

Services and Activities Committee
Meeting Minutes
February 7, 2025

Called to order:

Eli called the meeting to order at 2:01 pm.

Attendance:

Erin Sargent, Mia Young, Eli Alvarado, Ian Seymour, Arik Spring, Nick Moreno, Robbi Goninan, Nicholas Villa, Oscar Martinez

Absent: Yahir Calderon Sotelo

Guests: Genevieve Doshier, Megan McConnell, Ash Perron, Hideki Takei, Jennifer Green, Jackson Roberts, Z Morris, Gretchen Lohse

Agenda:

MOTION: Arik made a motion to approve the agenda from 02/7/25. Nick M seconded. Motion Carried. 3 (yes), 0 (no), 1 (abstentions)

Minutes:

MOTION: Ian made a motion to approve the minutes from 2/7/25. Arik seconded. Motion Carried. 3 (yes), 0 (no), 1 (abstentions)

- Nick V arrived right after this vote
- Oscar had not arrived yet

Reports

- I. Chair:
 - a. None.
- II. Advisors:
 - a. None.
- III. ASCWU:
 - a. None.

Communications Received

Last week's supplemental funding request (2511) was approved.

Public Comment

None.

New Business:

- A. Supplemental Funding Request- New
 - a. 2512: Reallocation of funding from Supplemental request 2501.
Presented By Gretchen Lohse

- i. This is in regard to the supplemental funding request that was approved in the Fall for PULSE. This money was for salaries, and a part of the money was meant to go to the Observer to cover a salaried position.
 1. They did not make it clear that the remaining money from the request was intended for Travel expenses.
 2. The Observer was in New Orleans at the time that the supplemental funding request was made.
 - a. They overspent at their New Orleans trip. They are hoping to use the approved funds for PULSE for the Observer expenses.
- ii. They had initially asked for \$18,615 from the CNW budget before the 15% reduction.
 1. That trip represented both the Observer and PULSE at that conference.
 2. They overspent that trip by \$5,000. This is due to unforeseen expenses in room fees, travel agent fees, and last minute booking for flights.
 3. When they budgeted for the trip, it was a few weeks prior to the trip. It takes time for funds to get approved, and they could not ask their travel agent to book those flights until the Travel Authorization was approved. By the time it was approved those Travel expenses increased.
 - a. There was also a charge for using the Travel Agent, which was not initially accounted for.
- iii. They are asking to use the S&A approved funds for PULSE to cover those travel expenses.
- iv. Gretchen recognizes that this was her fault and takes accountability.
 1. Gretchen has been in the Business Manger position for 2 years. Last year was the first time she had forecasted a budget for an entire year.
 2. Unfortunately, she did not budget appropriately for the positions needed to run the paper.
 - a. At that time when they booked to go to the conference, they assumed that they had enough money. This is due to the forecast projecting \$11K in the black.
 - b. When including the forecast and the fees unaccounted for, they grossly, underestimated how much it would cost.
 3. This will not happen again because she is aware of her mistake and now knows how to better account for this in the future.
 - a. Especially, now that she's been in that position for 2 years and has been through that process.
- v. She presented the conference member attendees from student media, to give a testimony about how the conference went and why it was important to them.

Testimony by Jackson Roberts & Z Morris

1. Jackson attended the conference as a Sports Editor but is now co-Editor in Chief. A lot of his focus at the conference was for sports sections.
 - a. He also works at 88.1, so he also went to a lot of podcasting sessions that benefitted the Observer and the students that read it.
 - b. They learned a lot about how to get the Observer to be more student oriented. Per their past issues, they are letting the students use their voices a lot more. This is done by covering certain topics going on around the world today.
 - i. They do this by getting full quote pages based on what the students are thinking about.
 - c. Another aspect is holding the university accountable.
 - i. For example, Brooks library having heating issues.
 - ii. At the conference, he learned from speakers how to cover investigative journalism, which was new to him.
2. What they learned from the conference greatly benefitted the paper and the student media group through team bonding.
3. There were leadership meetings that were applicable to the newsroom.
 - a. A lot of the conference panels were very helpful. Benefiting the paper and the students who read it.
 - i. The fluidity of how the paper reads and looks
 - b. Despite his lack of graphic design experience, it was something that they gained experience from through the conference.
 - c. Expanded his all around journalism experience, as it relates to the writing, reporting, and design. Making it more understandable for students to read.
4. Z is the lead graphic designer at the newspaper. At the conference they attended primarily writing and design panels.
 - a. The Observer catch phrase stands out, *by the students for the students*. This means making a paper that is for the students and looks like it should be for the students.
 - b. The conference influenced them to think about the user and the and what happens when they see the paper. Considering what encourages them to pick it up and learn and read about what's going on campus.
 - c. Informative design does not need to be anything bland, and many students like to pick up things that look like things that they would want to read. Not what their grandpa would want.
 - i. They like to have a more modern innovative approach to the paper. This makes it important to read these stories.

- ii. This last issue was about immigration which affects many students.
 - iii. They used what they learned at the conferences. They were able to take a design in a neutral approach then an informative approach. It's stories like these that give the opportunity to share with the rest of the student body.
 - d. This year is going to be full of more news to share with everybody.
 - e. They want to make sure that everybody can get a copy of the paper and that everybody can understand the paper on a legibility standpoint.
 - i. While having a dynamic and creative design so that way people want to look at it and read it.
- 5. They consider themselves fortunate to be able to talk to so many people that are designers across the nation.
 - a. It was a great experience to be able to connect at a nationwide editorial standpoint.
 - b. They were able to get into more design fields that are outside of Ellensburg. They were able to talk to people from New York and build connections.
 - c. They would like to encourage all their designers to be able to talk to people that are outside of their little area and take into account those outside sources as well as creating a more informative powerful paper.
- vi. They are not just seeking these funds that they are asking for today. They are also looking at being a part of Give Central 2025. They have plans with their chair to use some foundation money for Spring 2025. They are looking for other possible solutions.
 - 1. They are not just asking the S&A committee.
- vii. Questions? Comments
 - 1. Arik clarified that they are moving approved supplemental funds from PULSE to the Observer.
 - 2. Robbi noted that the funds are already accounted for in their supplemental budget, so it is not an addition or reduction in what they have left to allocate.
 - 3. Eli asked hypothetically, what would happen if this request did not happen?
 - a. The money would go to the PULSE account, who is facing a little bit of a deficit. The funds would cover salaries for this quarter but not necessarily cover that deficit. It's money that they've already approved to cover salary positions. Since they are facing a deficit in PULSE, they may have to re-visit that in Spring quarter

B. Base Funding Request – Presentations

- a. Office of Undergraduate Research, SOURCE
Presented by Hideki Takei and Ash Perron

i. OUR Businesses

1. Our grants are funded by S&A, foundry 10, and the Provost's Office. All Undergraduate students at CWU are eligible to apply for any, or all, of the four types of grants that align with their research or creative activity. These grants can be used to cover expenses such as conference registration, travel costs, research equipment, and supplies.
 - a. They give grants to Undergraduate students who are partnered with a mentor on campus.
 - i. The research, or creative activity, must align with the specific grant.
2. S&A also funds SOURCE, a professional development event that offers students a local conference experience, providing opportunities they might not otherwise have access to.
 - a. They rely on S&A to fund SOURCE itself.
 - i. A professional research conference that emulates the atmosphere of what it's like to be at a conference for research.
 - ii. This gives students the networking piece and builds resumes for students while showcasing their research.

ii. What is SOURCE?

1. Symposium of University Research and Creative Expression (SOURCE) is CWU's annual professional research conference.
 - a. Used to just be in the COTS and expanded to cover all creative activities and scholastic endeavors on campus.
 - b. They've been able to welcome groups from the music department, theatre, dance, the sport movements study department, and art & design.
 - c. Showcasing what people are doing. Also, celebrating what students are doing on campus such as creative expression.
2. It showcases student research, scholarship, and creative activities across all disciplines.
3. Presentations at SOURCE are recognized with an ISSN from the Library of Congress, ensuring they are officially archived and accessible.
 - a. They got the ISSN number last year. The proceedings get published, which works as a resume builder for students.
4. SOURCE offers a professional platform for students to present their work, preparing them for future academic and career opportunities.

5. SOURCE 2024
 - a. Highest Attendee count historically
 - i. Participants from Ellensburg High School, Mount Stuart Elementary School, and Eisenhower High School
 - b. Second Highest Presenter count
 - i. 120 oral presentations
 - ii. 172 poster presentations
 - iii. 18 pre-recorded presentations
 - iv. 7 non-CWU presentations
 - v. 60 OUR grant recipients
 6. SOURCE 2025 – the 30th Anniversary
 - a. Starting this year, they will be getting a digital journal giving students the opportunity to publish their research as an undergraduate student.
 7. Professional atmosphere, takes up the SURC, conference schedule, streamlined volunteers, fun, etc.
 8. They are working to incorporate local businesses and the local community as well such as the local high schools.
 - a. Engaging with the community to pipeline local students to CWU.
 - b. Let's anyone see themselves in research. For example, French Horn players.
- iii. Assessment
1. SOURCE and OUR grants are assessed by:
 - a. Monitoring the number of presentations/projects submitted per year
 - b. Monitoring the number of grants funded per year
 - c. Monitoring the number of students served by various programs and workshops
 - d. Monitoring the diversity of students participating in SOURCE
 2. They try to assess as much as they can.
 - a. Based on the numbers they can tell the committee that they are doing a pretty good job
- iv. Grant Assessment Result
1. In the fall 2023, there were 33 grant applications submitted from students in COTS (18), CEPS (10), CAH (3), and CB (2). They funded 31 applications

2. In the winter 2024, there were 31 grant applications submitted from students in COTS (13), CEPS (9), CAH (6), and CB (4). They funded 29 applications
 3. They tracked the 60 grant recipients and confirmed that they presented at the SOURCE in addition to presentations at other conferences.
 - a. The funded individuals show a great performance based on their findings.
- v. SOURCE Assessment
1. 491 students attended SOURCE 2024.
 - a. It was very successful as people are recognizing the importance of SOURCE.
 2. There were 120 oral presentations and 172 poster presentations. Some students presented more than one project.
 3. SOURCE Participants by Class Standing (Graph: 2023, 2024)
 - a. Post-Bacc Undergraduate: 2, 3
 - b. Graduate: 25, 11.1
 - c. Senior: 65, 53.8
 - d. Junior: 6, 17.8
 - e. Sophomore: 2, 8
 - f. Freshman: 0, 7.6
 - g. The graph shows that senior and graduate students are mainly attending SOURCE.
 - i. Now they are expanding their horizon to this younger generation to participate in SOURCE, which helps fund them.
 - ii. They try to focus on how they can fund younger generations (freshman and sophomore) as well as Transfer Students.
 4. SOURCE Participants by TUSG [Traditional, Unrepresented Student Groups] Students (Graph – Yes, No)
 - a. SOURCE 23: 33%, 67%
 - b. SOURCE 24: 41%, 59%
 - c. They are using the funds to organize kickstarts to encourage underrepresented students to participate in SOURCE.
 - i. They are successfully increasing the amount of underrepresented student participants.
 5. SOURCE Participants by Transfer Status (Graph – Yes, No)
 - a. SOURCE 23: 22%, 78%
 - b. SOURCE 24: 56%, 44%

- c. They are drastically increasing the transfer student participation. They present at the orientation how Transfer students can be included in SOURCE through their funds.
- 6. SOURCE Participants by Gender (Graph – *Male, Female*)
 - a. SOURCE 23: 43%, 57%
 - b. SOURCE 24: 46%, 54%
 - c. They have a fairly equal gender distribution, which is something that they are happy about.
- 7. SOURCE Participants by First Generation Status (Graph – *Yes, No*)
 - a. SOURCE 23: 28%, 72%
 - b. SOURCE 24: 31%, 69%
 - c. They focus on First Generation Students and are doing their best to increase these participants. They plan on using S&A funds to continue increasing this amount.
- 8. SOURCE 2024 Presenters by Status (Graph)
 - a. Graduate: 24%
 - b. Undergraduate: 75%
 - c. Other: 1%
 - d. Although they've always focused on graduate and undergraduate students, they are trying to work with the graduate school to enrich the grant program together.
- 9. SOURCE 2024 Presenters by College (Graph)
 - a. CAH: 19%
 - b. COTS: 46%
 - c. CB: 7%
 - d. CEPS: 26%
 - e. Other: 2%
 - i. This is a lot of Dougals Honors College students. They represent people all over campus and are a huge partner of SOURCE.
 - f. Although the College of the Science is dominating, they are focusing on College of Arts and Humanities next year. Specifically, the creative side to be fair in including them.
- vi. They are using the money effectively and appreciate the support and look forward to their continued support.
- vii. Their kickstart event offers something each quarter to help prepare students for SOURCE.
 - 1. They had kickstart in the Fall.
 - 2. How to SOURCE is Feb 26th.

- a. A Poster Presentation but all about SOURCE. How to SOURCE has campus partners (Career Services and Multimodal Education Center) to help people hit the ground running with their research.

viii. Questions? Comments

1. In 2023-2204 there was a big increase. Is this an increase in size of SOURCE?
 - a. Participation has to do with attendee counts.
 - i. COVID impacted this.
 - b. 2023 was the first year on the SOURCE team for both presenters.
 - i. 2022 was online and took place all over campus.
 - ii. They had 2 years online but 2023 was a hybrid year.
 - c. 2024 was when they were back in their full glory and increased the count.
 - i. Reflects why they had lower participation in the years leading up to that.
 - d. They have an issue that SOURCE is getting away from the students – they are trying to bring everything back to students.
 - i. They are putting in efforts to focus all the funds on the students.
 - ii. They promote to include a lot of students.
 - iii. This policy is going to continue with a new director and they will see this reflected in the next 4 years.
2. Looking at the financial overview in their budget repairs/ maintenance was high. In 2022 it was \$240 but in 2024 it was \$1,400. What does SOURCE consider as repairs/maintenance?
 - a. This was based on previous requests.
 - i. Ash did not put a purchase on a repair/maintenance account code.
 - b. They use the existing framework as much as they can.
 - i. They are trying to create an online journal for this year. They are not trying to ask for more money because of their limited budget.
 - c. They are trying to expand the performance for the money through their activities.
3. Looking at services in the last year they decreased from \$4,500 to \$0. What caused that change?
 - a. Being new in their role they just used what they had.

- i. They did not want to ask for anything they haven't asked for in the past.
 - b. Their predecessor is no longer with the institution so it's difficult to provide an answer.
 - c. They are trying to honor SOURCE as it stands, but they are still learning.
4. Erin noted that she will email S&A more information regarding their questions about the budget. Erin is their budget support person, so she can help answer some of those.
5. They have a student employee/assistant listed under. Do they have a student employee currently or is this an open position?
 - a. They had a grad student (Katie) who had done SOURCE before they started.
 - i. They hired them as a non-permanent person which didn't come out of SOURCE budget.
 - b. Ash supports 5 other programs as well. Katie has been helping out with SOURCE this year.
 - c. They anticipate needing help next year because they won't have Katie in future years.
 - d. They believe student employees is high impact. Not just giving students the income, but it helps the team consider a student's perspective to make SOURCE a better experience.
6. Arik asked if acquiring a student employee was including in their new budget?
 - a. Yes.
7. Eli asked them to expand how they plan to diversify the types of students such as the colleges they come from. How do they plan to do that?
 - a. They expand their stuff through the poster. They haven't organized it like that before.
 - b. This year they are going to have a special session with artists. They want to support students that go to exhibitions and telling them how they can do SOURCE. It's more than a scholastic activity.
 - i. They promote in a different way by changing the communication.
 - c. Kickstart focuses on first generation, transfer, and underclassmen. It's part of their sequence to tell them about SOURCE and encourage them to go to *How to SOURCE* if interested.

- i. They teach them how to make an abstract, and work with the faculty to ensure that young people are encouraged to do SOURCE.
 - ii. They include the College in High School students in their promotion too.
 - d. Their focus is on outreaching to different types of students. Seniors and Grad Students are familiar with SOURCE.
 - i. Their outreach pushes them to go out of their way to ensure that the outreach is being met.
 - e. Every year SOURCE has a promotional poster created by a graphic design class.
 - i. At SOURCE they involve the community to vote on the poster winner.
 - 1. Last year they honored the winner at the award ceremony.
 - 2. This year they will do a special session to honor the runner ups and talk about their design via a panel presentation.
 - ii. They are hoping that word of mouth will further promote that event. Students that are interested in the arts that attend could result in their increase interest in the arts.
 - f. They are looking to diversify who's involved by expanding to the Centers.
 - i. This will make those students feel like they are part of the campus and not leaving them out.
 - ii. Last year they did a demo of a PR software of what could be done.
 - iii. This year they are going to have a section for those students on the west side to meet up with Dr. Gary Myers.
 - 1. They are going to have a section in the Samuelson VR Lab to present to each other through virtual reality.
 - g. Involving the centers, local communities, and building relationships on campus. They have several partners in CAH and COTS.
 - i. They connected with someone from the Latino American Studies Program to promote the juried art exhibition that will be happening in the Sarah Spurgeon Gallery during SOURCE. They will send

people to that gallery and promote it two weeks ahead of time.

- ii. They sent a letter to the music dept chair to share with their faculty to incorporate them into SOURCE.
- iii. They are doing a lot of promotion to reach out to faculty to bring in as many participants as possible.

b. Transfer Center

Presented by Megan McConnell

- i. This is their first S&A request.
- ii. The transfer Center was established in February 2020.
 - 1. When the last quadrennium came around they were still in the pandemic and were unaware of this option.
 - 2. They've been operating on a shoestring budget and donations.
 - a. Megan buys food from her own personal funds.
 - 3. The CWU Transfer Center (TC) supports the successful transfer, persistence, and graduation of transfer students. The Center's primary focus is to facilitate seamless pathways among and within institutions to support transfer students at all stages of transitioning into the university.
 - 4. Their pro staff
 - a. Their Des Moines staff focus on the prospective student phase and helping them prepare their transfer coursework appropriately.
 - 5. Student staff
 - a. Transfer students themselves. They work in the Transfer Lounge, plan events in their Living Learning Community, and plan other events.
- iii. Mission
 - 1. When students are in the preparation phase, they are visiting community colleges and working with academic departments to plan documents.
 - a. Student staff work with prospective student phone and email questions that come through the lounge.
- iv. Transition Stage
 - 1. They work with orientation.
 - a. This year they introduced a Transfer Student Orientation specifically mandated for Ellensburg students.
 - 2. During the Week of Welcome, they create incentives for students to come into the lounge and find that space. This let's them connect with other transfer students.

v. Progression Stage

1. Mentoring peer to peer.
2. Workshops and Events to build a community and create a sense of belonging.
3. They see transfer students in any metric outperform their first year counterparts in terms of retention and graduation rates.
 - a. They're strong students.
4. Before the Transfer center was created, they heard transfer students say it was harder for them to get connected socially 3-5 months down the line compared to their community college. This may have to do with the structure in place for them.
 - a. They didn't have the same first year requirements.
 - i. Not required to go to orientation, live on campus, or take UNIV 101.
 - b. This meant that there wasn't great onboarding for them.
5. Building community events is an investment.
 - a. When times are rough people need a community to help them get through that.

vi. Who we serve

1. More than 40% of CWU Students are transfer students.
 - a. Almost 30% on the Ellensburg campus
2. Transfer Lounge Usage – counts as student visits (can be the same student visiting multiple times)
 - i. Includes a fridge, microwave, puzzles, games, computers, and free printing
 - b. AY 22-23 **856** students
 - c. AY 23-24 **639** students
 - d. AY 24-25 **530** students so far (significant uptick)

vii. Budget Request

1. Largely the request covers community events

	Expense	x Frequency	Total
Treats on Tuesday Treat Day	\$8	30	\$240
Monthly Craft Activity	\$70	6	\$420
Graduation Cords	\$1,500	1	\$1,500
Spring and Fall Field Trip Transportation	\$50	2	\$100
Seasonal Event Supplies	\$75	2	\$150
LLC Meeting Snacks	\$20	6	\$120
Prizes for Engagement Contests	\$30	8	\$240
			\$2,770

2. There are cords for transfer students.
 - a. 2 colors that blend together; it's free for transfer students. Represents the blending together of 2 experiences.

3. Seasonal Events such as Boo Central and their Egg Hunt.
 - a. The Egg Hunt is tied to resources and gets students to learn where things are on campus.
4. They would love to do field trips, but they only have a van.
5. None of their state dollars are able to go to these events.
 - a. They've been creative as possible in using state dollars where they can.
 - b. State funds are mainly attributed to recruiting new students.
- viii. Spring 2024 transfer student survey
 - a. They do a spring survey every year.
2. Top 5 Community Building events
 1. Day trips
 2. Group hikes / outdoor activities
 3. Attending CWU sports events
 4. Volunteering
 5. Informal hang-out with puzzles and board games
3. Top 5 education / career events desired
 1. Scholarships / paying for college
 2. Building a strong resume
 3. Finding internships
 4. Making a graduation plan
 5. Finding local jobs
4. Modality preference for events: **51%** prefer in person, **49%** prefer online
5. **79%** transferred from 2-year school; **21%** from 4-year school
6. Percentage who said these things were either very helpful or helpful
 - a. Transfer Center newsletters and emails: **70%**
 - b. Transfer Center texts: **53%**
7. Percentage of respondents who strongly agreed or agreed they were aware of:
 - a. Academic Resources: **92%**
 - b. Activities and Events: **86%**
 - c. Financial Resources: **77%**
 - d. Community-Building Resources: **76%**
 - e. Basic Needs Resources: **75%**
8. When getting an assessment they've been thinking of the impact of these S&A dollars if granted. They ask what's helpful or not helpful.

- a. They send weekly newsletters the first three weeks of campus, which is like a weekly version of HYPE.
 - i. Highlights Transfer Center Events, other events in the campus, community events, and online events.
 - b. Making students aware of various student resources.
 - i. Community building and basic needs continue to be the worst scoring.
 - ii. Academic Resources, the best scoring.
- 9. “I feel welcomed and included on campus”
 - a. **33%** strongly agreed
 - b. **56%** agreed
 - c. **7%** disagreed
 - d. **4%** strongly disagreed
 - i. If you sum the *strongly agreed* and *agreed* that is **89%** of the transfer students that responded
- 10. Ease of Transfer to CWU
 - a. “Very easy” – **50%**
 - b. “Easy” – **25%**
 - c. “Neither Easy nor Difficult” – **12%**
 - d. “Somewhat Difficult” – **9%**
 - e. “Very Difficult” – **3%**
 - i. **75%** said that their transfer to CWU was “Easy” or “Very easy”
- ix. 88.1 the Burg just did an interview with one of their peer ambassadors Melinda (student employee), which will be airing on Monday (2/10).
 - 1. She had been to 4 different colleges and said that this was the best onboarding that she experienced.
- x. Questions? Comments
 - 1. Eli is a transfer student and appreciates Megan’s passion for center students.
 - 2. Nick V asked about the tassels. This is a big part. Where has the funding been coming from?
 - a. It is easier to get goods and services purchased than food. They use their state funding for some of their goods and services purchases.
 - 3. Other pieces of their budget could go to fund other things in place. Such as using S&A dollars to offer community colleges transportation for Preview Day or SOURCE by reimbursing vans.
 - a. They have been working on an agreement in Wenatchee Valley College in the Arts.

- b. Megan had presented in a classroom last quarter at Spokane Fall Community College in the Arts.
 - c. They have connections in place and would like to get a van of students to come to participate in these activities. Especially, if they are going to have an emphasis on the Arts in this 30th year.
- 4. Eli asked for further clarification about payment for the treats and lounge supplies. Were they previously purchased with the transfer center's budget?
 - a. No, she was bringing in the treats with her own money (for 5 years). She has a passion for transfer students
- 5. Eli asked if Transfer Center has any revenue or other sources of funding?
 - a. Transfer Center Orientation is less expensive than Orientation and takes up less time.
 - i. It was required this year for Ellensburg students.
 - b. If anyone was joining a company as large as our campus, they would need an orientation.
 - i. It was optional before. Highlights complex things within the university. Such as where tutors are, how to start a club, and getting funds for clubs.
- 6. Erin noted on the survey. Do they know what percentage of transfer students that responded?
 - a. Their document provided showed 184 people.
 - i. Not everyone answered every question.
 - ii. There is a selection bias in who fills out those things.
- 7. Robbi asked for explanation for the Transfer Center Symposium
 - a. Connects faculty and staff from a lot of other institutions.
 - b. It started before Megan was hired and the University Centers were the key coordinators at that time. Prior to the pandemic they were hosted at 2-3 locations.
 - c. In 2020 the symposium has been online since because the budget for Community Colleges (enrollment statewide) took a hit.
 - d. They have more than 200 attendees statewide. These attendees range from faculty, advisors, financial counselors, etc.
 - e. They talk about transferring to CWU and issues they are seeing in transfers.

- i. Monica Medrano has been able to provide her passion and depth of experience to work with students from underrepresented backgrounds.
 - f. These sessions have at least one breakout session that looks at students from underrepresented backgrounds.
 - i. Looks at how they are supporting them and how are they working together to improve the pathway.
 - 8. Arik noted that he was a transfer student that wasn't required to do orientation. Would he be able to do an Orientation later if wanted?
 - a. Yes, they always offered it. It's always been offered but they weren't required to.
 - b. They still do not require online students and center students to do an Orientation.
 - i. There is a virtual orientation and some welcome events at the centers.

Old Business

None.

Public Comment – Second Call

None.

Adjournment:

MOTION: Ian made a motion to adjourn the meeting at 2:54PM. Arik seconded the motion. 5 (yes), 0 (no), 1 (abstentions)

Our next meeting will be February 14, 2025 (SURC 301) at 2:00pm.

Check out our website at www.cwu.edu/services-activities