1. Call to Order
2. Approval of Minutes
3. Announcements and Information
   - President’s Report (Time Certain 10:10)
   - Campus Climate Committee – C. Catota (Time Certain 10:20)
   - Enrollment Management Report (handout) – D. Cantrell (Time Certain 10:30)
   - Past Academic Senate Chair Interview – V. Kohli (Time Certain 11:15)
   - Elections and Appointments – M. Danforth
4. Approval of Agenda (Time Certain 10:05)
5. ASCSU Report
6. Provost’s Report
7. Committee and Report Requests
   (Minutes from AAC, AS&SS, BPC and FAC are posted on the Academic Senate Webpage)
   a. Executive Committee (M. Danforth)
   b. Academic Affairs Committee (R. Gearhart)
   c. Academic Support & Student Services Committee (C. Lam)
   d. Faculty Affairs Committee (M. Rees)
   e. Budget & Planning Committee (B. Street)
   f. Staff Report (L. Lara)
   g. ASI Report (V. Chicaiza)
8. Resolutions – (Time Certain 10:45 a.m.)
    Consent Agenda
    New Business
Old Business

RES 202110 Academic Calendar Fall ’20 Spring ’21 Fall ’21 Spring ’22 Summer ’22
RES 202111 Graduate Student Grievances and Appeals- Handbook Change

9. Open Forum Items and Wellness Check (Time Certain 11:15)

10. Adjournment
Call to Order

A. Hegde called the meeting to order.

Approval of Minutes

J. Stark moved to approve the October 29, 2020 Minutes. C. Lam seconded. Approved by a show of hands.

Announcements and Information

- President’s Report - President Zelezny praised the faculty, the Campus Preparedness Team, and the Provost for their work on the Institutional Spring 2021 Plan. The decision from Chancellor White is that Spring will look like Fall 2021 with minor revisions. She also thanked the faculty for their leadership and work on Ethnic Studies (ES). She is proud that CSUB has embraced the mission driven spirit of the legislation which is to benefit students in their educational breadth and will help them in their participation in society. The President thanked those who participated in the Strategic Plan Forum. She thanked all the people on the many sub-committees working on the five goals. She sees challenges on Goal 1. Co-lead T. Wallace and J. Kegley brought data related to equity gaps. We have to recognize
where we have equity gaps, and own it. She suggested and recommended that the Schools and the departments become aware of where the gaps are. It is a shared governance issue. It’s an imperative to align with CSUB’s anti-racist strategy. The Provost, President, and C. Catota attended national meetings offering wisdom from the author of How To Be An Anti-racist. Are our male African American students taking the same amount of units and how are they doing in classes? She put that on the anti-racist agenda. Think and reflect on it as a moral issue and as an imperative for student success. The Cabinet had a half day training and workshop on social justice. They reviewed Jane Elliott’s work on prejudice. As a Psychology professor, President Zelezny taught it. We all need to be aware of how prejudice starts. The President met with Chair A. Hegde. They discussed the Honorary Doctorate process. She admitted that last year it was bumpy. Extending the call created the imperfection. She apologized for that and it won’t be repeated. If we don’t get any nominations, it will be interpreted as the community has spoken instead of having CSUB submit something for the sake of submitting. The CSU announced two new women presidents in the CSU. Dr. Erika Beck will go from being the President of CSU Channel Islands to the President of CSU Northridge. She will be joining President Zelezny on the Board of Trustees (BOT) of the Big West. Kathy San Dean is the new President at CSU East Bay. She’s from Oakland and will be a great leader. President Zelezny thanked Crystal Raynes, Student Trustee, as she was part of the selection and engaged with the BOT to bring on these two new women presidents. This year’s meeting of the University Council is different because it’s virtual. Everyone is invited. M. Rees said that the Faculty Affairs Committee (FAC) asked for improvement on the Honorary Doctorate process and appreciates her response. President Zelezny said that it happens at the busiest time of year. Things are rushed in the President’s Office. The rules for Trustee nomination are different. She appreciates that the issue was brought to her attention. Q&A: A. Lauer asked about including Sustainability in the Strategic Plan. The President replied that the Strategic Plan has been ratified. She’s looking at where to apply sustainability. Students are
very engaged in sustainability. There is likely a linkage to the new Energy and Innovation Building. Let’s try and fit it in under one of the goals. J. Millar appreciates what the President is willing to do and bringing things from outside into the campus community. The second year for African American males is a critical year. System wide, the Black American ratio is 10,000 in 500,000 students. There is a program, Young Males of Color. She asked the President about recruitment strategies. President Zelezny responded that there are systemwide initiatives. We extended the idea of Super Sunday to multiple Sundays. We have a partnership with current high school Superintendent, Dr. B. Lewis, CSUB’s AVP Student Affairs, Dr. T. Wallace, and many others. We are looking for those students who have been identified by their counselors and teachers as having promise. The Summer Bridge program is funded by Kern High School District (KHSD) and has been successful. The Kern Pledge to Students is, if they come to us through Kern Schools and they qualify for admission, CSUB is expecting them. The BC satellite campus helps to start their progress on a pathway retention and support.

- Elections and Appointments – M. Danforth
  - Search Committee AVP AA & Dean Academic Programs - Isabel Sumaya elected
  - TEAC - Aubrey Kemp and David Sandles appointed to serve a two-year term
  - University Strategic Planning & Budget Advisory Committee - John Tarjan appointed to serve a two-year term
  - Campus Police Advisory Committee - Zach Hays appointed to serve one-year term, and Michael Harville appointed to serve two-year term
  - Wang Family Awards - Recommendations forwarded to CSU
    - Moshen Attaran – Outstanding Faculty Scholarship
    - Charles Lam – Outstanding Faculty Innovator in Student Success
  - Faculty Trustee - Nominations to Academic Senate Office by December 4

4. Approval of Agenda

M. Suleiman moved to approve the agenda. C. Lam seconded. Agenda approved.
5. **ASCSU Report**

J. Millar said that the Academic Affairs (AA) committee and the leadership of the Counsel of ES came to agreement on Student Learning Outcomes (SLOs) and Core Competencies. They looked for commonalities amongst the resolutions that came to the CSU regarding Title V and AB1460. The ASCSU resolution outlines and acknowledged issues and concerns. There have been addition resolutions opposing the implementation. There is a conflict between the legislative requirements and CSU implementation. The AA recognizes, validates and supports the concerns about the limitations. The substitute resolution from former Chair Nelson is more directive to stop the implementation plan. The ASCSU also passed a Mental Health resolution to find funds for students, faculty and staff. The ASCSU heard a resolution for three contingent faculty to be placed on the ASCSU. There isn’t an implementation plan that makes sense so the resolution failed albeit the ASCSU encourages campus Senates to find ways we can get some of the 17,000 contingent faculty involved and heard in the CSU. Chancellor White addressed the ASCSU, virtually. He asked the body to be visionary and think about what the future would look like and the future of CSU. 12% of instruction was online pre-COVID. Currently, it’s 98%. L. Kennedy, from Academic Tech Research Services, provided a break down of ages of faculty, and what their strengths and drawbacks are in this environment. M. Martinez said that the CSU’s legislative analysts put out call for suggestions and resources to secure from the state legislature to deal with COVID-19. For example, childcare and other things needed. What do we need to provide so that faculty can get up to speed. The assumption is that we won’t return to campus for some time. The ASCSU started the meeting with how to bring diverse representation into the Faculty Trustee position. If we’re going to have diversity in that position, how does the CSU increase the pool of candidates. M. Martinez said that he may not apply this year because of COVID situation is not conducive to serving. Contingent faculty can come on as At-Large. M. Danforth said that we need to bridge the digital divide before we rely more on digital content.
6. **Provost’s Report**

V. Harper – The Institutional Spring Plan has been approved. Thank you to faculty, D. Jackson, and Deans who played a big role.

TOPS 2.0 – It’s an advanced, mid-year course offered, thanks to R. Weller. He’ll reach out to his partners, CFA and the Senate, about the stipend (which will be less than the TOPS 1.0 stipend) from CARES.

Wellness Meetings – Holiday Parties planned. Thanks to R. Weller.

Interim Dean NSME – T. McBride is well suited for the role.

Permanent Dean NSME – He and the consultant conversed last week. The position is an important one for our institution. Attracting the best candidates is critical.

AVP AA & Dean AP – The position description to be completed in the next couple weeks.

Library Dean – Four candidates were interviewed, and he asked that participants please complete form so we can select an outstanding new dean.

UPRC – He met with the committee last week. Thank you to D. Solano and the entire UPRC for their excellent work on rethinking the program review process.

Sustainability Committee – Thank you to A. Lauer for leading critically important work.

Early Graduate Ceremony for students who finished under four years – the President, Provost, Deans and faculty attended. They are truly remarkable students.

Q&A: What is the maximum number of students who can be in a lab? V. Harper replied that it depends on room size. He invited discussion off-line.

7. **Committee and Report Requests** (deferred)

(Minutes from [AAC, AS&SS, BPC and FAC](#) are posted on the Academic Senate Webpage)

a. Executive Committee (M. Danforth) (deferred)

b. Academic Affairs Committee (R. Gearhart)

c. Academic Support & Student Services Committee (C. Lam)

d. Faculty Affairs Committee (M. Rees)

e. Budget & Planning Committee (B. Street)

f. Staff Report (L. Lara)

g. ASI Report (V. Chicaiza)
8. **Resolutions** – *(Time Certain 10:45 a.m.)*

**New Business**

RES 202110 Academic Calendar Fall ’20 Spring ’21 Fall ’21 Spring ’22 Summer ’22 – B. Street introduced the resolution. He thanked D. Cantrell and the Calendar Task Force. Fall 2020 calendar had the same date for Registration and Academic Advising for New Students. It was changed to November 2 for Advising, and November 9 for Registration. Those changes have already been approved. Spring 2021 is up for discussion. The registration and academic advising dates were the same for new students. The Calendar Task Force took advising leadership and faculty’s suggestion. It changed Orientation date to May 1st and Advising to May 25. This created space between those dates for the process to serve students. Now all subsequent calendars have the sequencing of a 2-3 week period for student processing. M. Rees counted the number of class meetings. She requested that communication go to the Police Chief to have Evacuation Day on Monday or Wednesday so that Tuesday Thursday classes, which are already down a session, don’t miss an additional class. There is no Reading Day. Commencement and Final exams are on the same Friday. It’s hard on families who have parents that have to take off from work and lose a day’s pay. She suggested the Commencement occur on Saturday. B. Street replied that Evacuation Day is pending, and Reading Day was removed to get the extra Tues Thurs session. M. Danforth asked for number of academic days for each semester. M. Rees’ calculation of Fall ’21: MW 30 classes, MWF 44 classes, TTh 29 classes. Spring ’22 MW 30 classes, MWF 45 classes, and TTH 29 classes. B. Street will confirm the number of academic days, and other suggestions at the next Senate meeting.

RES 202111 Graduate Student Grievances and Appeals – C. Lam introduced the resolution. It’s different than the undergraduate process. The changes in red were submitted by the Graduate Office. He thanked the Interim Associate Dean of Undergraduate and Graduate Studies, L. Vega, for helping with the first draft. The changes in blue are from AS&SS. The committee also wanted to fix the language. M. Danforth offered feedback on the first page. The other post baccalaureate levels are
missing, which would be post baccalaureate second bachelor or post baccalaureate credential. If those were intended to be grouped in the graduate level, it should be mentioned within the definitions. If second bachelor students are intended to use the baccalaureate process, it should also be mentioned here in the definitions. J. Millar thanks to C. Lam for working through this. She suggested including the Ombudsperson for informal process, in the chart. C. Collom referenced page 27. The language is “arbitrary, capricious, or unequal/inconsistent”. We have a definition of arbitrary and capricious. The use of “unequal/inconsistent “would indicate a comparison against something. He suggested to omit the terms or define the terms, unequal/inconsistent. D. Jackson suggested that the role of Ombudsperson, if it does get added, be made clear that no one is required to go to the Ombudsperson. Other items in the chart are required.

RES 212112 CSUB Academic Senate Opposition to the Chancellor’s Office on the AB 1460 Implementation Plan - A. Hegde introduced on behalf of the Executive Committee. The BOT meets next week where some of the issues will be brought up. 15 other campus opposed the implementation plan, but not the passing of AB1460. Based on the draft from the CO, we came up with RES 202109 to be able to include something in our catalog, just so the students are not at a loss of what they will be doing. RES 202112 is essentially opposing the idea we didn’t have enough time to have proper consultation. CSUB will nonetheless implement ES, as mentioned in RES 202109. This is our statement objecting to the approach. We are looking for faculty feedback. He walked the group through the resolution. Our language is in alignment with other campuses. A. Hegde opened the floor to feedback and recommendations for changes. None. Any thoughts. J. Millar supports the resolution. She feels the need to speak up to what is wrong. She recognizes the tension around it from the CO. The CO is putting before the BOT the removal of “social justice” from the previous Title V changes; decisions from CO which are not explicitly in the law. She moved to waive the First Reading. M. Slaughter seconded. A Hegde stated in that case, there wouldn’t be a meeting before the Second Reading. The reason to waive the First Reading is for the CO to have CSUB’s resolution
along with the other 15 campuses resolutions. If we do it on 19th it will be after the BOT meeting. The vote for waiving First Reading carried. Now in Second Reading, and if there are no other changes, we can vote on resolution. A. Hegde read through the resolution. He asked for any further discussion. M. Slaughter commented that it was comprehensive and made a lot of sense. B. Street stated that it is important to be aware that the objection is not to the task of adding to the curriculum, but to the implementation. A. Hegde asked for a vote. The motion carried. Approved.

Old Business
RES 202109 Changes to the GE Breadth Requirement – Ethnic Studies – R. Gearhart shared the changes made upon the recommendations since the First Reading. An appendix was added for clarity. A. Lauer asked if a current GE course, Ethnicity and Culture, can be used for Area F. R. Gearhart replied “no” because of the SLOs and it conflicts with the CO requirements. It has to meet the Area F SLOs and be in the lower division, and cross-listed as an ETHS course. J. Millar noted that although Ethnicity and Culture is lower division, an upper division can fulfill a lower division requirement, but not that course. A. Hegde called for a vote. The resolution passed unanimously. We are one of the few campuses that has a back-up plan, should there be changes at the CO level. A lot of work went into this resolution. He thanked faculty for working through the many issues, especially the Ethnic Studies Unit Implementation Task Force (ESUITF), R. Gearhart, and AAC. A copy will go to the CO and the BOT. Now we have resolutions to cover both the ES requirement and the process. Well done.

9. Open Forum Items and Wellness Check
   A. Sanchez noted that changes to Area D affects the Sociology department. Would those courses be required in the ETHS area? A. Hegde said Area F will have it’s own SLOs and if those courses meet the requirement it will be in Area F.

10. Adjournment
    A. Hegde adjourned the meeting at 11:30.
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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
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 ADMISSIONS 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.
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.
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 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.

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 an 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.
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)

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.
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 campaigned 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 youth 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

<table>
<thead>
<tr>
<th>High School</th>
<th>Total</th>
<th>Middle Schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shafter High School</td>
<td>166</td>
<td>McFarland Middle School</td>
<td>60</td>
</tr>
<tr>
<td>South High School</td>
<td>176</td>
<td>Stier Middle School</td>
<td>19</td>
</tr>
<tr>
<td>East High School</td>
<td>195</td>
<td>Sierra Middle School</td>
<td>88</td>
</tr>
<tr>
<td>McFarland High School</td>
<td>185</td>
<td>Community</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total Participants</strong></td>
<td><strong>974</strong></td>
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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 Stier 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 9th 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 (6th-12th 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 9th-11th 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)

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

**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 on 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

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.

<table>
<thead>
<tr>
<th></th>
<th>2018-2019</th>
<th>2019-2020</th>
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<tbody>
<tr>
<td>Applications Received</td>
<td>20,269</td>
<td>21,946</td>
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<tr>
<td>Total Students Awarded</td>
<td>9965</td>
<td>10,304</td>
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<td>Total Aid Disbursed</td>
<td>$111,739,695</td>
<td>$118,620,383.00</td>
</tr>
<tr>
<td>Verifications Completed</td>
<td>3,882</td>
<td>3,536</td>
</tr>
</tbody>
</table>

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 Skype 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 acceptance 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.
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 regarding to how the office operates and what tasks are involved on a 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

<table>
<thead>
<tr>
<th></th>
<th>Spring 2020</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollments</td>
<td>131</td>
<td>168</td>
</tr>
<tr>
<td>New Admits</td>
<td>15</td>
<td>34</td>
</tr>
<tr>
<td>Transfer</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>First-time-Freshmen (FTF)</td>
<td>5</td>
<td>11</td>
</tr>
</tbody>
</table>

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 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 students 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.
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 GWAR exams to 422 students.
- Student Success Initiatives: Testing Center provided 9 GWAR Demand Exams in December (these students missed the Fall GWAR exam and needed to fulfill the GWAR 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, GWAR 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 GWAR exams. Testing Center proctoring services total revenue (Note: over 600 students were proctored inside the Testing Center) = $18,220  
GWAR 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 GWAR 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)
- GWAR 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 math 1009).
- 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 GWAR exam specifically for students that were close to graduating. In collaboration with the English Department --The on demand GWAR exams were also to determine if these students needed to take an upper division course to fulfill the GWAR 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 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 23rd, 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\(^1\) 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

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

\(^1\) Data through March 20, 2019.
### Tutoring Center Data

<table>
<thead>
<tr>
<th>Tutoring Center</th>
<th>Spring 19</th>
<th>Spring 20</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities Tutoring Center</td>
<td>251</td>
<td>107</td>
<td>-57.37%</td>
</tr>
<tr>
<td>Computer Science and Engineering Tutoring Center</td>
<td>811</td>
<td>1318</td>
<td>+62.51%</td>
</tr>
<tr>
<td>CSUB Writing Resource Center</td>
<td>1620</td>
<td>907</td>
<td>-44.01%</td>
</tr>
<tr>
<td>Computer Science and Engineering Tutoring Center</td>
<td>811</td>
<td>1318</td>
<td>+62.51%</td>
</tr>
<tr>
<td>Mathematics Tutoring Center</td>
<td>2075</td>
<td>837</td>
<td>-59.66%</td>
</tr>
<tr>
<td>School of Business &amp; Public Administration Tutoring Center</td>
<td>174</td>
<td>43</td>
<td>-75.28%</td>
</tr>
<tr>
<td>Science Tutoring Center</td>
<td>813</td>
<td>454</td>
<td>-44.15%</td>
</tr>
<tr>
<td>SSE Tutoring Center</td>
<td>451</td>
<td>263</td>
<td>-41.68%</td>
</tr>
<tr>
<td>Overall</td>
<td>6247</td>
<td>3961</td>
<td>-36.59%</td>
</tr>
</tbody>
</table>

### AY Tutoring Center Data

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

1. Due to the COVID-19 Pandemic, all tutoring services went virtual on March 23, 2020. All tracking data for tutoring visits is through March 18, 2020.
### Class Breakdown

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

### Tutee GPA

#### Fall 2019

<table>
<thead>
<tr>
<th>Class</th>
<th>Avg GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>2.45</td>
</tr>
<tr>
<td>Sophomore</td>
<td>2.77</td>
</tr>
<tr>
<td>Junior</td>
<td>2.96</td>
</tr>
<tr>
<td>Senior</td>
<td>2.97</td>
</tr>
<tr>
<td>Graduate</td>
<td>3.35</td>
</tr>
<tr>
<td>Overall</td>
<td>2.48</td>
</tr>
</tbody>
</table>

#### Spring 2020

<table>
<thead>
<tr>
<th>Class</th>
<th>Avg GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>2.52</td>
</tr>
<tr>
<td>Sophomore</td>
<td>2.75</td>
</tr>
<tr>
<td>Junior</td>
<td>3.00</td>
</tr>
<tr>
<td>Senior</td>
<td>3.00</td>
</tr>
<tr>
<td>Graduate</td>
<td>3.49</td>
</tr>
<tr>
<td>Ed. D</td>
<td>3.95</td>
</tr>
<tr>
<td>Overall</td>
<td>2.64</td>
</tr>
</tbody>
</table>

### 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).

<table>
<thead>
<tr>
<th>Bio 2210, No SI Visits</th>
<th>1+ SI Visit</th>
<th>2+ SI Visit</th>
<th>3+ Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>124</td>
<td>68</td>
<td>52</td>
</tr>
<tr>
<td>DFW</td>
<td>50</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>174</td>
<td>74</td>
<td>57</td>
</tr>
</tbody>
</table>

**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).

<table>
<thead>
<tr>
<th>Chem 1000, No SI Visits</th>
<th>1+ SI Visit</th>
<th>2+ SI Visit</th>
<th>3+ SI Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>136</td>
<td>40</td>
<td>21</td>
</tr>
<tr>
<td>DFW</td>
<td>154</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>290</td>
<td>53</td>
<td>24</td>
</tr>
</tbody>
</table>

**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).
### CMPS 2010 Pass Rates

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

<table>
<thead>
<tr>
<th>CMPS 2010, No SI Visits</th>
<th>1+ SI Visits</th>
<th>2+ SI Visits</th>
<th>3+ SI Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>106</td>
<td>70.67%</td>
<td>Pass 3</td>
</tr>
<tr>
<td>DFW</td>
<td>44</td>
<td>29.33%</td>
<td>DFW 3</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
<td>Total 10</td>
</tr>
</tbody>
</table>
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.

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.

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

Community College Partnership

Fall 2016 vs Fall 2020

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Fall 2020</th>
<th>Total percentage increase over 5-year period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Applications</td>
<td>14,434</td>
<td>17,160</td>
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<tr>
<td>Total Admits</td>
<td>10,967</td>
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<td>24%</td>
</tr>
<tr>
<td>Total Enrolled</td>
<td>2,475</td>
<td>2,709</td>
<td>9.5%</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Kern County:</th>
<th># of Events</th>
<th>Attendees</th>
<th>Average Attendance per Event</th>
<th>Student Contacts</th>
<th>Average # of Contacts per Event</th>
<th>Contact Percentage at Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>All events</td>
<td>322</td>
<td>24531</td>
<td>76</td>
<td>15564</td>
<td>48</td>
<td>63%</td>
</tr>
<tr>
<td>CSUB Presentations</td>
<td>49</td>
<td>1671</td>
<td>34</td>
<td>1563</td>
<td>31</td>
<td>91%</td>
</tr>
<tr>
<td>CSU Apply</td>
<td>43</td>
<td>2265</td>
<td>52</td>
<td>2265</td>
<td>52</td>
<td>100%</td>
</tr>
<tr>
<td>Tours*</td>
<td>200</td>
<td>7209</td>
<td>36</td>
<td>7209</td>
<td>36</td>
<td>100%</td>
</tr>
<tr>
<td>Senior Follow ups</td>
<td>33</td>
<td>2317</td>
<td>70</td>
<td>1770</td>
<td>53</td>
<td>75%</td>
</tr>
<tr>
<td>Fairs</td>
<td>67</td>
<td>11123</td>
<td>166</td>
<td>2757</td>
<td>41</td>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outside of Kern County</th>
<th># of Events</th>
<th>Attendees</th>
<th>Average Attendance per Event</th>
<th>Student Contacts</th>
<th>Average # of Contacts per Event</th>
<th>Contact Percentage at Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>All events</td>
<td>75</td>
<td>20272</td>
<td>270</td>
<td>6293</td>
<td>84</td>
<td>31%</td>
</tr>
<tr>
<td>CSUB Presentations</td>
<td>19</td>
<td>773</td>
<td>40</td>
<td>773</td>
<td>40</td>
<td>100%</td>
</tr>
<tr>
<td>CSU Apply</td>
<td>2</td>
<td>111</td>
<td>55</td>
<td>111</td>
<td>55</td>
<td>100%</td>
</tr>
<tr>
<td>Senior Follow Ups</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>Fairs</td>
<td>56</td>
<td>19383</td>
<td>346</td>
<td>5804</td>
<td>103</td>
<td>30%</td>
</tr>
</tbody>
</table>

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

Number of potential contacts: 51,228
Number of actual contacts: 26,394
Number of people we toured: 7,209
From HSU Senate

Shared Governance Strategic Plan Draft ... you might replicate or consider similar process for your Senate. Our plan itself is still pretty drafty, but the goals are currently organized around representation, discussion and deliberation processes, and agenda setting processes. These came out of the break out data noted below.

In May 2020, amidst national and local organizing and protest against racialized violence, the Humboldt State University Senate Executive team committed to and released a Statement in Support of Black Lives [senate.humboldt.edu]. The statement put in motion the building of a Senate academic year action agenda that prioritized anti-racist and social justice goals across multiple dimensions of shared governance. The leadership team began the work of evaluating (senate) structure and policies with an equity lens.

During the University Senate meeting on October 27, 2020 this work engaged the broader community in this process of change. More than 50 senators and senate guests participated in 3-4 person facilitated zoom breakout group discussions. We invited participants to turn an diversity, equity, and inclusion lens on the University Senate and shared governance, discussing and making anonymous notes on a google form on three key questions:

1. White Supremacy by Design: What are some examples of white privilege or white supremacy in the culture and practices of the Senate?
2. Belonging: Are there particular ways or times that have made you feel like you do belong? Do not belong? How might those experiences be related to your racial identity?
3. Change: How can the Senate be reorganized/restructured to better challenge white supremacy.

This plan grows out of these and many other consultations and collaborations. It is a living document intended to guide the 2021-26 University Senate work and that of other campus shared governance bodies. The work is informed by additional research, including a 2018 Campaign for College Opportunity Left Out [files.eric.ed.gov] report. This research identified the Academic Senates of California Public Colleges and Universities as sites of inequitable white leadership (35).
SS-F20-2, Sense of the Senate Resolution, Condemning Anti-Black Racism and Systemic Racism and Calling for SJSU Academic Senate Actions to Promote Racial Equity

Legislative history:
On November 9, 2020, the Academic Senate approved the following resolution presented by Senate Sen and Senator Yang from the floor of the Senate.

SENSE OF THE SENATE RESOLUTION
CONDEMNING ANTI-BLACK RACISM AND SYSTEMIC RACISM AND CALLING FOR SJSU ACADEMIC SENATE ACTIONS TO PROMOTE RACIAL EQUITY

Whereas: Educational leaders in all aspects of University life, including the SJSU Academic Senate, have a responsibility to recognize that systemic racism has been a part of the United States and the higher educational system since their inception, and that resulting inequities have been deeply ingrained; and

Whereas: Racism and marginalization are based on hegemonic traditions that persist in higher education, and specifically within SJSU and its own systems and structures; and

Whereas: The Senate acknowledges its own contributions to racial injustice in many aspects of its processes, including a lack of racial and ethnic diversity within its own membership; and

Whereas: The Senate recognizes that we must take action in identifying specific practices and policies that perpetuate institutional racism; and

Whereas: The Senate recognizes that the dismantling of institutional racism will involve ongoing, long-term processes that will require significant time, reflection, consultation, and action, not all of which can be addressed in one Sense of the Senate resolution; therefore be it
Resolved: That the SJSU Academic Senate condemn anti-Black racism and all forms of marginalization of people of color, including institutional and systemic racism, and be it further

Resolved: That the Senate work on diversifying its membership in consultation with campus experts on diversity, equity, and inclusion, and that this planning process be steered by the Organization and Government Committee; and be it further

Resolved: That the Senate policy committees continue to deliberately engage in processes that promote racial equity and justice, including, but not limited to, implicit bias training, meaningful consultation with relevant entities regarding proposed policy resolutions, and ongoing review of its own campus-wide communications; and be it further

Resolved: That the Senate evaluate existing and proposed university policies through an anti-racist lens, recognizing that this will be a multi-year project coordinated by the Senate Chair in consultation with policy committee chairs; and be it further

Resolved: That a steering committee be formed to organize a Senate Speakers Series about SJSU’s own history and participation in anti-Black and other racist practices and policies, and that this series include faculty, students, and staff with a deep knowledge of SJSU history; the steering committee will be formed by the Organization and Government Committee in consultation with the Committee on Committees; and be it further

Resolved: That the Senate support campus-wide efforts by faculty, students, and staff to eliminate institutional racism; and be it further

Resolved: That the Senate Chair report out annually on actions/activities as we continue our commitments to equity in the years to come; and be it further

Resolved: That this resolution be distributed to the CSU Chancellor, CSU Board of Trustees, Academic Senate of the CSU, CSU Campus Senate Chairs, California Faculty Association (CFA) Statewide President, CFA SJSU Chapter President, California State Student Association, SJSU Associated Students President and Directors, and the SJSU Staff Council.
<table>
<thead>
<tr>
<th>Approved:</th>
<th>November 9, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vote:</td>
<td>46-0-1</td>
</tr>
<tr>
<td>Financial Impact:</td>
<td>Possible funding assistance for Speakers’ series.</td>
</tr>
<tr>
<td>Workload Impact:</td>
<td>Increased workload for policy committee chairs, the Organization &amp; Government committee, the Committee on Committees, the Senate Chair, and the Senate Administrator.</td>
</tr>
</tbody>
</table>
### Academic Affairs Committee: Richard Gearhart/Chair, meets 10:00am via Zoom

**Dates:** Sept 10, Sept 24, Oct 8, Oct 22, Nov 5, Nov 19, Dec 10, Jan 28, Feb 11, Feb 25, Mar 11, Mar 25, Apr 8, Apr 22, May 6

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Status</th>
<th>Action</th>
<th>Approved by Senate</th>
<th>Sent to President</th>
<th>Approved by President</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/1/19</td>
<td>2019-2020 Referral 16 Program Review Process Improvement</td>
<td>Carry-over</td>
<td>Streamline the process upon looking at minimum federal requirements and the current Academic Program Review template. <strong>Addendum:</strong> Review UPRC Annual Report dated May 2020, define the purpose of the program review, clarify what Academic Programs can and cannot request, streamline the program template to one page, make the people and the process consistent with the Handbook, timely completion of self-study to effect student learning outcomes, offer assessment training workshops, and compensation for assessment coordinators.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/25/20</td>
<td>2019-2020 Referral 18 Interdisciplinary BS Degree in Public Health Proposal</td>
<td>Carry-over</td>
<td>AAC, BPC The demand, structure, and resources required to deliver effectively and efficiently. Returned to proposers with comments on what needs to be improved. Do the courses have a home and would the Curriculum Committees approve before it comes back to AAC.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/15/19</td>
<td>2019-2020 Referral 18 Interdisciplinary BS Degree in Public Health Proposal</td>
<td>Carry-over</td>
<td>AAC, BPC The demand, structure, and resources required to deliver effectively and efficiently. Returned to proposers with comments on what needs to be improved. Do the courses have a home and would the Curriculum Committees approve before it comes back to AAC.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/03/20</td>
<td>2020-2021 Referral 13 BS in Public Health</td>
<td>Carry-over</td>
<td>AAC BPC The demand, structure, and resources required to deliver effectively and efficiently. Returned to proposers with comments on what needs to be improved. Do the courses have a home and would the Curriculum Committees approve before it comes back to AAC.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/25/20</td>
<td>2020-2021 01 Master of Science in Computer Science</td>
<td>Carry-over</td>
<td>AAC BPC Program rationale, existing resources, additional resources required. RES 202108 Proposal for Master of Science in Computer Science</td>
<td>10-29-20</td>
<td>11-06-20</td>
<td>11-06-20</td>
</tr>
<tr>
<td>10/6/20</td>
<td>2020-2021 Referral 09 Expanded Winter Session</td>
<td>Carry-over</td>
<td>AAC BPC Examine whether or not the current CSUB Winter Session, based on the calendar, is a sufficient instructional period, faculty workload issues, and impact on student financial aid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/6/20</td>
<td>2020-2021 Referral 10 Course Repetition</td>
<td>Carry-over</td>
<td>AAC AS&amp;SS Examine relevance of data from the Academic Petitions Committee and whether policy is needed for how many times a student can repeat an individual course for forgiveness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/20/20</td>
<td>2020-2021 Referral 11 Review of Ethnic Studies Unit Implementation Task Force Recommendations</td>
<td>Carry-over</td>
<td>AAC Whether the (4) recommendations meet the implementation guidelines proposed by the Chancellor’s Office in their memo dated October 8, including the changes to the CSU GE Breadth Requirements. RES 202109 Changes to the GE Breadth Requirement – Ethnic Studies</td>
<td>11-19-20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Academic Affairs Committee: Richard Gearhart/Chair, meets 10:00am via Zoom**

**Dates:** Sept 10, Sept 24, Oct 8, Oct 22, Nov 5, Nov 19, Dec 10, Jan 28, Feb 11, Feb 25, Mar 11, Mar 25, Apr 8, Apr 22, May 6

<table>
<thead>
<tr>
<th>Date</th>
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<th>Approved by Senate</th>
<th>Sent to President</th>
<th>Approved by President</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/03/20</td>
<td>2020-2021 Referral 12 Proposal for a Master’s in Science in Accounting</td>
<td>AAC, BPC</td>
<td>The demand, structure, and resources required to deliver effectively and efficiently.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Academic Support and Student Services: Charles Lam /Chair, meets 10:00 via Zoom video conference**

**Dates:** Sept 10, Sept 24, Oct 8, Oct 22, Nov 5, Nov 19, Dec 10, Jan 28, Feb 11, Feb 25, Mar 11, Mar 25, Apr 8, Apr 22, May 6

<table>
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<th>Approved by President</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/10/19</td>
<td>2019-2020 Referral 12– Graduate Student</td>
<td>Carry-over</td>
<td>AS&amp;SS Policy alignment: University Handbook, and Catalog</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grievance and Appeals Policy – Reporting Chain</td>
<td>Second Reading</td>
<td>The committee is waiting for the graduate policy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11-19-20</td>
<td>RES 202111 Graduate Student Grievances and Appeals – Handbook Change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/6/20</td>
<td>2020-2021 Referral 10 Course Repetition</td>
<td></td>
<td>AAC, AS&amp;SS Examine efficacy of data from the Academic Petitions Committee and whether policy is needed for how many times a student can repeat an individual course for forgiveness.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Faculty Affairs Committee: Mandy Rees/Chair, meets 10:00am via Zoom video conference**  
**Dates:** Sept 10, Sept 24, Oct 8, Oct 22, Nov 5, Nov 19, Dec 10, Jan 28, Feb 11, Feb 25, Mar 11, Mar 25, Apr 8, Apr 22, May 6

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Status</th>
<th>Action</th>
<th>Approved by Senate</th>
<th>Sent to President</th>
<th>Approved by President</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/27/19</td>
<td>2019-2020 Referral 08 Honorary Doctorate-Handbook Change</td>
<td>Carry-over</td>
<td>FAC Refer to RES 121329 Procedures for Honorary Doctorate Nominations and Selection REVISED</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/25/20</td>
<td>2020-2021 Referral 02 Criteria and Nomination Process for Faculty Awards</td>
<td>FAC</td>
<td>Define meritorious, pressure from senior faculty, confidentiality of process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/25/20</td>
<td>2020-2021 04 Office Hours Policy</td>
<td>Complete</td>
<td>FAC Clarify the language in Handbook 303.1.3, How to hold office hours via videoconference, Censure or penalty for missing office hours. RES 202106 Office Hours Policy During Mandated Remote Delivery</td>
<td>09/17/20</td>
<td>09/25/20</td>
<td>10/01/20</td>
</tr>
<tr>
<td>08/25/20</td>
<td>2020-2021 05 CFA President or Designee on FAC-Bylaws Change</td>
<td>FAC</td>
<td>The CFA President’s knowledge of existing contracts, and emerging issues at the campus and system levels. Whether the position is voting or ex-officio member RES 202107 CFA President or Designee on FAC – Bylaws Change</td>
<td></td>
<td>10/01/20</td>
<td></td>
</tr>
<tr>
<td>08/25/20</td>
<td>2020-2021 07 Fall Classroom Observations</td>
<td>Complete</td>
<td>FAC Decision needs to be made before second year of RTP files on whether to have mandatory observation and the option to include in RTP, etc. RES 202105 Fall Classroom Observations During Mandatory Remote Delivery</td>
<td>09/17/20</td>
<td>09/25/20</td>
<td>10/01/20</td>
</tr>
<tr>
<td>09/08/20</td>
<td>2020-2021 08 Notification to Chairs of Assigned Time</td>
<td>FAC</td>
<td>Specifying the appropriate timing and notification to the department chair and how the coordination with AA and HR can improve.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Item</td>
<td>Status</td>
<td>Action</td>
<td>Approved by Senate</td>
<td>Sent to President</td>
<td>Approved by President</td>
</tr>
<tr>
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</tr>
<tr>
<td>08/25/20</td>
<td>2020-2021 01 Master of Science in Computer Science</td>
<td>AAC BPC</td>
<td>Program rationale, existing resources, additional resources required. RES 202108 Proposal for Master of Science in Computer Science</td>
<td>10-29-20</td>
<td>11-06-20</td>
<td>11-06-20</td>
</tr>
<tr>
<td>08/25/20</td>
<td>2020-2021 03 Institutional Research in Response to WSCUC Report</td>
<td>BPC</td>
<td>Feedback from CO, access and permissions to data, what faculty needs, what data department chairs’ need.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/6/20</td>
<td>2020-2021 Referral 09 Expanded Winter Session</td>
<td>AAC BPC</td>
<td>Examine whether or not the current CSUB Winter Session, based on the calendar, is a sufficient instructional period, faculty workload issues, and impact on student financial aid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/15/19</td>
<td>2019-2020 Referral 18 Interdisciplinary BS Degree in Public Health Proposal</td>
<td>AAC, BPC</td>
<td>The demand, structure, and resources required to deliver effectively and efficiently.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/03/20</td>
<td>2020-2021 Referral 13 BS in Public Health</td>
<td>AAC, BPC</td>
<td>The demand, structure, and resources required to deliver effectively and efficiently.</td>
<td></td>
<td></td>
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<tr>
<td>11/03/20</td>
<td>2020-2021 Referral 12 Proposal for a Master’s in Science in Accounting</td>
<td>AAC, BPC</td>
<td>The demand, structure, and resources required to deliver effectively and efficiently.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RESOLVED: That the Academic Senate of CSU, Bakersfield recommends to the President the edited changes to the Spring 2021 Academic Calendar, and the Academic Calendars for Fall 2021, Spring 2022, and Summer 2022

RATIONALE: The Budget and Planning Committee, in consultation with the Academic Calendar Task Force, has considered alternatives and recommends the attached.
California State University,  
Bakersfield Academic Calendar  
2020/2021

**Fall Semester, 2020**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 17</td>
<td>Deadline to Apply for Fall 2020 Graduation</td>
</tr>
<tr>
<td>March 23</td>
<td>Academic Advising for Continuing Students Begins (for Summer 2020 &amp; Fall 2020)</td>
</tr>
<tr>
<td>April 20</td>
<td><strong>Registration</strong> for Continuing Students Begins (for Summer 2020 and Fall 2020)</td>
</tr>
<tr>
<td>April 27</td>
<td>Academic Advising for New Students Begins (for Fall 2020)</td>
</tr>
<tr>
<td>April 27</td>
<td><strong>Registration</strong> for New Students Begins (for Fall 2020)</td>
</tr>
<tr>
<td>May 01</td>
<td><strong>Orientation for New Students Begins (Transfer and Freshman)</strong></td>
</tr>
<tr>
<td>May 25</td>
<td>Academic Advising for New Transfer Students Begins (for Fall 2021)</td>
</tr>
<tr>
<td>June 24</td>
<td><strong>Orientation</strong> for First-Time Freshmen (for Fall 2020)</td>
</tr>
<tr>
<td>June 25</td>
<td><strong>Orientation</strong> Transfer Students (for Fall 2020)</td>
</tr>
<tr>
<td>August 17</td>
<td>ALL FACULTY DUE ON CAMPUS</td>
</tr>
<tr>
<td>August 24</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>September 02</td>
<td>Last Day to Add Classes</td>
</tr>
<tr>
<td>September 02</td>
<td>Last Day to Change between Audit and Letter Grading</td>
</tr>
<tr>
<td>September 07</td>
<td><strong>HOLIDAY</strong> - Labor Day – Campus Closed</td>
</tr>
<tr>
<td>September 21</td>
<td>Census Day</td>
</tr>
<tr>
<td>September 21</td>
<td>Last Day to Change between Credit/No-credit and Letter Grading</td>
</tr>
<tr>
<td>September 21</td>
<td>Last Day to Withdraw from Classes without a &quot;W&quot; being recorded</td>
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<td>September 21</td>
<td>Deadline to Apply for Spring 2021 Graduation</td>
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<tr>
<td>September 21</td>
<td>Deadline to apply for Summer 2021 Graduation</td>
</tr>
<tr>
<td>October 05</td>
<td>Academic Advising for Continuing Students Begins (for Spring 2021)</td>
</tr>
<tr>
<td>October 13</td>
<td>Campus-wide Emergency Evacuation Day</td>
</tr>
<tr>
<td>October 26</td>
<td><strong>Registration</strong> for Continuing Students Begins (for Spring 2021)</td>
</tr>
<tr>
<td>November 02</td>
<td>Academic Advising for New Students Begins (for Spring 2021)</td>
</tr>
<tr>
<td>November 09</td>
<td><strong>Registration</strong> for New Students Begins (for Spring 2021)</td>
</tr>
<tr>
<td>November 09</td>
<td>Last Day to Withdraw from Classes for a Serious and Compelling Reason</td>
</tr>
<tr>
<td>November 11</td>
<td><strong>HOLIDAY</strong> - Veterans Day Observed - Campus Closed</td>
</tr>
<tr>
<td>Nov 16 - 20</td>
<td>SOCI Week</td>
</tr>
<tr>
<td>Nov 26 - 27</td>
<td><strong>HOLIDAY</strong> - Thanksgiving - Campus Closed</td>
</tr>
<tr>
<td>December 08</td>
<td>Last Day to Submit Completed Thesis / Dissertation</td>
</tr>
<tr>
<td>December 08</td>
<td><strong>Last Day of Classes</strong></td>
</tr>
<tr>
<td>December 09</td>
<td>Reading Day</td>
</tr>
<tr>
<td>December 16</td>
<td>Fall Commencement</td>
</tr>
<tr>
<td>Dec 10 - 16</td>
<td>Examination Period</td>
</tr>
<tr>
<td>Dec 17</td>
<td>Evaluation Day</td>
</tr>
<tr>
<td>Dec 18 - 21</td>
<td>Grades Due</td>
</tr>
</tbody>
</table>

**Winter Break: December 22, 2020 - January 20, 2021**

In addition to our Fall Semester listed above, CSUB's **Extended Education** offers classes during **Winter Intersession**. The Intersession begins January 4, 2021 and ends January 15, 2021. **Call the Extended Education at (661) 654-2441** for detailed information regarding their course offerings and schedules.
California State University, Bakersfield
Academic Calendar
2020/2021

Spring Semester, 2021

September 21 . . . . . . Deadline to Apply for Spring 2021 Graduation
September 21 . . . . . . Deadline to Apply for Summer 2021 Graduation
October 05 . . . . . . Academic Advising for Continuing Students Begins (for Spring 2021)
October 26 . . . . . . Registration for Continuing Students Begins (for Spring 2021)
November 02 . . . . . . Academic Advising for New Students Begins (for Spring 2021)
November 09 . . . . . . Registration for New Students Begins (for Spring 2021)
January 18 . . . . . . HOLIDAY - Martin Luther King, Jr. Day - Campus Closed
January 21 . . . . . . ALL FACULTY DUE ON CAMPUS
January 25 . . . . . . First Day of Classes
February 03 . . . . . . Last Day to Add Classes
February 03 . . . . . . Last Day to Change between Audit and Letter Grading
February 19 . . . . . . Census Day
February 19 . . . . . . Last Day to Change between Credit/No-credit and Letter Grading
February 19 . . . . . . Last Day to Withdraw from Classes without a "W" being recorded
February 19 . . . . . . Deadline to Apply for Fall 2021 Graduation

Spring Semester Break: March 29, 2021 – April 4, 2021

March 22 . . . . . . Academic Advising for Continuing Students Begins (Summer 2021 & Fall 2021)
March 31 . . . . . . HOLIDAY - Cesar Chavez Day Observed - Campus Closed
April 07 . . . . . . Campus-wide Emergency Evacuation Day
April 16 . . . . . . Last Day to Withdraw from Classes for a Serious and Compelling Reason
April 19 . . . . . . Registration for Continuing Students Begins (Summer 2021 & Fall 2021)
April 26 - 30 . . . . . . SOCI Week
April 26 . . . . . . Academic Advising for New Students Begins (for Fall 2021)
April 26 . . . . . . Registration for New Students Begins (for Fall 2021)
May 01 . . . . . . Orientation for New Students Begins (Transfer and Freshman)
May 14 . . . . . . Last Day to Submit Completed Thesis / Dissertation
May 14 . . . . . . Last Day of Classes
May 17 - 22 . . . . . . Examination Period
May 21 . . . . . . Commencement
May 24 . . . . . . Evaluation Day
May 25 . . . . . . Academic Advising for New Transfer Students Begins (for Fall 2021)
May 25 - 26 . . . . . . Grades Due
May 31 . . . . . . HOLIDAY - Memorial Day – Campus Closed

THIS IS NOT TO BE CONSTRUED AS AN EMPLOYEE WORK CALENDAR
California State University,
Bakersfield Academic Calendar
2021/2022

Fall Semester, 2021

February 19 . . . . . . Deadline to Apply for Fall 2021 Graduation
March 22 . . . . . . Academic Advising for Continuing Students Begins (for Summer 2021 & Fall 2021)
April 19 . . . . . . Registration for Continuing Students Begins (for Summer 2021 and Fall 2021)
May 01 . . . . . . Orientation workshop cycle for New Students Begins (Transfer and Freshman)
May 25 . . . . . . Academic Advising for New Transfer Students Begins (for Fall 2021)
June 15 . . . . . . Registration for New Transfer Students Begins (for Fall 2021)
June 24 . . . . . . Academic Advising for New First Time Freshman Students Begins (for Fall 2021)
July 15 . . . . . . Registration for New First-Time Freshmen (for Fall 2021)
August 17 . . . . . . ALL FACULTY DUE ON CAMPUS (Tuesday) (Required by Pay Period Rules)
August 23 . . . . . . First Day of Classes
September 01 . . . . . . Last Day to Add Classes
September 01 . . . . . . Last Day to Change between Audit and Letter Grading
September 06 . . . . . . HOLIDAY - Labor Day – Campus Closed
September 20 . . . . . . Census Day
September 20 . . . . . . Last Day to Change between Credit/No-credit and Letter Grading
September 20 . . . . . . Last Day to Withdraw from Classes without a "W" being recorded
September 20 . . . . . . Deadline to Apply for Spring 2022 Graduation
September 20 . . . . . . Deadline to apply for Summer 2022 Graduation
October 04 . . . . . . Academic Advising for Continuing Students Begins (for Spring 2022)
October 13 . . . . . . Campus-wide Emergency Evacuation Day
October 25 . . . . . . Registration for Continuing Students Begins (for Spring 2022)
November 01 . . . . . . Academic Advising for New Students Begins (for Spring 2022)
November 08 . . . . . . Registration for New Students Begins (for Spring 2022)
November 08 . . . . . . Last Day to Withdraw from Classes for a Serious and Compelling Reason
November 11 . . . . . . HOLIDAY - Veterans Day Observed - Campus Closed
Nov 15 - 19 . . . . . . SOCI Week
Nov 25 - 26 . . . . . . HOLIDAY - Thanksgiving - Campus Closed
December 07 . . . . . . Last Day to Submit Completed Thesis / Dissertation
December 07 . . . . . . Last Day of Classes
Dec 08 - 14 . . . . . . Examination Period
Dec 15 . . . . . . Evaluation Day
Dec 16 - 17 . . . . . . Grades Due
December 17 . . . . . . Commencement

Winter Break: December 24, 2021 - January 21, 2022

In addition to our Fall Semester listed above, CSUB's Extended Education offers classes during Winter Intersession. The Intersession begins January 4, 2022 and ends January 21, 2022. Call the Extended Education at (661) 654-2441 for detailed information regarding their course offerings and schedules.
# California State University, Bakersfield
## Academic Calendar
### 2021/2022

#### Spring Semester, 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 21</td>
<td>Deadline to Apply for <strong>Spring 2022</strong> Graduation</td>
</tr>
<tr>
<td>September 21</td>
<td>Deadline to Apply for <strong>Summer 2022</strong> Graduation</td>
</tr>
<tr>
<td>October 04</td>
<td>Academic Advising for Continuing Students Begins (for Spring 2022)</td>
</tr>
<tr>
<td>October 25</td>
<td><strong>Registration</strong> for Continuing Students Begins (for Spring 2022)</td>
</tr>
<tr>
<td>November 01</td>
<td>Academic Advising for New Students Begins (for Spring 2022)</td>
</tr>
<tr>
<td>November 08</td>
<td><strong>Registration</strong> for New Students Begins (for Spring 2022)</td>
</tr>
<tr>
<td>January 17</td>
<td>HOLIDAY - Martin Luther King, Jr. Day - Campus Closed</td>
</tr>
<tr>
<td>January 20</td>
<td><strong>ALL FACULTY DUE ON CAMPUS (Thursday)</strong></td>
</tr>
<tr>
<td>January 24</td>
<td><strong>First Day of Classes</strong></td>
</tr>
<tr>
<td>February 02</td>
<td>Last Day to Add Classes</td>
</tr>
<tr>
<td>February 02</td>
<td>Last Day to Change between Audit and Letter Grading</td>
</tr>
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<td>February 18</td>
<td>Census Day</td>
</tr>
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<td>Last Day to Change between Credit/No-credit and Letter Grading</td>
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<tr>
<td>February 18</td>
<td>Last Day to Withdraw from Classes without a &quot;W&quot; being recorded</td>
</tr>
<tr>
<td>February 18</td>
<td>Deadline to Apply for Fall 2022 Graduation</td>
</tr>
<tr>
<td>March 21</td>
<td>Academic Advising for Continuing Students Begins (for Summer 2022 &amp; Fall 2022)</td>
</tr>
<tr>
<td>March 31</td>
<td>HOLIDAY - Cesar Chavez Day Observed - Campus Closed</td>
</tr>
<tr>
<td>April 05</td>
<td>Campus-wide Emergency Evacuation Day</td>
</tr>
<tr>
<td>April 18</td>
<td>Last Day to Withdraw from Classes for a Serious and Compelling Reason</td>
</tr>
<tr>
<td>April 18</td>
<td><strong>Registration</strong> for Continuing Students Begins (for Summer 2022 &amp; Fall 2022)</td>
</tr>
<tr>
<td>April 25 - 29</td>
<td><strong>SOCl Week</strong></td>
</tr>
<tr>
<td>May 01</td>
<td><strong>Orientation workshop cycle for New Students Begins (Transfer and Freshman)</strong></td>
</tr>
<tr>
<td>May 13</td>
<td>Last Day to Submit Completed Thesis / Dissertation</td>
</tr>
<tr>
<td>May 13</td>
<td><strong>Last Day of Classes</strong></td>
</tr>
<tr>
<td>May 16 - 20</td>
<td>Examination Period</td>
</tr>
<tr>
<td>May 20</td>
<td>Commencement</td>
</tr>
<tr>
<td>May 23</td>
<td>Evaluation Day</td>
</tr>
<tr>
<td>May 24 - 25</td>
<td>Grades Due</td>
</tr>
<tr>
<td>May 25</td>
<td>Academic Advising for New Transfer Students Begins (for Fall 2021)</td>
</tr>
<tr>
<td>May 30</td>
<td><strong>HOLIDAY - Memorial Day – Campus Closed</strong></td>
</tr>
</tbody>
</table>

**Spring Semester Break: April 10, 2022 – April 17, 2022 (Easter April 17, 2022)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 18</td>
<td>Last Day to Withdraw from Classes for a Serious and Compelling Reason</td>
</tr>
<tr>
<td>April 18</td>
<td><strong>Registration</strong> for Continuing Students Begins (for Summer 2022 &amp; Fall 2022)</td>
</tr>
<tr>
<td>April 25 - 29</td>
<td><strong>SOCl Week</strong></td>
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<td><strong>Last Day of Classes</strong></td>
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<tr>
<td>May 16 - 20</td>
<td>Examination Period</td>
</tr>
<tr>
<td>May 20</td>
<td>Commencement</td>
</tr>
<tr>
<td>May 23</td>
<td>Evaluation Day</td>
</tr>
<tr>
<td>May 24 - 25</td>
<td>Grades Due</td>
</tr>
<tr>
<td>May 25</td>
<td>Academic Advising for New Transfer Students Begins (for Fall 2021)</td>
</tr>
<tr>
<td>May 30</td>
<td><strong>HOLIDAY - Memorial Day – Campus Closed</strong></td>
</tr>
</tbody>
</table>

*THIS IS NOT TO BE CONSTRUED AS AN EMPLOYEE WORK CALENDAR*
### Summer Session, 2022

#### SSI: 10-Week Session
- **May 01** ....... Orientation for New Students Begin (Fall 2022)
- **May 25** ....... Academic Advising for New Transfer Students Begins (for Fall 2022)
- **May 31** ....... **ALL SUMMER SESSION 1 FACULTY DUE ON CAMPUS**
- **May 31** ....... First Day of Classes
- **May 31 - June 06** ....... Schedule Adjustment Period
- **June 01** ....... Academic Advising for New First Time Freshman Students Begins (for Fall 2022)
- **June 06** ....... Last Day to Add Classes
- **June 06** ....... Last Day to Change between Audit and Letter Grading
- **June 06** ....... Registration for Transfer Students Begins (for Fall 2022)
- **June 16** ....... Census Day
- **June 16** ....... Last Day to Change between Credit/No-credit and Letter Grading
- **July 04** ....... HOLIDAY - Independence Day - Campus Closed
- **July 11** ....... Last Day to Withdraw from Classes for a Serious and Compelling Reason;
- **July 15** ....... Registration for First-Time Freshmen Begins (for Fall 2022)
- **August 04** ....... Last Day of Classes
- **August 04** ....... Last Day to Submit Completed Thesis/Dissertation
- **August 08 - 09** ....... Examination Period
- **August 10** ....... Evaluation Day
- **August 11** ....... Grades Due

#### SS2: 5-Week Session
- **May 31** ....... **ALL SUMMER SESSION 2 FACULTY DUE ON CAMPUS**
- **May 31** ....... First Day of Classes
- **May 31 - June 06** ....... Schedule Adjustment Period
- **June 06** ....... Last Day to Add Classes
- **June 06** ....... Last Day to Change between Audit and Letter Grading
- **June 06** ....... Last Day of Schedule Adjustment Period (for Summer Session II)
- **June 09** ....... Census Day
- **June 09** ....... Last Day to Change between Credit/No-credit and Letter Grading
- **June 09** ....... Last Day to Withdraw from Classes without a "W" being recorded
- **June 22** ....... Last Day to Withdraw from Classes for a Serious and Compelling Reason
- **June 30** ....... Last Day of Classes
- **July 04** ....... HOLIDAY - Independence Day - Campus Closed
- **July 05 - 06** ....... Examination Period
- **July 07** ....... Grades Due

#### SS3: 5-Week Session
- **July 04** ....... HOLIDAY - Independence Day - Campus Closed
- **July 11** ....... **ALL SUMMER SESSION 3 FACULTY DUE ON CAMPUS**
- **July 11** ....... First Day of Classes
- **July 11 - 13** ....... Schedule Adjustment Period
- **July 18** ....... Last Day to Add Classes
- **July 18** ....... Last Day to Change between Audit and Letter Grading
- **July 18** ....... Last Day of Schedule Adjustment Period (for Summer Session III)
- **July 20** ....... Census Day
- **July 20** ....... Last Day to Change between Credit/No-credit and Letter Grading
- **July 20** ....... Last Day to Withdraw from Classes without a "W" being recorded
- **July 28** ....... Last Day to Withdraw from Classes for a Serious and Compelling Reason
- **August 04** ....... Last Day of Classes
- **August 08 - 09** ....... Examination Period
- **August 11** ....... Grades Due

---

**THIS IS NOT TO BE CONSTRUED AS AN EMPLOYEE WORK CALENDAR**
Graduate Student Grievances and Appeals – Handbook Change

RES 202111

RESOLVED: That University Handbook language and the catalog process for graduate student grievances and appeals be revised.

RATIONALE: Graduate programs are different from undergraduate programs in several ways that necessitate a unique grievance/appeals process. The current process, as outlined in the catalog, has been effective and addresses some of the unique requirements of graduate programs including (1) that the review process be timely due to the short degree time in graduate programs, (2) that the review process recognize the structure of graduate programs, (3) that the policy recognize that we have historically had an issue with programs being too lenient in response to appeals (rather than too strict) and this has sometimes threatened program certifications and accreditation, and (4) that the current policy meets the accreditation and certification requirements for our existing graduate programs.

Some changes (mostly minor) are suggested for the graduate process to more closely align the language and processes used for undergraduate and graduate processes, while still maintaining some of the differences that are necessitated by the differences between undergraduate and graduate programs.

Attachment:
Graduate grievance procedures GCD – Markup Draft
Referral: Align University Handbook language and the catalog process for graduate student grievances and appeals with the current policy.

Rationale: Graduate programs are different from undergraduate programs in several ways that necessitate a unique grievance/appeals process. The current process, as outlined in the catalog, has been effective and addresses some of the unique requirements of graduate programs including (1) that the review process be timely due to the short degree time in graduate programs, (2) that the review process recognize the structure of graduate programs, (3) that the policy recognize that we have historically had an issue with programs being too lenient in response to appeals (rather than too strict) and this has sometimes threatened program certifications and accreditation, and (4) that the current policy meets the accreditation and certification requirements for our existing graduate programs.

Some changes (mostly minor) are suggested for the graduate process to more closely align the language and processes used for undergraduate and graduate processes, while still maintaining some of the differences that are necessitated by the differences between undergraduate and graduate programs.
## Summary of Suggested Changes

<table>
<thead>
<tr>
<th>Current Undergrad Process</th>
<th>Current Grad Process</th>
<th>New Grad Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Student Complaint and Grievance Process&quot;</td>
<td>&quot;Appeals and Grievances&quot;</td>
<td>&quot;Student Complaints and Grievances Process&quot;</td>
</tr>
</tbody>
</table>

### Informal Stage (i.e. complaint)
- Student brings complaint to instructor
- If unresolved, student brings complaint to chair
- If unresolved, student brings complaint to school dean
- If unresolved, student can file a formal grievance

### Informal Stage
- Student brings complaint to graduate program or credential director
- If unresolved, student can file a formal grievance

### Informal Stage (i.e. complaint)
- Student has option to involve ombudsperson at any stage of grievance process

### Formal Stage (i.e. grievance)
- Student completes "Student Grievance Form"
- Student obtains signatures from instructor, chair, and school dean
- Student submits form to Academic Programs

### Formal Stage
- Student completes "Academic Appeal Form"
- Student obtains signature and recommendation from program director
- Form routed to school dean for signature and recommendation
- Form routed to Academic Programs for Associate Dean signature and decision

### Hearing Stage
- Board members composed of 2 undergrad students, 3 faculty (2 tenured), and 1 SSP
- Associate Dean schedules hearing
- Hearing held
- Decision made and communicated to student and instructor

### No applicable graduate process

### Appeal Stage
- Associate Dean can reject the appeal or refer to President
- President’s decision is final

### Appeal Stage
- Student can appeal the decision of the Associate Dean of Graduate Studies to the AVP AA.
- AVP AA can reject the appeal or refer to President
- President’s decision is final
Complaints Appeals and Grievances

A graduate or post-baccalaureate student who experiences difficulties arising from course evaluation, judgment of performance, graduate degree requirements, advancement to candidacy, general regulations, and/or other grievance situations should discuss the issues first with the appropriate graduate or credential program director. If the complaint is still unresolved at this point, the student may then, and only then, file a formal grievance using the Graduate Student Grievance Form. If the student wishes to challenge any decision, the student must appeal to The grievance will be reviewed, in sequential order, by (1) the graduate program following internal policies and overseen by the program director, (2) the relevant school academic dean, and, finally, (3) the Associate Dean of Graduate Studies AVP for Academic Affairs. The Associate Dean of Graduate Studies will review the grievance and review process and will make a final decision on the grievance. The formal appeal process must be initiated within one semester of the incident giving rise to the grievance (excluding summer term). A separate policy applies to appeals of a denial of admission. Please see section titled Denial of Admission for information regarding that policy.
APPENDIX D: STUDENT COMPLAINT AND GRIEVANCE PROCEDURES

The policy and procedures specified herein deal only with individual student complaints and/or grievances against the actions and/or decisions of faculty, academic administrators, or staff professionals. The complaints and/or grievances may concern but are not restricted to (1) an assigned final course grade, (2) administration of records, (3) re-admission to a program, or (4) requirements for program completion.

Group grievances are not permitted. Complaints and/or grievances will not involve allegations of dishonesty or abuse of professional responsibility as such allegations fall strictly under formal University disciplinary proceedings.

Procedures for redress of grievances must protect the respondent against unsubstantiated and false charges of bias or unfairness. Therefore, in a grievance there is a presumption that procedures have been fairly followed. It is the responsibility of the grievant to demonstrate otherwise. The final responsibility for assigning or changing a student’s record rests solely with the faculty, academic administrators, or staff professional. In this document, a student can refer to baccalaureate or post-baccalaureate (graduate) levels, with level of specificity indicated where procedures differ. Graduate or post-baccalaureate students enrolled in a second baccalaureate degree program are governed by the academic standards of undergraduate students.

Article I Definitions

Section 1

A. “Complaint” is defined as any unwritten dispute arising with a student under terms of Article 2. A “Complaint” may be any point of issue between a student and faculty, academic administrator, or staff professional, in which a student feels an abridgement of academic rights or benefits has occurred.

B. “Grievance” is defined as a written dispute arising with a student under terms of Article 2. A “Grievance” is a difference, presented in writing, that may arise between a student and faculty, academic administrator, or staff professional, with respect to, but not necessarily limited to:

1) violation of established academic policies and regulations: defined as those policies and regulations outlined in the respondent’s course syllabus, the University’s current Catalog, and/or the University’s current Class Schedule. (e.g., examination policies, advisement policies, registration procedures, etc.) The violation must have resulted in a direct and adverse impact on the Grievant’s student record.

2) Clerical error: A “clerical error” means an error made by the faculty, academic administrator, or staff professional, in reviewing, estimating, evaluating, or posting student records.

3) Prejudicial evaluation: For prejudicial evaluation to be present, the faculty, academic administrator, or staff professional must have applied a different standard to the Grievant than
applied to other students in the same situation. Also, the action must have adversely impacted the Grievant’s student record.

4) **Capricious/Arbitrary or capricious, or unequal/inconsistent evaluation:** For arbitrary or capricious, or unequal/inconsistent evaluation to be present, the faculty, academic administrator, or staff professional must have changed the standards of evaluation during the semester **without notification.** Since changes in evaluation standards can and do occur during a semester, the change must have occurred abruptly and/or without justified apparent reason (e.g., two days after the mid-term examination and without prior discussion, the faculty member declares there will be a series of short quizzes). Finally, for arbitrary or capricious, or unequal/inconsistent evaluation to be present, the Grievant has to show that the change had a direct, singular, and adverse impact on the Grievant’s student record.

C. “**Grievant**” is defined as the individual lodging the complaint and/or grievance.

D. “**Respondent**” is defined as the faculty, academic administrator, or staff professional most directly responsible for the alleged action(s) and/or decision(s) resulting in the complaint and/or grievance.

**Article 2 General Provisions**

**Section 1** It is the desire of the University that any Grievance be handled in a timely manner. The Grievance procedures must adhere to the time deadlines stated in the grievance procedures.

**Section 2** This document is not intended to inhibit the resolution of a problem in any satisfactory informal way.

**Section 3** At any point in these grievance proceedings the Grievant may move to withdraw the Grievance or accept a solution.

**Section 4** The Ombudsman may be consulted by the Grievant at the earliest opportunity. Deadlines may be extended at the request of the Ombudsman to the relevant School Dean or the Academic Vice President (e.g., if the Grievant is in a course of the respondent the following semester, an extension may be granted).

**Section 5** The University has a strict policy of zero tolerance of actual or implied violence. If at any time a Grievant engages in harassment or intimidation, the grievance will immediately become a disciplinary matter to be dealt with by campus security.

**Section 6** Complaints and/or Grievances may be brought against the actions and/or decisions of faculty, administrators, staff in admissions, records, financial aid, counseling, placement or other student service offices for failure to adhere to written campus policies or for procedures or actions that constitute arbitrary or capricious, or unequal/inconsistent application of those procedures.

**Section 7** A complaint and/or grievance may be initiated on the basis of a claim of: (refer to Article 1 for definitions)

- A. Violation of established academic policies and regulations
- B. Clerical error
- C. Prejudicial evaluation
- D. **Arbitrary or Capricious, or unequal/inconsistent evaluation**
Article 3  Complaint Procedures

PART A: Undergraduate student procedures

Section 1 Before resorting to grievance, a student shall exhaust all complaint procedures herein at the department level. Grievance procedures, as outlined in Article 4, should not be invoked until the complaint has been thoroughly addressed at the department level.

Section 2 The student shall first address the complaint to the concerned faculty, academic administrator, or staff professional most directly responsible for the alleged action(s) and/or decision(s) resulting in the complaint. Complaints shall be initiated within one semester, excluding summer, of the incident giving rise to the complaint. If the complaint cannot be resolved by the student and faculty, academic administrator, or staff professional, the student should meet with the Department Chairperson/Director to discuss their complaint.

Section 3 If the student and the Department Chairperson/Director cannot resolve the complaint, the student should meet with the appropriate school or departmental Dean to discuss their complaint.

Section 4 If the complaint is still unresolved after this point, the student may then, and only then, file a written grievance as outlined in Article 4. In no case should the informal resolution of a complaint take longer than one semester (excluding summer) and formal grievances must be initiated within one semester of the incident giving rise to the grievance.

PART B: Graduate student procedures

Section 1 Before resorting to grievance, a student shall exhaust all complaint procedures within their program. Grievance procedures, as outlined in Article 4, should not be invoked until the complaint has been thoroughly addressed within the graduate program.

Section 2 The student shall first address the complaint to the concerned faculty, academic administrator, or staff professional most directly responsible for the alleged action(s) and/or decision(s) resulting in the complaint. Complaints shall be initiated within one semester, excluding summer, of the incident giving rise to the complaint. If the complaint cannot be resolved by the student and faculty, academic administrator, or staff professional, the student should meet with the Graduate Program Director to discuss their complaint.

Section 3 If the complaint is still unresolved after this point, the student may then, and only then, file a written grievance as outlined in Article 4. In no case should the informal resolution of a complaint take longer than one semester (excluding summer) and formal grievances must be initiated within one semester of the incident giving rise to the grievance.

Section 4 The student can exercise the right to involve the ombudsperson at any stage in the grievance process.

Article 4  Grievance Procedures

PART A: Undergraduate student procedures
Section 1  Before a student may invoke the grievance procedures specified herein, they shall first exhaust all complaint procedures as outlined in Article 3. In no case should the informal resolution of a complaint take longer than one semester (excluding summer) and formal grievances must be initiated within one semester of the incident giving rise to the grievance.

Section 2  A student may initiate formal grievance procedures by filing an Undergraduate Student Grievance Form with the Office of the Academic Vice President, or designee, within a period of two (2) weeks following the date that the complaint procedures were concluded, as indicated by the relevant Dean.

Section 3  Upon receiving a written notice of grievance, the Academic Vice President shall inform the Presiding Officer of the Grievance Review Board, the Ombudsman, and the appropriate Dean of the School or Department, in which the grievance occurred, of the grievance. The Grievance Review Board Presiding Officer shall verify that the student has complied with all procedures outlined in Article 3.

Section 4  At any point in these formal grievance proceedings the Grievant may move to withdraw the grievance or accept an informal solution.

PART B: Graduate student procedures

Section 1  Before a student may invoke the grievance procedures specified herein, they shall first exhaust all complaint procedures as outlined in Article 3. In no case should the informal resolution of a complaint take longer than one semester (excluding summer) and formal grievances must be initiated within one semester of the incident giving rise to the grievance.

Section 2  A student may initiate formal grievance procedures by filing a Graduate Student Grievance Form with their relevant Graduate Program Director within a period of two (2) weeks following the date that the complaint procedures were concluded.

Section 3  Upon receiving a written notice of grievance, the Graduate Program Director will verify that the student has complied with all procedures outlined in Article 3. The Graduate Program Director will then initiate the graduate grievance review procedure.

Section 4  The Graduate Program Director will review the grievance or the Graduate Program Director will oversee the internal program process for grievance review and will make their recommendation on the grievance form and route it to the school dean along with any relevant documentation. The school dean or their designee will review the grievance and will make their recommendation on the grievance form and route it to the Associate Dean of Graduate Studies. The Associate Dean of Graduate Studies will review the grievance and review process and will make a final decision on the grievance.

Section 5  At any point in these formal grievance proceedings the Grievant may move to withdraw the grievance. If the Grievant does not withdraw their grievance, the grievance review process will continue through all stages of recommendation and review as outlined in Section 4.

Article 5  Grievance Review Board
Undergraduate student procedures (no equivalent graduate student procedures)

Section 1 Be it that grievances may encompass both academic and non-academic issues, the Grievance Review Board shall be composed of seven persons: the Presiding Officer, three full-time faculty members, at least two of whom shall be tenured members of academic departments, one full-time student-service professional staff member, and two full-time students.

Section 2 The Presiding Officer shall be the Dean of Academic Programs or his/her designee. The designee shall be responsible for ensuring that all procedures are followed in the seating of the Review Board and in the conduct of its hearings and deliberations. The Presiding Officer shall vote only in case of a tie. The Presiding Officer shall also insure that all participants in each hearing are officially notified of the confidential nature of the hearing and all information and data presented therein.

Section 3 The Grievance Review Board shall be a standing committee, with board members selected each academic year. At the beginning of each academic year, the Presiding Officer shall draw two names from the pool of currently enrolled full-time students, three names from the pool of full-time faculty at least two of whom should be tenured members of academic departments, and one name from the pool of full-time student-service professional staff. Administrative-level Faculty and staff personnel will be excluded from the pool. University policy regarding definitions of full-time faculty, staff members, administrators, and students shall apply. Upon selection, if a faculty, staff, or student declines to serve, another name shall be drawn in their place. Once the position is accepted, it will be for the duration of the academic year.

Section 4 After the regular Board members are selected, alternates shall be drawn using the same method. Three full-time faculty, one full-time student-service professional staff, and two full-time students shall be selected as alternates.

Section 5 Any board member, other than the Presiding Officer, may be permanently replaced with an alternate during the academic year:

A. if faculty or staff - are no longer employed by CSUB as a full-time employee;
B. if a student - are no longer enrolled full-time or if placed on academic probation in any semester during the academic year of service.
C. if absent from any scheduled meeting of the Grievance Review Board, in which member notification and availability were confirmed, then the Presiding Officer may permanently remove that member from the board at his/her discretion.
D. if deemed to be exhibiting inappropriate behavior via a consensus vote of all remaining members of the board.

Section 6 If a board member is replaced with an alternate, then the Presiding Officer shall immediately draw another name from the appropriate pool to fill the vacant alternate position.

Section 7 A quorum shall consist of all current members of the Grievance Review Board, excluding alternates.

Section 8 All hearings shall be closed. The Grievant and the Respondent shall each have the right to have the Ombudsperson present as a non-participant observer at the hearings. Attendance shall be limited to the Grievant, the Respondent, the Ombudsperson, witnesses, if any, while giving evidence, and the Review Board. Since this is not a legal action and grievant has ultimate legal recourse, attorneys shall be excluded.
Section 9  Formal grievance hearings shall not be held during the Summer or Christmas-Winter breaks unless Grievant, Respondent, entire Board, and witnesses agree. Every effort shall be made to resolve the grievance within the term filed.

Section 10  The Presiding Officer shall inform all parties to the grievance of the time, date, and location of the hearing, names of the presiding board members, as well as decisions on other matters that may affect the hearing.

Section 11  Both the Grievant and the Respondent then have two working days after the date of notice of presiding board members in which they may each request to the Presiding Officer up to one board member be temporarily replaced with an alternate due to cause. The Presiding Officer shall immediately grant or deny such requests, and these decisions shall be final for all purposes. Those temporarily excused for cause shall regain their positions once the Review Board’s proceedings for that specific grievance have concluded.

Section 12  The Board shall normally convene within fourteen (14) working days from notice of grievance. The Presiding Officer shall be responsible for meeting with the Board at an appropriate time before the beginning of the hearing to familiarize the members with the procedures, as outlined in Article 6.

Section 13  The content of the proceedings in a grievance hearing is confidential, and the Board recommendations resulting there from shall not be made public by any participant in the hearings. In the event these matters should become public, the University, as are appropriate, may make such public statements. This policy of confidentiality shall not preclude such discussion of the case by the opposing parties as may be necessary to prepare for the hearings.

Section 14  Subject to Sections 15-23O below, both the Grievant and the Respondent may offer evidence and call witnesses, with the Grievant doing so first.

Section 15  Within the guidelines established by these procedures, and subject to overrule by a majority of Board members, the Presiding Officer may establish necessary rules for the conduct of the hearing, including decisions involving procedural issues.

Section 16  Any relevant evidence shall be admitted and the Presiding Officer shall have the discretion to rule out evidence if in his/her judgment such evidence is essentially repetitious or irrelevant.

Section 17  During the course of the proceedings the Grievant and the Respondent shall not discuss the case with members of the Review Board outside the hearings. If, in the judgment of the Board either Grievant or Respondent has harassed or attempted to intimidate the other or any Board member, the Board may initiate disciplinary procedures. (See Article 8 below)

Section 18  Both parties may make an opening statement. The Grievant has the burden of proof, and shall demonstrate by a preponderance of evidence that he/she the Grievant was directly wronged by the action that gave rise to the Grievance. After the opening statements, both parties shall answer questions the Board may have regarding the case. Both parties may then question each other, as well as all witnesses. Any documents submitted as evidence shall be made available by the Presiding Officer to both parties.

Section 19  The Grievant or Respondent may sign a waiver allowing the Board to have access to confidential information pertinent to the case. However, the rights of privacy of third parties (such as other students in the course who are not involved in the case, or other faculty who may teach similar courses) shall be respected.

Section 20  The Grievant and Respondent may request information from each other concerning the case. The Grievant, for example, may request a class list with student names and an overall
grade distribution, but in no circumstance will the grades earned by specific students in the course, or student identification numbers, be released without their written permission. Moreover, the Board shall not have access to, nor consider, records of testimony about previous academic performance of the Grievant in other courses or in prior grievances.

Section 21 The Board shall not have access to nor consider records of testimony about the previous use of sanctions by the Respondent nor previous instances of grievances.

Section 22 A tape recording of the hearing shall be kept and filed in the Office of the Academic Vice President. It shall be retained for two calendar years, and then shall be erased. The tape recording is to remain confidential.

Section 23 Each party may present a closing statement. The Respondent going presents first. Any closing statements shall be limited to the evidence presented. There shall be no questioning of the parties during or after the closing statements.

Article 6 Grievance Review Board Decisions & Ad Hoc Assessment Committee

Undergraduate student procedures (no equivalent graduate student procedures)

Section 1 The decision of the Board must be consistent with campus and CSU policy. The Presiding Officer shall notify the Grievant, Respondent, and the appropriate administrator of the Board’s finding.

Section 2 If the Board found that a legitimate grievance has occurred, the Presiding Officer shall request the Respondent to reconsider the grieved action in light of the Board’s finding. If the Respondent agrees, he/she shall make the appropriate corrective action must be initiated within seven (7) working days after notification of the Board’s finding.

Section 3 If the Board recommends the appropriate corrective action change—but the Respondent refuses to accept it, the Presiding Officer shall convene an ad hoc Assessment Committee composed of two faculty or two staff members whose field of expertise is appropriate for suitable evaluation. The Presiding Officer shall be a non-voting member of the Assessment Committee. The Presiding Officer shall inform the Respondent of the decision reached by the Assessment Committee.

Section 4 If the Respondent refuses to comply with the decision of the Assessment Committee, he/she shall notify the Presiding Officer must be notified by the Respondent within seven (7) working days after receiving notice of the committee’s decision.

Section 5 In the event the Respondent refuses to comply with the decision of the Assessment Committee, the Presiding Officer shall refer the matter to the University’s President for final resolution.

Article 7 Appeals

PART A: Undergraduate student procedures
Section 1 Either the Grievant or the Respondent may appeal the finding of the Grievance Review Board, but the Respondent may not appeal the decision of the Assessment Committee. The party wishing to appeal the finding of the Grievance Review Board must deliver a written appeal to the Presiding Officer, with copies to the opposing party. This appeal shall be delivered to the Presiding Officer within fourteen (14) working days from the date of the receipt of the finding of the Grievance Review Board.

Section 2 The only grounds for appeal are:
   A. Substantial departure from the procedures established in this document so as to seriously prejudice the outcome of the hearing;
   B. Prejudicial treatment by the Grievance Review Board.

Section 3 The appeal document shall specify the following:
   A. That it is an appeal;
   B. The name and current address and telephone number of the person making the appeal;
   C. The reasons for the appeal and the facts supporting those reasons.

Section 4 The Presiding Officer may bring final resolution to the grievance by either electing to reject the appeal based on lack of evidence, or by referring the matter to the University's President. The Presiding Officer's decision to either reject, or refer, the appeal shall be final for all purposes. If referred, the President's decision shall be final.

PART B: Graduate student procedures

Section 1 Either the Grievant or the Respondent may appeal the decision of the Associate Dean of Graduate Studies. The party wishing to appeal the decision must deliver a written appeal to the AVP Academic Affairs with copies to the opposing party. This appeal shall be delivered within fourteen (14) working days from the date of notification of the decision from the Associate Dean of Graduate Studies.

Section 2 The only ground for appeal is a substantial departure from the procedures established in this document so as to seriously prejudice the outcome.

Section 3 The appeal document shall specify the following:
   A. That it is an appeal;
   B. The name and current address and telephone number of the person making the appeal;
   C. The reasons for the appeal and the facts supporting those reasons.

Section 4 The AVP Academic Affairs may bring final resolution to the grievance by either electing to reject the appeal based on lack of evidence, or by referring the matter to the University's President. The AVP Academic Affairs's decision to either reject, or refer, the appeal shall be final for all purposes. If referred, the President's decision shall be final.

Article 8 Grounds for Disciplinary Action

Section 1 Students and faculty are subject to disciplinary action if they knowingly make false statements or act in any other way with malicious intent within the provisions of this document.
Section 2 The Presiding Officer of the Review Board (undergraduate grievances) or the Associate Dean of Graduate Studies (graduate grievances) shall immediately bring all such cases before the appropriate disciplinary bodies for review.

Article 9 Procedures for Reporting

Section 1 At the end of the academic year, the Presiding Officer of the Grievance Review Board shall report to the Academic Senate the number of undergraduate cases heard and the disposition of each case.

Section 2 At the end of the academic year, the Associate Dean of Graduate Studies shall report to the Academic Senate the number of graduate grievances that were reviewed and the disposition of each case.

Article 10 Procedures for Revision

Section 1 These procedures are subject to change by majority vote of the Academic Senate. The President is responsible for ensuring that any revisions conform to Executive Order No. 1037220 of the Office of the Chancellor.

Article 11 Proceedings Orientation

Undergraduate student procedures (no equivalent graduate student procedures)

Section 1 The Presiding Officer of the Review Board shall conduct an orientation prior to the commencement of proceedings to be attended by all Board members, the Grievant and the Respondent.

Section 2 During the orientation, the following shall be reviewed:
A. The scope of allowable grievances as outlined in Articles 1 and 2.
B. The rules governing the proceedings as outlined in Articles 5 and 8.
UNDERGRADUATE STUDENT GRIEVANCE FORM

A separate procedure is available for students filing a discrimination, harassment, or retaliation complaint. Those procedures and forms may be found online at http://www.cshb.edu/academicprograms/Complaints\%20and\%20Grievances/index.html

This form is to be used by students requesting a formal hearing as outlined in the Student Complaint and Grievance Procedures. This form, when completed, must be presented to the Office of Academic Programs, Education Building, Room 242. Information and assistance in completing the grievance statement below may be obtained from the Ombudsperson in the Counseling Center.

Student Name: ___________________________ Student ID: ___________________________
Mailing Address: ___________________________ Phone: ___________________________
Email: ___________________________ Phone (____) ___________________________
Student Signature: ___________________________ Date: ___________________________

GRIEVANCE AGAINST THE GRADE/ACTION OF:

1. Name: ___________________________ Department: ___________________________
2. Is this grievance based on unlawful discrimination, harassment or retaliation?    No    Yes (see first paragraph above)
3. Is this a grade grievance?  If yes, complete the following information:
   Course: ___________________________ Term/Year: ___________________________ Grade Received: ___________________________
4. If this is not a grade grievance, briefly state your complaint.  Attach additional sheets to this form as needed.

5. Grounds for Academic Grievance (clerical error, prejudicial evaluation, discrimination, or capricious evaluation) or grounds for Non-academic Grievance.  Attach additional sheets to this form as needed.

6. Remedy sought:

7. Narrative data/factual support (include names, departments, dates, times, records, etc.) for the alleged wrong.  Must attach on a separate sheet(s).

The following signatures are required.  If you are unable to obtain a signature, indicate the process you have taken to obtain signatures on a separate sheet and attach directly behind this form. By signing below, all parties agree that informal efforts have been exhausted to resolve the issues being grieved.

Faculty (or Respondent) Name: ___________________________ Date: ___________________________
Faculty (or Respondent) Signature: ___________________________ Date: ___________________________
Department Chair Name: ___________________________ Date: ___________________________
Department Chair Signature: ___________________________ Date: ___________________________
(If not applicable, Dean/Administrator signs)
School Dean Name: ___________________________ Date: ___________________________
(School Dean or appropriate Administrator) School Dean Signature: ___________________________ Date: ___________________________
Academic Appeal Graduate Student Grievance Form
Graduate and Post-Baccalaureate Students

Student Name: ________________________________________  Student ID: ______________________

Address:__________________________________________________________
Street # & Name City State Zip

Telephone: ( )     Email: ____________________________________
Program: ____________________________________ Director Name: ______________________________

Description of Request or Complaint Grievance:
________________________________________________________
_______________________________________________________________________________________

Basis for Request or Complaint Grievance:
_____________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Student Signature: _________________________________________ Date: __________________________

Required Signatures:
All the following signatures are required. If you are unable to obtain a signature, indicate the process you have taken to obtain signatures on a separate sheet and attach directly behind this form.

Program Director Signature: ____________________________________ □ Recommend □ Do Not Recommend
Basis for Recommendation:________________________________________

Dean of School Signature: ______________________________________ □ Recommend □ Do Not Recommend
Basis for Recommendation:________________________________________

Academic Programs Signature: ____________________________________ □ Approved □ Denied
Associate Dean of Graduate Studies Signature: __________________________ □ Approved □ Denied
Basis for Approval/Denial:________________________________________