



## Retention-Graduation Mapping Report Indiana University-Purdue University Indianapolis (IUPUI)

### A) Retention-Graduation Mapping Project Undertaken:

Over the last six months, the Halualani & Associates team has conducted a new type of effort mapping, one that focuses on retention-graduation efforts. Through this new mapping, Halualani & Associates examined all of IUPUI's activities, efforts, and programs that focused on college completion and retention and graduation for diverse students. They defined a "retention-graduation effort" as "an institutional activity, program, or action that indirectly and directly contributes to the student success and completion of college for historically underrepresented and diverse undergraduate students." Moreover, for this type of mapping, Halualani & Associates identified a preselected list of 63 optimal retention-graduation effort types (22 standard, 36 targeted, and 5 signature) that according to higher education research studies and demonstrated institutional record analyses (as concluded by scholars like Estella Bensimon, Sylvia Hurtado, Vincent Tinto, among others), significantly factor in college completion for diverse students in terms of academic preparation, the creation of campus belonging and connection, and the development of academic and social support systems for students of various backgrounds (and with varying entry points into higher education).<sup>1</sup> This preselected list of retention-graduation efforts includes the following categories:

- **standard (baseline-impact potential) practice:** an activity, program, or action that all higher educational institutions typically implement for student success (for e.g., academic support centers, orientation sessions, peer mentoring). These are practices that most to all colleges and universities should have in place;
- **targeted (moderate impact-potential) practice:** an activity, program, or action that is specific to and customized for various diverse and historically underrepresented students (for e.g., ethnic cultural centers, scaffolded financial support-course offerings-leadership development programs for specific gender, racial, ethnic, first generation groups of students); these practices carry moderate impact potential;
- **signature (high impact-potential) practice:** an activity, program, or action that is unique, innovative, ground-breaking, and or potentially more impactful in its approach to college completion, student success, and the creation of stepping stones for excellence for diverse students (for e.g., research collaboratives that connect faculty with students, special initiatives, strategic retention planning); these practices carry high impact potential.

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<sup>1</sup> Martínez-Alemán, A. M., Pusser, B., & Bensimon, E. M. (Eds.). (2015). *Critical Approaches to the Study of Higher Education: A Practical Introduction*. JHU Press.

The Halualani & Associates team used the aforementioned preselected list (and categories of practices) as a benchmarking guide to analyze the quantity, quality, and range of current (active) retention-graduation efforts at IUPUI. Examples of categories of practices from Halualani & Associates' preselected list **include (but are not limited to)** the following:

### Halualani & Associates' Preselected Optimal Retention-Graduation Effort/Practice Types

Standard Practices	Targeted Practices	Signature Practices
Academic Outreach	Academic Goal Setting & Planning Sessions	Research Institutes with Direct Student Links
Academic Resource Center	Accelerated/ Fast-tracked Developmental Education	Strategic Retention Planning
Academic Support Services	Cultural/Ethnic Centers	Student-Faculty Research Projects
Advising Through Majors	Customized Financial Aid/Scholarship Programs	Targeted Initiatives That Arise From the Institution-of-Focus
Assessment/Tracking System	Ethnic-Based Advising Centers	Faculty Trainings on Pedagogy, Engaging Students, & or Advising (all of those terms)
Disability Services	Faculty Training	Structures of Belonging
First Year Experience Programs (Low-Level/Basic)	Instruction at Cultural/Ethnic Centers	
Formal Advising Center	Learning Communities	
Intensive Early Advising	Living Learning Communities	
McNair Scholars	Peer Advising Effort	
Peer Mentor Efforts	Programs/Efforts Specifically for: All Students of Color (African American, Asian American, Pacific Islander, Native American, Latino/a), Commuter Students, Female Students, First Generation Students, Foster Care Youth Students, LGBTQIA Students, Military/Veteran Students, Older Aged, Students With Disabilities, Transfer Students	
Referral Process	Remediation/Instruction	
Retention Report(s)	Retention Administrators/Roles	
Specialized Orientation Programs/Sessions	Retention Grant	
Stress Management Sessions	Retention Task Forces	
Student Clubs/Organizations	Rigorous Data Dashboards, Metrics, & Benchmarks	
Study Skills Training/Workshops	Specialized Retention Evaluations of Services	
Summer Bridge/Pre-College Preparation Programs	Specialized Technology for Tracking/Self-Assessment	
TRIO Programs & Departments	Student Employment Programs	
Tutoring	Supplemental instruction	
Writing Center/Instruction		

## B) Key Findings:

Based on the retention-graduation effort mapping, we conclude that **IUPUI has firmly established a retention-graduation infrastructure for diverse students on its campus. IUPUI has 106 current/active retention-graduation efforts for diverse students. As a significant and impressive finding, we also highlight that this amount covers 85% of our preselected list of optimal retention-graduation efforts.** More specifically, IUPUI has 73% (16) of the standard practice/effort types, 69% (25) of the targeted practice/effort types, and 40% (2) of the signature practice/effort types in our preselected list of optimal retention-graduation practices.

Specifically, we found the following:

- **Academic Affairs, Diversity, Equity & Inclusion, and Student Affairs Divisions all contributed to the college completion efforts at IUPUI.** These three major divisions led, initiated, and continually contributed retention-graduation efforts for IUPUI, which indicates an important synergy among the three divisions which is essential for student success and achievement.
- **IUPUI features a wide range of impact practices for retention-graduation.** For example, there were 40 different types of impact practices for college completion such as: summer bridge/pre college preparation programs; programs specifically for female students, students with disabilities, Latino/a students, African American students, all students of color; peer mentor efforts, academic support services, cultural/ethnic centers; retention task forces, and retention administrators/roles, among others.
- **IUPUI's retention-graduation efforts also encompassed multiple effort types.** For instance, IUPUI's retention-graduation efforts were comprised of the following lead categories: academic support programs (26%, 28), summer bridge/pre-college preparation programs (12%, 13), mentoring/peer mentoring programs (11%, 12), institutional research reports focused on college completion (6%, 6), identity-based programs/centers (5%, 5), and academic boot camps (4%, 4). In total, these efforts spanned 28 different retention-graduation effort types.
- **IUPUI's current college completion efforts were mostly specific-group focused which is a positive attribute for addressing historically underrepresented student needs.** 60% (64) of IUPUI's retention-graduation efforts were specific-group focused (meaning, designated for specific groups and identity backgrounds) while 40% (42) were designed for all students (or the larger mainstream student population). The specific groups-of-focus in these efforts were as follows: students with disabilities, multiple historically underrepresented students, female students, Hispanic/Latino/a students, African American students, international students, first generation students, LGBTQIA students, and active duty/veteran/military students.
- **The vast majority of IUPUI's retention-graduation efforts are institutionalized and permanently attached to programs and pathways that diverse students are already partaking in.** 98% (104) of the examined retention-graduation efforts represent institutionalized programs and activities that are directly placed in

student programs, departments, majors, and requirements which enables full participation by and benefit for students in need.

- IUPUI creates retention-graduation efforts for its larger undergraduate population and for the pre-college student stage.** 77% (82) of IUPUI's retention-graduation efforts/programs are designed for current undergraduate students while 16% (17) are also framed for pre-college (middle to high school students). Thus, IUPUI enacts a longitudinal approach to college completion or one that engages the needs of students before, into, and through college. As another finding, the specific student years that are targeted in these efforts are for all years (76%, 81), first year (17%, 18), pre-college years (6%, 6), and second year (1%, 1).
- The retention-graduation efforts at IUPUI target the behavioral and social-interactive dimensions of the student experience.** Higher education scholars argue that the entire student experience in terms of behavioral, social-interactive, cognitive, and affective-emotional domains, must be engaged for optimal student success and achievement. 49% (104) of IUPUI's retention-graduation efforts target the behavioral dimension in terms of instilling academic preparation and scholarly behaviors in students. 25% (54) of IUPUI's retention-graduation efforts speak to the social-interactive dimensions or the peer, social, and community-building efforts for students (for full support and inclusion). Only 12% (26) of these efforts touched upon the affective-emotional aspects of the student experience or the achievement emotions of students like enjoyment of learning, joy, hope, pride/self-esteem, and gratitude. More specifically, the social-interactive (36%) and behavioral (24%) dimensions were highlighted the most for historically underrepresented students but the affective-emotional dimension (5%) (which creates feelings and self-esteem about college) was not tapped into as much. The affective-emotional dimensions were emphasized the most in retention-graduation efforts for students with disabilities (57%) and female students (38%).
- IUPUI's current retention-graduation programs and activities emphasize various aspects of diversity.** These efforts address and speak to multiple aspects of diversity such as: gender (19%, 62); race/ethnicity (19%, 62), intersectionalities (17%, 53), socioeconomic status (14%, 46), age (12%, 37), broad culture (7%, 24), disabilities (5%, 17), international/global (3%, 10), nationality (2%, 5), among others.
- IUPUI has created and circulated a larger discourse about college completion that emphasizes the need to engage historically underrepresented students and create pathways for success and excellence.** 59% (63) of the retention-graduation efforts stress the importance of facilitating the student success of historically underrepresented students while 28% (30) highlight the need for academic preparation. 11% (12) of the efforts emphasize the need to develop the whole student (heart and mind).
- IUPUI's college completion efforts indicate a strong degree of permanence and institutionalization.** 97% (103) of the efforts are slated to endure for five to seven years and many of these are framed as permanent programs, activities, and efforts that are fully institutionalized.

### C) Recommended Next Action Steps:

In terms of the delineated findings, we recommend the following next action steps:

Recommended Action Step	Target Population
1. Continue to track and identify retention-graduation targets, benchmarks, and achievement goals. Identify any stoppage points, gaps, or pressure points for student completion and design responsive interventions for key student demographics and specifics (for e.g., first generation, financial aid/support status, number of units taken, gateway course success, major type).	Students
2. Continue to embed IUPUI's retention-graduation efforts and programs to specific departmental and academic programs and the regular routines and pathways of students in their academic majors.	Students
3. Examine the extent to which IUPUI's current academic and peer support programs are increasing student belonging and confidence especially among historically underrepresented students via isolated campus climate measures (on IUPUI's current instrument).	Students
4. Identify possible retention-graduation interventions for critical year stages (2nd year, 3rd year, 4th year, transfer year) as determined by recommended action step #1.	Students
5. Build up the affective-emotional dimension of retention-graduation efforts and speak to students' self-esteem, academic self-construals (how they see themselves as students), and their feelings about learning, education, and their future.	Students
6. Design long-term strategic retention plans to establish ongoing progress, action, and evaluation of what has been done with regard to retention-graduation efforts.	Students
7. Explore the extent to which IUPUI's retention-graduation infrastructure would gain from the incorporation of the following types of targeted (moderate impact-potential) and signature (high impact-potential) practices for college completion: targeted efforts for commuter students, specialized advising resources for diverse students, specialized retention evaluations of services; strategic retention planning, and faculty trainings on evidence-based practices for optimal advising, mentoring, and student engagement.	Students