



Retention-Graduation Mapping Report Indiana University Kokomo (IU Kokomo)

A) Retention-Graduation Mapping Project Undertaken:

Halualani & Associates conducted an additional mapping analysis for Indiana University Kokomo (hereafter IU Kokomo) but this time on analyzing all of its active retention-graduation efforts. In this analysis, a “retention-graduation effort” was defined 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.” With regard to IU Kokomo’s retention-graduation effort 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).¹ 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.

¹ 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 IU Kokomo. 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:

Through the retention-graduation mapping analysis, we conclude that **IU Kokomo has established an initial retention-graduation foundation with 45 active retention-graduation efforts for diverse students.** Moreover, the totality of these efforts accounts for 62% of our preselected list of optimal retention-graduation efforts. More specifically, 38% (28) of these preselected optimal effort types were NOT present at IU Kokomo. IU Kokomo has 73% (16) of the standard practice/effort types, 44% (16) 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:

- **All of IU Kokomo's retention-graduation efforts are institutionalized and are slated to endure for the next several years.** IU Kokomo's college completion efforts are institutionalized and permanently affixed to the university's organizational structure. These efforts possess an endurance level of five to seven years and possibly longer.
- **IU Kokomo features mostly standard (baseline impact-potential) and targeted (moderate impact-potential) practices.** 49% (22) of these efforts are standard efforts or ones that most colleges and universities have in place and have baseline impact-potential on retention and graduation outcomes. 44% (20) of these efforts are targeted efforts or ones that are focused on specific diverse groups and or possess moderate impact-potential on college completion outcomes. 7% (3) of the efforts represented signature efforts or ones that are unique, innovative, and have high impact-potential.
- **IU Kokomo possesses a wide variety of specific impact practice types.** For instance, there are 34 different types of specific impact practices at IU Kokomo such as the following: multi-layered and target-specific data dashboards (11%, 5), retention reports (9%, 4), strategic retention planning (4%, 2), stress management sessions (4%, 2), summer bridge/pre-college preparation programs (4%, 2), and tutoring (4%, 2) as the leading categories.
- **IU Kokomo's retention-graduation efforts span a diverse range of effort types.** These efforts included the following effort types: institutional research reports (20%, 9), academic support programs (11%, 5), advising centers (7%, 3), academic skill development programs (7%, 3), health and wellness programs (7%, 3), identity-based programs and centers (7%, 3), committees/advisory panels (4%, 2), mentoring/peer mentoring outlets (4%, 2), and learning communities (4%, 2) as the leading categories.
- **IU Kokomo approaches retention-graduation largely through a mainstream and generalized framing.** 70% (31) of IU Kokomo's retention-graduation efforts target the mainstream and undifferentiated (all) student population while 30% (13) of the efforts are specific group-focused or ones that engage specific identity-based groups. The specific groups-of-focus (the ones that are engaged explicitly) are as follows: historically underrepresented students, active duty/veteran/military

students, students with disabilities, international students, and adult learners/re-entry students.

- **IU Kokomo's retention-graduation efforts are mostly designed for all student class levels.** 82% (37) of the efforts generally engage all student class levels while 18% (8) touch upon the first year and transfer year class levels.
- **IU Kokomo's retention-graduation efforts speak to and address the behavioral and cognitive dimensions of the student experience.** 47% (42) of the efforts place an emphasis on building up the academic skills and behaviors of students for their success. 29% (26) of the efforts stress the cognitive or knowledge areas (learning, comprehension, decision-making, problem-solving) for students. 14% (13) of the efforts tap into the affective-emotional domains of the student experience or students' self-perception, self-esteem, and their feelings about their college trajectory. 10% (9) of IU Kokomo's college completion efforts address the social-interactional needs of students through community building activities, peer interactions, and social support. As a positive note, efforts that reach and are framed for historically underrepresented students touch upon all of these essential dimensions: the social-interactional, the behavioral, the affective-emotional, and the cognitive.
- **The majority of IU Kokomo's retention-graduation efforts are connected to academic programs and departments.** For example, 62% (28) of the efforts are linked to academic programs, departments, and major fields of study (which exposes students to these retention-graduation efforts).
- **The majority of IU Kokomo's retention-graduation efforts speak to intersectionalities, broad culture, and race/ethnicity.** Thirteen (13) different aspects of diversity were addressed and touched on IU Kokomo's college completion efforts such as: intersectionalities (30%, 33), broad culture (22%, 24), race/ethnicity (16%, 17), gender (8%, 9), socioeconomic status (6%, 7), active duty/veteran/military (5%, 5), age (4%, 4), disabilities (3%, 3), and international/global (3%, 3) as the leading categories.
- **IU Kokomo frames its retention-graduation efforts in terms of academic preparation and the importance of reaching out to historically underrepresented students.** More specifically, this campus highlights the importance of academic preparation for its students in 64% (29) of its efforts and the need to make sure historically underrepresented students are successful in college (18%, 8). 16% (7) of the efforts emphasized the need to develop the whole student in terms of academic preparation, social engagement, and affective dimensions.

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 create and institutionalize retention-graduation efforts that help students. Explore innovative and high impact-potential types of efforts such as retention grants, retention roles, targeted initiatives for identity-based groups, and customized academic/social support programs.	Students
2. Conduct a comprehensive examination of all retention-graduation outcomes and identify needed targets, goals, measures, and indicators for designing needed interventions.	Students
3. Based on recommended action step #2, create a strategic retention plan every year so that student retention and graduation rates can continue to improve in all needed areas.	Students
4. Examine the extent to which IU Kokomo needs more specific group-focused retention-graduation efforts for identity-based groups and or with regard to different demographics and factors (number of units per academic term).	Students
5. Identify the critical student levels (first year, second year, third year, fourth to fifth year, transfer year) that need specific interventions as determined by recommended action step #2.	Students
6. Continue to integrate and connect retention-graduation efforts and initiatives to academic programs, departments, and pathways.	Students
7. Ensure that all dimensions (the behavioral, social-interactive, cognitive, affective-emotional) of the IU Kokomo student experience are fully engaged so as to fully develop students' minds, hearts, feelings, and connections with their peers.	Students
8. Explore the need for the following types of standard (baseline impact-potential), targeted (moderate impact-potential), and signature (high impact-potential) practices for college completion: specialized assessment/tracking systems, specialized orientation programs/sessions; advising resources for diverse students, retention administrator/roles, specialized technology for tracking/self-assessment, targeted initiatives, and trainings for advising students and student engagement.	Students