

**IDEA COUNCIL**  
**September 14, 2022**

**In attendance**

Michael C. Butz  
Dan Cuffaro '91  
Jesse Grant  
Delores Hall  
Scott Lax  
Elisaida Mendez  
Charise Reid  
Jimmy Schlemmer  
Amanda Shelnut  
Kari Weaver, PhD  
Special attendee: Ambreen Hasan

**Absent**

Davon Brantley '18  
Alex Burrage  
Connie Gilbert  
Kevin Kautenberger

**Agenda**

- Nunes Scholar Program Update – Jesse Grant, Connie Gilbert, and Amanda Shelnut
- PowerPoint presentation – Ambreen Hasan
- Land Acknowledgment Statement Update – Michael Butz and Scott Lax
- Discussion of the term "First Year" student – All
- Student Engagement with the Council – All

**I. NUNES SCHOLARS**

**JESSE:** Thank you all for helping. Participants felt engaged and fully supported.

Students have given the program high remarks and high reviews. Only downside is that they wish they'd have been contacted sooner (to participate).

Counseling Center and Career Development were the most-liked sessions for the pre-orientation program.

Sessions between Nunes Scholars participants and mentors are happening now; they take place once a month.

Expenditures amounted to \$16,000. A big part of that was supply kits. We need to have conversation about whether to continue that. (Jesse thinks we should.)

Nunes Scholars students are also attending student organization meetings. (A sign of increased engagement as a result of participating in the program.)

**AMANDA:** One thing we decided to do is put "watch flags" in Admissions accounts for anything they've written that signals they might be a good candidate for Nunes Scholars program. Or, perhaps something they say or do when they visit campus.

Can then cross-reference with "24 score" to get better understanding of whether it'd be a good fit.

**CHARISE:** Demographics of the program?

**AMANDA:**

4 Males, 14 Females, 2 Non-Binary  
1 Asian, 3 Asian + White, 1 Alaskan Native or American Indian, 1 Alaskan Native or American Indian + White, 6 Black, 1 Asian + Black, 2 Hispanic, 2 Hispanic + White, 3 White

**JESSE:** All were first-generation students.

**DAN:** Sat with Amani's (sp?) family at the family dinner. Her mom asked a question about safety in the parking lot when it gets dark early. I assured her that the security station is out there. But then another faculty member voiced that she moves her car from the annex lot to closer to the building at night. (Sort of rebuffed what Dan told the parent.)

**CHARISE:** Confirms that security mans that station during the school year.

**JESSE:** We might need to talk about whether to do the program for three days in the future. It impacted how students/families spent that time. Caused issues, despite it being good for the program. (It's a big moment when parents and children part ways for college for the first time.)

**AMANDA:** We need to give them more time for that goodbye moment. It felt rushed, perhaps because we didn't know how to transition. Probably need to provide 30 minutes for that.

**DAN:** There was a parent event about letting go, and then following that was their goodbyes. (This was at a college one of his children goes to.)

**AMANDA:** Hiram, where her daughter is attending, had something similar.

## **II. GRADUATE EXIT SURVEY**

(with Ambreen)

Survey conducted in May 2022.

### **Slide 1**

Respondents

Female: 44

Male: 16

non-binary: 9

other: 1

Top reasons that contributed to success

Scale: Not at all, very little, somewhat, to a great extent.

Based on "to a great extent" and "somewhat"

91 percent faculty/staff mentorship

55 percent academic advisors

55 percent financial aid advisors

### **Slide 2**

White

94 percent: faculty/staff mentorship

58 percent: program chair mentorship

Black/African-American

100 percent: academic advisors

83 percent: financial aid advisors

Female

90 percent: faculty/staff mentorship

59 percent: student life

Male

94 percent: faculty/staff mentorship

64 percent: financial aid advisors

### **Slide 3**

Do you feel the following identity characteristics are valued at CIA?

Sexual Orientation  
Yes: 80 percent  
No: 5 percent  
Not sure: 14 percent

Race/Ethnicity  
Yes: 45 percent  
No: 25 percent  
Not sure: 30 percent

Socioeconomic Status  
Yes: 41 percent  
No: 28 percent  
Not sure: 32 percent

#### **Slide 4**

Who indicated race/ethnicity is not (or not sure) valued at CIA?  
32 of 42 who said that were white

#### **Slide 5**

Retention data

Withdrawals between Aug. 15, 2021 to June 30, 2022

Asian: 2  
Black/AA: 12  
Hispanics of any race: 2  
Two or more races: 4  
White: 29

Female: 38  
Male: 10  
Trans: 1

Of 23 total students who leave in their first year, 7 are Black or African American.

## **Slide 6**

Withdrawal compared to overall enrollment

2021-22

Black/African American students represented 24 percent of withdrawals but only 14 percent of total student body

White students represented 59 percent of withdrawals but 66 percent of the total student body

## **Slide 7**

2018-19 withdrawal data (so, not during the pandemic)

Black/African American students represented 28 percent of withdrawals but only 13 percent of the total population

White students represented 57 percent of withdrawals and 67 percent of the total population

## **Slide 8**

Who are at-risk students?

At a national level ...

- First-generation students
- Minorities (often first-gen, too)
- Gender: males
- Pell-eligible
- Low GPA

## **Slide 9**

Racial difference in College Persistence and Retention Rates

Persistence rate is measured by the percent of first-time entering students who return to college at any institution for the second year.

Retention rates is the percentage of entering students who return to the same institution.

Students who entered college in 2017, 73.8 percent persisted at any U.S. education institution in the fall of 2018, while 61.7 percent were retained by their starting institution.

Overall persistence rate for white students was 78.1 percent.

For black students, it was 66.2 percent.

Retention rate for white students was 62.2 percent  
For black students, it was 52.1 percent

These stats show that problems faced by CIA are faced at schools nationwide.

## **Slide 10**

Questions and discussion

- Nunes Scholars Pre-Orientation Program, College 101
- programming targeting BIPOC students (Summer Bridge program)
- tech tools, early alert system
- diverse campus
- better financial aid package scholarship

## **III. LAND ACKNOWLEDGMENT**

**MIKE:** shares info about new webpage: [cia.edu/landacknowledgment](http://cia.edu/landacknowledgment)

**SCOTT:** Offers update about the contact he's trying to reach to further discuss land/Native American issues.

The individual I'm getting together with has traveled overseas this summer and we haven't gotten together, but he's one of the foremost experts on Native American topics. Expect to get together with him and have a report within the next few weeks. It's attorney Terry Gilbert.

Also sharing that Beth Hoag sent an email with concerns about the Aug. 3, 2022 iteration of the statement. Included in those concerns are:

- important to note thousands of native people living in the area
- also not a fan of we recognize their stewardship of the land,
- several parts don't like about the last part, "join us" if the college doesn't have a set plan
- seems shirking of responsibility by the college
- there's no intentional community support and no "how" mentioned here

**SCOTT:** I think these are all great points, but I think what we tried to do was be general to acknowledge in a short period of time.

This is a general statement, and having heard Kathryn read it at a recent event, I think if it goes any longer, it might become awkward and put the speaker in a difficult position.

**CHARISE:** Those feelings are valid. It was Beth's project when she was on IDEA Council. She wrote the first statement without these other contexts.

**MIKE:** Maybe we can have an "event version" of the statement that's read at our events and the "full version" that lives on our website. That still raises the issue of what's included in the "event version," but it might be a compromise that allows us to include more details. At events, we refer people to our page, where they can see the whole thing.

**ELISAIDA:** We could acknowledge the limitations of the "event version" on the website.

**DAN:** I have a tentative meeting with Kate in IA and can start that conversation about scholarships.

**ELISAIDA:** Is it possible to edit the Aug. 3 version to acknowledge the current residents?

**JIMMY:** I found a small statement on Case's statement that could be useful: "We also acknowledge the thousands of Native Americans who now call Northeast Ohio home."

That will be added back in.

#### **IV. FRESHMEN VS. FIRST-YEAR**

**CHARISE:** This started with an email from Greg Watts about how the term "Freshmen" could be sexist. Cited this article.

<https://www.mcall.com/news/education/mc-nws-penn-state-replacing-gendered-binary-terms-20210519-upgtcozounaoldpgrsqeyt62xe-story.html>

**JESSE:** We refer to them as first-years.

**CHARISE:** We have to identify where we use "freshman" to eliminate it.

**MIKE:** I can send a communication to CIA staff who regularly communicate with the broader CIA community to ask that they avoid "Freshmen" where possible. Same group who receives the list of official names of CIA spaces.

#### **V. STUDENT ENGAGEMENT WITH IDEA**

**CHARISE:** How do we engage? Some students want to participate in some things but not all things. Also, students can feel intimidated when attending a full IDEA Council meeting.

**JIMMY:** What about the Student Subcommittee? Or just meeting outside of the regular meeting or subcommittee?

**DELORES:** Acknowledges more needs done with Student Subcommittee. Was pleased to hear that several students expressed interest in IDEA at recent event.

**MIKE:** Can IDEA representatives attend already-scheduled BSA and Color Wheel meetings/events? (And events for other organizations?) This would at least make it our responsibility instead of putting it on the students to join us. (LatinX Appreciation Club is another.)

**AMANDA:** We could reserve 15 minutes at the start of every IDEA meeting to allow for student involvement.

**JESSE:** Student Leadership Council could also get more involved and possibly attend meetings.

## **VI. STUDENT GROUPS**

**CHARISE:** This will have to wait until the next meeting, but let's examine how these groups are run in an effort to revive them.

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