



**ENROLLMENT
MANAGEMENT**
CSU BAKERSFIELD™

**ANNUAL REPORT
2021-2022**





TABLE OF CONTENTS

Message from the Associate Vice President.....	3
Introduction to Enrollment Management	4
Athletics Academic Services	5
College Assistance Migrant Program (CAMP).....	7
Educational Opportunity Program (EOP).....	8
Educational Talent Search (ETS).....	10
Enrollment For Special Populations	12
Enrollment Services.....	15
Enrollment Systems.....	19
Financial Aid & Scholarships.....	21
High School Equivalency Program (HEP)	23
Recruitment through Professional Development.....	24
Testing Center	26
Tutoring Center	28
University Outreach	30

MESSAGE FROM THE ASSOCIATE VICE PRESIDENT

Welcome Back?

The phrase, “Welcome Back” has been expressed numerous times in the past several months as the COVID-19 Pandemic is in the process of transitioning to endemic status. Businesses have reopened, social gatherings have increased, and restrictions have loosened. Most excitedly, more students have returned to in-person classes and campus events creating great campus life. But we are far from being “back” to where we were before the pandemic. During the pandemic, people learned how to increase the use technology to engage with others. Event organizers learned how to use technology to host large virtual gatherings and conferences. Many faculty, staff and students came to enjoy the flexibility teaching and working virtually without time and location restrictions. In short, the world has changed. Though we are reengaging with our work, the way in which people are choosing to engage has changed. But this change has made us more nimble and has expanded a horizon of a multitude of opportunities.



Most of our operations and efforts have been offered in a hybrid fashion to meet both in-person and virtual needs and audiences. University Outreach, Financial Aid and Scholarships, and Enrollment Services have all offered hybrid services and programming to meet the needs of students and families in our communities. Tutoring and supplemental instruction participation has increased significantly due to expanded modalities. Advancements made in our Enrollment Systems Department have enhanced our cross-campus collaborations and increased the efficiency of much of our work. Programming offered by our Educational Opportunity Program (EOP), High School Equivalency Program (HEP), College Assistance Migrant Programs (CAMP), and Trio Programs have continued to provide much needed access to higher education for our community members. And our Enrollment for Special Populations, Writing Resources, and other departments continue to serve our divisional mission of providing access and support for student success.

On behalf of the Division of Enrollment Management, rather than saying welcome back, I would like to welcome all of us forward into new opportunities, new collaborations, and new innovations to engage our staff, motivate our students and impact our communities.

Go ‘Runners,

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

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INTRODUCTION TO ENROLLMENT MANAGEMENT

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

There are 15 key units within Enrollment Management:

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

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Academic Excellence

1. Great things are happening within CSUB Athletics! For the 2021-2022 academic year, our scholar-athletes earned a 3.09 Fall 2021 term GPA and a 3.16 Spring 2022 GPA, while earning an outstanding 3.25 CUMMULATIVE departmental GPA of all coursework to date.
2. Academic Progress Rate (APR) - CSU Bakersfield earned a single-year departmental APR of 976 (based on data for 2020-2021)
 - a. APR Data for 2020-2021 is due October 2022 and released by the NCAA in early 2023.
 - b. More than half of our sports are at or above the national multi-year (four-year) APR average, earning a 984 and above.
3. Graduation Success Rate (GSR) - 88% single-year
 - a. CSU Bakersfield Athletics department has met the NCAA Academic Distribution Unit by having a Federal Graduation Rate (FGR) 17% higher than campus.

California State University, Bakersfield

FRESHMAN-COHORT GRADUATION RATES

	All Students	Student-Athletes #
2015-16 Graduation Rate	48%	62%
Four-Class Average	45%	57%
Student-Athlete Graduation Success Rate		83%

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2020 - 2021 (N)	Multiyear Rate	2020 - 2021	Multiyear Rate	2020 - 2021
Baseball	956 (108)	N/A	963 (30)	981	982	930	941
Men's Basketball	980 (51)	N/A	1,000 (13)	980	1,000	969	1,000
Men's Soccer	955 (85)	N/A	958 (21)	987	1,000	921	912
Men's Swimming	992 (62)	N/A	983 (16)	992	968	992	1,000
Men's Track	983 (44)	N/A	983 (15)	966	967	1,000	1,000
Men's Wrestling	958 (85)	N/A	911 (23)	952	889	964	933
Women's Basketball	1,000 (57)	N/A	1,000 (13)	1,000	1,000	991	1,000
Women's Cross Country	985 (34)	N/A	900 (3) *	971 *	833 *	1,000 *	1,000 *
Women's Golf	974 (32)	N/A	1,000 (8)	983	1,000	947	1,000
Women's Softball	985 (70)	N/A	985 (18)	993	1,000	977	968
Women's Soccer	998 (112)	N/A	1,000 (24)	1,000	1,000	990	1,000
Women's Beach Volleyball	1,000 (6)	1,000	1,000 (3) *	1,000 *	1,000 *	1,000 *	1,000 *
Women's Swimming	975 (84)	N/A	975 (21)	1,000	1,000	950	949
Women's Track	992 (69)	N/A	987 (21)	985	976	1,000	1,000
Women's Volleyball	994 (48)	N/A	1,000 (11)	1,000	1,000	988	1,000



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

	Requirement	Institution Data	Requirement Met
GSR	90%	88%	N Final as of 12-02-2021
FGR	>=13%	SA FGR 63% Student Body FGR 46% Difference 17%	Y Final as of 12-02-2021
APR	985	976	N Final as of 05-06-2022
Eligible for Academic Unit			Y Final as of 05-06-2022

Academic Unit Criteria for Distribution

To qualify for an academic unit, an institution must meet one of the following academic unit benchmarks:

1. The Graduation Success Rate for the most recently available year is equal to or greater than 90 percent based on the single-year rate of all student-athletes at the individual level.
2. The difference between the student-athlete and student body percentages in the most recently published Federal Graduation Rate is equal to or greater than 13 percentage points.
3. Division I APR for the previous year is equal to or greater than 985. The average of single-year rates for all teams is used to determine eligibility for this standard.

COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)

Program Overview

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



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

Program Measurable Outcomes accomplished by CAMP Scholars

At the end of the 2021-2022 academic year, the CAMP project served 65 students; a total of 94% of program participants completed their first academic year with 24 units or more and 94% of the students who completed have re-enrolled for Fall 2022.

End of Fall 2021

83% of students attained good academic standing.
42% of participants were placed in the Dean's List.
2,098 tutoring/study hall hours were completed at the CAMP tutoring center.

End of Spring 2022

88% of students attained good academic standing.
38% of participants were placed in the Dean's List.
2,459 tutoring/study hall hours were completed at the CAMP tutoring center.

CAMP Scholars who persisted and graduated with a baccalaureate degree

29 scholars accomplished their **baccalaureate** degree at the end of Fall 2021.
32 scholars earned their **baccalaureate** degree at the end of Spring 2022.
1 scholar accomplished his **Ed. D.** degree at the end of Fall 2021.

CAMP's Career Development Course

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

EDUCATIONAL OPPORTUNITY PROGRAM (EOP)

Educational Opportunity Program

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

Admission and Enrollment

For Fall 2021, EOP received **6730** applications. In a typical year, approximately half of all undergraduate applicants to CSUB will also apply to EOP. Since the undergraduate application allows students who receive the fee waiver to apply to 4 universities, we receive thousands of applications from students who never enroll and *who never intended to enroll* at CSUB.

For 2021, **768** EOP students enrolled for Fall semester. **76.0%** (580 of 768) were persisters (continuing students), and **24.0%** (188 of 768) were new admits. First-year students comprised **79.0%** (149 of 188) of the total. Transfers who were previously EOP&S students at their junior college comprised **21.0%** of the total (**39 of 188**). Spring 2022 added **14** new transfers to bring the total new admits for 2021-2022 to **202**, bringing the total number of EOP students enrolled in Academic Year 2021-2022 to **783**.

The 202 new admits accepted by EOP for the 2021-2022 academic year represented a **46%** increase from the previous year's total of 138 new admits. 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, and this limits us to just over half of our students receiving the EOP Grant.

2022 EOP Summer Bridge Program

Summer Bridge is residential, academic summer transitional program designed to prepare EOP students for the rigors of university work. For 2022, Summer Bridge ran from Sunday, June 12th, through Thursday, June 23rd. **50** EOP students participated in the program, and the total included **3** special admission (disadvantaged exception) students who were admitted for Fall 2022. **42%** of the participants (21 of 50) came from two local high schools: South High (12) and Arvin High (9). Participants took classes in College Exploration, Advancing Academic Confidence, and Thinking Critically, earning a total of 3 units. The Bridge experience positively impacts the actual enrollment rate for its participants--**49** of the **50** 2022 Summer Bridge participants are enrolled in and currently attending courses in Fall semester 2022—an enrollment rate of **98%**. In contrast, the enrollment rate for non-Bridge freshmen was **22%** (**55** of **277**).

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.

In Summer of 2022 we had **3** first-year students participate in Summer Bridge in the residence halls, and we accepted a total of **8** new students into the program. **115** EOP foster youth applicants were identified via self-declaration or application essay keyword search. Each was sent a personalized Guardian Scholars Program invitation containing the GSP application and a hyperlink to the GSP website, and they were contacted individually by the GSP team. **28** Guardian Scholars attended in AY 2021-2022, and **2** Scholars graduated in Spring of 2022.

EOP Graduates

Including the Summer 2021 session, a total of **158** EOP students earned their Bachelor's degrees during the 2021-2022 academic year: Summer 2021 (**8**), Fall 2021 (**49**), and Spring 2022 (**101**). Of the **158** Bachelor's degrees awarded to EOP students, **108** were BAs, and **50** were BS degrees. Of these, **18** were EOP special admits, and **140** were regular admits. For the third year in a row, EOP witnessed an increase in the total number of students earning their Bachelor's degrees from the previous year's total.

Psychology emerged as the largest major for EOP students receiving a degree. **Twenty-seven** of the Bachelor of Arts degrees (25%) were obtained by students majoring in Psychology. This was followed by Business Administration (BADM)--**twenty-seven** of the **50** Bachelor of Science degrees (54%) were BADMs. The latter has emerged as the largest Bachelor of Science degree program among EOP students. **20%** (31 of 158) of the EOP students earning their degrees during 2021-2022 came into CSUB as community college transfers. The remaining **80%** (127 of 158) started their enrollment as incoming first-year students. Even though we are not asked to report on them, it is noteworthy that **27** former EOP students continued their education and earned their Master's degrees during the 2021-2022 academic year. **1** EOP graduate earned their EDD.

Fall 2022 Application Processing

The total number of EOP applications for Fall 2022 is lower than Fall 2021: **5668** for Fall 2022, down **16%** from last year's total of **6730**. This is the second successive year that EOP witnessed a decline in total applicants. **54% (3070 of 5668)** were complete and ready for review by the end of January (a comparable yield to last year's total). All applicants received an acknowledgment email, eligibility determination, and a progression email based on their status within the application review process.

EOP observed for the Fall 2022 semester that there were **1200** individuals who started their EOP application but never finished it. Cal State Apply offers several "yes/no" questions that can pause their application, including one that reads "Yes, I will return later to answer these EOP questions." Students will believe they have applied, only to discover that their application was not scanned into Web Admit for EOP Review, thus remaining unknown to the EOP staff.

Because this is a systemwide problem, EOP has developed an **Applicant Preparation Worksheet** (<https://www.calstate.edu/attend/student-services/eop>) to assist students with answering the EOP autobiographical questions prior to starting their application. EOP has already met with ETS and Cal SOAP staff to discuss this feature. During application filing periods, a report will be generated from Web Admit identifying students who answered "no" to the "EOP question" or "yes" to the "return later question," and EOP will send communication—in addition to correspondence from CalStateApply—encouraging students to log back in and complete their applications.

EDUCATIONAL TALENT SEARCH PROGRAM (ETS)

Educational Talent Search Program Overview

The Educational Talent Search (ETS) program at California State University, Bakersfield is a Federal TRIO program funded by the U.S. Department of Education. The ETS program was developed to identify and provide assistance to individuals from socioeconomic disadvantaged backgrounds who demonstrate the potential to succeed in higher education. The program offers academic, career and financial aid counseling and encourages students to complete high school, enroll in college and attain a postsecondary degree. ETS has proudly existed on the CSUB campus for 37 years and has worked continuously to increase the number of underrepresented, first generation, and income eligible youth successfully complete their postsecondary education.

Program Objectives and Outcomes

The Educational Talent Search has set forth ambitious program objectives with measurable outcomes for the 2021-2026 Grant Cycle. The program considered the challenging changes brought on by the COVID-19 Pandemic, and the new benchmarks are as follows: I.) Secondary School Persistence: 92% of students in grades six through eleven will complete the current academic year and continue in school for the next academic year, at the next grade level, II.) Secondary School Graduation: 85% of seniors served during the reporting year will graduate with a regular secondary school diploma within the standard number of years, III.) Rigorous Program of Study: 60% of high school seniors who received a regular secondary school diploma within the standard number of years will complete a rigorous secondary school program of study, IV.) Postsecondary Enrollment: 72% of participants who graduated during the project year with a regular secondary school diploma within the standard number of years will enroll in an institution of higher education, and V.) Postsecondary Attainment: 30% of prior participants in the postsecondary enrollment cohort established six years prior to the current project year will have attained at least one postsecondary credential by August 31 of the project year.

Program outcomes are submitted annually to the Department of Education and will be reported between December and February for the former 2021-2022 year. The table below illustrates the 2020-2021 performance summary.

Annual Performance Report Summary: 2020-2021		
Program Objectives	Approved Benchmark Rate	Actual Attained Rate
I. Secondary School Persistence	95%	100%
II. Secondary School Graduation	90%	99%
III. A-G Rigorous Program of Study	55%	75%
IV. Postsecondary Enrollment:	85%	66%
V. Postsecondary Attainment:	35%	38%

Services Provided

In collaboration with institutions of higher education, school site partners, and community organizations, the ETS program has implemented a comprehensive plan of operation approved by the Department of Education. TRIO Educational Advisors and Staff deliver a multitude of services to meet the programs goals and objectives. Services provided by the program include:

- Academic, financial, career, or personal counseling including advice on entry or re-entry to secondary or postsecondary programs
- Financial aid literacy workshops on Federal, State, Institutional and Private Aid
- Career exploration and aptitude assessment
- Connections to tutorial services offered at each respective school
- Information on college systems and admissions requirements for UC, CSU, CC and Private Institutions
- Field trips and exposure to college campuses
- Information on student financial assistance
- Assistance in completing college admissions and financial aid applications through UC, CSU, CC and Common App workshops as well as Cash for College Events

- Assistance in preparing for college entrance exams: SAT and ACT Workshops
- Mentoring programs and soft skill development workshops
- Special activities for our middle school and STEM components including KiwiCo kits, robotics and coding sessions
- Workshops for the families of participants

Approximate Number of Students Served in 2021-2022

High Schools	Total	Middle Schools	Total
East High School	201	McFarland Jr. High	63
McFarland High School	202	Sierra Middle School	84
Shafter High School	107		
South High	204		
Community	218		
Total Participants:			1,079

2022 TRIO Summer Programs

This summer ETS hosted various programs on the CSUB campus and beyond to increase preparation, access and exposure to college and careers with high earning potential. TRIO staff facilitated weekly Summer Bridge workshops at East High and hosted over 75 South High students for the Dream Big: Migrant Education Workshop. As part of our Competitive Preference Priority 2: STEM Access component, students interested in pursuing STEM careers took part in a two-day workshop which included a tour of the CSUB 3D Printing Lab, a student panel representing diverse fields from Pre-Med to Aeronautics, and guest speakers from Chevron and Aera’s Engineering Department. Additionally, students participated in the Disney Imagineers: Physics Workshop in which they engaged with Newtons 3 Laws of Physics and explored how these principles applied to the development of rollercoasters at Disney’s California Adventure Park.

To prepare our participants for major transitions, ETS also held an 8th to 9th Roadmap to High School Workshop and Rising Seniors Workshop. For our graduates pursuing a postsecondary education, the TRIO staff continued Summer Melt counseling sessions with participants to complete the required steps towards matriculation including the submission of required financial aid documentation, educational planning and class registration. Currently, 183 of the program’s senior graduates have documented college class registration at a two-year or four-year institution with a total of 53 participants attending CSUB this Fall.

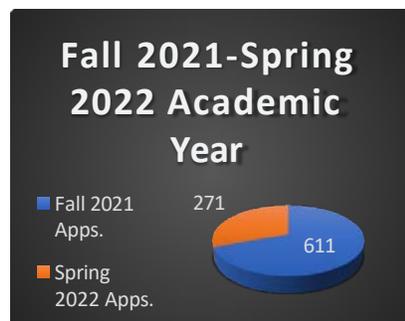


ENROLLMENT FOR SPECIAL POPULATIONS

The **Center for Special Admissions and International Affairs** is comprised of the Office of Athletic Admissions, Graduate Admissions, and International Students and Programs. We are committed to providing equitable access and opportunity to athletes, graduate, international students, as well as other special populations.

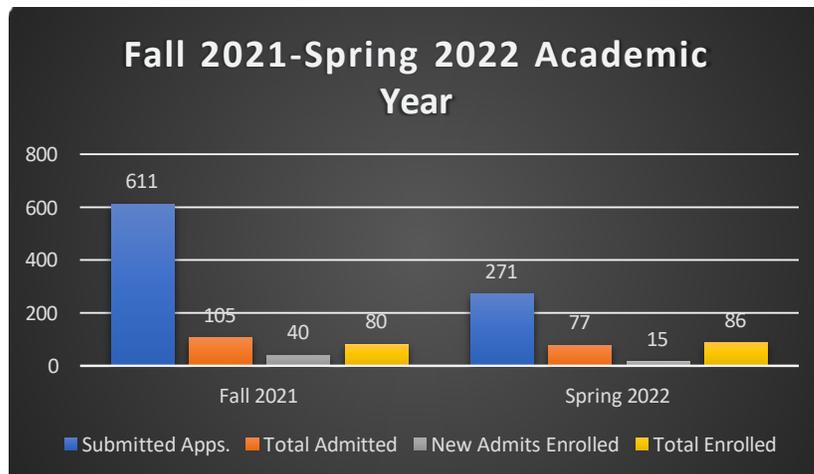
International Admission

As the 21-22 Academic year started, the department created a new international website www.csub.edu/isp, that has been a great tool in assisting prospective students, agencies, and others inquiring about the programs CSUB has to offer. With combined team efforts, we have seen an increase in the number of students who have submitted applications from the 20-21 academic year to current. Between fall 2021 and spring 2022 we received a total of 882 submitted applications.



This is a huge win for the Center of Special Populations & International Affairs. We believe given these numbers; college education is starting to pick back up the pieces that fell during the early stages of the pandemic. The chart below describes our enrollment efforts here in the department. Our goal is to steadily increase the number of applicants as well as the number of new admits that enroll here at CSUB.

With department changes and new goals underway, we are encouraged that our numbers will bring a positive outlook for future academic years. More highlights consist of the creative projects done to better promote our department.



Athletic Admission

With the incorporation of athletics admission in our new department, we have admitted 114 new recruits for the Fall 2021 academic year. Some highlights include creating more efficient workflow processes, incorporating new software to assist with manual processes, and engaging in communication efforts with coaches on recruiting visits. Athletic Academics as a whole, has shined bright with its continuous academic achievement highlights.



Graduate Admissions

The Office of Graduate Admissions received a total of 2,135 applications during the 2021-2022 academic year, of which 1,305 applicants were admitted. From the students admitted, a total of 777 enrolled. The unknown status are applications that remain in applicant status due to not submitting all materials required (e.g., official transcripts and/or program materials).

Fall 2021		
	N	Percent
Unknown Status	114	6.99%
Admissions Offers	947	58.1%
Enrolled	564	59.5%
Total Applications	1629	

Spring 2022		
Status	N	Percent
Unknown Status	24	4.74%
Admissions Offers	358	70.7%
Enrolled	213	59.4%
Total Applications	506	

Admitted students by Career

Fall 2021 Career	Admission Offers	Enrolled	Percent
Credential	491	258	52.5%
Second Bachelors	63	24	38%
Master's	363	261	71.9%
Doctoral	21	21	100%

Spring 2022 Career	Admission Offers	Enrolled	Percent
Credential	233	143	61.3%
Second Bachelors	25	10	40%
Master's	92	60	65.2%

Project Rebound

Project Rebound had a productive year and received applications for 30 perspective students. After a careful review of the applicants unofficial/official transcripts and recommendation of the Project Rebound staff, 22 students were admitted.

Applicants	Admission Offers	Enrolled	Percent
Fall 2021	20	11	68.7%
Spring 2022	10	4	66%

International Students and Programs (ISP)

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

For the 2021-2022 academic year, 80 international students were enrolled for the fall semester and 86 international students were enrolled for the spring semester, 8 international students were enrolled for winter semester, and 28 international students were enrolled for the summer semester. There were two research scholars, no visiting faculty, and 2 exchange students on campus. These low numbers were due to the pandemic and COVID-19 related travel restrictions. Each semester, ISP staff register students in the Student Exchange Visitor Information System (SEVIS). Procedural adaptations were instituted by the Student Exchange Visitor Program (SEVP) to allow students to maintain status while enrolled in online courses while in the USA or while outside the country. These procedural changes were great for students but a logistical challenge for ISP staff. All of the international students were accounted for and registered in SEVIS.

Some highlights for the academic year include:

- ISP staff had approximately 518 Zoom meetings with degree seeking international students, visiting research scholars, and exchange students.
- University redesignation approved for two years by SEVIS to continue to host and issue ds-2019 to international exchange students and visiting research scholars.
- University procedural adaptations were approved by SEVP
- Enrollment numbers were almost similar to pre-pandemic levels
- A large handful of students that fell out of visa status were able to complete their degrees virtually in the comforts of their home country.
- Virtually support students in their development: academically, emotionally, culturally, and socially
- CSUB also opened back up the campus in August 2021.
- ISP staff issued

Although online it states that consular appointments are readily available, when students try to sign up, many stated their appointments were being scheduled 1-2 months after the semester started. This was a challenge and many students decided not to enroll. International students and international visitors further globalize our campus and are an important part of the CSUB community.

Restructure in Enrollment Management

In June 2021, key departments in the Division of Enrollment Management underwent a restructure to best meet the needs of our students and the campus community. As such, the Department of Enrollment Services was created and includes both the Office of the Registrar and the Office of Undergraduate Admissions. The annual summaries for both offices are included below.

COVID-19 Pandemic and Department Operations

In response to the continuing COVID-19 pandemic, most of the Department of Enrollment Services staff continued to work a hybrid model during the 2020-2021 school year, with staff working 50% of their schedule from home and the other 50% from the office. Beginning Fall 2022, the staff have returned to the office full time.

The Office of the Registrar

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

Graduation

The Graduation Specialists processed 3,110 graduation applications for the academic year 2021-2022. To date, 2,836 degrees have been conferred and diplomas issued for the 2021-2022 academic year. The unit will continue to utilize the services of Parchment AWARD for the printing and mailing of diplomas through Fall 2022 with a shift of services to Michael Sutter in early 2023.

As part of their work within the Graduation Action Team which focuses on graduating students within the current 4- and 6- year cohorts, the graduation unit continued to proactively run graduation checks on students within the Fall 2016 and Fall 2018 cohorts. This work allowed for continued collaboration with professional advisors to quickly identify those students who were on track to graduate and needed to apply for graduation. In Spring 2021, in response to a decline in transfer student graduation numbers, the team shifted its reverse grad check focus to the Fall 2018 and 2020 transfer cohorts. This work was completed in Summer 2022 and will continue to future cohorts.

Goals for 2022-2023 include the continued refinement and expansion of the reverse graduation check project, in which the graduation unit will conduct a graduation check on students proactively with an application from the student no longer being necessary, it is anticipated that this process will not be rolled out in its entirety until the 2023-2024 academic year. Additionally, it is the goal of the graduation unit to run the auto award process for degree conferral

for the Spring 2023 graduating class.

The goal of implementing the CashNet module which would require students to pay for their graduation application before submittal has been suspended indefinitely as the campus focuses on removing administrative barriers for students.

Transfer Credit

Throughout the 2021-2022 academic year, Transfer Credit Specialists, continued to streamline processes with a focus on enhanced student communication to aid in the transfer evaluation process. This streamlined communication ensures students with transfer credit are provided the status of their completed transfer evaluation within 24 hours of their transfer credit posting. Additionally, the implementation of ServiceNow, a ticketing system that allows staff and faculty to submit service requests to the Transfer Evaluation team, provides real-time communication, tracking, and progress of ticket submission. Transfer credit was awarded to over 2,565 incoming students and over 1,100 tickets were completed with the management of transfer credit processes, student communication, ServiceNow, and continued collaboration with staff and faculty.

Goals for 2022-2023 include continued collaboration with staff and faculty advisors to streamline the Ready to Advise process to create a seamless transfer experience.

Articulation

Since 2021, the Articulation Office has continued growing and making significant changes allowing us to streamline processes. We created an easy-to-navigate Articulation webpage providing helpful resources and tools for our staff, faculty, students, and community. We implemented the ServiceNow ticket system which allows staff and faculty to submit digital requests regarding articulation and track the progress of their request. We improved our network base with non-feeder schools and out-of-state articulation officers to help build close to 200 articulation agreements. The Articulation Office continues to support Transcript Express 2.0 which has proven to be an effective tool for our office and the Transfer Credit Specialist team. Since mid-2022, 1500 articulation rules have been built while simultaneously improving the reliability and accuracy of the transfer evaluation and Academic Requirements page. Additionally, the Articulation Office has published twenty CCC/s majors and departments for AY's 2022-2023 in ASSIST.

Goals for the 2022-2023 AY are to focus on the completion of the data clean-up project, integrate TES, a course equivalency database, as a secondary resource for CSU, UC, private and out-of-state institutions, continue building articulation agreements with non-feeder community colleges, and update C-ID with new courses.

Student Records

The Student Records unit completed converting all student records forms to Adobe Sign, essentially eliminating the need for paper communications through our office. Along with the other Registrar Office units, the student records team adopted the ServiceNow ticketing system so that staff and faculty can submit common student record requests such as term activation, student enrollment appointments, major and minor plan changes, and catalog year updates. Since its integration, the student records team has received and processed 445 ServiceNow tickets. In addition, 990 Add/Drop forms, 191 Term Withdrawals, 316 Enrolment Verifications, and 682 Change of Grade requests were processed for the academic year 2021-2022.

Goals for the 2022-2023 academic year include transitioning Enrollment Verification requests from Adobe Sign to Parchment, with an anticipated integration completion of August 2022.

THE OFFICE OF UNDERGRADUATE ADMISSIONS

Undergraduate Admissions

The Office of Undergraduate Admissions spent much of the 2021-2022 academic year analyzing and refining business practices and processes which included a focus on creating a timeline that would allow the team to work in a more streamlined fashion, as well as automating processes to reduce manual review of applicants.

The Fall 2021 application cycle yielded 17,842 applicants of which 5,505 were transfer students and 12,337 were first-time freshmen. In total, 1,794 newly admitted students enrolled in Fall 2021.

In Spring 2022, the Undergraduate Admissions team ran all undergraduate applications through the auto admission process for the first time in department history. In total, 1,277 applicants were processed, with approximately 50% of students being automatically admitted and not requiring initial manual review. Of the 610 students who accepted their offer of admission to the University, 432 enrolled.

Goals for the 2022-2023 academic year include increasing the number of Fall and Spring applications, utilizing auto admit for the entire 2022-2023 applicant pool, working with the Office of the Registrar to create a cohesive Department timeline, and improving communication to prospective and newly admitted students through the acquisition of a new CRM.

Transfer Resource Center

The Transfer Resource Center (TRC) assists all transfer students with their transition to the university and with building a connection to the university. The TRC strives to address the needs and concerns of all transfer students, both prospective and currently enrolled. Services that TRC staff provide include answering questions pertaining to academics, connecting to CSUB, or finding resources on campus and/or in the community.

In 2021-2022, the TRC hosted a variety of social media campaigns, workshops, and events for CSUB prospective and currently enrolled transfer students. The center served approximately 75 students in person, more than 200 students in our virtual drop-in sessions, and many more during the various events and workshops hosted by the TRC. During the Fall 2021 semester, the TRC officially opened and at the same time launched Virtual Drop-in Sessions and the Transfer Bookings appointment site. Over the last year, the team held more than 1280 individualized appointments via Zoom or in person with prospective students to discuss their admission to the university.

Below is a list of several events the TRC hosted during the 2021-2022 academic year:

- Cal State Apply Workshops
- Next Steps Workshops
- Transfer Week, which included campus tours, Bingo for prospective and currently enrolled students, T-Shirt swap, and the opportunity for transfer students to share their journey via

- a social media campaign
- Co-hosted the BC/CSUB Transfer Convening
- CSUB TRANSFERmation Day for the incoming Fall 2022 class
- Finish in 4 mentor sessions

The TRC ended the year with a graduation celebration for approximately 95 of our Finish in 4 transfer students. The TRC presented the 1st CSUB Finish in 4 class with a graduation medal to wear during the commencement ceremony and other celebratory items.

Goals for 2022-2023 academic year include continued growth in on-campus visibility to students by partnering with campus departments to provide more engaging academic activities and workshops for prospective and currently enrolled students. The TRC also hopes to expand the Finish In 4 Program Pathways to include Taft and/or Porterville College and improve upon our Finish In 4 follow-up and retention.

ENROLLMENT SYSTEMS

EMP Liaison'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 Liaison to send and track, separate customizable communications plans by prospects, applicants, and admits in one system. Orientation utilizes the platform for online orientation.

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

RunnerConnect 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.

StudentForms takes manual financial aid processes and transforms them into streamlined, digital workflows. Staff are freed from monotonous tasks and compliance risk while equipping students with the tools to seamlessly move through the funding journey. Student key benefits: student access from any device with virtual document uploads and electronic signatures for both student and parent; streamlined verification, professional judgements, and SAP appeals; and reduce risk and ensure consistency with automation.

CashCourse, which was created with input from real students and universities, equips students with information that helps them make informed financial decisions, from orientation to graduation and beyond. The program comes with student-focused tools and information:

- Self-guided learning through coursework modules, quizzes and the Budget Wizard
- Personalized dashboard where students can review past activities as well as saved budgets and articles
- Helpful content such as articles, videos and worksheets
- Relevant information that is easy to understand and continually updated

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.

Scholarship Universe is a system created by Campus Logic, provides CSUB students access to a one-stop shop that vet, verifies, and matches relevant scholarship opportunities for them, while centralizing decentralized processes for staff. The ScholarshipUniverse platform combines adaptive matching, automated communications and an unmatched volume of internal and external award opportunities to create a fatigue-free experience for students.

ScholarshipUniverse Key Benefits:

- Intuitive matching eliminates scholarship search fatigue
- Customizable scoring and ranking templates accelerate internal reviews and awarding
- Automated communications and alerts save time and streamline staff work

HighPoint Automation Engine is a rules-based process that helps Financial Aid and the campus community manage their student administrative interactions more efficiently. Automation Engine can be configured to process checklists, comments, user edit messages, service indicators and student groups. The automated nature of the process enables individuals to complete more tasks, in less time, with fewer errors.

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

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

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

OFFICE OF FINANCIAL AID & SCHOLARSHIPS

Office of Financial Aid and Scholarships had a productive and eventful year. All our core production numbers decreased slightly. Applications and awards were less due to lower enrollment and verifications were less as a result of federal government waiving verification requirements. All goals from previous year were accomplished or had significant progress made.

	2020-2021	2021-2022
Applications Received	22,197	21,149
Total Students Awarded	10,585	9,633
Total Aid Disbursed	\$116,686,527.00	\$108,614,186
Verifications Completed	3,195	2007

Accomplishments

- Implemented Campus Logic Student Forms and Scholarships Universe products to provide superior experience for students that are submitting verifications forms and applying to campus scholarships. Allows for e-signature for students and parents and prevents students from making errors that delay the processing of financial aid. Also greatly reduces the time for staff to complete the verification review processing. Went live in July 21 with Campus Forms and February 22 for Scholarship Universe
- Changed awarding process to be in line with Admissions acceptances. Including offering awards earlier to students and awarding all students that were admitted and had financial aid documents turned in by March 10.
- Implement federal verification waiver mid-year which required significant manipulation of Peoplesoft checklists
- Worked with campus partners to administer Coronavirus Aid, Relief and Economic Security (CARES & HEERF). A total of \$21,340,850 was disbursed to students
- Completed 8 virtual FAFSA and Dream Act completion workshops for students prior to the March 2 application deadline.
- Implemented California Emergency Grant and awarded \$500K worth of awards
- Went live with Instagram account to reach out to more students with critical updates and reminders
- Created new re-packaging functionality for Cal Grant that greatly reduces manual awarding
- Enabled all appeals to be processed through Student Forms: Dependency Override, Cost of Attendance, Satisfactory Academic Progress, and Loss of Income. This allowed students to more easily access and complete appeals
- Filled 3 vacant staffing positions with qualified applicants
 - Promoted veteran SSPIV to lead Counselor to assist with staff leadership and administration/compliance of federal and state aid programs
 - Created Cal Grant Work Group to manage changes and minimize high volume of manual work

Goals for Upcoming Year

1. Implement Middle Class Scholarship (MCS) 2.0 - Significant changes from MCS, requiring manual calculation of awards
2. Implement Learning Aligned Employment Program (LAEP) and hire LAEP Coordinator (SSPIII) – new CSAC work program that we collaborating with Center for Community Engagement and Career Education (CECE)
3. Implement financial aid portion of California Volunteers (College Corp) program – working closely with many campus partners.
4. Implement TD Client to automatically process ISIR, Pell and Loan files
5. Acquire Highpoint Course Match to become compliant with Federal Regulations
6. Complete review and update of Financial Aid Policy and Procedure manual
7. Prepare for FAFSA simplification 2024-25 – Significant changes that will greatly impact financial aid administration of federal, state and institutional aid. The long used Expected Family Contribution (EFC) will be replaced with Student Aid Index (SAI) and many other changes
8. Select internal audit population of 20 students to monitor throughout the year

HIGH SCHOOL EQUIVALENCY PROGRAM (HEP)

Program Overview

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

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



*Biviana Ruiz-Lopez
High School Equivalency 2014
Baccalaureate Degree 2021*

Computer Literacy

Most participants who joined the HEP project during the 2021-2022 academic year came with minimal computer skills, but while participating in HEP's virtual classes they developed a greater computer competency that will help them in their next steps after completing the high school equivalency certificate. Students learned the basics of Microsoft Word, Power Point, and essential email functions including virtual etiquette.

Scholarships Awardees

The Bakersfield HEP project celebrates two of its graduates who were awarded with the National HEPCAMP Scholarship, Katherine V. Umana (\$1,000) and Nereida G. Jimenez (\$1,500), and they break ground and began their college journey.



High School Equivalency (HSE), Program Measurable Outcomes

The HEP project was successful in surpassing National Measurable Targets established by the U.S. Department of Education, Office of Migrant Education.

80 participants served (100% success rate)

9,575 instructional hours recorded for the PY 2021-2022

80% HSE Attainment at the end of Spring 2022

80% Post-HSE Attainment (i.e., placement of HSE attainers in postsecondary education or upgraded employment)

RECRUITMENT THROUGH PROFESSIONAL DEVELOPMENT

Two programs in Enrollment Management aim to recruit students in our community through their teachers. We offer two professional development opportunities for the Kern County teachers that bring together high school and college faculty in English (the Expository Reading and Writing Course) and across the disciplines (the Reading Institute in Academic Preparation). Building a bridge for the high school and college faculty lets the high school teachers know what is happening at CSUB and creates an important network of high school and college teachers that will naturally filter down to the students.

Accomplishments:

- We offered two ERWC training sessions for high school and college English teachers;
- We offered three full-day RIAP workshops on Zoom for high school and college faculty across the curriculum.

Expository Reading and Writing Course (ERWC)

ERWC Steering Committee: At the invitation of the CSU Chancellor's Office, I serve on the Expository Reading and Writing Steering Committee that, for the past 18 years, has designed the curriculum for the Expository Reading and Writing Course (for students whose Smarter Balanced test scores show they have Met the Standard, Nearly Met the Standard, or Not Yet Met the Standard for entrance into college English). Since our initial appointment in October 2003, our committee members have set the standards for the Expository Reading and Writing Course, written the actual lessons that constitute the curriculum for the course, trained faculty in both high school and college to teach this curriculum, and designed a professional learning program for further training. In 2012, we completed a second edition of the ERWC curriculum; then in 2021, we produced a third edition of the curriculum. As a group, we also plan the annual summer institutes for updating ERWC trainers throughout the state. Finally, this committee continues to oversee the work of the second Investing in Innovation (i3) grant for \$13 million that our committee (through Fresno County Office of Education) was awarded in fall 2016.

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

Required Professional Learning: For those high schools that want their ERWC classes to be used for placement of their students into college freshman composition, the state requires a 4-day professional learning program for anyone who will be teaching the course. The state-level ERWC Steering Committee is responsible for preparing faculty to train all senior high school teachers in the use of the ERWC curriculum in the 1200+ California public high schools. The Steering Committee begins with a "training of trainers" every summer. Then these trainers (in pairs of high school and college representatives) train the senior high school teachers in

their regions. In our area, we provided one 4-day introductory professional learning session on Zoom for 27 high school teachers this past year, one 2-day update session for 16 teachers, and no professional learning sessions for middle school teachers. These trainings focused on the ERWC curriculum and the Common Core State Standards in English. Over 800,000 high school teachers in the state have gone through ERWC training to be certified to teach this senior course. Several college teachers have also gone through the training. This collaboration of high school and college English teachers is an indirect recruitment strategy that builds trust and communication between our local high school and college teachers.

Reading Institute for Academic Preparation (RIAP)

With the assistance of the CSU Chancellor's Office and the Kern High School District, we have offered the Reading Institute for Academic Preparation (RIAP) for 18 years. Open to teachers across the curriculum in high school and college for the past 11 years, this workshop is organized around various nationally renowned speakers on academic vocabulary/language, academic reading, and academic writing. We meet for five 2-day sessions of 6 hours each to hear new ideas/research and then discuss the implementation of the new material. Each high school or college sends a "team" of two to three faculty to the workshops over the period of one academic year. Participation in a full year of RIAP certifies English teachers to teach the 12th-grade Expository Reading and Writing Course. In 2021-22, we decided not to offer the full Reading Institute until we could meet face to face again, but we did offer three full-day workshops on Zoom, featuring national speakers: Penny Kittle on Academic Reading and Writing, Matthew Johnson on Academic Writing and Handling the Paper Load, and Jill Hamilton-Bunch on Academic Literacy. We had 50-60 participants at each workshop. These workshops provide a form of recruitment for local students by building trust and communication with teachers in all disciplines.

Testing Center Mission:

The Testing Center provides services in testing and assessment for students to progress through their college experience and toward graduation, help in enrollment, retention, providing access for all students and non-students in the Southern San Joaquin Valley while maintaining a pleasant and efficient testing environment that supports academic success.

Activities/Highlights:

- The Testing Center continued to provide testing services to our CSUB students utilizing zoom. For 2021-2022 the Testing Center was able to administer **672** online exams through zoom.
- Continued to work closely with the Writing Program and Tutoring Center to help students prepare for the GVAR exam that will help increase retention.
- The Testing Center conducted Fall and Spring GVAR exams to **392 students** (total revenue for administering the GVAR exam was \$9,800)
- The Testing Center provided 8 GVAR administrations per Fall and Spring semesters through zoom (total of 16 GVAR administrations per year through zoom).
- Provided demand exams in the summer for students needing to retake the GVAR exam that were close to graduating.
- **CSUB Advisors:** The Testing Center continued to work closely throughout the Academic year with all campus wide advisors and federal programs (CAMP, ETS, EOP, International Program Advisors, Athletic Department Kegley Center, Athletic Advising team).
- **CSUB Evaluators:** worked closely with our Evaluators in the Admissions/Registrars Office regarding students in need of gaining units toward graduation.
- The Testing Center was able to administer **280 BYU-FLATS exams**/Brigham Young University-Foreign Language Achievement Testing Services. Students earned up to 12 semester units toward graduation.
- Total revenue for administering the BYU-FLATS exam was \$7,000, an increase of \$1,000 from 2020-21.
- Miller Analogies Test (MAT exam): The Testing Center provided service to graduate students needing to take the MAT exam for graduate school admissions. All MAT exams were administered inside the Testing Center computer lab.
- Provided General Education challenge/waiver exams to CSUB students (students could challenge a course for credit).
- Continue to collaborate with our Antelope Valley campus, the Testing Center also provided the GVAR exam and BYU-FLATS exam online utilizing ZOOM to our AV students.

GVAR Exams administered during Fall 2021 and Spring 2022:

- Thursday, September 23, 2021 at 10:00 AM
- Thursday, October 21, 2021 at 10:00 AM
- Thursday, November 18, 2021 at 10:00 AM and 2:00 PM
- Thursday, December 2, 2021 at 10:00 AM and 2:00 PM
- Friday, December 3, 2021 at 10:00 AM and 2:00 PM
- Thursday, February 10, 2022 at 10:00 AM
- Thursday, March 10, 2022 at 10:00 AM
- Thursday, April 14, 2022 at 10:00 AM and 2:00 PM

- May 12, 2022 at 10:00 AM and 2:00 PM
- May 13, 2022 at 10:00 AM and 2:00 PM

Strategies/Activities for 2022-23:

- The CSUB Testing Center will continue to provide the best customer service to our students and the community.
- Continue the collaboration with our Admission Evaluators, Registrar Office, and Academic Advisors (campus wide) to help students toward graduation.
- Enhance revenue for the university through our proctoring services and GWAR exams.
- Continue in collaboration with the CSU Graduation Initiative—Offer the services to help improve retention, progression, and graduation rates at CSUB.

Mission Statement: The goal of the Tutoring Centers and Writing Resource Center at CSUB is to promote equity, excellence, empowerment, and empathy in education via tutoring and academic support and to provide job opportunities and experience-building opportunities for CSUB students.

2021-22 Accomplishments

- The Writing Resource Center and Tutoring Centers at CSUB provided employment and training for over 50 Instructional Student Assistants.
- With the CSUB campus reopened for face-to-face instruction, our tutoring services balanced face-to-face services with fully online options for all of our tutoring centers.
- In Spring 2022, we launched Smarthinking 24/7 content-based tutoring. This service allowed CSUB students to receive synchronous tutoring services in subjects such as Mathematics, Chemistry, Biology, and more at any time, day or night.
- Using RunnerConnect, our tutoring centers have created an end-to-end process for tutoring support. Students can make appointments, faculty and staff can recommend tutoring support, and tutoring staff can see progress and previous tutoring sessions for students as they work with them.
- In 2021-2022, the Writing Resource Center focused on being an introduction to support services for our students. The WRC focused on bringing in English 1109 students into the tutoring ecosystem.
 - In Fall 2021, 58.35% (n=440) of English 1109 students attended the WRC for a tutoring session, a jump over Fall 2020 (19.67%, n=193) and Fall 2019 (21.97%, n=243).
 - Students who did not attend the WRC in Fall 2021 for English 1109 passed their course at a rate of 58.92% (n=185). Students who attended the WRC at least once passed their English 1109 course at a rate of 87.27% (n=384). This rate increased when students



Pictured Above: Fall 2021 WRC Tutors in the Writing Resource Center

attended the WRC 2 or more times (92.28%, n=299) and 3 or more times (95.28%, n=202).

- As English 1109 is a foundational course for CSUB students, we believe that this increase in success via tutoring can set up students for continued success and retention throughout their academic career.
- The Tutoring Centers and Writing Resource Center continued their “whole student approach” by offering a series of workshops that linked the academic and non-academic lives of our students. These well-attended workshops focused on skill building such as resume writing, writing for stress relief, test anxiety, and others.
- 2022-23 Goals and Objectives
- As CSUB transitions back to being a primarily face-to-face campus, we will increase the number of face-to-face availability while maintaining our virtual offerings.
- With the success of the English 1109 WRC tutoring focus, we will continue the campaign for English 1109 and expand it to include other potential bottleneck courses.
- The CSUB Writing Resource Center and Tutoring Centers will pilot Embedded Tutors in specific courses for the Fall 2022 semester. These courses will include English 1109, and courses from the School of Social Science and Education and the School of Arts and Humanities.
- The CSUB Tutoring Centers and Writing Resource Center will add another full time staff member to help coordinate the various tutoring centers on campus to create a more unified and cohesive student experience with our academic support services.
- Pictured Above: Fall 2021 WRC Tutors in the Writing Resource Center

University Outreach Services

Coming out of the COVID year has allowed University Outreach to begin to get back to a normal operation. However, we still have been offering and participating in virtual experiences and work operations with our educational partners. There are still Zoom driven college fairs, virtual tours and meetings with students and counselors. We will continue to provide services via Zoom and/or other online and virtual platforms where requested by our community, student base and other off campus, educational professionals, and colleagues. As we move into another recruitment year, in-person programs are becoming the norm.

Outreach Events Effectiveness

	Fall 2017	Fall 2022	Total percentage increase over 5-year period
Total Applications	16,040	17,895	11.5%
Total Admits	10,264	15,455	33.5%
Total Enrolled	3614	1628*	TBD

*As of 8/8/22

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. Please note that the majority of this year, the University Outreach office was down one professional staff outreach recruiter, however, virtual events allowed access to more students than in past years. The following tables show data from Outreach events held in 2021/22.

	# of Events	Attendees	Average Attendance per Event	Student Contacts	Average # of Contacts per Event	Contact Percentage at Event
All events	455	43,617	96	18,872	41	42%
CSUB Presentations	71	7906	111	6626	93	83%
CSU Apply	25	1757	70	1757	70	100%
Senior Follow ups	26	1422	55	1250	48	87%
Fairs	95	27756	292	5581	58	19%
On Campus Tours	191	4647	24	3549	18	75%
Virtual Tours	47	129	3	109	2	66%

Summary

Total number of people interacted with or had access to during the 2021/2022 academic year: 43,617 (Inflated number due to virtual events) Total number of student contacts: 18,872 (Inflated number due to virtual events).

Highlights

Events Attended or Initiated: 455

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

Number of potential contacts: 43,617

Number of actual contacts: 18,872

Number of people we toured: 3658



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD
Enrollment Management

Annual Report
2021-2022

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