

**Board of Director Meeting Minutes of September 7, 2022**

- I. CALL TO ORDER at **12:02 PM**
- II. [ROLL CALL](#)  
**Present:** Ashmita Ahluwalia, Arazeli Barragan, Tyler Luevano, Ashley Medeiros, Krisstina Caro, Nolan Calara, Julian Manlapaz, Aleah Iargo, Michelle Serratos, Josephine Cabeza, Carlos Aguilera, James Carroll, Steve Spencer, Krystle Tonga  
  
**Late:** James Trayer, Martin Castillo  
  
**Absent:** Heela Popal, Sarah Nielson
- III. ACTION ITEM - **Approval of the Agenda**  
**Motion** to approve the agenda of September 7, 2022, by **A. Medeiros**, second by **A. Barragan**, motion **CARRIED**.
- IV. ACTION ITEM - **Approval of the Minutes of August 24, 2022**  
**Motion** to approve the minutes of August 24, 2022, by **A. Medeiros**, second by **N. Calara**, motion **CARRIED**.
- V. PUBLIC COMMENT – **Public Comment is intended as a time for any member of the public to address the committee on any issues affecting ASI and/or the California State University, East Bay.**  
No public comment.  
**2:19**
- VI. UNFINISHED ITEMS:  
No unfinished items.  
**2:20**
- VII. NEW BUSINESS ITEMS:  
  
A. DISCUSSION ITEM- **Pioneer Insights**



The Board of Directors will discuss student diversity and retention data from Pioneer Insights.

**F. Yeung** states that I am the Institutional Effectiveness and Research Associate Vice President. Therefore, I serve in the Institution's Data Office, where we handle and collect student data. What type of inquiries you could have regarding student data and information, potential design inquiries, or general inquiries?

**N. Calara** states how much information on diversity there is in your works?

**F. Yeung** asks what aspects of diversity pique your interest?

**N. Calara** states that significant service diversity.

**F. Yeung** states that regarding significant diversity, race diversity is also divided by socioeconomic position. It is a proxy; since we do not know how much a family makes, your Board position is safeguarded. Therefore, we have the estimate you entered for your emission score, which is used as a stand-in for low-income status. We have a first-generation status, which defines as the first member of your family to earn a college degree.

**J. Manlapaz** states it was focused on the development of GI 2025 especially considering it was released in 2015 or 2016. The concern about the epidemic seemed to appear out of nowhere. Therefore, I was curious how that influenced the figures.

**F. Yeung** states we are approaching the 10-year milestone; have we made any positive strides? We must address this subject at our university because it is so fantastic. The data from csueastbay.edu is public, but a private side has a lot of our operational information, so what you see here is the basic template for Pioneer Insights. So, the subject of your query was graduation rates. The critical thing to understand is that we consider it for first-year students, students coming out of high school, and transfer students. Additionally, each of these groupings has its metrics. For instance, we check your four-year rates and ask if you plan to graduate in four years if you graduated from high school. Are you graduating in six years? If so, you may check our six-year graduation rates and where we've been since 2011. The black line displays our graduation rates at this point. Our experience tells you that less than half of students who enroll with us as first-year students graduate. According to James Madison, our target percentage is 62%. Students who felt prepared to graduate paid the price but were not, as indicated by the gap and the red line, representing the proportion of students who apply to graduate. Students that received various application denials make up this gap. We looked at it for 18% this past year.

**N. Calara** asks if can you observe various categories, such as if there is a specific proportion of ethnicity.

**F. Yeung** states we examine race, low economic status, first-generation students, and students who are both. You can browse the data for each category —higher graduation rates



among white, Southeast Asian, and South Asian students. Notably, the percentage of black low-income pupils has increased somewhat, from 37% to 41%. Therefore, we find a trend when we examine black and Latin X 43% vs. 44%. Half of Jasmine 25's students should graduate in two years: during the prior four years, we've been between 45% and 49% there. It is similar to where we've been in the previous five years between 37% and 45%. Where are we now? What's our position on that? You have seen the equity gaps page which can show it. The markers which indicate that Native American and Black students graduated at the same rates as their peers are also noted below on this page.

**J. Carroll** asks can you explain how we're working with GI 2025?

**F. Yeung** states reviewing our first-year class, for instance, less than 1,000 students this year have lasted two years, to attempt to make this feel less overwhelming. Shown is one of the images and framing pieces we created a couple of years ago to ensure that the Black Latinx, Native American, and students who identify as such are kept at this school. We wish to move the proportion up by ten percentage points, identifying as zettabyte 100 fewer students. We can look at the cohorts who started with us at a particular time. As a result, this dashboard has a section for program enrollment. The enrollment for each program for the past five years is on this page. I'm focusing on the alphabetical order of bio. Over the previous two years, the number of enrolled students has decreased. I believe they are just opting for recently completed Universities' Scientific Programs. Biology had 39% Latinx pupils, 20% Asian, 8% Black, and 20% last autumn. First-generation college students make up about 65% of the biology student body. Can you choose from all of the stuff here? Examine it to determine your priorities and the areas you're attempting to focus on. You may do this by the college or by the program. However, if you want to consider the entire institution, you can do that as well by examining our current situation as a whole. Our two nearby counties are home to more than half of our students. In any case, the fact that seven of them serve local service areas in Alameda and Contra Costa alone tells us a lot about them. Therefore, we consider services. We're close, if not genuinely linked, with the families with additional duties. Thus, it's possible that it won't truly aid in programming. However, what if we start to change? Furthermore, Martin and I have discussed family units. Would it be a fantastic avenue to know that their families are only minor things to worry about? How many students are getting their second bachelor's degree as undergraduates? This is especially true for our nursing program, where students who complete their BA can return to complete their nursing BA. Post-back is simply unique. We divided out Teacher Credential Program students pursuing their master's degrees since they are enrolled in other certificate programs at the MET, not a degree program and then our Ph.D. comes next. You may research to discover who is involved in these initiatives using our available data.



**J. Manlapaz** states that since you have your website and are from the East Bay, is there a way to connect this fantastic article to the GI 2025 police visa page? I believe many people would like to see this.

**F. Yeung** states I believe that each division has a unique GI 2025. I can connect with that individual if it's an intellectual matter and we should probably look at linking on all of our websites much more. I looked at and put some data points together to frame this discourse and our Pioneer Insights. We can have up to 2,200 new transfer students yearly, making up most of our new student body. Transfer student retention rates are relatively high, ranging from 80% to 87% in the second year. Remarkably, half of the first-year students in our class identify as Latino or Latina, setting them different from the rest of the pupils. We lacked the required information to discuss the pipeline for graduate students. This analysis considers those who switched from an undergraduate to a graduate program in the most recent academic years. There are 78 - 96 students who enter one of our graduate programs straight from college and given the nature of the situation, it represents between 3.5% - 4% of our student body which is more than 10% of our graduates. There are students registered for classes. 39% of those who took private lessons, in-person lessons, or both used the internet to look at Hayward.

**J. Carroll** states that sometimes data collection is more complex, which is why students leave but are there any issues coming to the fore in the data you have so far been able to gather? Or do you see 87% as a lesser proportion when comparing attrition from first-year students to sophomores, sophomores to juniors, and juniors to transfer students? Do you see any variations in the populations? Moreover, why?

**F. Yeung** answers we work on data initiatives that are related to our campus interactions. So, two years ago, our team assisted in leading a team of teachers and staff looking at it. At the time, we had a survey for students who had stopped enrolling.

**M. Castillo** states we had some difficulty dealing with the fact that everyone anticipated financial development on the upper right, which is usually a difficult task for our pupils. Classes not being given when required was one of the issues that came to the forefront that we may not have anticipated. We thus forward that to those regions where it works. The reasons are founded so far are the class has not been offered during the time that they need, or sometimes some courses are only offered in the Spring, or the Fall and they're off that timeline. That's why Jilian had been trying to recruit you as the student voice for that committee. We have had great agents in the past from this group.

**J. Carroll** states one word of advice: Did you have this talk with the teacher or staff member before you dropped out or left? The standard dismemberment or the other presentations, but many students stopped when asked that question. I'm not suggesting that's the only option.



But if a student had done that, in my opinion, there may have been a way to aid and address the situation they chose not to explore. Do you realize what a high percentage it was? The essential item at the time was, but why is that? Are we not attempting to connect with the students as Camino can? Are they ignorant of the services' existence? There are a ton of items to choose from. As a result, you'll frequently hear discussions regarding required advice in groups and other interactions. And for this reason, we're attempting to argue that we can at least persuade students to heed the advice once. Kenny, I believe you have researched this topic. Touchpoints with any counsel are far more successful than those who don't have any. It's not our intention to imply that you lack knowledge of your subject.

**F. Yeung** states that particularly when you occasionally lack the information to connect with someone to assist you realize that you have to consider that also.

**E. Barret** states that the presentation impressed him. As a result, I have financial concerns as a faculty member. Do you believe that the new Federal Loan Forgiveness scheme will improve or boost retention?

**F. Yeung** states no, I don't believe it's for current students, but students with heavy debt.

**E. Barret** states that could these be students who left and might come back?

**F. Yeung** states we must determine how to put this into practice, but you do make a valid point in that manner. Any person with a financial history should consider clearing their financial holds before enrolling. What gaps do we have on campus that restrict students from rolling in? That will be a barrier for any rerolling students.

**J. Carroll** states it will tell me that even if it appears that forgiving others would have a beneficial impact, our county still has one of the highest costs of living, and waiving loans of 10,000 would be helpful. I'm interested to see how that will affect our students.

33:24

## B. INFORMATION ITEM- **Project Rebound**

Project Rebound will inform the Board of Directors about the Project Rebound program on campus.

**E. Barret** states that our initiative, Project Rebound, which seeks to encourage formerly incarcerated individuals to pursue higher education, is new to our campus this year. We are here to help anyone who served time in juvenile hall, jail, or any other facility. The idea was by a student who brought us together which is how it began. We met when we were both lecturing at San Quentin, and since then, Jolene Lamb, Professor of Public Health, and I have been working together. She was teaching math, and I was teaching writing. Consequently, it is how we decided to collaborate on a Cal State East Bay program in this manner. Thus, this would not have occurred in the absence of pupils.



Additionally, sociology professor Julie Beck, whose area of expertise is this, assisted us, and working with ex-offenders is primarily a move since she is in. She serves as our State Senator. Therefore, the Academic Senate has helped us with this. She is highly skilled with finances since you need to create one. Thank you, Arazeli, for passing on a resolution that supported this project last year. It has been at San Francisco State University since 1967 and is a nationally renowned curriculum. It has been a system-wide consortium for many years; San Francisco State was its first location, and it was expanded. It was started by a professor of Sociology who had previously been incarcerated in the 1950s. While he was incarcerated, he said, "I needed to obtain an education." When he got out, he went to UCLA, then to UC Berkeley to get his Sociology Ph.D., and lastly, was hired by the Sociology Department at San Francisco State. From then, he started creating a program to help formally incarcerated individuals. Nine campuses began programs in 2014 and by 2020, fourteen schools were offering the program, with our institution being the fifteenth. There is an Open Gate program at the Santa Rita prison. They provide pre-collegiate courses to assist students in applying to community colleges and universities. They prepare students for the type of academic study they will engage in the college. The Open Gate is to be ready for college. However, they also offer GED programs. Interactions shut out during COVID are now working again in prison, recruiting kids daily, and practicing Open Gates. The jail university program is currently known as Mount Tamil Pious College and is an approved curriculum for not only those who were in the system but also those who were affected by it. We are directly collaborating with them to meet their needs. Additionally, many kids are transitioning from one program to our Project Rebound program. The community college is only 15 miles away from every jail facility. There is a road; the objective is to liberate them from incarceration and provide them with options. For Project Rebound, we are now looking to employ a Program Coordinator to create communities among students who have been jailed in the past and we are searching for someone with this experience. The goal is to establish peer support networks and funding to have resources 25% of our budget goes toward directly helping the students in any way they require money for application and exam fees, vouchers for books, food, transportation, and school supplies.

**N. Calara** states I know that some people view their confinement as a source of insecurity. I'm curious how you would handle individuals wanting their incarceration status to remain confidential.

**E. Barret** states that we must keep track of the pupils; thus, maintaining secrecy is essential. The students who enroll must agree to allow us to track them through the admissions process, and there will be a code since we need to demonstrate the program's effectiveness to receive financing. When the students decide to come out, we want them to feel like it is their



moment. Other than physically visiting Project Rebound, anyone who wants to participate in our publicity efforts by having a photo on the website can do so. The idea is to give individuals the impression that they may choose when to come out.

46:16

C. DISCUSSION ITEM- [Fight Procrastination Event](#)

The Board of Directors will be discussing the Fight Procrastination Event.

**N. Calara** states that the Fight Procrastination Event will be held Tuesday, September 27, 2022, at 12:30 PM and end at 3:30 PM, on the first floor of the new CORE Building. The intention is to encourage students to prepare their classwork better and avoid procrastinating when faced with approaching due dates. As you are all aware, procrastination is typical behavior among college students, including myself, and I believe it is crucial to confront this situation and offer advice to students. This is still early in the semester. Therefore, this is a terrific technique to assist students in tackling procrastination-related difficulties from the beginning of the semester rather than toward the conclusion.

**A. Largo** states that we sought meals that would improve focus. Granola bars, juice from pineapple, and gauger will be provided, and encouragement for students to fill up their water bottles at campus water fountains. Therefore, it would cost roughly \$95.99 in total, \$41.79 for granola bars, \$23.16 for gauger, and \$31.04 for pineapple juice.

**N. Calara** states does anyone have any additional comments, questions, or concerns?

**A. Ahluwalia** states there are two things. I loved your first suggestion: to encourage kids to fill up their water bottles rather than buy them. The second is: is there a justification for it being at 12:30 PM?

**N. Calara** states yes, we decided to schedule it for that particular event since it falls between both our office hours and the office hours of other board members. Therefore, it would be ideal if the officers could come and help us during their office hours. In addition, students are frequently on campus at that time, waiting for their next class. Therefore, this is an excellent chance for students to stop by the main building, visit, perhaps look at some guidance, and feel free to have some refreshments. Additionally, this is where the main building's entrance is located.

**T. Luevano** states I want to confirm that students are provided with a space to study and some refreshments when they arrive. Where was the meeting to be held?

**N. Calara** states the first floor of the Core Building.

**T. Luevano** states I do not know where most of the resources in the CORE are, so maybe you could have printed directions for them. If the students need to study or do something else, perhaps you can manage this for them.



**N. Calara** states appreciate the suggestion.

**A. Ahluwalia** states that John, from the CORE, has many resources that you can ask him about, and he also has a map that is useful to hand out or use as advertising. Therefore, students will know where to go.

**N. Calara** states he will keep that in mind. We're working directly with Kate. However, we can also discuss that with John and perhaps invite more librarians to the meeting.

**K. Caro** states would it be feasible to start at the new UU hour at 12:15?

**N. Calara** states I'll discuss it with my coworker about it if that's acceptable, and I'll get back to you at the next Board of Directors meeting.

**C. Aguilera** states I agree with Kristina that it would be better because students would be more involved due to no classes at the time.

**N. Calara** states yes, I will certainly take it into account. The hours could even get extended at that point. If anything, we can move the time to 12:00 PM.

**M. Castillo** states I adore the concept as a whole. Although I believe it's a great idea to use UU hours, I would advise considering purchasing additional items because it will increase your audience.

**T. Luevano** states that the Student Center for Academic Achievement donated last year. The heart stress balls were popular among the students so maybe you can have them.

**A. Barragan** states the document states that a guest speaker will be present; do you know who the guest speaker is? How long would they be conversing?

**N. Calara** states that it is undetermined who will be speaking. We might exclude the guest speaker; instead, we're going to substitute a flier with advice on overcoming procrastination, I appreciate you noting that. We will discuss that in our templates for event planning.

**A. Barragan** states you should reach out to Student Life. They seem to have resources similar to procrastination, and how are they can help us avoid stress?

**A. Ahluwalia** states **add** to what Arazeli mentioned. Janice, from the RAW, has excellent self-care advice and recommends adding more snacks because it invited more students.

54:43

D. DISCUSSION ITEM- [Resolution in Removal of Respondus Webcam Proctoring](#)

The Board of Directors will discuss the Resolution in Removal of Respondus Webcam Proctoring.

**A. Barragan** states that I am collaborating with Ashley and Michelle on this resolution in light of the recent case of Three V. Cleveland State University, which is mentioned throughout this document. In this case, a federal judge essentially ruled that if a student takes a webcam test, they cannot require you to perform a room scan because it violates our





Fourth Amendment rights. The main goal of this resolution is to eliminate room scanning and the camera feature in general in proctoring software responders since, at the very least, it applies to several other students and me, and it is expressly noted in the resolution. Testing anxiety is a problem, but having a webcam on makes, one feels more uneasy and that could add to the stress that students feel. However, as noted in the resolution, we also wouldn't want to compel students to come to campus. Ideally, there would be no camera or other technology at all. However, we also would not want to force students to take tests on campus. However, what we're looking for is input. Additionally, we should consider who else we should contact and what else we can do to advance a resolution.

**N. Calara** states have you considered the con cheating? Indeed, the main goal is to ensure that students take their tests honestly.

**A. Barragan** states I did not give it much thought. According to the respondents' software, you cannot open another tab. Theoretically, picking up the phone would make sense, I suppose. However, I believe that students can be ethical and responsible. We should have faith in them to act morally because, at the end of the day, if someone does cheat, they are merely tricking themselves by failing to know that information.

**A. Ahluwalia** states I have seen that many professors now poll their classes at the start of the semester to determine whether or not they want to take tests. However, I have seen some professors provide substitutes, such as zoom classes. They will observe you while you perform your test with your lens open. However, I believe the zoom camera is a less frightening alternative to the webcam since occasionally when someone opens the door, the webcam alerts the professor that you're cheating. However, students may still find a way to cheat with the webcam.

**J. Carroll** states I advise getting in touch with people like Pamela Baird and Accessibility Services to hear their views. However, it would be incredibly beneficial to have someone from the Academic Senate participate in this as it impacts professors.

59:20

E. DISCUSSION ITEM- [Ballot Bowl Raffle](#)

The Board of Directors will be discussing the Ballot Bowl Raffle.

**J. Manlapaz** states that this is to help students register to vote. The three prize boxes serve as the primary prize baskets, and the raffle's design will begin on October 2nd. There are only 15 days left till Election Day. Additionally, I wanted to address a problem I have been having with this raffle which is being inclusive of all students; undoubtedly, a sizeable portion of them will not be able to cast ballots. As a result, I would appreciate hearing from



you guys if you had any ideas on how we might promote this event without appearing to exclude any students. Please email or contact me if you have any ideas.

**N. Calara** states I wanted to collaborate on this since I had the concept of having prize baskets and perhaps doing a drawing for individuals who register to increase their eligibility to vote in California. Additionally, I wanted to connect and engage with other groups, such as the housing community, which may be advertising on or working with RHA or other initiatives throughout the CSUB to ensure that students are qualified to vote in California elections.

**J. Manlapaz** states most of the students will likely come from our Instagram. Once this is decided, however, we also intend to set up tables so that they may grow more prominent weekly.

**T. Luevano** states that for students who are not eligible to vote, we could make a Q&A game and have a giveaway.

**M. Huynh** asks if are there any educational workshops before the raffle? I'm asking because I'm aware that students lack civic engagement due to a lack of understanding of the issues or the general information that would be expected of them.

**J. Manlapaz** states I would have to examine further into the process.

**T. Luevano** states in response to your question about the workshops, I am aware of the basis of first-year success courses. Some academic coaches have worked with the PAC team. In general studies classes, one of my professors covered voting in a mini workshop so perhaps reaching out to all the General Studies faculty to offer a brief mini course.

**A. Barragan** states that perhaps you could provide them with a handout that would give them information on voting and its importance. When people vote, they do not feel they are making a mistake since there is no incorrect option, right, or wrong response.

1:05:15

#### VIII. SPECIAL REPORTS:

##### A. ASI DIRECTOR OF LEGISLATIVE AFFAIRS: JILIAN MANLAPAZ

**J. Manlapaz** states I wanted to inform you know that even if you are registered to vote, you may still participate in the mobile by using the zip link to check your voter status. We have been unable to discuss the publishing of advertising on billboards and email cloaking, and we are hoping for a video class.

**N. Calara** states that What I observed were SMSU and SJSU. They give clipper cards to the ASI office and those who need them. However, I recall that we used to have it in East Bay, but we no longer do. I wanted to know if you could speak with the other student governments



about how they were able to talk to BART. We may also get in touch with them and bargain. How are clipper cards going to be sold?

**M. Castillo** states that we already conducted a whole referendum on this, and it was rejected. We have presented this to BART before. You indicated that they bought them wholesale, perhaps from Walgreens or something, and then resold them from their office.

**J. Carroll** states I suppose it's great to assess what some of the other affiliated students are doing for additional student services, especially since it's a great time to do so as we return in person for things that may have been misplaced over time, like movie tickets, and may not be as relevant for everyone as it is for us. We planned to talk about it as a staff to explore so we could begin to build up and bring that topic back to the Board of Directors.

**A. Ahluwalia** states California States Student Association has noticed that our campus has many resources that other campuses don't. The only issue is that students don't know about them. There are many students who commute to school but are unaware of these resources. I believe that's what we need to work on collectively and brainstorming is on how to get those resources out.

**N. Calara** states that in addition to what everyone else has said, I believe it's essential to educate people about the services provided.

1:11:33

#### IX. ROUND TABLE REMARKS

**A. Barragan** states that if you know someone with previous expertise in ASI and is interested, please apply; there's an opportunity for the Director of Concord Campus is still vacant. There are two unfilled positions as the VP of University Affairs. The application is on BaySync, so if you know any Concord students who wish to get involved, please encourage them to apply. If you are a committee member, please attempt to work on seating it as we are all trying to do. I am aware that you may get aid with social media. You can get in touch with me if you're having trouble recruiting since I understand that it's difficult as well.

**M. Huynh** states on behalf of the Housing Department, we have a few communications with residents to emphasize that we are here and have internal study halls, and therapy areas and are offering water and other items that will be filled with water. Additionally, since we're still shopping for it, we'll try to have some pop-up events the following week that may incorporate it.

**A. Ahluwalia** states that the President's office and I have been working on getting the cabinet to sit with us and have a meet and greet. That is something we want to emphasize. So, I believe they will be functioning on November 9. The time should be on a Wednesday, ideally during lunch. However, do you have any suggestions for how you would like that to appear? Do you want it to be more like a coffee talk, a lunch meeting, or a sit-down meeting? If there are any suggestions, please email me.



1:14:16

**X. ADJOURNMENT at 1:17 PM**

Minutes reviewed by:

**Chair of the Board**

Name: Krisstina Caro

*Krisstina Caro*

Krisstina Caro (Sep 28, 2022 11:28 PDT)

Minutes approved on:

**09-21-2022**

Date:









# Board of Director Meeting Minutes of September 7, 2022.

Final Audit Report

2022-09-28

Created:	2022-09-28
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## "Board of Director Meeting Minutes of September 7, 2022." History

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