for J-1 visa)

Once the student is admitted to CSUB, the ISP staff made sure to:

- Provide student information on how to register for courses, living in Bakersfield, airports to fly into, airport bus, when tuition is due, health insurance
- Government Scholarship Recipients: explanation of what to do to obtain units acceptance via transfer and time to graduation for financial guarantee issuance

For active students, the ISP staff are dedicated to providing the following services:

- Conducting international orientation.
- Housing assistance (CSUB Housing, private apartments, rooms for rent)
- Conducting open house (meet and greet of department and students meeting)
- Advising on health insurance purchase (adding and updating i-hold)
- Tuition (collaborating with Student Financial Services to place “do not drop for non-payment” indicator holds)
- Keeping in contact with students in regarding to payments or government scholarship financial guarantee status
- Navigating USA based educational system
- Navigating CSUB (chain of command, ombudsperson, professor office hours)
- Activities (coordinate and collaborate with Student Affairs and International Club)
- Participate in International Education Week
- Assisting with holds (where to go and what to do to satisfy them)
- Issuance of various letters (social security, DMV, change of status, government scholarship, permission to invite family to attend commencement, mode of class -online vs in person vs hybrid)
- Optional Practical Training (post, pre, and STEM extension) application assistance, guidance, and processing and OPT i20 issuance
- Curricular Practical Training processing, guidance, ensuring student enrolled in internship class and internship relates to degree, and CPT i20 issuance
- Signing, issuing, and extending i20 and ds2019 (discuss regulations with students and research scholars)
- Collaborating with Bakersfield Homeland Security Office on behalf of student for complex immigration issues or special extensions
- Assisting students with using Microsoft office and refer them to tutorials (for those that are from countries that only write papers and do not type them)
- Tax Questions (refer them to international tax website)
- International Club advising and hosting of events in department

### **Academic Advising**

Academic advising is a large part of the ISP office that involved the following activities:

- Guiding students through degree attainment process via individualized academic advising utilizing: one-on one appointment, daily electronic communication, phone calls, and group advising sessions
- Assisting with course selection and enrollment in courses
- Creating a degree plan with expected graduation for students on government scholarships to ensure scholarships are up to date in order to facilitate payment to the university from sponsored governments.
- Monitoring and notating academic progress of student on his or her file and GradesFirst record, and submit requests and make changes to students record via PeopleSoft

### **Optional Practical Training and Curricular Practical Training**

Optional Practical Training (OPT) is temporary employment that F-1 student visa holders can participate in. OPT allows the student to work for one year in a job directly related to their degree. During the last academic year, 16 OPT i20s were issued for students. When students report their work information to ISP, the staff will then update the student's SEVIS portal so the student is in compliance with their OPT i20.

Curricular Practical Training (CPT) allows student to participate in paid or unpaid internships that are directly related to the student's degree program. The staff issued five CPT i20s during the last academic year.



**DS-2019 (J visa)**

DS-2019 are exchange visitors that are either students, interns, research scholars, or professors. The spirit of the DS-2019 program is to promote cultural exchange. During the 19-20 academic year, the staff issued 26 ds-2019. The staff had 91 email conversations with the exchange visitors 15 in person and/or zoom visits with them. The staff spoke with Human Resources 8 times about various ds-2019 questions.

**National Student Exchange**

National Student Exchange (NSE) is an exchange program offered to students that are not ready to study abroad or as a supplement when students return from studying abroad. Students are permitted to pay in state tuition while attending out of state institutions. This last academic year, CSUB had one student studying at CSUB via NSE.

# Office of the Registrar Annual Report 2019-2020

The Office of the Registrar started the 2019-2020 school year having been recently restructured to include four distinct units: Graduation, Transfer Credit, Articulations and Student Records. The Registrar team is made up of the Registrar, Assistant Registrar, 3 Graduation Specialists, 4 Transfer Credit Specialists, 2 Co-Articulation Officers, 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 2019-2020 and goals for 2020-2021 for each unit are included below.

## Graduation

At the beginning of the 2019-2020 academic year, our graduation unit implemented a fully online graduation application for our students, removing the need for paper applications. This change helped streamline the application review process as well as minimize errors by eliminating the need to retype everything that was on the paper application into the system. As part of this process, we were able to reduce the time it takes to respond to a graduation application by 3-4 weeks on average, even though the number of graduation applications increased. Graduation application responses are now sent directly to a student's Message Center in their myCSUB account and are accessible by professional advising staff and faculty across campus. Using this new system, our three graduation specialists processed 1939 graduation applications for academic year 2019-2020. This number is anticipated to go up in future years as last year they were still processing paper applications that had been turned in prior to the beginning of the academic year.



At the beginning of the academic year, our office partnered with Parchment AWARD for the printing and mailing of our diplomas, and completely refined the process of awarding degrees. Previous processing time took almost 2 months to complete awarding for a term, but using new systems in place, our team has streamlined the process and in the Spring 2020 term were able to complete awarding in 4 weeks. Students are now issued a digital diploma immediately once their diploma is ordered through the Parchment AWARD system. To date, 2536 diplomas have been issued for the 2019-2020 academic year (Spring 2020 awarding is still in process, with an additional 60 students still pending).

Goals for 2020-2021 academic year include implementing the CashNet module that will require students to pay for their graduation application prior to submittal as well as continue to find ways to automate various components of the graduation application response process.

## Transfer Credit

Transfer Credit Specialist marked the 2019-2020 academic year with a significant transfer credit clean-up and reconfiguration project. The Transcript Express and Rule Maker bolt on was implemented to enhance our transfer credit and articulations processes. By using historical transfer credit data, Transcript Express and Rule Maker helps to streamline processes and increase the total number of articulation rules, while simultaneously improving the reliability and accuracy of the transfer evaluation. Our goal is to support transfer student success and ultimately improve the overall student advising experience.

Transfer Credit Specialist also posted transfer credit for over 3100 incoming transfer students during the 2019-2020 academic year. This equates to an average of 189,780 transfer units, or 63,260 courses.

Goals for the 2020-2021 include a focus on ensuring that Transfer Credit Adjust is working properly and examining how our transfer units display on the student transcript and academic requirements report.

## **Articulations**

The implementation of Transcript Express 2.0 for Feeder and Non-Feeder schools has allowed the Articulation Team to clean up all articulation rules in PeopleSoft. Transfer Credit Cleanup restructured the PS database and allowed Articulation to identify and resolve ambiguities with existing and historical course equivalencies. Additionally, to accurately reflect the current and changing articulations CSUB has with other colleges and universities. Transfer Credit Cleanup – Rule Maker has streamlined articulation data into PS and positively impacts transfer credit awarded to students. The Articulation unit also focused on working with intra-campus stakeholders, such as transfer credit specialists, faculty and staff, to create articulation agreements. Rule Maker allows Articulation to work through and build course equivalencies in an organized way, consequently creating a seamless and functional articulation environment on behalf of students transferring to CSUB.

## **Records**

Our records team has spent the past year focusing on increasing efficiency. We partnered with Parchment to move our print and mail operations for transcripts from in house to being processed by Parchment, allowing us to free up student assistant and staff time that was previously used for this. Additional focus was put on making our forms fillable online and moving many of our most popular forms to Adobe Sign to allow for electronic signature.

Goals for 2020-2021 academic year is to convert all Registrar Office forms to an electronic version and also to complete the update of the Office of the Registrar website.

In summary, academic year 2019-2020 has been one in which focus was placed on streamlining processes within each unit to better serve students needs. Minimizing errors, automating processes, reducing response times and removing administrative barriers in many of our processes continues to be a goal for all units in academic year 2020-2021.

# Testing Center

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## **INTRODUCTION:**

The Testing Center at CSU, Bakersfield 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.

## **KEY HIGHLIGHTS/ACCOMPLISHMENTS OF AY 2019-2020:**

- Testing Center worked closely with our outreach and federal programs. ETS/Educational Talent Search, EOP/Educational Opportunity Program, Early Start, Outreach, CAMP/College Assistant Migrant Program, Project Rebound program, and our International students program. Provided admissions and placement exams (ACT Residual exams, SAT exams).
- Testing Center conducted fall and spring GVAR exams to 422 students
- Student Success Initiatives: Testing Center provided 9 GVAR Demand Exams in December (these students missed the Fall GVAR exam and needed to fulfill the GVAR requirement to graduate in the fall 2019).
- Contributions/achievements in the Enrollment Management: worked closely with our Evaluators and Academic Advisors regarding students in need of units to graduate. For 2019 -20, the Testing Center conducted 163 BYU-FLATS exams/Brigham Young University-Foreign Language Achievement Testing Services. Which totaled \$4,075 revenue for AY2019-20, an increase of \$1,200 from last year AY2018-19. Students earned up to 12 semester units toward their graduation and also fulfilled the GE Area C2 requirement. This exam has become very popular with our students toward gaining units for graduation.
- Provided several Demand exams for our student athletes. Due to out of town games/competition, our student athletes could not take the exam with their scheduled class/instructor, so the Testing Center provided proctoring services where students were able to take the exam early. Testing Center was able to accommodate our student athletes.

## **GOALS/OBJECTIVES ACCOMPLISHED for 2019-2020:**

### **What were your goals for the 2019-2020 academic year?**

Goal 1: The Testing Center will provide CSUB students and the Bakersfield community a variety of services in testing and assessment that are required for admission, placement and graduation requirements. Goal 2: Will continue to enhance revenue for the university/Testing Center through proctor exams administered at the Testing Center.

### **Which of the goals above were you able to successfully accomplish?**

Goal 1 and 2 were successfully accomplished throughout the academic year until March 2020 when the Corona Virus hit our campus. The Testing Center was able to successfully administer exams such as the, SAT, GRE subject exams, ACT Residual, GVAR exams, BYU-FLATS exam, proctored exams. All students (100%) that were tested at CSUB received their scores/results to meet each individual needs for admissions, placement and graduation requirements. The Testing Center provided proctoring service to over 600 students that tested inside our Testing Center.

Goal 2: Enhanced revenue for the university through our Testing Center proctoring services and GVAR exams. Testing Center proctoring services total revenue (Note: over 600 students were proctored inside the Testing Center) = \$18,220 GVAR exams total revenue \$10,550

Testing Center total revenue = \$28,770 Note: Due to Covid19 the Testing Center revenue since March decreased because of our Testing Center shut down.

What data/information did you use to determine the successful accomplishment of the goals? All Testing Center revenue is reported on a deposit collection sheet that is documented and maintained by our cashier's office. Deposits were made into Testing Center Trust Fund and GVAR trust fund. All testing attendance records were recorded. Test

results were scored and input into peoplesoft. Also SAT scores were mailed to students.

### **Types of exams administered:**

- ACT (national exam for college admissions)
- ACT Residual (ACT Residual exam for incoming CSUB students only)
- SAT (national exam for college admissions)
- Miller Analogies Test (admissions exam for graduate students)
- GRE subject exam (admissions exam for graduate students)
- GED (CSUB HEP students)
- BYU-FLATS Foreign Language Achievement Test (CSUB students receive up to 12 credits)
- GVAR exam (CSUB Graduation Writing Assessment Requirement)
- CSUB General Education Waiver exams: Area A1 (speech communication 1108), A2 (College English 1109), A3 (Critical Thinking Phil. 1019), A4 (Quantitative reasoning math1009).
- Proctoring services for CSUB and Kern county students: Proctored exams for students taking online courses and certification exams for fireman, law enforcement, and nursing students.
- Accuplacer placement exam for several community colleges
- Industrial Hydraulic Mechanic exams (certification exams for oil workers)

### **GOALS/OBJECTIVES FOR NEXT YEAR 2020-2021:**

- Testing Center--Continue to provide the best customer service to our students and the community.
- Increase visibility in Kern county -- this will help toward increasing our revenue. (for example, provide additional proctor exams for students in the community at our Testing Center.
- Continue to collaborate with our Admission Evaluators, Registrar Office, and CSUB Academic Advisors to help students toward graduation.
- Increase our BYU-FLATS exams throughout the year (BYU-FLATS has been a great impact for our CSUB students).

### **GRADUATION INITIATIVE HIGHLIGHTS:**

The Testing Center worked closely from admissions to graduation:

- Worked closely with our "Project Rebound Program". The Testing Center provided ACT residual exams inside the Testing Center throughout the year for our incoming Project Rebound students. ACT scores were available for our evaluators in the Admissions Office on the same day of the exam.
- The Testing Center also provided an on demand GVAR exam specifically for students that were close to graduating. In collaboration with the English Department --The on demand GVAR exams were also to determine if these students needed to take an upper division course to fulfill the GVAR requirement.
- The Testing Center continued to work closely with all campus wide advisors, federal programs (CAMP, ETS, EOP-Summer Bridge program, International Program advisors, Athletic Department Kegley Center, Athletic Advising team).
- Continued to proctor exams for CSUB students that were taking online courses from Cerro Coso/BC. These courses help complete their core requirements toward graduation.
- Continued to provide admission exams on campus for our incoming students such as, ACT, SAT and ACT residual exams throughout the academic year.
- Due to Covid19, The Testing Center continued to provide the BYU-FLAS exam by utilizing Zoom. Students were able to test online at home and earn additional units toward graduation.

# Tutoring and Supplemental Instruction

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## Tutoring Centers:

### Tutoring Centers/Writing Resource Center AY 19-20 In Brief

In the 19-20 Academic Year, seventy new and returning tutors were hired and trained. Beginning for the Fall 2019 semester, tutor training was changed from a general campus-wide tutor training to a decentralized model with individual tutoring center trainings.

CSUB Tutoring and the Writing Resource Center participated in and created several flexible tutoring options to offer support for non-traditional students and students unable to access support during regular business hours. These initiatives included:

- English 1100-WRC Assigned Tutor program: all English 1100 courses received an assigned tutor from the Writing Resource Center. The WRC tutor attended their class throughout the semester and provided guidance and assistance for first time freshmen in English 1100, the first section of the English 1109 stretch course.
- “After Hours at the Dorms”: tutoring services in the evening hours on Tuesdays and Thursdays at the dorms for residents and non-residents alike.
- “Extended Resources at the Student Union”: Writing Resource Center services in the evening hours at the Student Union.
- “Conchas and Hot Cocoa”: after hours tutoring services at the recurring special event.
- “ASI Friday Study Hall”: a recurring Friday afternoon event where students could receive snacks, fellowship with other students, and support from CSUB Tutoring Center and Writing Resource Center tutors.
- Ten study parties, including subject specific and all courses events.

The CSUB Tutoring Centers and Writing Resource Center functioned as a computer lab and study hall for CSUB students. CSUB students were able to use the tutoring center spaces to use a computer, work on assignments, print assignments, or study with friends and classmates. A goal of the CSUB Tutoring Centers and Writing Resource Center was to be a safe and comfortable space for CSUB students, so outside requirements necessary to use our materials or resources have been lifted.

As with the rest of CSUB and the world, the CSUB Tutoring Centers and Writing Resource Center were affected by the COVID-19 pandemic. The CSUB Tutoring Centers and Writing Resource Center were able to quickly implement a virtual tutoring plan that considered student needs and support first. Our virtual support offerings in Spring 2020 included:

- Always-On Zoom Meetings: “Zoom Tutoring Centers” were created that matched the hours and availability of our brick-and-mortar tutoring centers. Students could access tutoring at familiar times and with familiar faces.
- “Tutoring on Canvas”: a less data intensive way for those unable or unwilling to use Zoom, the Canvas Tutoring Centers allowed students to ask questions of tutors and get more information on how to use Zoom.
- Email Tutoring: students were able to email a tutor by contacting the tutoring center’s email address. Support for students was provided via email for the first time, and the goal was to support students with limited technology access.

## AY 19-20 Goals

The primary goals of the CSUB tutoring centers for Academic Year 19-20 were:

1. Increase student attendance usage of the tutoring centers on campus.
2. Increase tutoring center attendance for and performance in specific courses related to the 2025 Graduation Initiative.

All check-in and course specific data for the tutoring centers was collected via the GradesFirst platform. CSUB's tutoring services went virtual on March 23<sup>rd</sup>, 2020 and no check-in data was collected after that date as GradesFirst requires a physical check-in.

## Overall Tutoring Center Attendance

The eight CSUB Tutoring Centers saw an increase in attendance in Fall 2019 (n=10,235) of 31% over Fall 2018 (n=7,757). Attendance to the CSUB Tutoring Centers decreased 36.59% from Spring 2018 (n=6,247) to Spring 2019 (n=3,961).

When adjusting the Spring 2019 dates<sup>1</sup> to be in line with the date of implementing virtual tutoring in Spring 2020, there was an increase of tutoring attendance in Spring 2020 (n=3,961) of 21.13% over Spring 2019 (n=3,270).

Comparing academic years and not adjusting for shortened semesters, there was an increase in attendance of 1.49% from AY 18-19 (n=13,987) to AY 19-20 (n=14,196).

Adjusting for the shortened Spring 2020 semester, there was an increase in attendance of 28.94% between AY 18-19 (n=11,010) and AY 19-20 (n=14,196).

## Individual Tutoring Center Attendance

Tutoring Center	Fall 2018	Fall 2019	Change
Arts and Humanities Tutoring Center	284	309	+ 8.8%
Computer Science Tutoring Center	954	2427	+ 154%
CSUB Writing Resource Center	2328	2856	+ 22.7%
CSUB-AV Tutoring and Resource Center	79	59	- 25.3%
Math Tutoring Center	2231	2200	- 1.4%
BPA Tutoring Center	316	459	+ 45%
Science Tutoring Center	1305	1181	- 9.6%
SSE Tutoring Center	260	744	+ 186%
Overall	7757	10235	+ 31%

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<sup>1</sup> Data through March 20, 2019.

Tutoring Center	Spring 19	Spring 20 <sup>2</sup>	Change
Arts and Humanities Tutoring Center	251	107	-57.37%
Computer Science and Engineering Tutoring Center	811	1318	+62.51%
CSUB Writing Resource Center	1620	907	-44.01%
CSUB-AV Tutoring and Resource Center	52	32	-38.46%
Mathematics Tutoring Center	2075	837	-59.66%
School of Business & Public Administration Tutoring Center	174	43	-75.28%
Science Tutoring Center	813	454	-44.15%
SSE Tutoring Center	451	263	-41.68%
Overall	<b>6247</b>	<b>3961</b>	<b>-36.59%</b>

Tutoring Center	AY 18-19	AY 19-20	Change
Arts and Humanities Tutoring Center	534	416	-22%
Computer Science and Engineering Tutoring Center	1698	3745	+120%
CSUB Writing Resource Center	3967	3763	-5.1%
CSUB-AV Tutoring and Resource Center	130	91	-30%
Mathematics Tutoring Center	4336	3037	-29.95%
School of Business & Public Administration Tutoring Center	489	502	+2.66%
Science Tutoring Center	2135	1635	-23.42%
SSE Tutoring Center	698	1007	+44.26%
Overall	<b>13987</b>	<b>14196</b>	<b>+1.49%</b>



Spring 2020

Class	# of Students	% of Students
Freshman	752	18.99%
Sophomore	564	14.24%
Junior	1007	25.42%
Senior	1407	35.52%
Graduate	227	5.73%
Ed.D	4	0.10%
<b>Grand Total</b>	<b>3961</b>	<b>100.00%</b>

## Tutee GPA

Fall 2019

Class	Avg GPA
Freshman	2.45
Sophomore	2.77
Junior	2.96
Senior	2.97
Graduate	3.35
Overall	2.48

Spring 2020

Class	Avg. GPA
Freshman	2.52
Sophomore	2.75
Junior	3.00
Senior	3.00
Graduate	3.49
Ed. D	3.95
Overall	2.64

## Supplemental Instruction

### Overview

In Fall 2019, Supplemental Instruction was primarily funded by the Pathways grant. Students in the Pathways program were encouraged to attend SI sessions, but the SI sessions were open to the entire CSUB campus. The classes served by SI in Fall 2019 were Chem 1000, Chem 1010, Bio 2210, and CMPS 2010.

## DFW Rates with Supplemental Instruction

In Fall 2019, attendance at Supplemental Instruction sessions improved pass rates for students. Generally, pass rates improved in parallel with frequent attendance of Supplemental Instruction sessions.

### Biology 2210 Pass Rates

In Fall 2019, students who did not attend Supplemental Instruction sessions for had a pass rate of 71.26% (n=124) and a DFW rate of 28.74% (n=50). Students with at least one SI session attended passed at a rate of 91.89% (n=68) and received a DFW at a rate of 8.11% (n=6). These numbers held at two or more visits (Pass: 91.23%, n=52; DFW: 8.77%, n=5) and three or more visits (Pass: 90.24%, n=37; DFW: 9.76%, n=4).

Bio 2210, No SI Visits	1+ SI Visit			2+ SI Visit			3+ Visits				
	Pass	124	71.26%	Pass	68	91.89%	Pass	52	91.23%	Pass	37
DFW	50	28.74%	DFW	6	8.11%	DFW	5	8.77%	DFW	4	9.76%
Total	174	100%	Total	74	100%	Total	57	100%	Total	41	100%

### Chem 1000 Pass Rates

In Fall 2019, students who did not attend Supplemental Instruction sessions for Chem 1000 has a pass rate of 46.90% (n=136) and a DFW rate of 53.10% (n=154). Students with at least one SI session attended passed at a rate of 75.47% (n=40) and received a DFW at a rate of 24.53% (n=13). Students with two or more SI session visits had a pass rate of 87.50% (n=21) and a DFW rate of 12.50% (n=3), and students with three or more SI session visits had a pass rate of 93.33% (n=14) and a DFW rate of 6.67% (n=1).

Chem 1000, No SI Visits	1+ SI Visit			2+ SI Visit			3+ SI Visit				
	Pass	136	46.90%	Pass	40	75.47%	Pass	21	87.50%	Pass	14
DFW	154	53.10%	DFW	13	24.53%	DFW	3	12.50%	DFW	1	6.67%
Total	290	100%	Total	53	100%	Total	24	100%	Total	15	100%

### Chem 1010 Pass Rates

In Fall 2019, students who did not attend Supplemental Instruction sessions for Chem 1010 had a pass rate of 55.66% (n=182) and a DFW rate of 44.34% (n=145). Students with at least one SI session attended passed at a rate of 81.90% (n=95) and received a DFW at a rate of 18.10% (n=21). Students with two or more SI session visits had a pass rate of 84.44% (n=76) and a DFW rate of 15.56% (n=14), and students with three or more SI session visits had a pass rate of 85.14% (n=63) and a DFW rate of 14.86% (n=11).

Chem 1010, No SI Visits	1+ SI Visits					2+ SI Visits			3+ SI Visits		
	Pass	182	55.66%	Pass	95	81.90%	Pass	76	84.44%	Pass	63
DFW	145	44.34%	DFW	21	18.10%	DFW	14	15.56%	DFW	11	14.86%
<b>Total</b>	<b>327</b>	<b>100%</b>	<b>Total</b>	<b>116</b>	<b>100%</b>	<b>Total</b>	<b>90</b>	<b>100%</b>	<b>Total</b>	<b>74</b>	<b>100%</b>

### CMPS 2010 Pass Rates

Supplemental Instruction sessions for CMPS 2010 were sporadically attended. The results are included below.

CMPS 2010, No SI Visits	1+ SI Visits					2+ SI Visits			3+ SI Visits		
	Pass	106	70.67%	Pass	7	70.00%	Pass	3	75%	Pass	3
DFW	44	29.33%	DFW	3	30.00%	DFW	1	25%	DFW	0	0%
<b>Total</b>	<b>150</b>	<b>100%</b>	<b>Total</b>	<b>10</b>	<b>100%</b>	<b>Total</b>	<b>4</b>	<b>100%</b>	<b>Total</b>	<b>3</b>	<b>100%</b>

## **Writing Resource Center:**

Enrollment Management

Report from CSUB Writing Coordinator: 2019-20

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 one 4-day high school ERWC training session to 31 English faculty in Kern County, two 2-day high school trainings to 42 English faculty, and one 3-day session to 23 middle school teachers;
- We delivered another very successful Reading Institute for Academic Preparation (RIAP) to 54 faculty, representing high school, community college, and CSUB across the disciplines;
- I continued to work on the CSU Chancellor's Office federal Investing in Innovation (i3) grant;

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

ERWC Advisory Committee: At the invitation of the CSU Chancellor's Office, I serve on the Expository Reading and Writing Advisory Committee that, for the past 16 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 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 development program for further training. In 2012, we completed a second edition of the ERWC curriculum; then over the past two years, 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 oversees 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) Advisory Committee and are designed to function as the intervention for getting those ready for college who have scored "Standard Met" or lower

Required Professional Development: 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 development program for anyone who will be teaching the course. The state-level ERWC Advisory 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 Advisory 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 region. In our area, we provided one 4-day high school ERWC training session to 31 English faculty in Kern County, two 2-day high school trainings to 42 English faculty, and one 3-day session to 23 middle school teachers. 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. This past year, we wrote another i3 grant proposal for \$13 million to further expand the ERWC program; it was funded, and I was invited to be on the Steering Committee for the grant and on the subcommittee that designed the professional development options for the program this year.

# University Outreach

## The University Promise

In partnership with the Kern High School District (KHSD), CSUB signed the University Promise, a commitment to provide an admission guarantee certificate to every incoming ninth-grade student in the KHSD who completes specified requirements. The initiative also aims to promote college awareness and access prior to ninth grade, provide resources and support to students in selecting their high school courses, and increase the number of students who are college-ready upon graduation. The University Promise is to be implemented at all schools in the Kern High School District.

## Campus Tours

Previously, the University Outreach office only offered tours at certain times during the week. Number of persons on tours: 7,209

Number of persons scheduled for tours that was cancelled due to COVID-19: 1,992

Given the small staff we have at CSUB, to consistently give tours to almost 10,000 per year individuals is truly amazing.

With the new online tour registration process, campus tours are available anytime we have staff available.



Community College Partnership

## University Outreach Services

Recruiting encompasses extensive travel along with hosting on and off-campus programs for students, families, and high school counselors. University Outreach Services coordinates the University's ongoing outreach and recruitment efforts. The primary focus of the unit is to promote the educational opportunities provided by CSUB and to assist prospective students with the pre-admission procedures necessary to attend CSUB. University Outreach directs most of its activities towards 33 high schools and five community colleges located in Kern, Kings, Tulare, Inyo, and Mono counties. Our strong relationship with our local high schools has allowed CSUB to grow yet remain within an acceptable enrollment target.

	Fall 2016	Fall 2020	Total percentage increase over 5-year period
<b>Total Applications</b>	<b>14,434</b>	<b>17,160</b>	<b>19.6%</b>
<b>Total Admits</b>	<b>10,967</b>	<b>13,600</b>	<b>24%</b>
<b>Total Enrolled</b>	<b>2,475</b>	<b>2,709</b>	<b>9.5%</b>

## 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. The following tables show data from Outreach events held in 2019/20.

<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	322	24531	76	15564	48	63%
CSUB Presentations	49	1671	34	1563	31	91%
CSU Apply	43	2265	52	2265	52	100%
Tours*	200	7209	36	7209	36	100%
Senior Follow ups	33	2317	70	1770	53	75%
Fairs	67	11123	166	2757	41	25%
<b>Outside of 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	75	20272	270	6293	84	31%
CSUB Presentations	19	773	40	773	40	100%
CSU Apply	2	111	55	111	55	100%
Senior Follow Ups	1	5	5	5	5	100%
Fairs	56	19383	346	5804	103	30%

### Summary:

Total number of people interacted with or had access to during the 2019/2020 academic year: 44,803 Total number of student contacts: 21,857

### Highlights:

- Events Attended or Initiated: 400
  - o CSUB Presentations
  - o Tours
  - o Application Workshops
  - o Transfer Days
  - o College Nights and Fairs
  - o Resource Fairs
  - o Financial Aid Workshops

Number of potential contacts: 51,228

Number of actual contacts: 26,394

Number of people we toured: 7,209



Enrollment Management Annual Report  
2019-2020  
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