



## Retention-Graduation Mapping Report Indiana University Southeast (IU Southeast)

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

Over the last six months, the Halualani & Associates team conducted a unique type of mapping for Indiana University Southeast (hereafter IU Southeast). Different from diversity mapping, this type of mapping closely examines all of IU Southeast's current retention-graduation efforts. For this mapping, a "retention-graduation effort" is 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." For IU Southeast'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).<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 IU Southeast. 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 Southeast has established a solid foundation of retention-graduation efforts. IU Southeast has 88 active retention-graduation efforts for diverse students and more importantly, this amount covers 79% of our preselected list of optimal retention-graduation efforts.** As a point of contrast, approximately 21% of these preselected optimal effort types were NOT present at IU Southeast. IU Southeast has 100% (22) of the standard practice/effort types, 56% (20) of the targeted practice/effort types, and 80% (4) of the signature practice/effort types in our preselected list of optimal retention-graduation practices.

Specifically, we found the following:

- **Several major divisions at IU Southeast led and participated in its current retention-graduation efforts.** The Office of the Chancellor, IU Southeast, Enrollment Management and Student Affairs, and Academic Affairs all led and contributed to IU Southeast's active retention-graduation efforts, activities, and initiatives.
- **The majority of IU Southeast's retention-graduation efforts have a permanent status.** When reviewing the temporal or duration status of these efforts, we noted that 84% (74) of the retention-graduation efforts are designated to last for the next five to seven years and beyond. 16% (14) of the efforts were framed with shorter time-frames such as one to two years.
- **Of the preselected optimal retention-graduation effort types, IU Southeast features more targeted (moderate impact-potential) practices than standard (baseline impact-potential) and signature (high impact-potential) practices.** More specifically, 52% (46) of IU Southeast's retention-graduation efforts are targeted (moderate impact-potential) practices while 38% (33) are standard (baseline impact-potential) practices. Only 10% (9) were signature (high impact-potential) practices.
- **As a unique finding, IU Southeast's retention-graduation efforts represent an expansive range of important and targeted practices that focus on college completion.** For instance, IU Southeast currently features 37 different types of impact practices. This is a wide range of effort types, and some of the leading types of impact practices are as follows: faculty trainings on student engagement and inclusive instruction (17%, 15), retention reports (6%, 5), programs and efforts specifically for URM students (6%, 5); learning communities (5%, 4), retention task forces (5%, 4), targeted initiatives (5%, 4), academic support services (3%, 3), and summer bridge/pre-college preparation programs (3%, 3). IU Southeast has retention-graduation efforts that are customized for all students of color, first-generation students, international students, students with disabilities, and transfer students.
- **IU Southeast's retention-graduation efforts mostly hone in on trainings/workshops, academic support programs, and academic skill development.**

These efforts represented the following thematic categories the most: trainings/workshops (18%, 16), academic support program (17%, 15), academic skill development (7%, 6), institutional research (6%, 5), committee/advisory panel (5%, 4), identity-based programs/centers (race/ethnicity, gender, SES, generation, among others) (5%, 4), learning communities (5%, 4), and retention-graduation initiatives (5%, 4).

- IU Southeast's retention-graduation efforts are mostly framed for the mainstream/unspecified larger student population.** When examining the retention-graduation effort descriptions, documents, and program activities, we found that 64% (56) of these efforts spoke to all or the mainstream student population while 36% (32) directly focused on the needs of specific diverse student groups. These specified diverse student groups included the following: historically underrepresented students, students with disabilities, active duty/veteran/military students, re-entry students/adult learners, international students, and GLBT students.
- The great majority of IU Southeast's active retention-graduation efforts are institutionalized into its organizational structure.** 82% (72) of these efforts are institutionalized and fastened to current programs, policies, and operations through which students will be able to participate and benefit from these efforts. Only 18% (16) are not institutionalized and stand as efforts that students will need to locate on their own in order to participate.
- Most of IU Southeast's retention-graduation efforts do not target a student year/level for impact.** 92% (81) of the efforts does not specify a student year/level of focus (for e.g., first year, transfer year, upper division years). This indicates that a generalized focus on the student experience (as opposed to a timed out/year by year focus) characterizes the retention-graduation efforts at this institution. 8% (7) of the efforts target the first-year of the student experience and the pre-college level.
- IU Southeast's retention-graduation efforts prioritize the behavioral dimensions of the student experience.** Specifically, 53% (86) of the efforts speak to the behavioral dimension of the student experience (for e.g., how to be a better scholar/student, how to study, how to select a major/courses). By contrast, 35% (57) addresses the social-interactional dimensions of the student experience (for e.g., how to connect with one's peers, how to create social support networks, how to be a part of a shared community). As a positive note, 12% (19) of IU Southeast's efforts honed in on the affective-emotional dimensions of the student (for e.g. achievement emotions such as enjoyment of learning, joy, hope, pride/self-esteem, gratitude) which is an often-neglected focus at colleges and universities. All of these efforts that highlighted the behavioral, social-interactional, and affective dimensions, were designed for historically underrepresented students and students with disabilities.
- Slightly over half of IU Southeast's retention-graduation efforts were integrated with academic departments and units.** In terms of specifics, 51% (45) of these efforts were connected to academic departments and units while 49% (43) were not.

- IU South Bend's active retention-graduation efforts address and speak to various aspects of diversity.** These retention-graduation efforts address 13 different definitions of diversity. On a positive note, intersectionalities (25%, 68) and race/ethnicity (20%, 54) stood out as the most targeted aspects of diversity. The next definitions of diversity in the retention-graduation efforts were as follows: broad culture (17%, 46), international/global (10%, 27), gender (10%, 27), socioeconomic status (10%, 27), active duty/veteran/military (3%, 7), and disabilities (3%, 7).
- IU Southeast's retention-graduation efforts mostly use language and terminology that connects retention and graduation to academic preparation of students.** In our analysis of the discursive terms and language used in reference to retention and graduation (and college completion), 52% (46) of the retention-graduation efforts highlighted the academic preparation of students. 28% (25) of the efforts highlighted the need to reach and serve historically underrepresented students in terms of student success in higher education. 19% (17) uniquely framed retention and graduation in terms of developing the whole student or a holistic discourse about how the institution should create optimal conditions to develop students.

### 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 and increase the connections between IU Southeast's retention-graduation efforts/initiatives and related academic departments and units.	Students
2. Conduct a thorough analysis of IU Southeast's retention and graduation rates in order to identify the most optimal points and factors for intervention. This should be done annually.	Students
3. Utilize the current committees/advisory panels at IU Southeast to create a strategic retention planning process through which a strategic retention plan can be designed in order to identify key priorities, goals, targets, and outcomes for retention-graduation efforts. Such a strategic retention plan will help to align and connect the extant retention-graduation efforts at IU Southeast.	Students
4. Encourage campus-wide participation in retention-graduation efforts through collaborations, incentives, and the larger strategic retention planning process (as recommended in action step #3 above).	Students
5. Create retention-graduation initiatives that target specific student levels and years (and the ones that are most critical as determined in the recommended action step #2).	Students

Recommended Action Step	Target Population
6. Consider the implementation of specific group-focused retention-graduation efforts for diverse groups in need in terms of college completion and student success at IU Southeast.	Students
7. Engage the social-interactional and affective dimensions of the student experience by implementing structures of belonging via support networks, peer connections, and identity-based outlets/programs for historically underrepresented students.	Students
8. Examine how students of various backgrounds are actually experiencing IU Southeast from entry to transition to declaration of a major and adjusting to college life.	Students
9. Explore the significant gains that could be provided by incorporating the following types of standard (baseline impact-potential), targeted (moderate impact-potential), and signature (high impact-potential) practices for college completion: a formal referral process through which students can be directed to needed programs and resources; customized efforts and programs for historically underrepresented students; targeted efforts for commuter students; advising resources for diverse students; academic goal setting, planning, and coaching sessions; and faculty-student mentoring programs.	Students