HALUALANI
& ASSOCIATES

Retention-Graduation Mapping Report
Indiana University South Bend (IU South Bend)

A) Retention-Graduation Mapping Project Undertaken:

From Spring 2016 through Summer 2016, the Halualani & Associates team embarked on a new type of mapping for Indiana University South Bend (hereafter IU South Bend): a retention-graduation effort mapping. More specifically, Halualani & Associates examined the current retention-graduation efforts featured at IU South Bend. 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." In this 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.

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[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 utilized 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 South Bend. 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 South Bend has created an initial retention-graduation-focused foundation. IU South Bend currently has 58 active retention-graduation efforts for diverse students**. More specifically, we found 71% of the preselected (different impact-potential) retention-graduation effort types at IU South Bend while 29% of these effort types were not present. Specifically, IU South Bend has 82% (18) of the standard practice/effort types, 58% (21) 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:

• **Student Affairs & Enrollment Management and Academic Affairs lead the retention-graduation efforts at IU South Bend.** These efforts appear to have a longer future duration status (five-year shelf life) for the campus.

• **IU South Bend possessed more of the targeted (moderate impact-potential) effort types and standard (baseline impact-potential) effort types than signature (high impact-potential effort types).** IU South Bend had 50% (29) targeted (moderate impact-potential), 45% (26) standard (baseline impact-potential), and 5% (3) signature (high impact-potential) effort types.

    • For example, IU South Bend mostly had the following effort types: programs/efforts specifically for active duty/military/veteran students (12%, 7), retention data/reports (7%, 4), first-year experience programs (5%, 3), programs/efforts specifically for all students of color (5%, 3), academic resource centers (3%, 2), formal advising centers (3%, 2), residence hall communities (3%, 2), and summer bridge/pre-college preparation programs (3%, 2).

    • Breaking this down further, these effort types are also categorized as fitting into the following themes: academic support programs (17%, 10), advising (7%, 4), academic skill development (7%, 4), mentoring/peer mentoring (7%, 4), institutional research (7%, 4), first-year experience (5%, 3), retention-graduation initiatives (5%, 3), summer bridge/pre-college programs (5%, 3), campus climate-building events (5%, 3), health and wellness programs (3%, 2), learning communities (3%, 2), residential life (3%, 2), and tracking programs (3%, 2).

• **IU South Bend's active retention-graduation efforts have a slightly more mainstream focus (framed for all students) than a specific group focus (or for diverse students in particular).** 59% (34) of these efforts are generalized for all IU South Bend students while 41% (24) are targeted for specific diverse groups of students (for e..g, African American students, female students, students with disabilities, historically underrepresented students). Of the efforts focused on specific diverse groups, these are framed for historically underrepresented students, active duty/military/veteran students, students with disabilities, Generation 1.5 students, Hispanic/Latino students, international students, GLBT students, and re-entry/adult learner students.

- **IU South Bend's current retention-graduation efforts are mostly institutionalized in its campus infrastructure.** 67% (39) of these efforts are permanently embedded in IU South Bend's organizational structure and regularly offered programs/efforts. These efforts are also fastened to pathways and processes in which IU South Bend students are already participating, thereby ensuring an active/direct influence. The other 33% (19) of the retention-graduation efforts must be "discovered" and initiated by students themselves (and thus are more passive/indirect).

- **The vast majority of IU South Bend's retention-graduation efforts does not specify a student year/level.** For instance, 84% (49) of the efforts does not specify the student year/level of focus (for e.g., first year, transfer year, upper division years). The remaining efforts (15%, 9) highlight the first-year or the transfer year of the student experience.

- **IU South Bend's retention-graduation efforts mostly hone in on developing the behavioral dimensions of the student.** For example, 48% (56) of these efforts aim to develop and refine the behavioral aspects of the IU South Bend student (hot to be a better scholar/student, how to study, how to select a major/courses) while 40% (46) of the efforts attempt to develop the social-interactional dimensions of the student experience (how to connect with one's peers, how to create social support networks, how to be a part of a shared community). Only 5% (6) of the efforts speak to the affective-emotional dimensions of the student (for e.g. achievement emotions such as enjoyment of learning, joy, hope, pride/ self-esteem, gratitude). When multiple dimensions (behavioral, social-interactional, cognitive, and affective) were being targeted in IU South Bend's retention-graduation efforts, the behavioral dimension took precedence over the social-interactional dimension. Efforts that emphasized the social-interactional dimension of the student experience were also mostly geared for historically underrepresented students. Efforts that touched upon the affective dimension, were also created for students with disabilities.

- **A significant portion of IU South Bend's retention-graduation efforts was NOT integrated with academic departments and units**. Only 43% (25) of these efforts were connected to specific academic departments and units while 57% (33) were not.

- **IU South Bend's's active retention-graduation efforts encompass various aspects of diversity**. These retention-graduation efforts span 14 different definitions of diversity with broad culture (18%, 25), race/ethnicity, (18%, 25), intersectionalities (16%, 22), and gender (14%, 20) representing the leading aspects.

- **In an analysis of the language and discursive terms employed by its current retention-graduation efforts, IU South Bend frames "retention-graduation" in terms of academic preparation of all students and addressing the historical underrepresentation of university students and their student success.** 43% (25) of these efforts emphasize academic preparation of all students while another 43% (25) continually stresses the importance of addressing the needs of historically underrepresented 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. Connect the active retention-graduation efforts to related and or corresponding academic departments and units.	Students
2. Examine IU South Bend institutional data (degree attainment, retention across all levels) and pinpoint the factors (average number of units taken per semester, gateway course performance, GPA) and conditions (financial aid status, Fall or Spring, historically underrepresented status) that make graduation difficult.	Students
3. Engage in university-wide strategic retention planning through which goals, priorities, and targets are identified in response to the data findings generated in recommended action step #2. Develop and implement action steps to speak to these strategic retention goals and priorities,	Students
4. Incentivize the creation of retention-graduation efforts and initiatives by academic departments and programs. Incentivize the cross-collaborative creation of these retention-graduation efforts across programs and units at IU South Bend.	Students
5. Design retention-graduation efforts that speak to the needs, experiences, and identities of various diverse groups (historically underrepresented students, Generation 1.5, transfer/commuter students, first college-going generation students, students of color, GLBT students, among many others).	Students
6. Make sure that the retention-graduation efforts that have been created, speak to the social-interactional, behavioral, and affective dimensions of the student. In this way, IU South Bend students can be motivated to complete their degrees (affective), develop coping skills and resiliency to navigate difficult encounters in college (affective, behavioral), create interpersonal connections and become a part of a community/support group of peers (social-interactional), and value what their majors are providing them in terms of perspective, skill sets, and insights (affective, behavioral).	Students
7. Consider the utility and potential impact of the effort types NOT identified in this mapping for future implementation at IU South Bend. (See recommended action step #12.)	Students
8. Create retention-graduation efforts that target the most urgent critical years and student levels for IU South Bend students (for e.g., first year, second year, transfer year, fifth year).	Students
9. Construct a rigorous assessment system through which the impact of all retention-graduation efforts can be determined (through outcomes, benchmarks, key performance indicators, milestones).	Students

Recommended Action Step	Target Population
10. Create structures of belonging for diverse students through which they can experience inclusion, social support, and community-building with culturally similar others (peers, staff, faculty members).	Students
11. Re-examine how the focus on "academic preparation" may need to be customized and designed differently depending on the student identity, background, and need.	Students
12. Explore the utility of incorporating the following types of standard (baseline impact-potential), targeted (moderate impact-potential), and signature (high impact-potential) practices for college completion: specialized orientation programs; a formal referral process to direct students to needed resources; targeted efforts for transfer students; targeted efforts for commuter students; academic goal setting and planning sessions; specialized retention evaluations of student services; targeted efforts for diverse students; and strategic retention planning.	Students