

ACSEM Recommendation Report– 2021-2022 Academic Year

Improving Admissions Process and Recruitment and Retention

CSULB yield rates have steadily declined in recent years. Low yield rates force us to make more offers of admission. It is harder to predict who will enroll, making it more difficult to construct a cohort that matches institutional capacity in the distribution among majors and colleges. Data below demonstrates the drop in yield rates in the past five years among both first-time freshmen and transfer admitted students. Furthermore, CSULB is committed to local access; however, certain groups are underrepresented in our student body compared to the surrounding community, particularly African Americans.

Cohort	Total Enrolled	Yield rate
Fall 17	4,138	23.44%
Fall 18	4,912	22.61%
Fall 19	5,161	18.42%
Fall 20	4,908	17.28%
Fall 21	4,865	15.47%

Enrolled and Yield data for Freshmen

While many programs exist across CSULB, they are operating separately and may not have J TJ 0 TnV

To improve the admissions process to meet future needs, ACSEM recommends CSULB leadership allocate resources to hold a major event for admitted students, adopt a CRM system for more effective and efficient communication to attract prospective students, and establish a committee to oversee university communications and branding.

To improve recruitment and retention of African American students, ACSEM recommends peer mentoring and advising, freshman programs, and community outreach to develop a sense of belonging for African American students. Furthermore, ACSEM recommends assessing differential impact of financial aid across ethnicities and institutionalizing retention initiatives to remove barriers to African American student success.

Proposed strategies are outlined below and provided in detail in the linked appendix.

How can we improve the admissions process to meet future needs?

1. Hold an [Admitted Students Day](#)
2. Adopt a [CRM](#) system for communication with prospective students
3. Creation of a committee to oversee university communications and [branding](#)

How can we improve the recruitment and retention of African American/Black Students at CSULB?

1. Increase [peer mentoring](#) and advising for Black students, as well as unifying and utilizing current mentoring programs and initiatives across campus
2. Increase [community outreach](#) efforts within the local Long Beach area that focus on Black students, families, and community organizations.
3. Focus on [financial aid](#) for Black students, including University debt forgiveness, examining the impact of financial aid packages and [gap](#) on student retention by race/ethnicity.
4. Develop and implement [freshman programs](#) focusing on Black students sense of belonging, racial pride/affirmation, and networking and academic skills
5. Review current [retention efforts](#) across colleges and departments to then institutionalize all initiatives and remove any barriers that prevent African American/Black student success.

Recommendations on improving admissions

that store other information, such as application completion status and demographic data. A CRM system has already been proven as effective in International admissions.

A CRM would allow us to:

- target communications with more granularity, by specific demographics or interest groups among prospective students.
- avoid overwhelming prospective students with uncoordinated communications from different campus units.
- assess the effectiveness of different communications in creating engagement.
- better predict which admitted students are likely to come, based on level of engagement.

Action Item: We recommend that ITS adopt a CRM system for use in communications with prospective students. We request that ITS report back to the Senate with a timeline implementation.

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Recommendation 3: Creation of a committee to oversee university communications and branding

The existence of multiple acronyms and nicknames can be confusing, especially to non-students, and hampers searchability. There are multiple dissimilar university logos in current use. A unified look and feel can make communications more effective.

Action Item: To improve the quality and consistency of communication with prospective students, we recommend that the Senate create a committee to oversee branding. This committee should include representatives from the faculty, students, University Relations and Development, athletics, and other constituents. We request that this committee report back to the Senate.

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To enhance retention, we recommend collaborating with departments to connect African American/Black students to discipline-specific communities and organizations (e.g., [BPUUSA](#), [BRAGUSA](#), [NABJ](#), [NMBBAA](#), [NOBCCHE](#)) to build community for networking, inclusion and representation.

We recommend offering scholarships and other financial incentives to recruit and retain African American/Black students.

Lastly, we recommend research into outreach practices adopted by HBCUs and community colleges to learn from and model such practices.

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and retention (e.g., CSU San Bernardino, University of North Texas, Central Washington University, Northern Illinois University, UC San Diego, Cornell). To improve African American/Black students' sense of belonging, racial pride/affirmation, network building, and academic skillbuilding:

We recommend that CSULB create and implement an incoming student program aimed at African American/Black freshman and African American/Black transfer students with an ACTIVE recruitment effort taking place at CSULB's freshman orientation. Recruited students should then be invited to attend a SEPARATE African American/Black or BIPOC student orientation with African American/Black/BIPOC faculty, staff, and junior/senior students present to increase African American/Black/BIPOC community and a sense of belonging from day one.

We recommend a freshman program that includes peer mentoring (see Recommendation One).

We recommend a freshman program include a course that focuses on African American/Black history and culture to recognize and affirm African American/Black students' backgrounds, identities, culture, history, and perspectives. This course will help African American/Black students to leave CSULB with their cultural identities intact.

We also recommend building into the freshman program workshops or courses focused on academic skills and cultural knowledge needed to be successful at CSULB, which some students may lack coming into higher education.

Finally, we recommend a freshman program that connects students to African American/Black identified CSULB alumni and faculty who are currently working across different disciplines to help African American/Black students feel less isolated and gain the cultural capital needed to be successful at CSULB and the job market. We want to acknowledge the cultural taxation that faculty of color already do mentoring students of color and we do not want to add to their workload without proper compensation.

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Recommendation 5 Review current retention efforts across colleges and departments to then institutionalize all initiatives and remove any barriers that prevent African American/Black student success.

We recommend more targeted advising campaigns for African American/Black students (see recommendation three).

