



Supporting student well-being and academic success at the tail end (we hope) of the pandemic

Town Hall 9-17-21



Tyona Harvey
Morgan Sanchez
Carl Stempel

Department of Sociology
CSU East Bay

Heartfelt thank yous to:

- **Susan Ingram**
- **Ana Almeida**
- **Stephanie Alexander**
- **Bill Irwin**
- **Julie Stein**
- **Maureen Scharberg**
- **Aybolek Ovezova**
- **Fanny Yeung**

3 Student Surveys

- After Spring 2020: after finals week, before George Floyd protests (n=1806)
- Early Spring 2021: weeks 2 and 3 (n=1106)
- Early Fall 2021: in progress (n=461)

CSUEB Student Covid-19 Survey, early Spring 2021

- CSUEB undergraduates
- January 28, 2021 through February 8, 2021
- Students received several emails and text messages asking them to participate
- N = 1116 completed surveys
- Range of questions on study conditions, academic performance, financial stress, family conditions, psychological distress, resilience, social resilience, social support, perceived discrimination and stigmatization, concerns about protests and political divisions, views on online teaching and professors.
- Focus on retrospective sections: students reflecting on Fall 2020 experiences
- Primarily fixed choice questions

Some overall research questions:

- How are students doing economically and emotionally, and which students are struggling the most?
- How can we better support our students' well-being and academic success through the pandemic?
- How well are students adapting to online learning?
- What kinds of university and professor support are associated with students' academic success?

Our study focuses on students' life conditions, and factors affecting their well-being and academic success during Covid.

- We are not focusing on the needs and sacrifices of faculty and staff.
- Many members of the campus community devote their lives and have gone extra miles to support students and foster student resilience before and during covid.
- Our evidence supports a view that these efforts are really making a difference.
- Today we are reporting on some challenges many students face and asking how we can strengthen support for students when they are overstressed or in crisis?

Today we will focus on:

- The mental health of gender nonbinary (n=30, 2.7%) and sexual nonbinary students (n=176, 15.9%)
- How well are students adapting to online learning?
- What kinds of professor support and engagement increased students academic success?
- Major factors associated with academic success.
 - Economic distress and dislocation
 - Professor support/engagement
- Levels of psychological distress and major factors associated with psychological distress
 - Economic distress and dislocation
 - Emotional turmoil over racial injustice

Psychological Distress amongst the LGBTQIA+ students at CSUEB

Within the study, an independent study was conducted on the psychological distress amongst the LGBTQIA+ students at CSUEB. With around 204 LGBTQIA+ students, the students were split into two groups which are “Sexual Binary and Gender Binary” and “Sexual and Gender Nonbinary”.

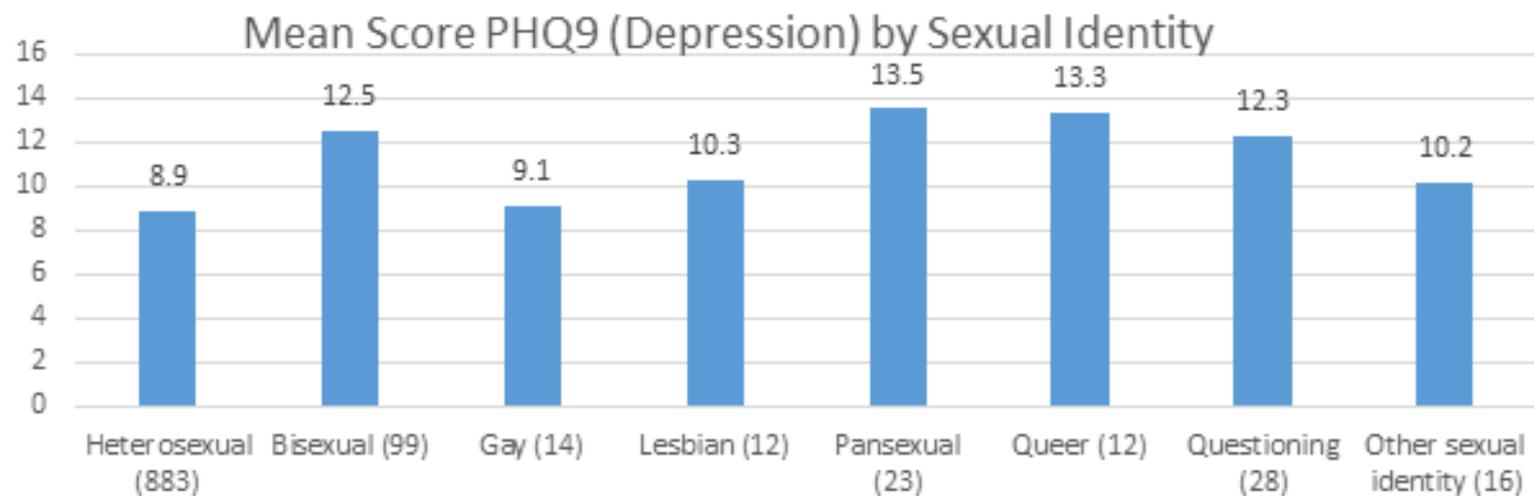
“**Sexual Binary**” consists of people having a sexuality that makes up the socio-sexual binary of heterosexual and homosexual.

“**Sexual Nonbinary**” consists of people who have a sexuality that is outside of the socio-sexual binary of heterosexual homosexual. This includes sexualities such as bisexual, pansexual, queer, etc.

“**Gender Binary**” consists of people whose gender identity makes up the gender binary of man and woman.

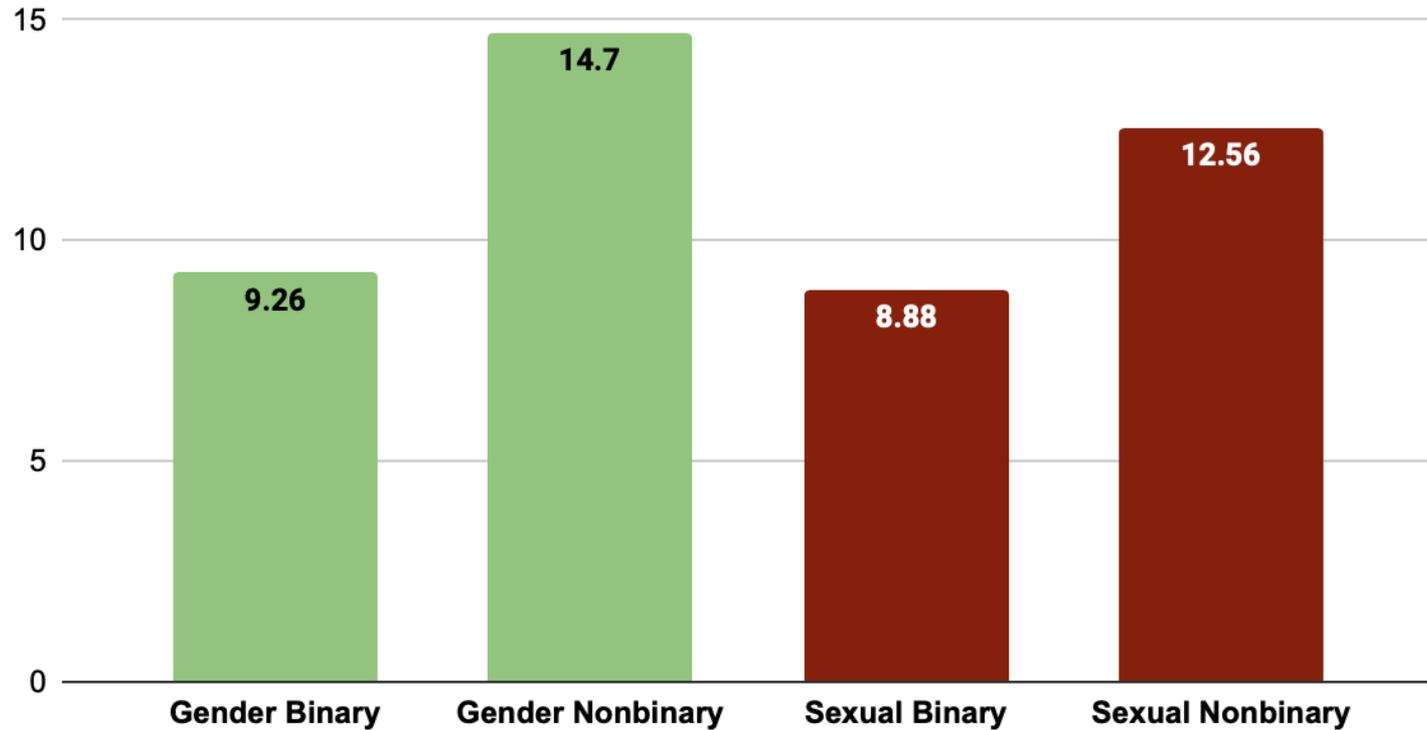
“**Gender Nonbinary**” consists of people whose gender lies outside of the gender binary. This includes people who are nonbinary, genderfluid, agender, etc.

Binary in this study refers to society’s “this-or-that” understanding of gender and sexuality. This refers to the man/women and gay/straight binary that still resides in society. Those who do not fall on that binary, such as bisexuals, pansexual, etc., are referred to as nonbinary.



N=1087, category Ns are in parentheses

Mean Score PHQ (Depression) by Sexuality and Gender Identity (Scale from 0-27)

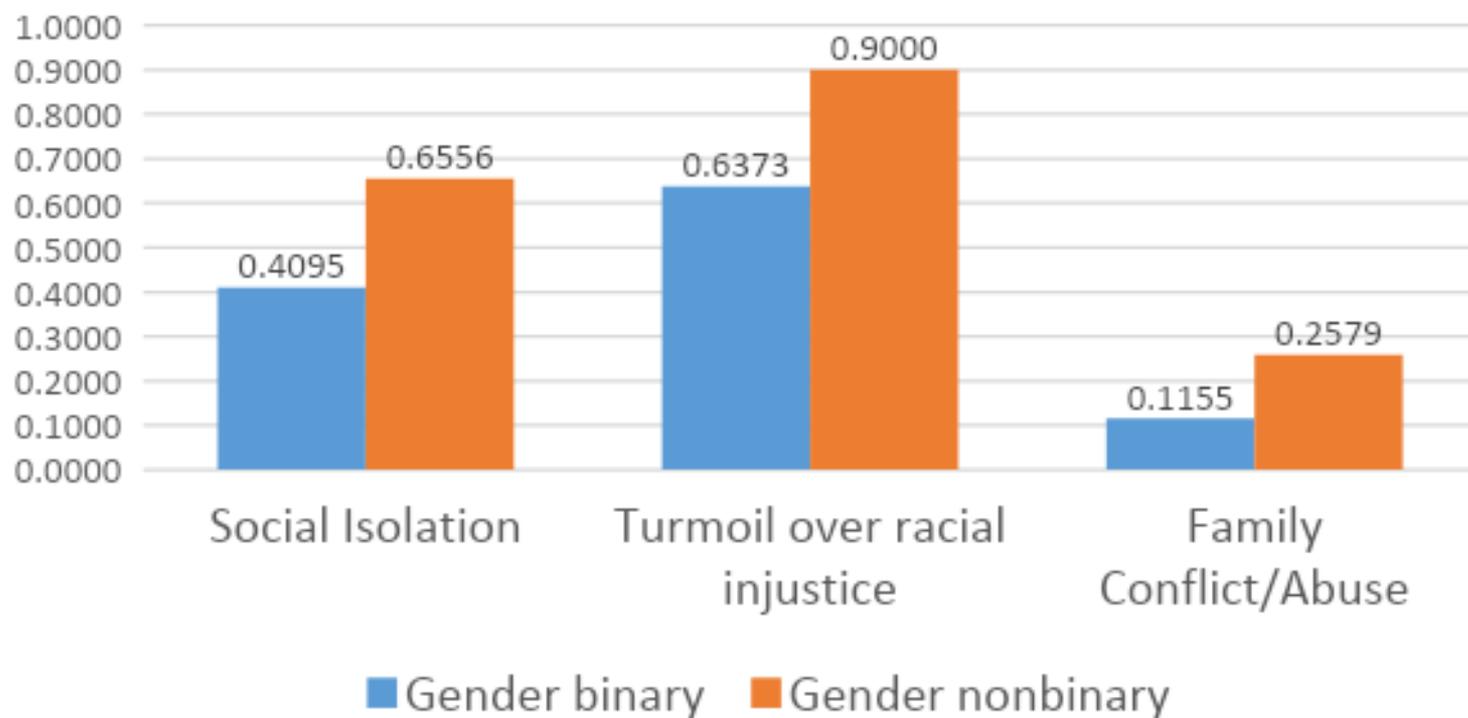


Why do students who are on the spectrum of sexual and gender nonbinary experience higher levels of psychological distress compared to students who are on the sexual and gender binary?

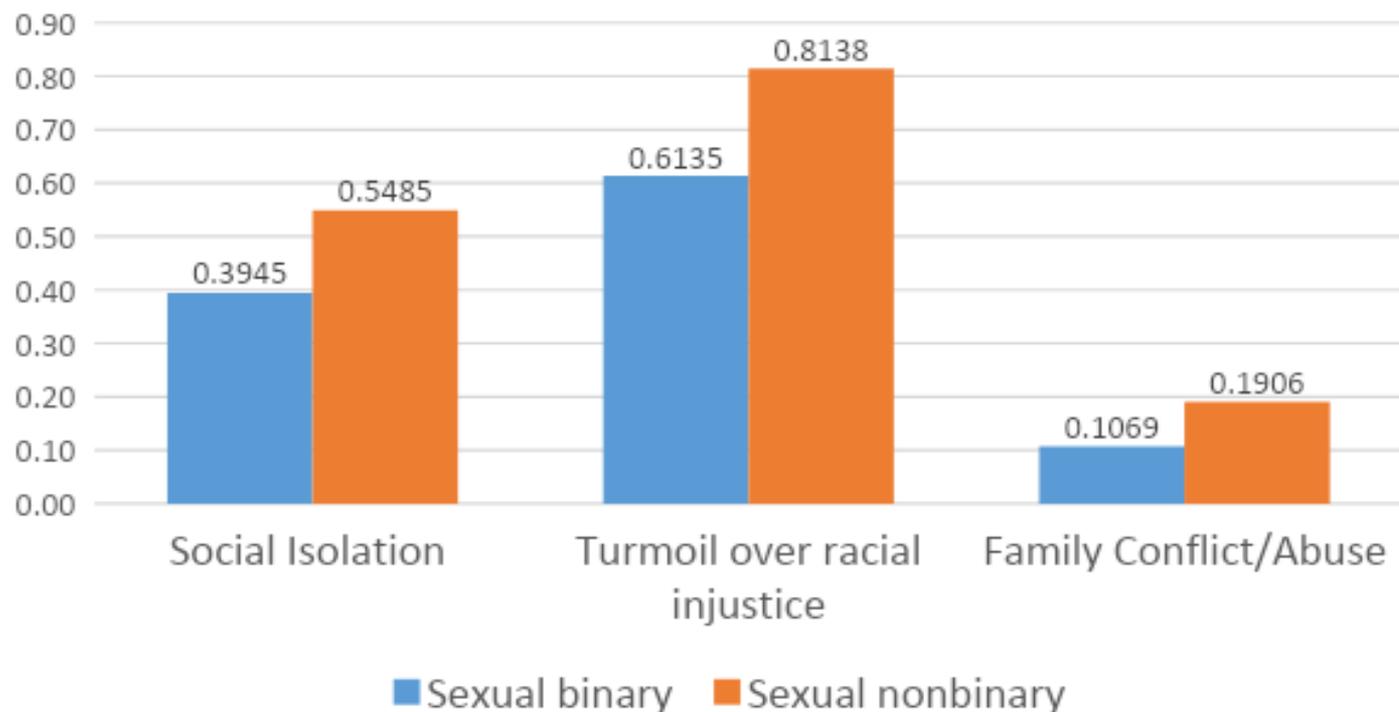
There are a number of factors that affect the amount of psychological distress sexual and gender nonbinary students experience. These factors that affect their psychological distress are due to the intersectionality that they experience. During the independent study, the three factors that significantly mediated students psychological distress included family conflict, turmoil over social injustice, and social isolation.

Sexual nonbinary (or gender nonbinary) → greater family conflict, turmoil over social injustice, and social isolation → greater psychological distress

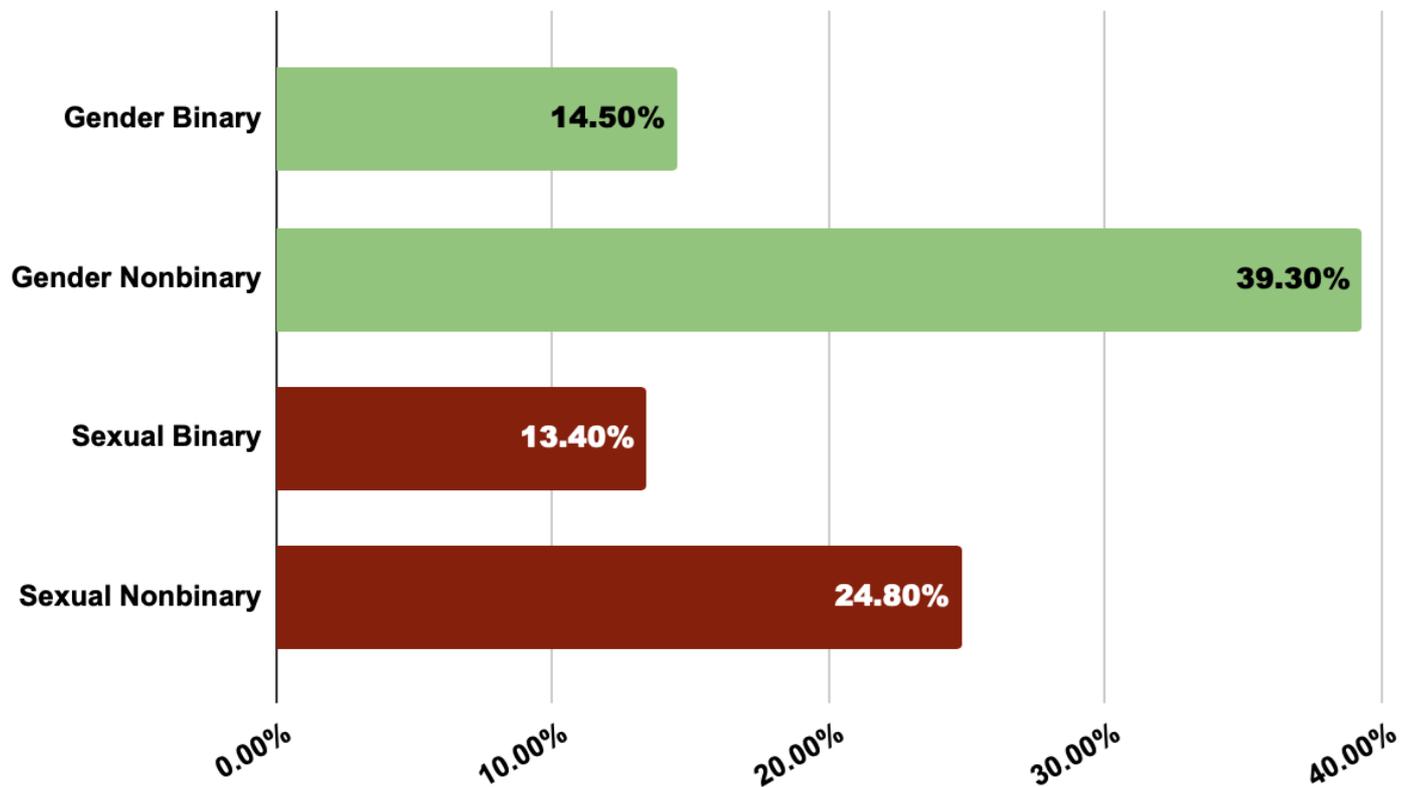
Gender identity by Social Isolation, Turmoil over Racial Injustice, and Family Conflict/Abuse



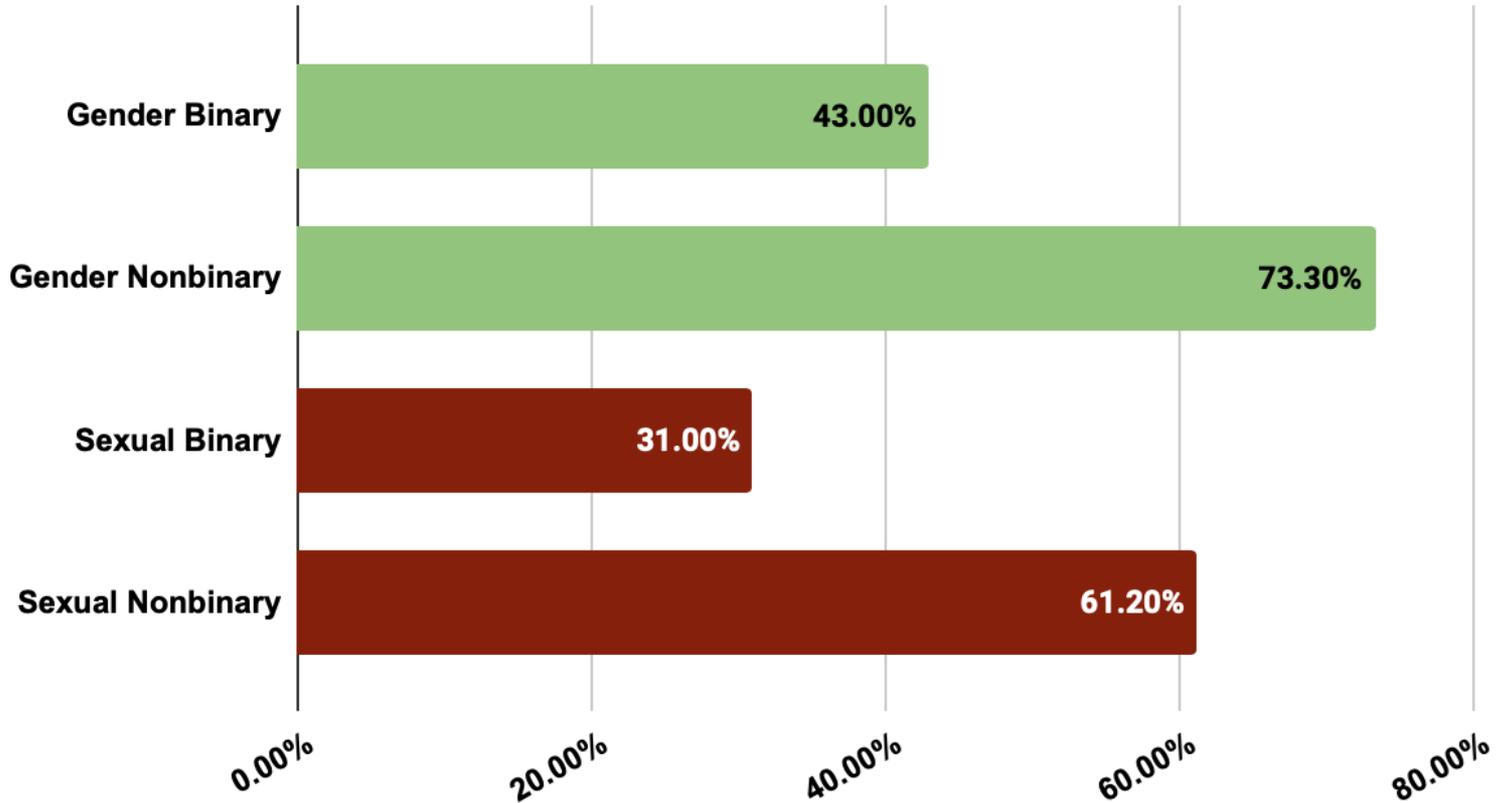
Sexual identity by Social Isolation, Turmoil over Racial Injustice, and Family Conflict/Abuse



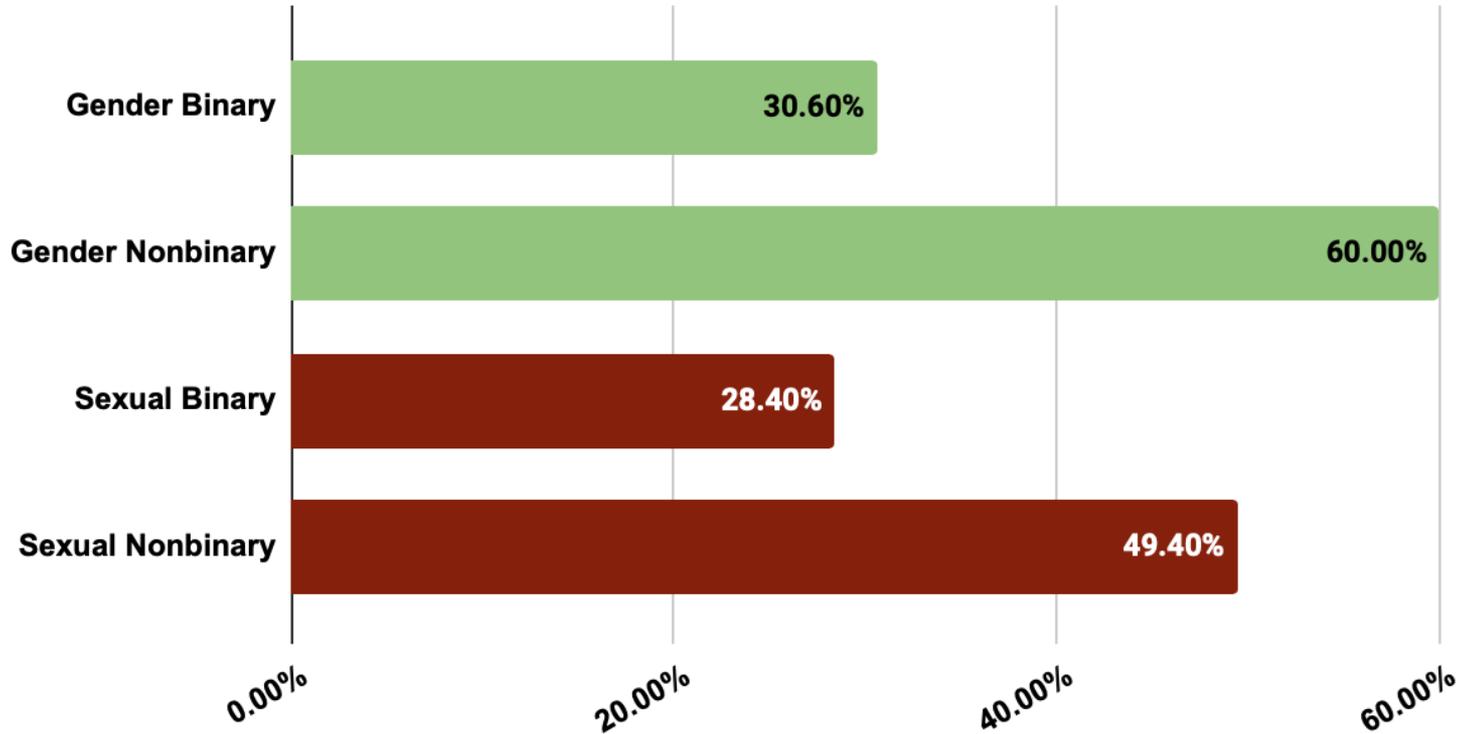
Verbally abused by another family or household member



How often did you feel isolated from others?



I was often worried or angry about police violence or racial injustice in our society.



After examining the higher levels of psychological distress in the gender and sexual nonbinary students at CSUEB, what is a sufficient way that the campus can provide social support?

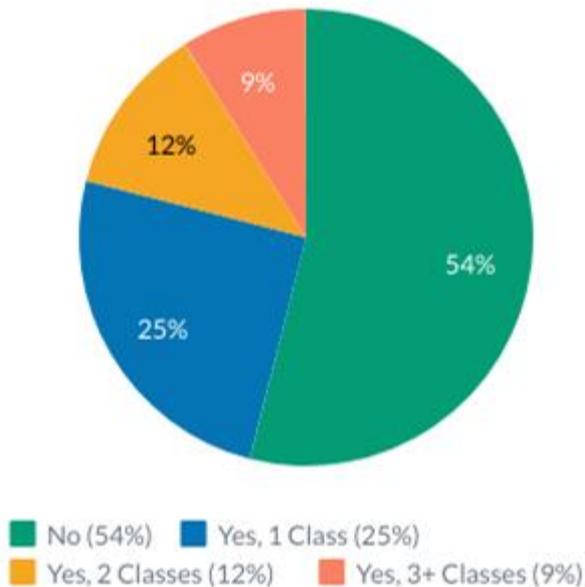
A sufficient way to help provide social support on campus would be to create a stronger community at CSUEB, which can be achieved by starting a LGBTQIA+ club/organization. With the club/organization, students would be able to find a sense of belonging and community which can help with their high levels of psychological distress. Students would be able to feel less self isolation on campus knowing that there is a community that supports them and respects them. The club/organization opens the door to have more representation, open communication, and open the door for students to be able to find a community that supports them.

What kinds of professor support and engagement increased their academic success?

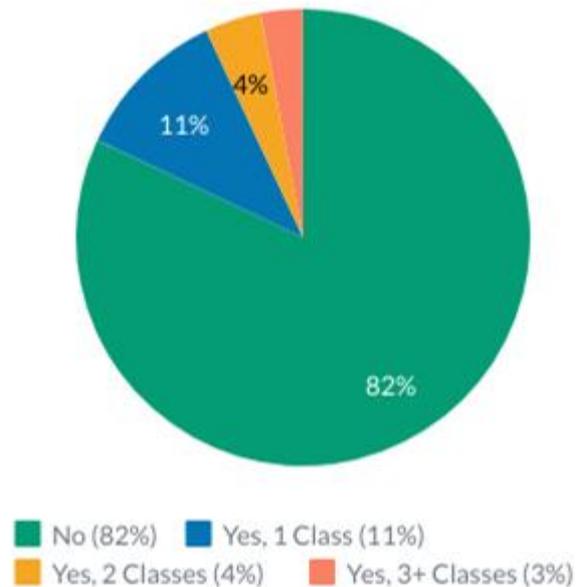


Thinking about how our students are doing in the pandemic scenario...

Did Worse than Usual

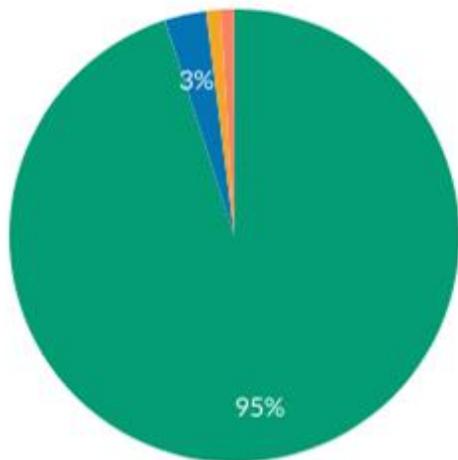


Received a D or NC



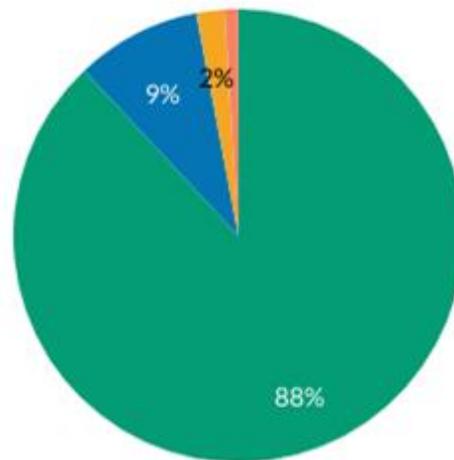
Thinking about how our students are doing in the pandemic scenario...

Received an F or WU



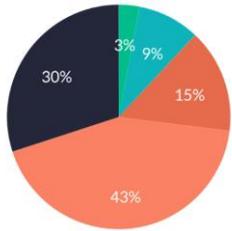
■ No (95%) ■ Yes, 1 Class (3%)
■ Yes, 2 Classes (1%) ■ Yes, 3+ Classes (1%)

Withdrew from a Course



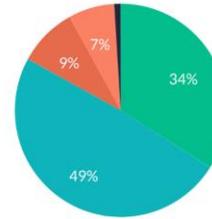
■ No (88%) ■ Yes, 1 Class (9%)
■ Yes, 2 Classes (2%) ■ Yes, 3+ Classes (1%)

Professor was Late / Did Not Attend Office Hours or Class



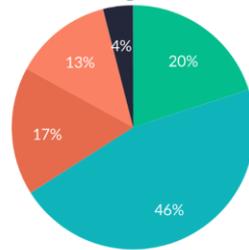
■ Strongly Agree (3%)
 ■ Agree (9%)
■ Neither Agree Nor Disagree (15%)
 ■ Disagree (43%)
■ Strongly Disagree (30%)

Professor Communicated Via Blackboard and



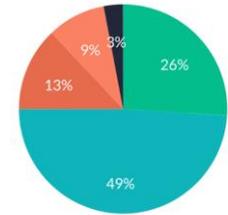
■ Strongly Agree (34%)
 ■ Agree (49%)
■ Neither Agree Nor Disagree (9%)
 ■ Disagree (7%)
■ Strongly Disagree (1%)

Professor's Paid Attention to Progress



■ Strongly Agree (20%)
 ■ Agree (46%)
■ Neither Agree Nor Disagree (17%)
 ■ Disagree (13%)
■ Strongly Disagree (4%)

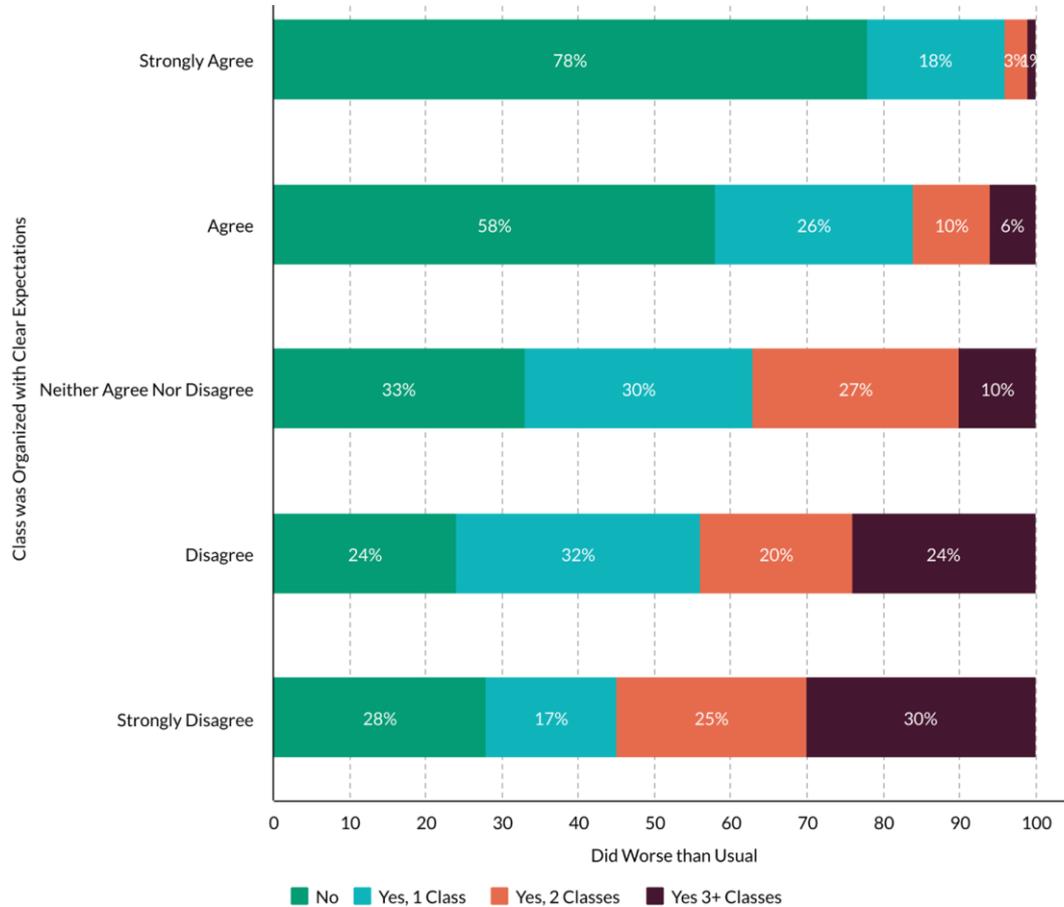
Professor's Respond in Supportive Ways to Requests for Help



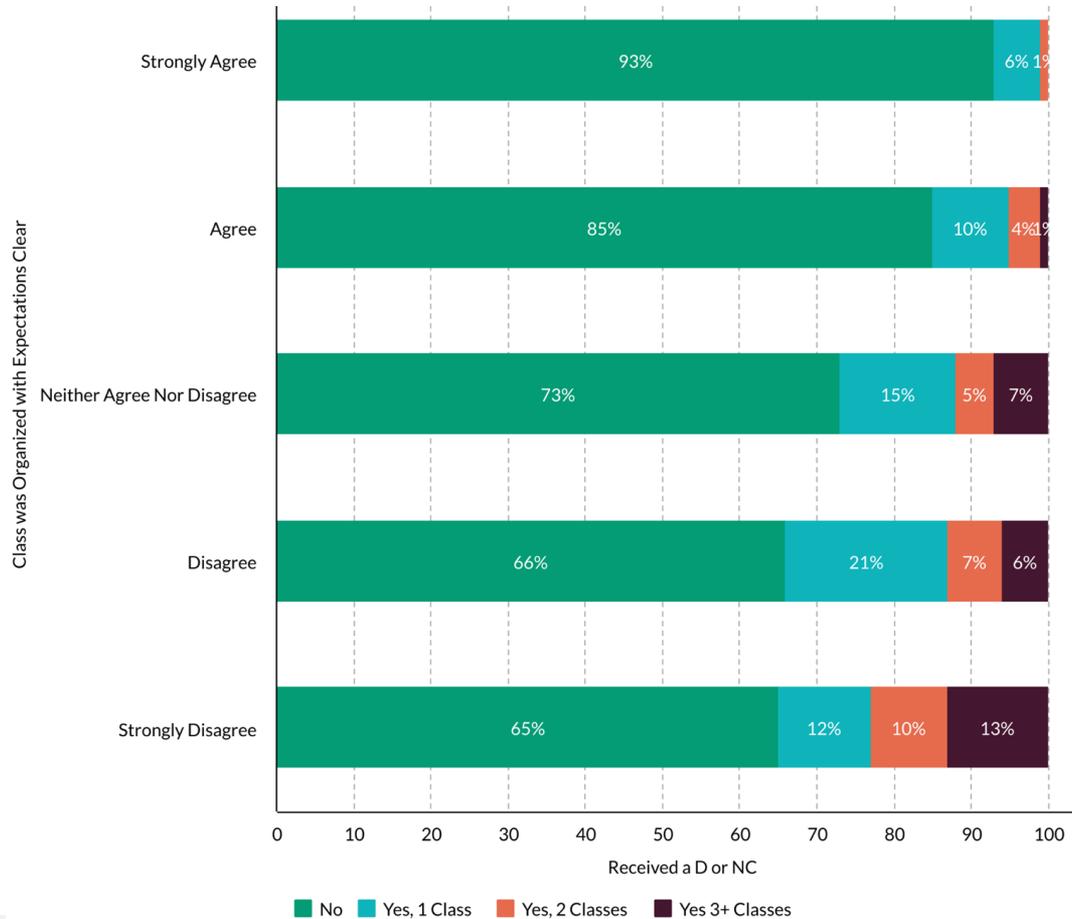
■ Strongly Agree (26%)
 ■ Agree (49%)
■ Neither Agree Nor Disagree (13%)
 ■ Disagree (9%)
■ Strongly Disagree (3%)



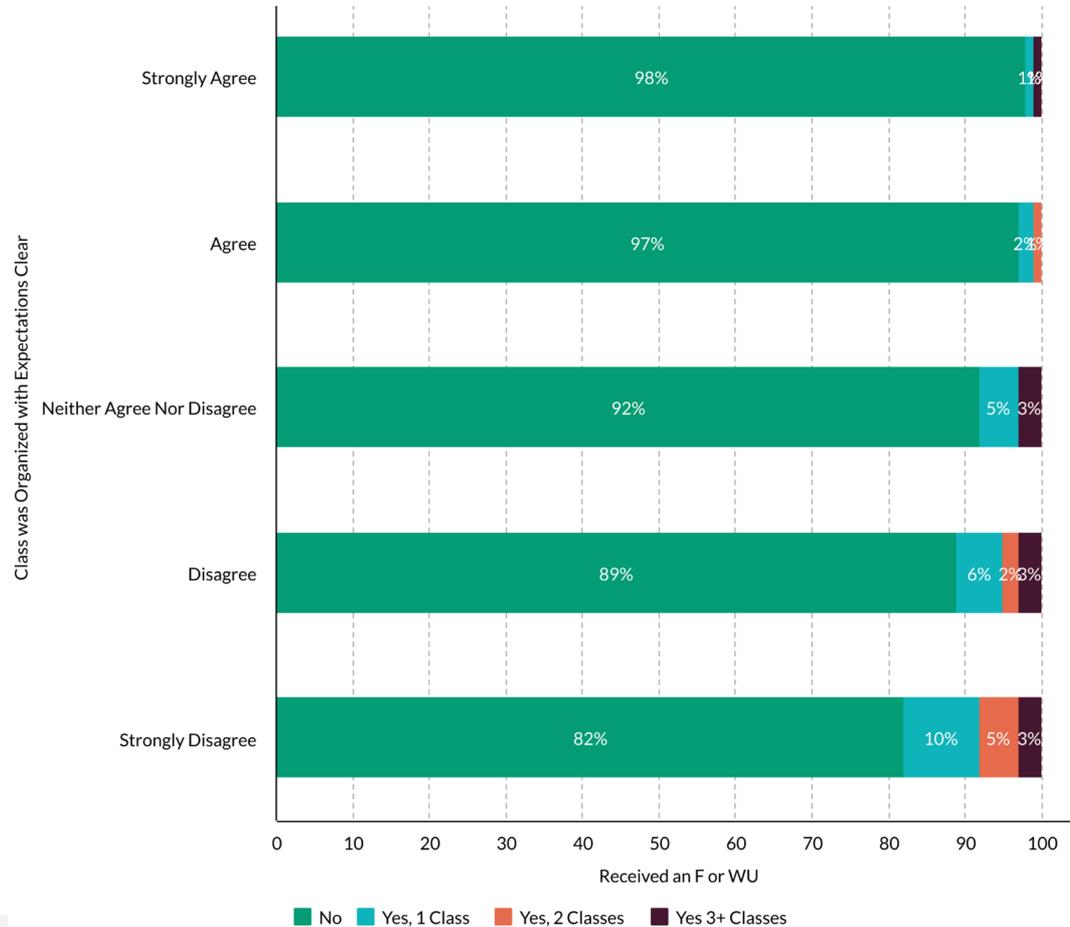
Thinking about classroom organization and clarity of expectations...



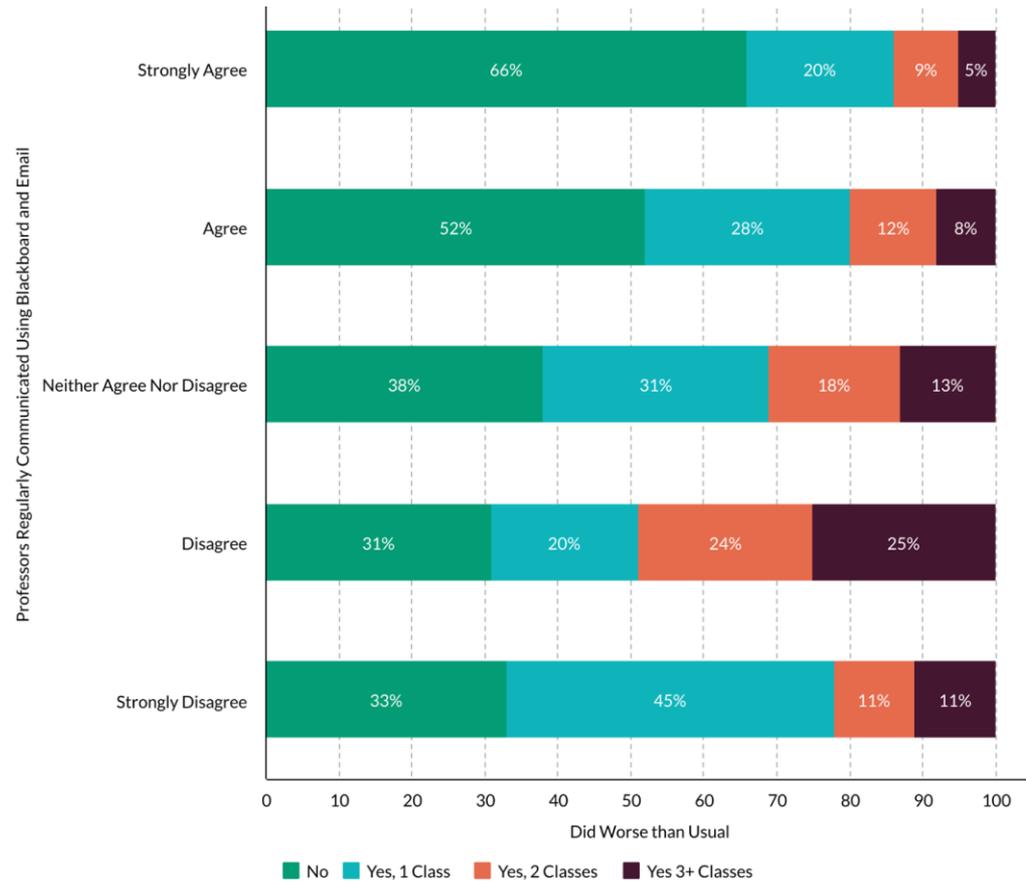
Thinking about classroom organization and clarity of expectations...



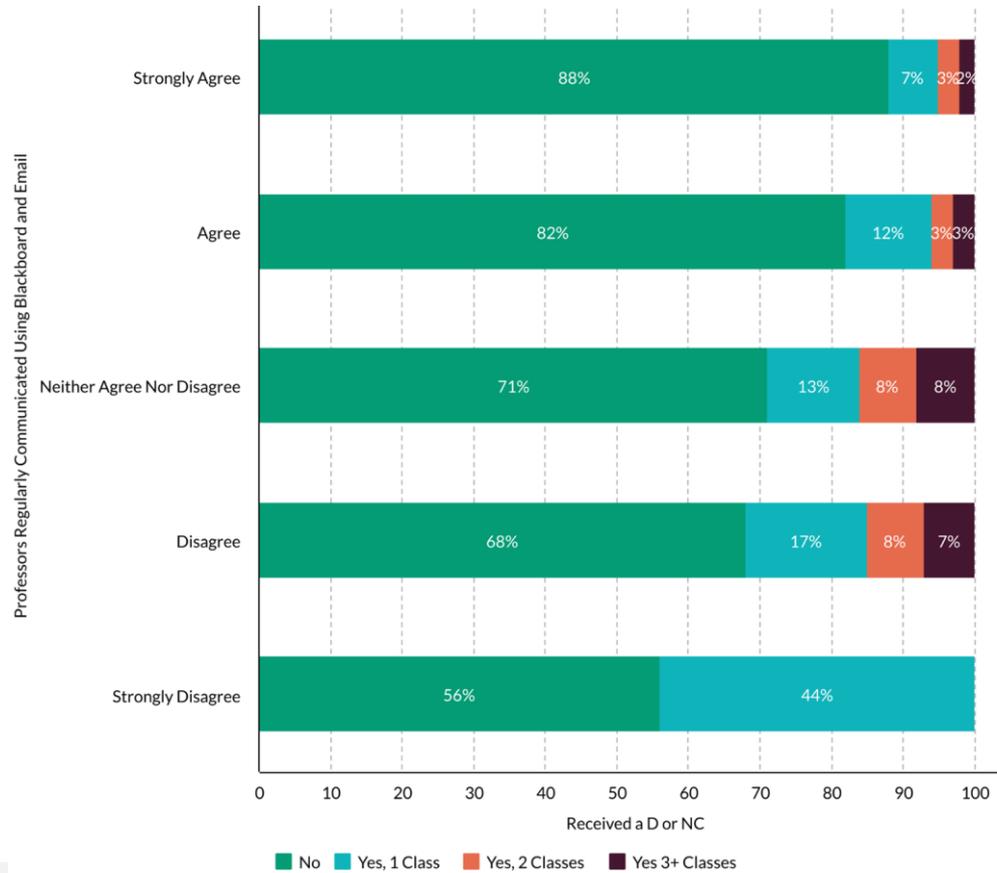
Thinking about classroom organization and clarity of expectations...



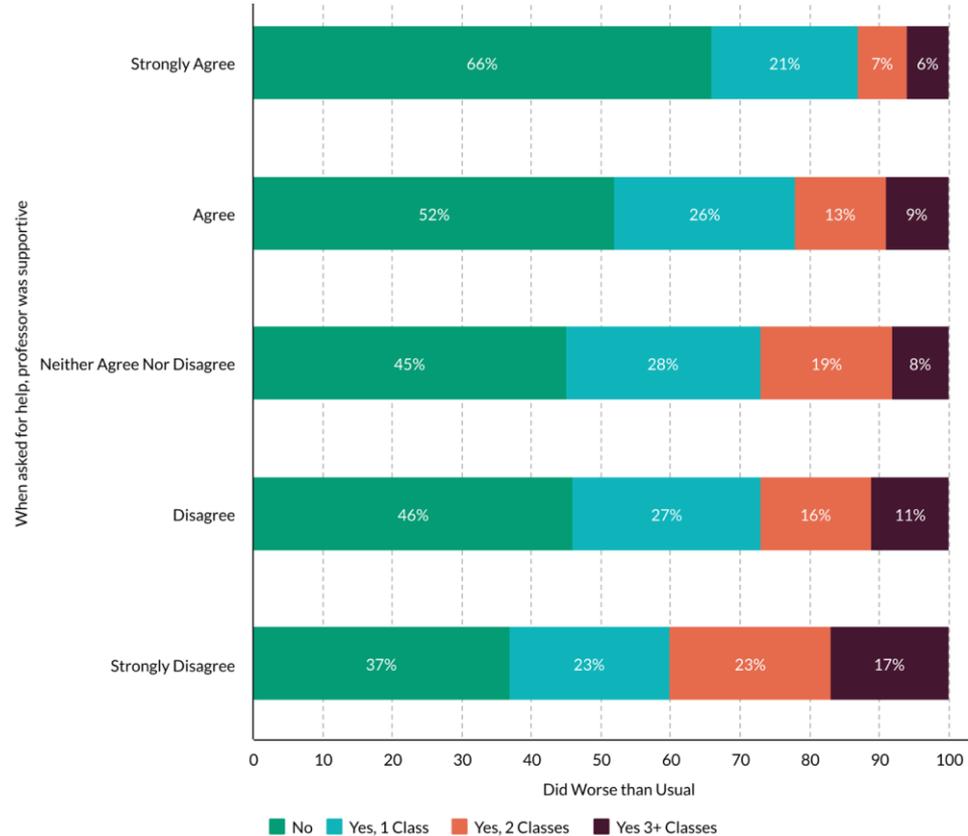
Thinking about levels of communication...



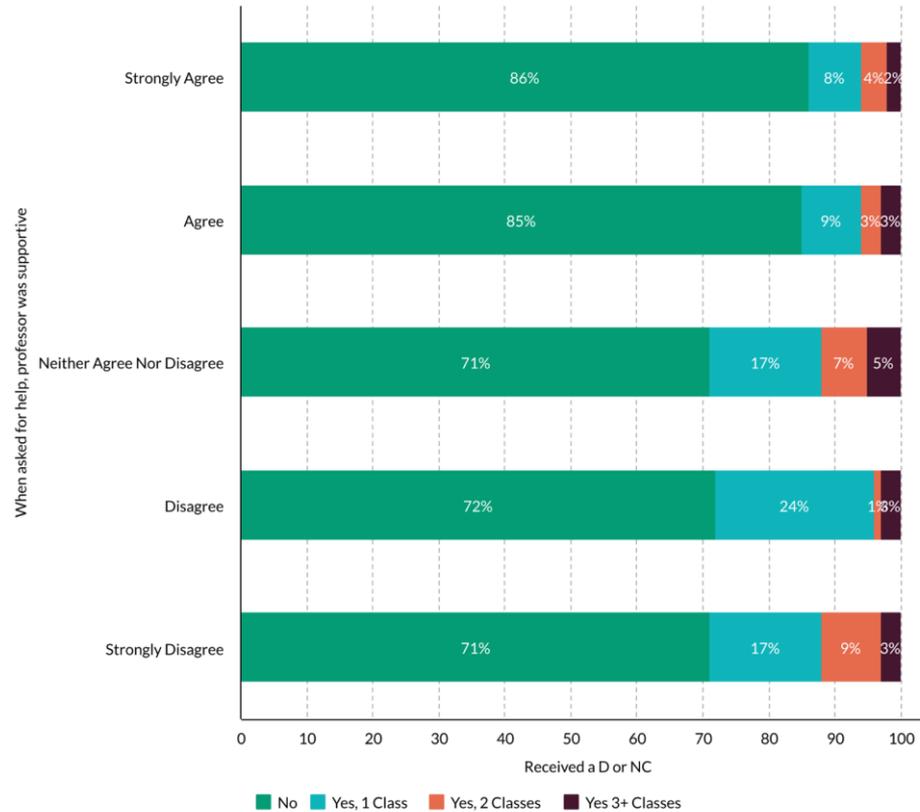
Thinking about levels of communication...



Thinking about comfort with asking for help...

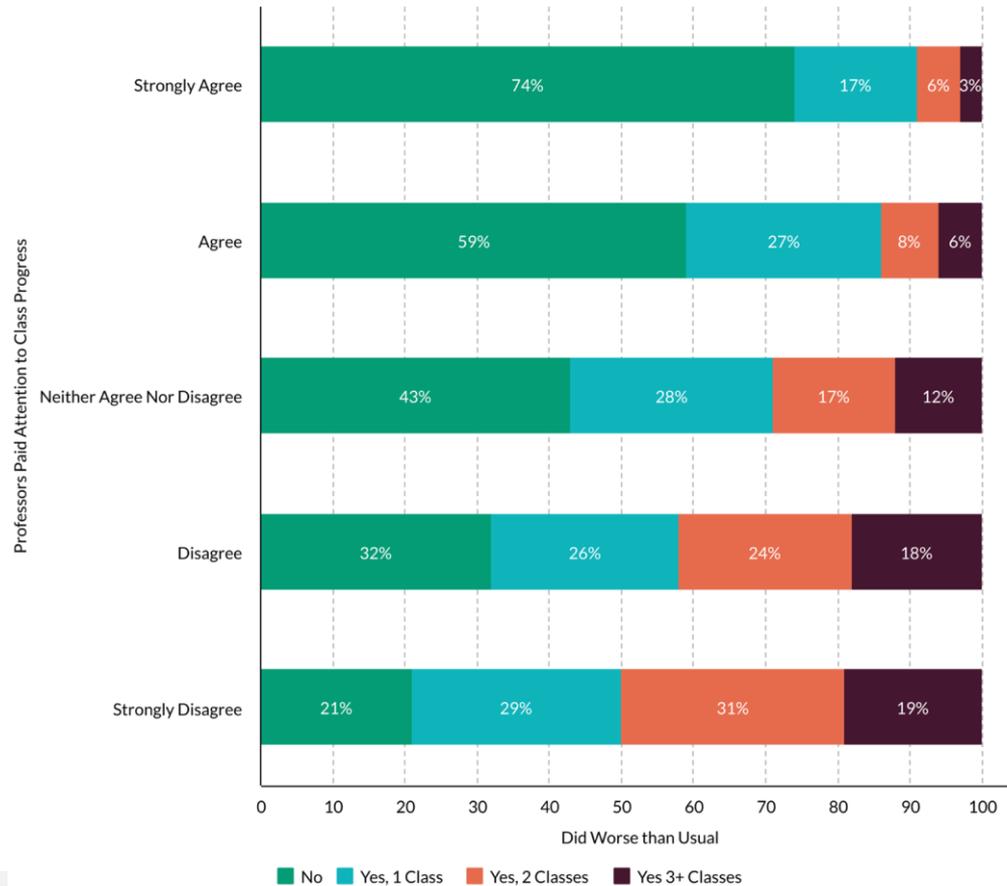


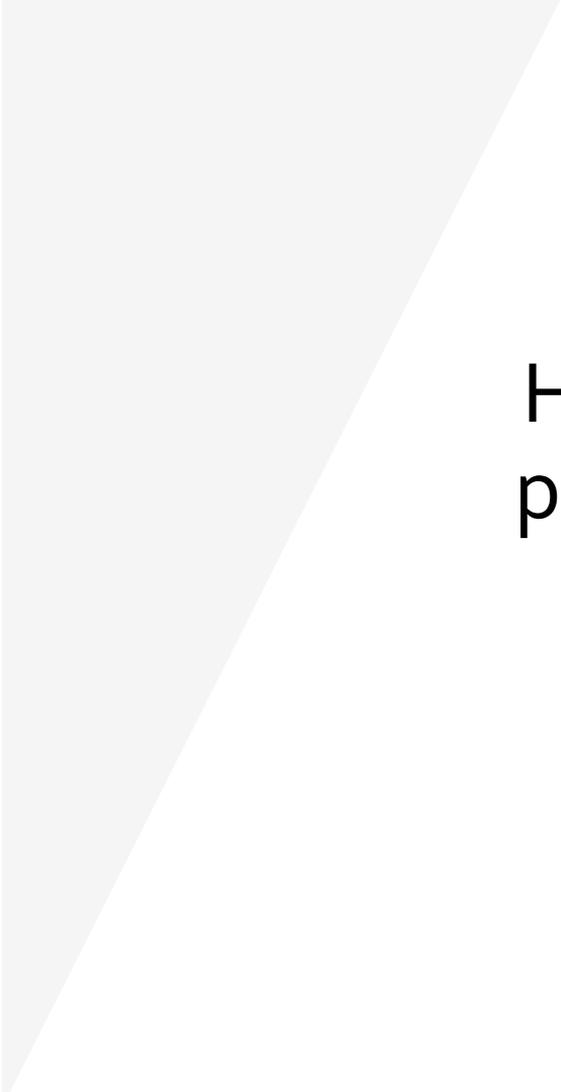
Thinking about comfort with asking for help...



Thinking about how we monitor student progress...

[Next](#)





How does social
presence impact
learning?



Takeway

Major factors influencing academic success and psychological distress

Background:

After Fall 2020, 43% of students agreed or strongly agreed that they considered taking the term off.

Two major factors were strongly correlated with 'considered taking the term off':

1. Psychological distress: $r = .461$
2. Academic performance: $r = -.414$

In linear regression explaining 'considered taking the term off,' 'psychological distress' and 'academic performance' explained 29% of variation, with coefficients indicating strong independent effects.

We decided to look at a range of factors influencing psychological distress and academic performance.

Key questions:

1. **What important factors influenced academic performance?**
2. **What important factors influenced psychological distress?**
 - Social structural factors: age, gender, race, family income, year in school...
 - Non-school: work, home, and family life
 - School: peer support, professor support, administrative support

Linear multivariable regression - summarizing the effects of several factors on a single outcome (academic performance, psychological distress), controlling for the influence of the other factors.

All scales/indexes have Cronbach's alphas over .7 and principal components analyses found one component with an eigenvalue 1.0 or higher, with all items loading at .6 or higher.

We will present:

1. Measures (what survey items make up each variable)
2. Results of multivariate regression analyses
3. Graphs of key relationships

Academic Performance – strongly weighs negative academic events, high scores equals higher performance and avoided negative events (Cronbach's alpha = .702)

1. I did worse than usual in a class – reversed (One or more = 48%)
2. I did better than usual in a class (One or more = 56%)
3. I received a D or a No Credit in a class - reversed (One or more = 19%)
4. I received an F or a WU (unauthorized withdrawal) for a class – reversed (One or more = 5%)
5. I withdrew from a class – reversed (One or more = 12%)
6. Did your Grade Point Average in Fall 2020 improve, decline, or stay about the same compared to your overall college GPA before the term started? (Improved = 40%; Declined = 23%)

[Next](#)

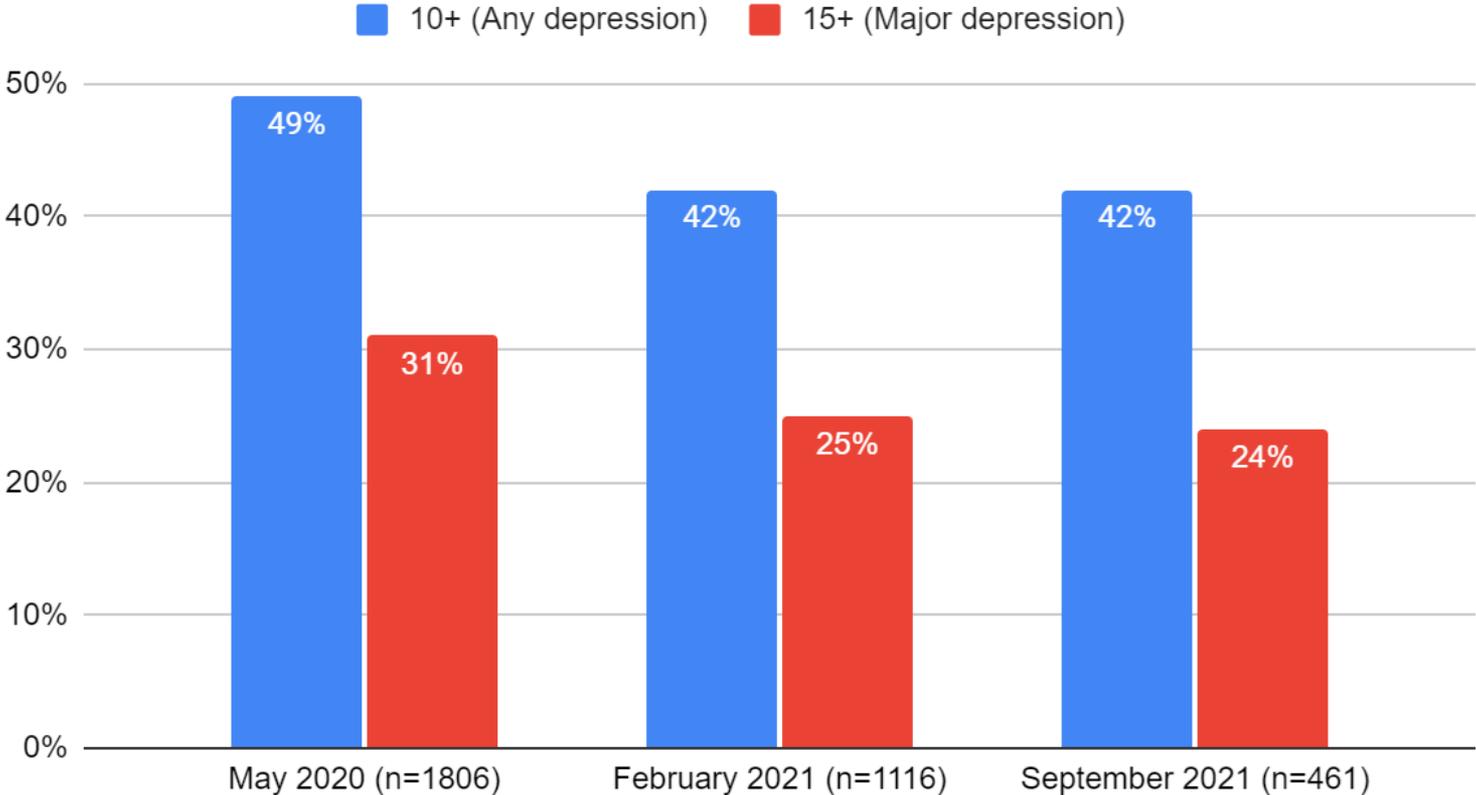
Psychological distress - 6 item retrospective measure that includes PHQ2 (2-item depression), GAD2 (2-item anxiety disorder), and two additional items adapted from PHQ9 (9-item depression).

- The retrospective measure was strongly correlated with contemporaneous scores (“over the last two weeks”) on PHQ9 ($r=.79$).
- The regressions reported below were done using students’ current PHQ9 scores with similar results.

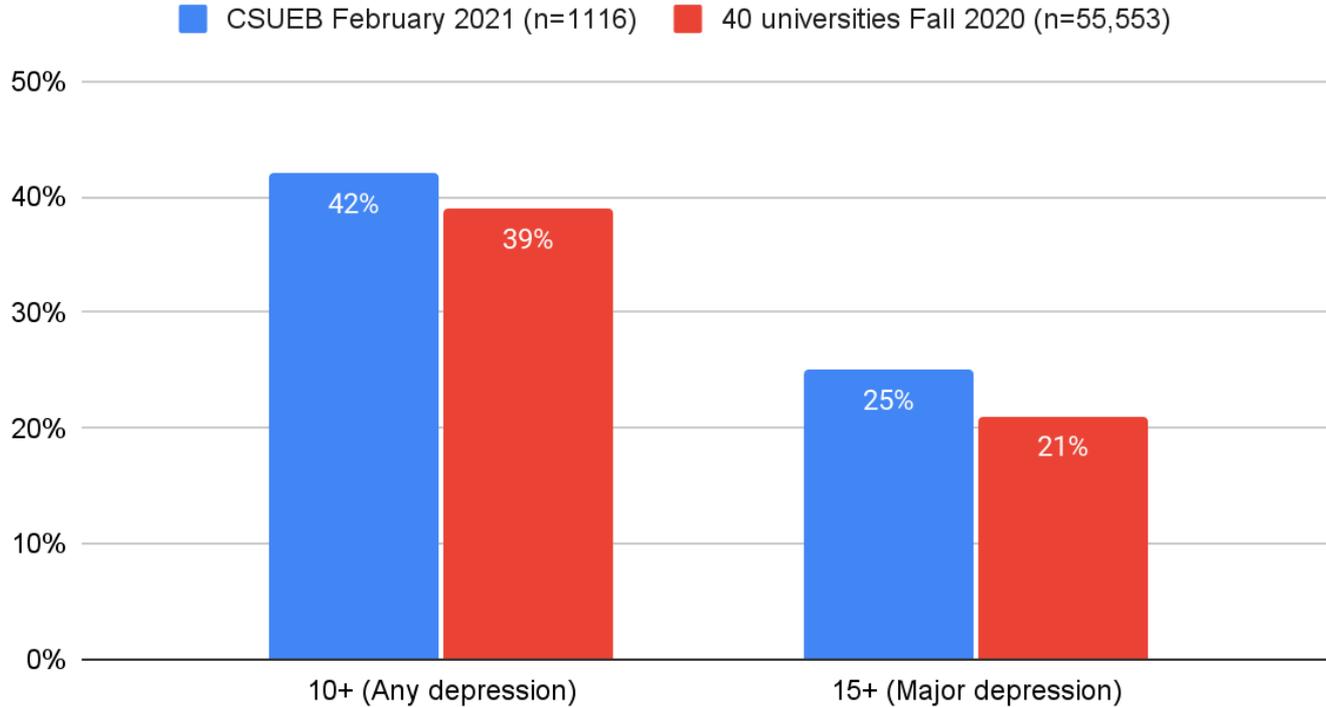
During an average week in Fall semester, how often were you:

1. Feeling down, depressed, or hopeless (More than $\frac{1}{2}$ of the days = 47%)
2. Feeling nervous, anxious, or on edge (More than $\frac{1}{2}$ of the days = 54%)
3. Little interest or pleasure in doing things (More than $\frac{1}{2}$ of the days = 47%)
4. Not being able to stop or control worrying (More than $\frac{1}{2}$ of the days = 48%)
5. Feeling overwhelmed (More than $\frac{1}{2}$ of the days = 62%)
6. Trouble concentrating on schoolwork (More than $\frac{1}{2}$ of the days = 57%)

CSUEB Undergrad Levels of Depression on PHQ9



Comparing CSUEB to Healthy Minds Universities*



*: Eisenberg, D. et al. 2021. They Healthy Minds Study: Fall 2020 Data Report. Retrieved at: <https://healthymindsnetwork.org/wp-content/uploads/2021/02/HMS-Fall-2020-National-Data-Report.pdf>

Step 1: Testing the influence of the social structural variables on academic performance:

1. College
2. Year in school
3. Age
4. Race
5. Gender identity
6. Parents' education
7. Family Income

Results:

- Academic performance increased with family income level ($b = .113$, $p < .001$)
- Asian Americans performed higher (reference is whites, $b = .099$, $p < .001$)
- Middle Eastern, South and Central Asian performed higher (reference is whites, $b = .078$, $p = .051$)
- Gender non-binary performed lower (reference is males; $b = -.069$; $p = .134$, $n = 29$)

All variables are scaled 0 to 1: their ranges go from 0 to 1 (lowest score = 0, highest score = 1.0). Unstandardized betas (b 's) are interpretable like this: *Moving from low to high on 'family income' increases predicted academic performance 11.3% of the range of the academic performance scale. Or, centering around the academic performance mean, moving from low to high income would increase predicted academic performance scores from .60 to .71.*

Step 2: Testing the influence of non-school and school factors, controlling for the social structural and the other non-school and school factors ('independent effects')

Economic distress or disruption: 102-1-11 (Chronbach's alpha = .842)

1. I started a new job (Yes = 26%)
2. I worked extra hours this semester (Yes = 34%)
3. I could not get enough hours of work (Yes = 24%)
4. I was laid off or furloughed from a job (Yes = 25%)
5. A family member that I rely on financially was unemployed or had their hours cut back (Yes = 36%)
6. My family and/or I experienced serious financial problems (Yes = 42%)
7. I worried a lot about financial problems (Yes = 63%)
8. Sometimes the food that I bought just didn't last, and I didn't have money to get more (Yes = 24%)
9. Sometimes I cut the size of meals or skipped meals (Yes = 32%)
10. I could not eat for a whole day one or more times (Yes = 13%)
11. I was homeless some of the time during Fall semester (Yes = 3%)

Had quiet place to study: 99-1, 90-3

1. My home had too many distractions to focus on schoolwork – reversed (Yes, and it affected my academics = 48%)
2. How often during Fall 2020 did you have: A quiet place to read and do school work? (Never/Rarely = 17%; Sometimes = 29%)

Family distress & demands: 104-1,-3,-6,-7; 105-1

1. A close family member or partner became seriously ill from Covid-19 (Yes = 34%)
2. A close family member or partner passed away from Covid-19 (Yes = 16%)
3. A close family member, partner, or friend had another serious health problem or injury (Yes = 43%)
4. A close family member, partner, or friend passed away from another serious health problem or injury (Yes = 22%)
5. I spent more time than usual caring for family members or dependents (Yes, and it affected my academics = 38%)

Emotional turmoil over police violence, racial injustice, and political divisions:

(Cronbach's alpha = .928)

1. I was often worried or angry about police violence or racial injustice in our society (Yes = 71%)
2. I was often worried or angry about police violence or racial injustice in my neighborhood (Yes = 50%)
3. I was often worried or angry about family members or friends who might be victimized by police violence or racial injustice (Yes = 53%)
4. I was often worried or angry about the outcomes of the protests against police violence (Yes = 69%)
5. I was often worried or angry about the election or political divisions (Yes = 71%)

Professor support and course organization – 7 items, 2 equally weighted dimensions

(Cronbach's alpha = .898)

A. Professor support when struggling or needed help: 80-3, 189-1 thru 189-4

1. My professors encouraged us to contact them when issues came up that would affect our progress in the class (Agree = 86%)
2. Professors were supportive when I let them know about issues that affected my progress in the class (Agree = 71%)
3. My professors were understanding when students needed more time to complete assignments (Agree = 66%)
4. My professors helped me get additional assistance or support when I was struggling in a class (Agree = 59%)
5. When I asked for help in my courses, professors responded in a supportive way (Agree = 77%)

B. Professor engagement/course organization: 80-6, 77-1

1. My classes were well-organized and expectations were clear (Agree = 70%)
2. I received feedback on course assignments in a timely manner (Agree = 65%)

[Next](#)

Proficient at Blackboard: 77-6

1. I feel proficient in using Blackboard communication tools (Disagree = 11%)

Peer Academic Support: 83-1, 83-2, 83-5, 41-6

1. I engaged in meaningful interactions about course content with my classmates (Disagree = 26%)
2. When I missed a lecture or assignment, I had a classmate to ask for help (Disagree = 35%)
3. I created supportive relationships with my classmates (Disagree = 33%)
4. I had peers I could turn to for help in my classes (No = 44%)

Classes were dropped by the university: 99-4

1. My Fall 2020 or Spring 2021 classes got dropped by the university (Yes, and it affected my academics = 8%)

OLS Regressions Explaining Academic Performance

	Model 1		Model 2		Model 3		Bivariate	
	b	sig	b	sig	b	sig	r	sig
Family Income	.116	***	.038	ns	.030	ns	.120	***
Economic Distress			-.316	***	-.070	ns	-.251	***
Peer Academic Support					.155	***	.344	***
Professor Support/Courses Organized					.252	***	.396	***
Quiet Study Place					.061	*	.303	***
Blackboard Proficiency					.077	**	.287	***
University Dropped Classes					-.063	*	-.117	***
Psychological Distress					-.106	***	-.326	***

All variables scaled 0 to 1; all models controlling for race/ethnicity, parents' education, year in school, college, age, gender identity; b = unweighted coefficient; r = bivariate Pearson's correlation.

*p<.05; **p<.01; ***p<.001; ns=nonsignificant at p<.05. One-tailed test for bivariate r's.

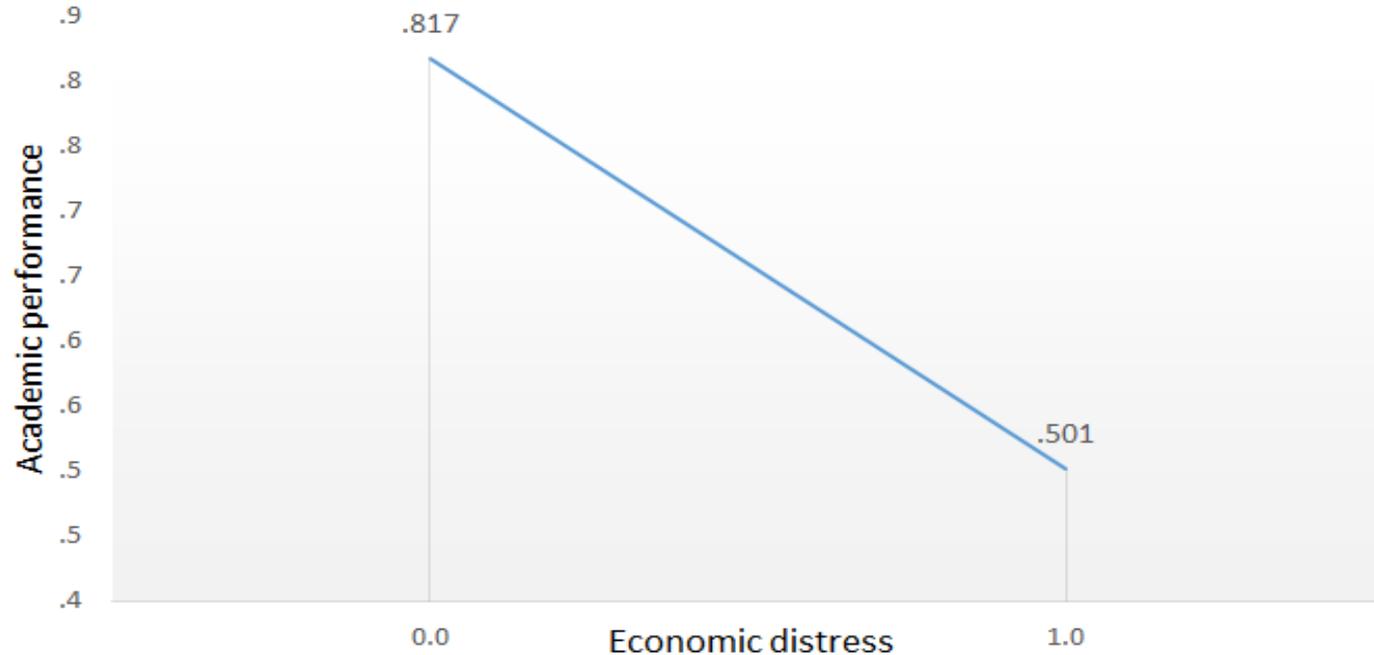
Summary of the previous table explaining academic performance

Model 1. Earlier we saw that family income was the most influential of the social structural variables. Controlling for the other social structural variables, moving from low to high income increases the predicted academic performance score 11.6% of the range of the academic performance scale.

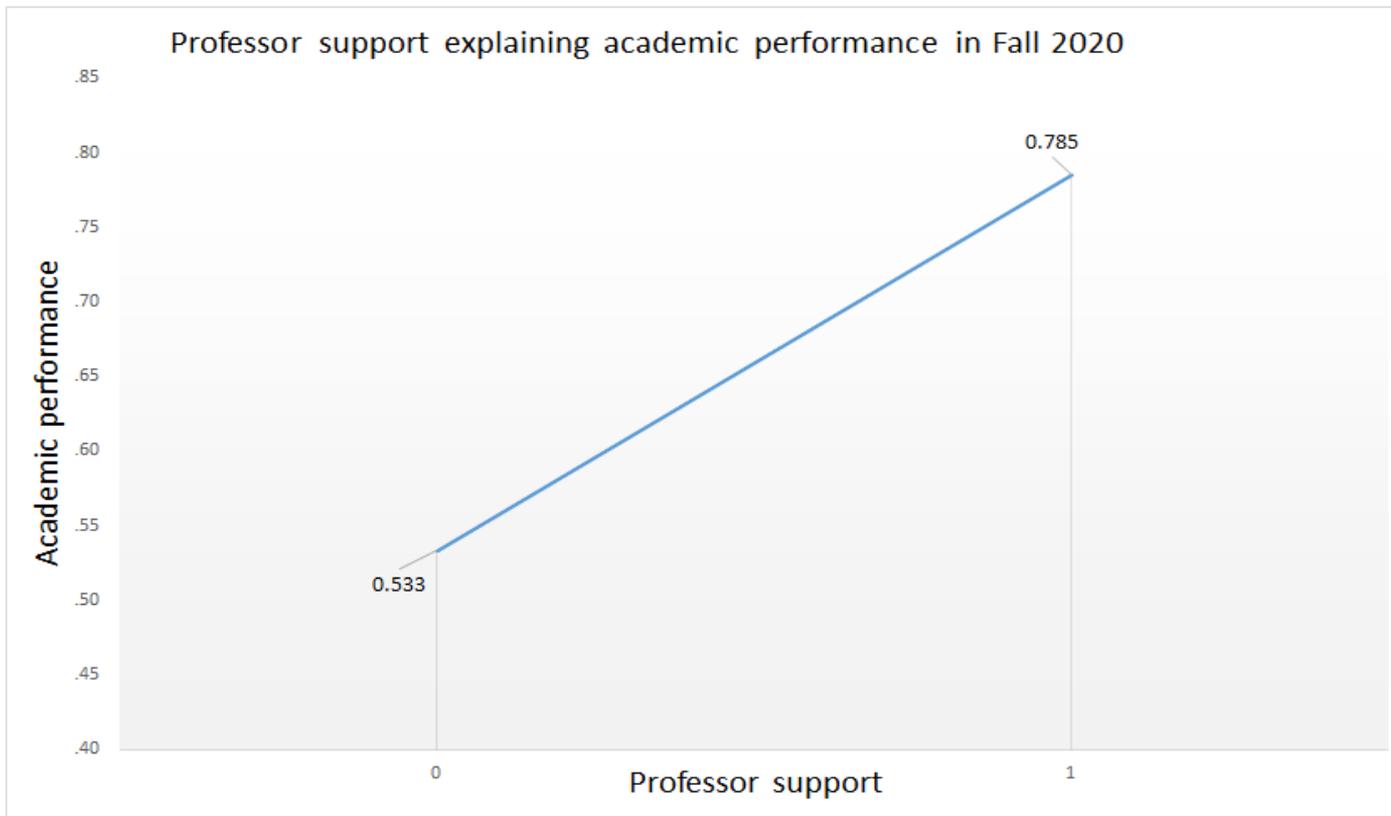
Model 2 shows that, with social structural controls, economic distress strongly decreases academic performance ($b = -.316$). Moving from low to high on economic distress decreases academic performance 31.6% of its range. Centering around the academic performance mean, moving from low to high economic distress increases predicted academic performance scores from .50 to .82. Notice also that the b for income drops greatly to .038 from .116 (over $\frac{2}{3}$). This suggests that much of the income effect is mediated or runs through economic distress. Lower income people experienced more economic stressors and disruptions that greatly lowered their academic performance.

Model 3 shows that perceived professor support and course organization greatly influenced academic performance. Peer academic support is also quite influential and several other factors are significantly related. Notice also that the b for economic distress declines *greatly* (over $\frac{3}{4}$), suggesting that its influence runs through some of the other variables. A closer look showed that the economic distress - academic performance relationship was most strongly mediated by having a quiet place to study, professor support, and psychological distress. Those with high economic distress more often lack quiet places to study, perceive less professor support (!!!), perhaps because they need it the most, and they experience more psychological distress which negatively affects their academic performance.

Economic distress explaining academic performance



- Variables are scaled 0 to 1.0
- Controlling for college, year in school, age, race, gender identity, parents' education, family Income
- In the full model the economic distress-academic performance relationship was strongly mediated by: having a quiet place to study, professor support, and psychological distress.



- Variables are scaled 0 to 1.0
- Controlling for college, year in school, age, race, gender identity, parents' education, family Income, economic distress, family distress, quiet place to study, Blackboard proficiency, peer academic support, classes dropped by the university.
- [Next](#)

Factors Explaining Psychological Distress

OLS Regressions Explaining Psychological Distress in Fall 2020

	Model 1		Model 2		Model 3		Bivariate	
	b	sig	b	sig	b	sig	r	sig
Family Income	-.218	***	-.037	ns	-.010	ns	-.132	***
Gender Nonbinary	.241	***	.086	ns	.086	ns	.119	***
Economic Distress			.384	***	.278	***	.431	***
Family Distress			.125	**	.056	ns	.370	***
Worry/Anger over police violence/politics			.341	***	.280	***	.504	***
Peer Academic Support					-.118	***	-.295	***
Professor Support/Courses Organized					-.086	*	-.336	***
Quiet Study Place					-.213	***	-.454	***
Academic performance					-.121	***	-.326	***

All variables scaled 0 to 1; all models controlling for race/ethnicity, parents' education, year in school, college, age, gender identity; b = unweighted coefficient; r = bivariate Pearson's correlation.

*p<.05; **p<.01; ***p<.001; ns=nonsignificant at p<.05. One-tailed test for bivariate r's.

Summary of the previous table explaining psychological distress in Fall 2020.

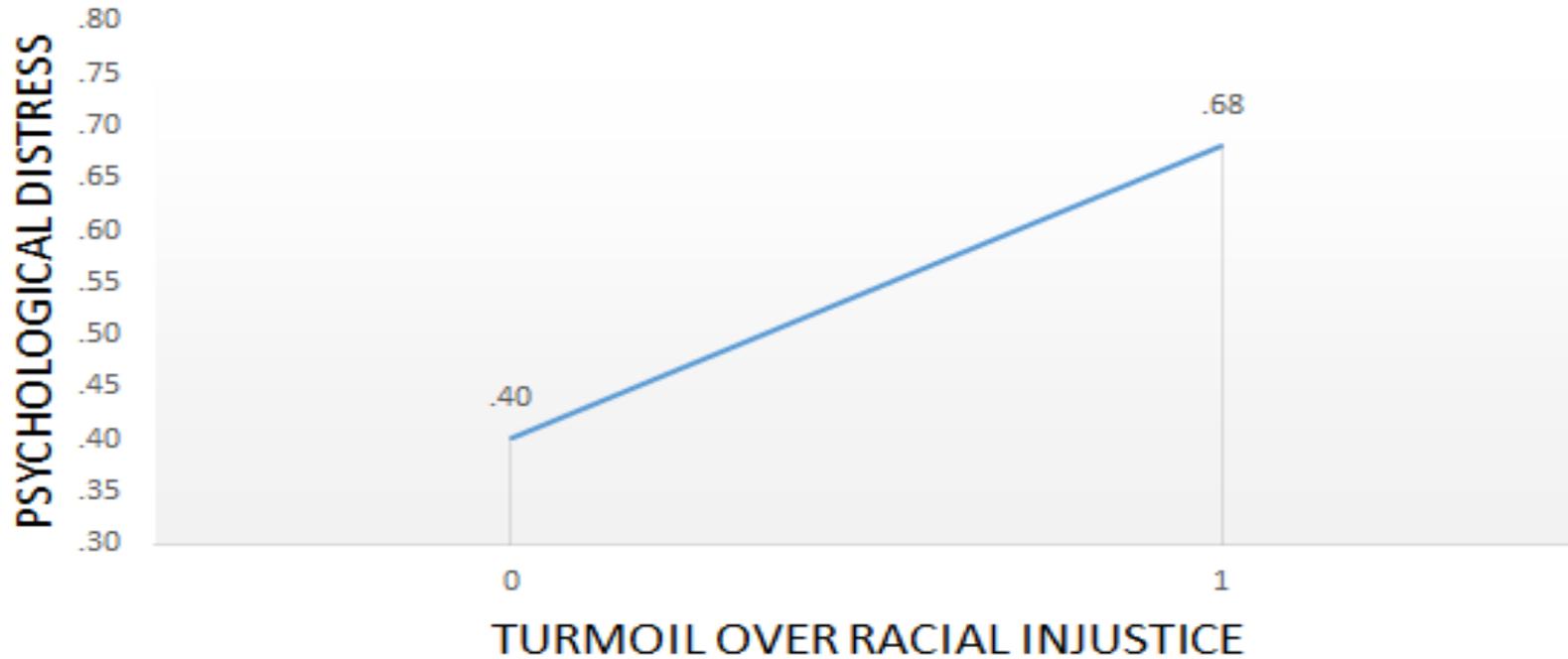
Not shown: Lower family income, females and gender nonbinary (compared to males), graduating seniors, and younger students scored higher levels of emotional distress. Asian American and Middle Eastern/Central and South Asian American students scored lower levels of distress (compared to whites).

Model 1 focuses on family income and gender binary students, the two most influential social structural variables. Moving from low to high income increases the predicted psychological distress score 21.8% of the range (0 to 1.0) of the psychological distress scale. Predicted psychological distress scores of gender nonbinary students were 24.1% of the range higher than those of gender binary students.

Model 2 shows that, with social structural controls, economic distress ($b = .384$) was strongly correlated with psychological distress, as was worry or anger about police violence and political turmoil ($b = .341$). With controls, family distress is moderately associated with psychological distress. The b 's for family income and gender nonbinary people decline substantially, 83% and 64% respectively. A closer look shows that economic distress most strongly mediates the income - psychological distress relationship and 'worry/anger about police violence and political divisions' most strongly mediates the nonbinary gender - psychological distress relationships. The latter may indicate that many gender nonbinary students, regardless of their race, identify strongly with victims of police violence. It may be relevant that gender nonbinary students experience higher levels of discrimination at CSUEB.

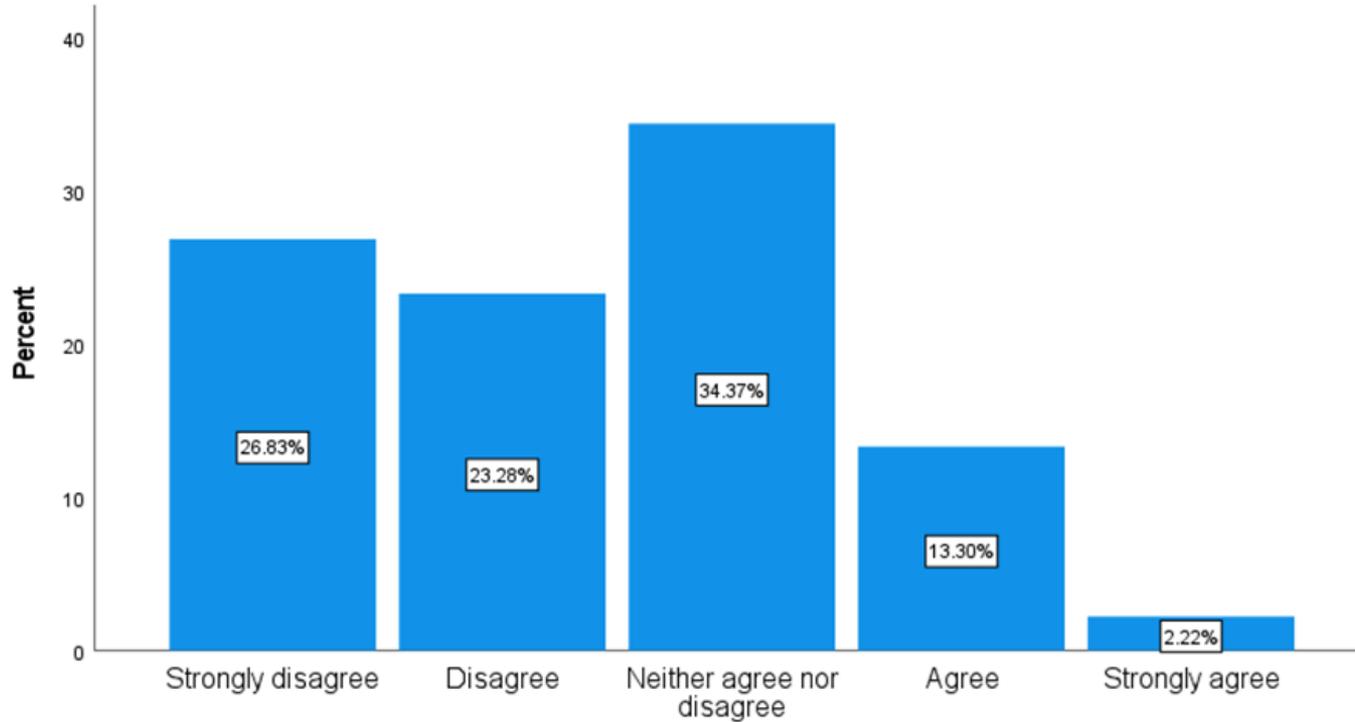
Model 3 shows that, controlling for all of the other factors, peer academic support, perceived professor support and course organization, having a quiet place to study, and academic performance are all correlated with psychological distress at $p < .05$ or lower. Economic distress and worry/anger over police violence and political both remain quite strongly correlated with psychological distress.

Turmoil over racial injustice explaining psychological distress in Fall 2020



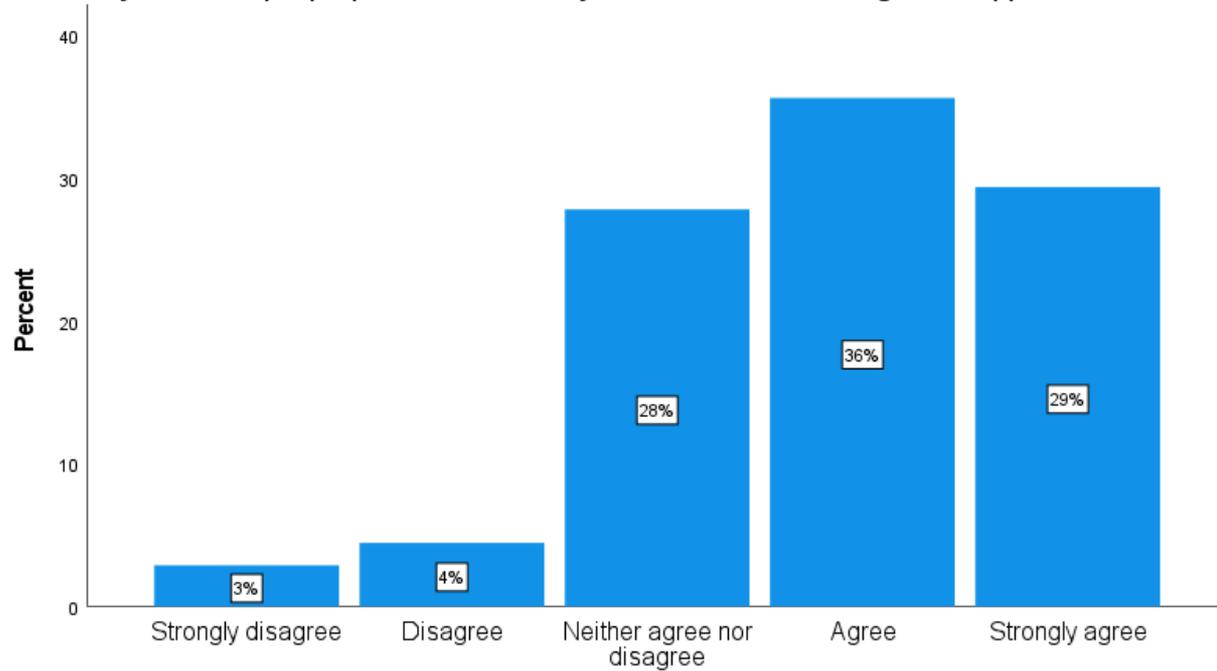
- Variables are scaled 0 to 1.0
- Controlling for college, year in school, age, race, gender identity, parents' education, family income, economic distress, professor support, family distress, quiet place to study, peer academic support, academic performance.

I believe that our society is starting to solve some of our big problems like racial inequality and climate change.



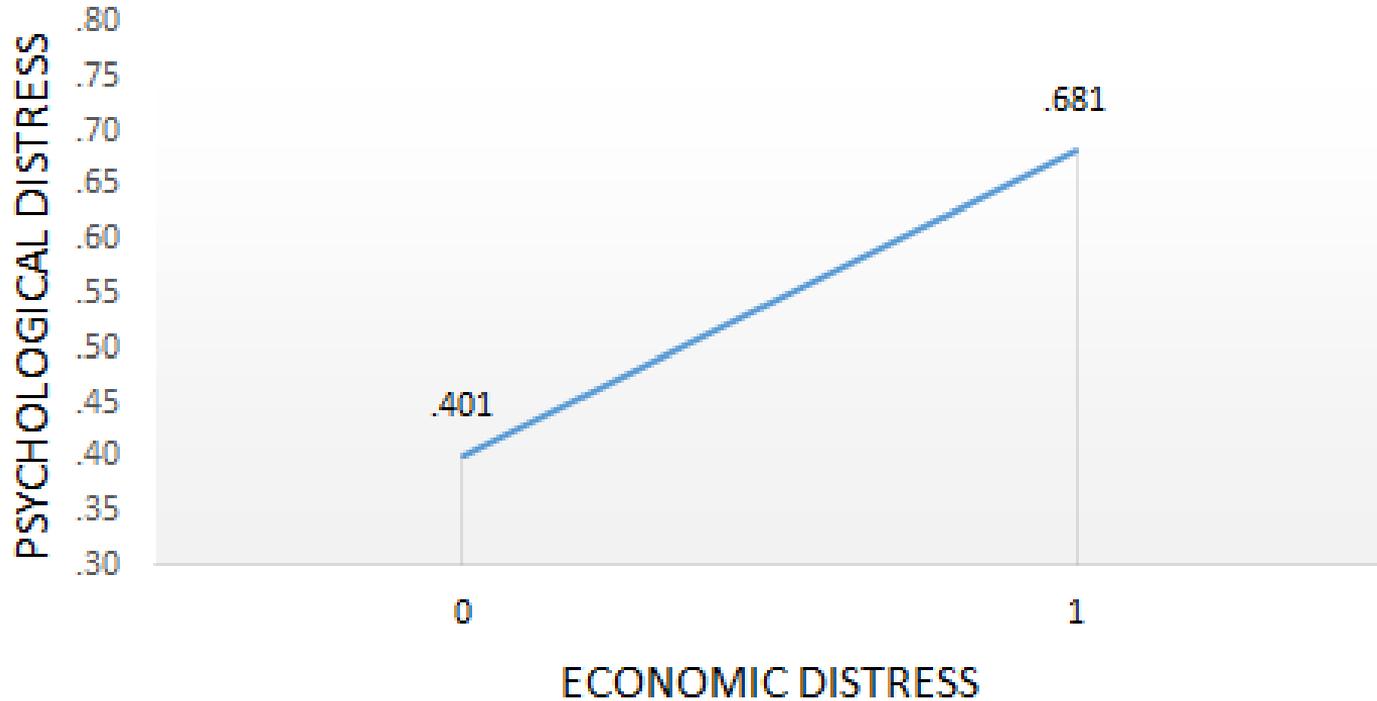
Early results from the Fall 2021 Covid Survey. (n=451)

Last year a lot of people protested for racial justice but little real change has happened so far.



Early results from the Fall 2021 Covid Survey (n=450)

Economic distress explaining psychological distress in Fall 2020



- Variables are scaled 0 to 1.0
- Controlling for college, year in school, age, race, gender identity, parents' education, family income, professor support, family distress, quiet place to study, peer academic support, turmoil over racial injustice, academic performance.

Core conclusions (CSUEB undergraduates in early Spring 2021 unless noted otherwise)

1. Gender and sexual nonbinary students experienced much higher levels of psychological distress (symptoms of depression) than sexual and gender binary students.
2. Gender and sexual nonbinary students experienced higher levels of family conflict/abuse, turmoil over racial injustice, and social isolation. These factors *strongly* mediated/explained their higher levels of psychological distress.
3. Nearly $\frac{2}{3}$ of undergrads reported moderately high to very high levels of stress; nearly $\frac{2}{5}$ reported trouble completing schoolwork on time; and over $\frac{1}{2}$ reported that their professors assigned too much work.
4. Support Students by: (1) Having clear and consistent expectations, (2) Attending office hours, (3) Regularly communicating via BB and Email, (4) Being supportive when students ask for help, (5) Checking in regularly on individual class progress
5. After Spring 2020 students' level of psychological distress were very high. Subsequent surveys in Spring and Fall 2021 find that levels have lowered only modestly.
6. Lower income students experienced lower academic performance and higher psychological distress, even when controlling for gender, race, age, college, year in school, and parents' education.
7. Many students experienced high levels of economic distress and dislocation.
8. Economic distress was strongly associated with lower academic performance
 - a. The correlation between economic distress and academic performance was *strongly* mediated by having a quiet place to study, professor support, and psychological distress.
9. The majority of students reported fairly high levels of professor support/engagement
10. Professor support/engagement was strongly and robustly associated with academic performance.
11. Professor support/engagement and peer academic support were moderately associated with lower levels of psychological distress.
12. Many students were worried or angry over police violence, racial injustice, and political turmoil
13. Worry/anger over police violence, racial injustice, and political turmoil was strongly associated with psychological distress.

Social Resilience - building on ideas of resilience from ecology, Hall and Lamont (2013) define social resilience this way:

“The capacity of groups of people bound together in an organization, class, racial group, community, or nation to sustain and advance their well-being in the face of challenges...we look for [the sources of social resilience] in the institutions and cultural resources that groups mobilize to sustain their well-being”.¹

¹ Hall, P & Lamont, M. 2013. *Social Resilience in the Neoliberal Era*. Cambridge University Press, p. 2.

Examples of social resilience at CSUEB (among many others):

- Academic advising and mentoring: AACE, EXCEL,
- Mentoring programs and spaces like GANAS, DISC, that create a home for students from diverse backgrounds.
- The Care Team for students in distress
- Student Health & Counseling Services
- Student Center for Academic Achievement
- Library Learning Commons
- Accessibility Services
- tutoring program
- Project Impact
- Online Campus
- Associated Students Inc and Student Clubs
- Our inclusive 'collective imaginary' that is expressed in our institutional ideals, mission statements, learning outcomes, Senate resolutions, etc. that contribute to a welcoming spirit of inclusion and working towards a better future
- Faculty support and engagement

All of these and more have been mobilized to provide added support for students during Covid

Strengthening social resilience institutionally

- On campus childcare center for students, faculty, staff
- Affordable student and faculty housing
- Strengthen ties between students and support services
- ?

The critical role of faculty - 'frontline workers'

Strengthening the culture of support among professors - continuing our changed roles and perspectives about students and students in crisis

- Recognize the resilience of students and the extraordinary burden of stressors that many students face
 - including the generational burden of accumulated social crises
- Check in on students who might be struggling
- Help connect students with support resources
- Add flexibility to our assignments
- Avoid loading up assignment deadlines during finals weeks
- Provide timely/reliable feedback on assignments
- Work collectively and individually to blend academic rigor with support and flexibility
- [What do students want from faculty?](#) - Learning Framework Project
- [Helping Students in Distress](#) - Counseling Services

THANK YOU

Tyona Harvey, Morgan Sanchez, Carl Stempel
Department of Sociology

morgan.sanchez@csueastbay.edu
tharvey10@horizon.csueastbay.edu
carl.stempel@csueastbay.edu

