

**AN INQUIRY INTO STUDENT PURPOSE AND MOTIVATION AS  
CATALYSTS FOR RETENTION**

Submitted by

The Student Academic Center,  
Office of the Vice Provost for Undergraduate Education

Molly Burke,  
Coordinator of Retention Services  
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Anthony Guest-Scott,  
Academic Coordinator

Andrew Koke,  
Basic Skills Coordinator

## Abstract

This research project will determine the efficacy of key aspects of the EDUC-X158 curriculum. EDUC-X158 is a retention course administrated by Dr. Molly Burke for the Student Academic Center and required for University Division students placed on Academic Probation. More than 3,000 IUB students have gone through this important program since it was made mandatory in 2009, creating a significant body of data that has not yet been examined thoroughly and longitudinally.

In examining this data, we seek, first, to determine how effective the course has been since Spring 2009 through Spring 2014 (by looking at retention, DFW rates, graduation, and GPA, for example). We will use this first five year period as the control group for comparison of data. Beginning Fall 2014 we changed the curriculum to include a more robust examination of student motivation, major selection, and of the multivalent purposes of higher education. We seek to determine to what degree this curriculum change has influenced the metrics noted above. In addition to comparing similar data points, we will also query the students of EDUC-X158 with surveys at multiple times in the semester to determine how the curriculum change impacts their thinking about major, career, ambitions, and the usefulness of various classes.

It is our belief that by focusing more of the class on student motivation and engagement with broader purposes for higher education, we are training our students not simply to use good academic skills, but also to take ownership of their education. We changed the curriculum in an effort to make the class more impactful over the entire undergraduate career. By focusing on motivation and purposefulness, we intend to teach students that many different and useful benefits are provided by continuing education and investing in each class, thereby encouraging retention, persistence, and best practices.

## Project Description

### 1: Purpose of Investigation

We seek to understand whether a curriculum featuring a rigorous examination of student purpose and motivation results in improved overall learning outcomes for students facing academic difficulty. We will examine the efficacy of EDUC-X158, The Culture of College, in improving the graduation and retention rates of University Division (UD) students on Academic Probation. Designed specifically for these students, the class aims to improve overall academic performance. In particular, we want to examine the impact of a recent shift in our curriculum, in which we address more explicitly than ever the value students place on their education.

We will examine students' academic status as well as the retention and graduation rates of each cohort of students on Academic Probation since Spring 2009, when University Division first required the course. We will compare students who complied with the requirement to take the class to those who did not enroll in the class. This information will give us context for looking at the changes made gradually to the class curriculum.

While X158 has always featured class readings that encourage students to reflect on the transformative potential of education, we have recently brought this question into focus more explicitly. We seek to examine whether this shift in the curriculum has resulted in higher retention rates and better improvements to students' GPAs. Therefore, we seek to compare retention rates and GPAs following each semester in the 2014-2015 school year to those from previous semesters.

Additionally, in the Spring 2015 semester, we will survey and track changes to students' views of their purpose in seeking a bachelor's degree, including their major choice, in order to discover whether there is a relationship between students' purposes in seeking an education and both the GPA they attained and their rate of improvement (or lack thereof). In short, we want to discover whether encouraging students to consider multiple ways of understanding the purpose of higher education leads to improved academic performance in all of their classes.

### 2: Significance and Impact

Since our longitudinal study has two major questions, we discuss here two significant impacts. First, we want to know the efficacy of the Phoenix Program EDUC-X158 class itself. Preliminary research has shown a short term positive impact on retention. Further analysis is required, however, to determine in what ways the course impacts DFW rates, longer term retention numbers, and graduation. We intend to determine the impact of the course on probationary students (as compared to probation students who do not take the course) and begin a metric by which we can observe changes in efficacy as curriculum changes. Also, this research will indicate areas of support after the course is completed. For example, we may find the population has lowered DFW rates for one semester after taking the course, but then the population returns to previous patterns, thereby indicating an area of potential intercession with our undergraduates.

Our second line of inquiry regards student motivation, anticipation, and the meaningfulness of higher education. Recent SoTL research (by the History Learning Project here at IUB, among others) has shown that instructors often assume that their students are similar in motivation, curiosity, and how education is valued. Of course, such assumptions are often erroneous. Our interaction with probationary students has indicated that motivational concerns and a misunderstanding of the fuller benefits of higher education are among the more significant reasons for probationary status. We seek to learn in what ways students value (or do not value) higher education, their hierarchy of motivations for this four year effort, and the vectors that influence them internally and externally. Further, we seek to examine how these values change over the course of the semester as they engage in critical examination of a broader range of contributions to the self and the community that higher education provides. Our experience working with probationary students suggests that analyzing and reforming personal motivations may be key to the development of lasting academic skills necessary for success.

### 3: Anticipated Outcomes

We anticipate finding that UD students placed on Academic Probation who take EDUC-X158 are retained and graduate at higher rates than those who do not. This outcome would support current UD policy, which requires students on Academic Probation to take the class. It might also strengthen the case for a stricter enforcement of that requirement, if possible, with the intention of retaining and graduating more students.

We anticipate finding that students who view or come to view education as a potentially transformational experience will achieve higher GPAs and/or improvements to their GPAs than those who view education simply as a necessary means to an end. More importantly, we anticipate finding that students may start the class with a utilitarian view of education but expand their understanding of education by the class's end. If we find that the class transforms students' understanding of education, with the effect of improving their academic performance, we will continue the development of our curriculum in this direction. Students will learn more in all of their classes at IU if we can encourage them to make meaningful connections to their education.

### 4: Research Methodology

Our research methodology will feature a comparative analysis to determine both the general effect, as well as the efficacy of the particular curriculum change described above, that the EDUC-X158 course has on probationary students' overall academic performance. Utilizing BAR to provide the raw data, our comparison will center on data points that include GPAs and change of major as well as DFW, retention, and graduation rates for three groups of UD students on academic probation:

1. Those who complied with the UD requirement to take EDUC-X158 for the period before the curriculum change, Spring 2009-Spring 2014 semesters.
2. Those taking EDUC-X158 after the curriculum change was implemented, Fall 2014-Spring 2015 semesters. Complete analysis of data points will necessarily extend to

subsequent semesters to adequately measure impact, including Spring 2015-Fall 2015 semesters

3. Those who did not take EDUC-X158 at any point for this entire period, Spring 2009-Spring 2015 semesters.

All data will be broken down demographically (age at term, citizenship status, academic standing, ethnicity/race, gender, highest parental education).

Additionally, during the upcoming Spring 2015 semester, we will have the opportunity to collect even more nuanced data regarding the link between student perspectives and academic performance through the implementation of qualitative surveys given to Group 2 students in the classroom. These surveys will be administered at the beginning, midpoint, and endpoint in the term in order to assess the kinds and degree of change in student attitudes toward the reasons for their attending college and their perceptions concerning its broader contribution to society and humanity more generally. Using existing expertise in our staff, we will draw upon thematic coding and other standard practices of qualitative survey analysis for this assessment. In this regard, we are also interested in further exploring the resources of the IU Center for Survey Research, well-known in the field for conducting the broadly influential National Survey of Student Engagement (NSSE).

#### 5: Measuring Success

Our project will be successful if we find generally that Academic Probation students who take the class are more likely to be retained and graduate, and, more importantly, that these outcomes have been even better since the recent change in our curriculum.

We also anticipate reporting our findings at a SoTL conference and/or in a SoTL journal.

#### 6: Previous Research

Preliminary research indicates a notable relationship between taking EDUC-X158 and its efficacy in moving students on probation back into good academic standing. With BAR's assistance, we analyzed the academic standing of UD students on academic probation at the end of the Fall 2010 semester, and who took EDUC-X158 in the Spring 2011 semester, to see what their academic standing was at the end of the 3 major terms following. We found that 47% of UD students on probation enrolled in EDUC-X158 had moved back into good academic standing by the end of the semester they took the course, and this number climbs to 50% by the end of the Fall 2011 semester. In contrast, only 37% of UD students on probation who did not take EDUC-X158 in Spring 2011 moved back into good academic standing at the end of that semester, and this number slips to 33% by the end of the Fall 2011 semester. This is a 17% point difference between those who took EDUC-X158 and those who did not. For this particular probationary population (930 students), that means app. 158 more students got back into good academic standing after taking EDUC-X158 vs. those who did not. Furthermore, when looking at international students specifically, we see an even wider gap in the data – 75% of takers got back into good academic standing at the end of Fall 2011 vs. 33% non-takers.

# Molly Burke León

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## EDUCATION

Rutgers University, New Brunswick, New Jersey

Master of Arts and Doctor of Philosophy, Comparative Literature 2003; 2006

Haverford College, Haverford, Pennsylvania

Bachelor of Arts, Comparative Literature 1999

## WORK EXPERIENCE

Coordinator of Retention Services

2007-present

Student Academic Center, Indiana University Bloomington, Bloomington, Indiana

- Design and implement curriculum for Educ-X158, required course for students on academic probation serving over 600 students per year, as well as other courses as needed
- Coordinate research on retention with institutional research office and help to set effective retention policy with directors of advising
- Hire, train and supervise approximately 30 graduate and undergraduate peer instructors
- Collaborate with deans and other parties across campus to improve campus retention
- Teach Educ-L490, internship class for undergraduate peer instructors in training
- Collaborate with colleagues on production of online workshop “Resilience and Bouncing Back,” featuring former academic probation students, by shaping vision for, helping to select cast, making editorial decisions, and narrating episode
- Perform outreach duties across campus as needed
- Serve on Reinstatement Committee to evaluate petitions for readmission
- Respond to parent concerns or requests for academic support for their student

Postdoctoral Teaching Fellow

2006-2007

Tulane University, New Orleans, Louisiana

- Taught two English 101 classes introducing critical reading and analytical writing
- Designed service-learning project, proposed to community organizations and facilitated student arrangements

Tutor

2003-2007

Tulane University, New Orleans, Louisiana and Rutgers University, New Brunswick, New Jersey

- Assisted students with all aspects of the writing process, including basic reading and writing and ESL skills
- Mentored newly trained tutors

Teaching Assistant

2001-2006

Rutgers University, New Brunswick, New Jersey

- Taught introductory and advanced classes in Comparative Literature, English, and Women’s and Gender Studies

## PRESENTATIONS

“How to Speak to Students about Academic Difficulty.” Invited presentation for IU Bloomington’s University Division Academic Advisor Training. Bloomington, Indiana. September, 2014.

“When Things Go Wrong: Academic Probation and the First Year Student.” With Adrienne Sewell. IU Bloomington First Year Experience Conference. Bloomington, Indiana. April, 2014.

“Writing for Self-Care: Using Words as a Tool for Reflection and Growth.” With Amy Cornell. Bloomington Academic Advisors Council Conference. Bloomington, Indiana. February, 2014.

“Teaching Responsibility: Helping Students in Academic Difficulty.” With Adrienne Sewell. Bloomington Advisors Council/Indiana Academic Advising Network Conference. Bloomington, Indiana. February, 2012.

“From Academic Probation to Academic Motivation: Making a Comeback and Learning to Lead” With Emma Coleman and Sarah Greengross. IUPUI National Mentoring Symposium. Indianapolis, Indiana. October, 2011.

#### OTHER EXPERIENCES AND COMPETENCIES

Crisis Line Volunteer 2007-2010

Middle Way House Women’s Shelter, Bloomington, Indiana

- Fielded phone calls to crisis line; assessed need for shelter; referred to other resources
- Staffed shelter one night per week: welcomed new residents, oversaw shelter procedures and regulations

Soprano

Bloomington Chamber Singers, Bloomington, Indiana 2007-2013

Vox Feminae/Musica da Camera, New Orleans, Louisiana 2006-2007

Commissioner-in-Charge 2006-2007

Ninth Ward, New Orleans, Louisiana

- Oversaw and filed paperwork documenting voting in precinct
- Set up and closed down poll as per state regulations

Support Group Facilitator 2003-2005

Women Helping Women, Metuchen, New Jersey

- Trained in “strengths perspective” approach to counseling building on clients’ past successes
- Facilitated several ten-week support groups with co-facilitator for 8-10 diverse women seeking to improve self-esteem and meet personal goals
- Mentored newly trained facilitators, consulted with supervisor, assessed women’s changes, formulated approaches to issues within group

COMPUTER SKILLS: Proficiency using Microsoft Office Suite, including Word, Excel, PowerPoint and Outlook; PeopleSoft-supported SIS and HRMS functions

LANGUAGE ABILITIES: Moderate proficiency in Spanish and French

**Anthony Guest-Scott**  
Curriculum Vitae

507 Birch St.  
Ellettsville, IN 47429  
812-353-7078 (cell/home)  
[aguestsc@indiana.edu](mailto:aguestsc@indiana.edu)

**Education**

Ph.D., Folklore and Ethnomusicology, Minor: Anthropology, 2014  
Indiana University

M.A., Folklore and Ethnomusicology, 2006  
Indiana University

B.M., Music Composition, 2000 (Summa cum laude)  
Virginia Commonwealth University

**Awards, Distinctions, and Fellowships**

*Carl Ziegler Outstanding Instructor Award*, Collins Living-Learning Center, Fall 2009

*Louise McNutt Dissertation Year Research Fellowship*, IU College of Arts and Sciences, Academic Year 2008/2009

**University Teaching and Administrative Experience**

**Academic Coordinator**, Student Academic Center, Indiana University  
August 2012-Present

- Design the curriculum and hire, train, and supervise the graduate teaching staff for two courses offered through the Student Academic Center.
- The first, “EDUC-X150: Becoming the Best Student” X150 is an “academic booster shot” for freshmen and sophomores that invites students into a process of self-transformation. That transformation is one in which we facilitate changing students from surface learners into deep learners. As such, the central focus is not really so much activating a set of specific academic skills, but rather building an attitudinal framework that will be developed to cultivate skills. We accomplish this through a variety of stimulating, useful, and collaborative activities and exercises in which students will themselves identify, design, and implement their own tools and strategies they can use in all their classes. About 800-900 students on average register for this course each academic year.
- The second, “EDUC-X152: The Right Start” is designed to introduce freshmen to the vast opportunities for learning, community, support, and entertainment that IU has to offer. Behind all of this, however, is a larger goal—an invitation to students to imagine themselves as immersed in a single project, a grand story, right from the beginning of their college experience. This is a story that leads to an adult life full of fulfilling careers, shaped by broad and deep education as a lifelong learner, and marked by engaged participation in a truly global 21st century world. About 120 students on average register for this course each academic year.

- Produce the SAC's online workshop series (<http://sacblog.indiana.edu>). This series focuses on a wide variety of topics and skills to enhance undergraduate academic success and provide students the tools they need to reach the ultimate potential of a college education. Each 20-25 minute episode exists in video and audio-only versions, and new episodes in the series are released regularly.
- Assist in coordinating the EDUC-X152 University Experience courses during the summers.
- Work one-on-one with academically struggling students on overcoming complex obstacles and developing individualized plans for college success.
- Speak across campus to various units about a wide variety of topics relating to student academics, including learning styles, college classroom culture, teaching international students, etc.

**Instructor, EDUC-X155 Critical Reading and Research Seminar. Topic: Creativity and Critical Thinking Across the Domains.** Student Academic Center, Indiana University  
Spring 2015

The primary objectives of this new course are:

- The transformation and expansion of students' received models of what human creativity means, how it is to be understood, and how it can be used across the boundaries of discipline, field of study, and profession. We will accomplish this through a close examination of a variety of disciplines, expressive forms, genres, and individual creative work. This close examination will seek to explore the specifics of the cultural, intellectual, and historical contexts of these artifacts of creative expression, as well as their aesthetic conventions, even as we continually weave them into larger questions about creativity more generally.
- The reorientation of student perspectives toward a new sense of critical thinking as essential "equipment for living": an ability that is absolutely necessary to be a fully reflective human being with the capacity to render understandable even the densest of problems and arguments in a complex world. Furthermore, a key aspect of developing critical thinking in a 21<sup>st</sup> century education and workplace—which foreground nonlinear modes of problem solving, new kinds of "products," and the challenges through digital media to traditional modes of academic literacy – is creativity as the ability reconceptualize, rethink, and invent anew. This broader unification of purpose and utility will be honed through interdisciplinary reading, reflective writing, classroom discussion and engagement, and creative projects.
- The combination of theory and practice to produce intellectually engaged, high-impact creative work. In other words, students will actively apply critical thinking to an expanded notion of human creativity as they complete creative exercises throughout the semester, a midterm project, and a final project. The form these creations take will be subject to individual students' particular disciplines, fields of study, or hobbies and personal interests. The final projects will be presented publicly on the IU campus at a Creativity in Theory and Practice Forum, and will be accompanied by an analytical paper explaining the interrelationship of theory and practice in their projects.
- The development of a set of sharpened and transferable reasoning skills, particularly as they can be used to analyze human experience and expressive forms, that students can apply to work in any university department or professional school and in the world beyond.

### **Professional Activities and Service**

Chair, Society for Ethnomusicology Special Interest Group for Archiving, Fall 2009-Fall 2012. Began organizing a republication of our field manual, which we have tentatively retitled *The Life Cycle of Field*

*Recording: From Planning and Documentation to Preservation and Access.*

“Relocating the Reproduction of Musical Knowledge in Modernity.” Panel chaired at the 54<sup>th</sup> annual conference of the Society for Ethnomusicology. November 19, 2009.

“The Motion of Musical Metacultures: Discourse, Global Capitalism, and Performance.” Panel chaired at the 53<sup>rd</sup> annual conference of the Society for Ethnomusicology. October 27, 2008.

## **Publications**

“Categories in Motion: The Use of Generic Multiplicity in Music Store Guitar Lessons.”  
*Ethnomusicology*, the Journal for the Society of Ethnomusicology, Volume 52, No.3, pp. 426-457. Fall 2008.

*Over the Edge: Pushing the Boundaries of Folklore and Ethnomusicology.* Co-edited with Rhonda Dass, J. Meryl Krieger, and Adam Zolkover. Cambridge Scholars Publishing, 2007.

## **Presentations**

### ***Conferences***

“The Lifecycles of Research: A Roundtable Reimagining of Field Recording, Publication, Preservation, and Access in the Digital Era.” Panel chaired at the 57<sup>th</sup> annual conference of the Society for Ethnomusicology. November 1, 2012.

“Pedagogical Institutions and Beyond: Contemporary Leisure and the Selection of Middle Eastern Music and Dance Learning Events in the United States.” Paper presented at the 54<sup>th</sup> annual conference of the Society for Ethnomusicology. November 19, 2009.

“What Work Does ‘Genre’ Do?” Roundtable presentation at the International Association for the Study of Popular Music, U.S. Branch annual conference. May 31, 2009.

### ***Lectures and Performances***

“How to Take Notes, Read, and Study.” Presentation delivered as part of the First Year Success Conference, Office of International Services, Indiana University. September 24, 2014.

“College Academics.” Presentation delivered for incoming high school seniors as part of the Balfour Scholars Program’s Pre-College Academy at Indiana University. July 24, 2013 and July 17, 2014.

“Classroom Culture and Academic Success for Graduate Students.” Presentation delivered as part of International Graduate Student Orientation, Office of International Services, Indiana University. January 8, 2014.

“‘What Does My Professor Want from Me?’ and Other Classroom Questions.” Co-presentation with Kate Goldstein and Mike Kersulov as part of the International Student First-Year Success Series, Office of International Services, Indiana University. September 18, 2013.

“Academic Success and Motivation.” Presentation delivered as part of the training for new Residential

Assistants working for Residential Programs and Services at Indiana University. 8/13/2013.

## **References**

### ***Ruth M. Stone***

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Indiana University, Bloomington  
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Bloomington, IN 47408  
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### ***Richard Bauman***

Distinguished Professor Emeritus of Folklore  
Professor of Anthropology  
Professor of Communication and Culture  
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### ***Sue Tuohy***

Senior Lecturer of Ethnomusicology  
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### ***Charles R. Frederick, Jr.***

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# ANDREW M. KOKE

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## Education

### **Ph. D., Indiana University (2013)**

Major Fields: British History

Minor Fields: Atlantic World History, Religious Studies

Advisors: Konstantin Dierks, Constance Furey, Sarah Knott, and Dror Wahrman

“Limitations of an Episcopal Empire: The Church of England in the British Atlantic, 1675-1761”

### **MA, Illinois State University (2003)**

Major: History

Advisors: Anthony J. Crubaugh, Mohammad Tavakoli-Targhi

Thesis: “Making Time: The Development of Modern Temporal Consciousness”

### **MA, Lincoln Christian University (1998)**

Major: Postmodern Theology and Philosophy

Advisor: John D. Castelein

Thesis: “The Free-Will Theism of Clark H. Pinnock”

### **BA, Lincoln Christian University (1995)**

Major: Biblical Studies

## Publications

“Disrupting Discussion Rituals in the History Classroom.” *Perspectives on History: Newsmagazine of the American Historical Association* (May, 2014).

“Communication in an Anglican Empire: Edmund Gibson and His Commissaries, 1723-1748.” *Anglican and Episcopal History* (forthcoming, 4<sup>th</sup> quarter 2014).

“Local and Imperial Allegiance: Virginia Commissary James Blair and the Induction Controversy, 1690-1722.” In revision for the *Virginia Magazine of History and Biography*.

## Positions Held

Director of Basic Academic Skills Education, Student Academic Center, Indiana University (2014 to present). Responsible for creation of mathematics curriculum, Supplemental Instruction, and management of staff.

Academic Advisor, College of Arts and Sciences, Indiana University (2013)

Editorial Assistant, *American Historical Review* (2009). Responsible for Colonial American, British, American Religion, and Canadian reviews. Vetted submissions, selected reviewers, edited reviews and articles for publication

Webmaster, Editor, and Director of Publications for *HistSOTL*, the International Society for the Scholarship of Teaching and Learning in History at Indiana University (2008 to present). Prof. David Pace, director.

**Recent  
Pedagogical  
Presentations  
and Awards**

*A Smarter U @ IU Workshops* podcast series hosted by the Student Academic Center. Episodes 1-7 (2012-present)

“Beyond the Lesson Plan: From Pedagogical Theory to Classroom Application” for IU Dept. of History (2013)

“Using Student Failure as a Pedagogical Tool in the History Classroom” at the 13<sup>th</sup> Annual Conference on Teaching and Learning in History, Oxford, UK.

“What Are They Thinking?: Using the Anonymous Essay Question to Access Student Thought” at the 12<sup>th</sup> Annual Conference on Teaching and Learning in History, Oxford, UK.

“All Work and No Play: Games and Pedagogy in the Classroom” at the International Society for the Scholarship of Teaching and Learning 2009, Bloomington, IN.

“Touch and Go: Beyond Audio-Visual Pedagogical Techniques in the History Classroom” at the 11<sup>th</sup> Annual Conference on Teaching and Learning in History, Oxford, UK.

Susan O’Kell Memorial Award for Outstanding Associate Instructors, Indiana University.

Global Village Competitive Teaching Award and Collins Living Learning Center Competitive Teaching Award, Indiana University.

**Recent  
History  
Presentations  
and Awards**

“Dissent, Discussion, and Historical Thinking” at the Teaching the Past conference, Purdue University, IN (2014).

“Ritualized Execution: New England Execution Experience and the British Metropole in the Early Eighteenth Century” at the Paul Lucas Conference in Cultural History, Bloomington, IN (2013).

“The Peculiar Power of the Sermon: Using Sermons as Cultural History Sources” at the Paul Lucas Conference, Bloomington, IN.

<b>Courses as Instructor of Record</b>	<p>Department of History H105: American Civilization to 1860 W300: The History of Hell in the West B302: Witches and Heretics</p> <p>Academic Support Center, School of Education X158: The Culture of College – Recovering from Academic Probation X152: Right Start</p> <p>Global Village, College of Arts and Sciences G220: A History of the Afterlife</p> <p>GROUPS Project, School of Education X153: Critical Reading and Reasoning for the New College Student</p>
<b>Recent Service to Community and University</b>	<p>“Becoming the Episcopal Church: How Distance and Empire Changed the Church of England in the American Colonies” for Trinity Episcopal Church.</p> <p>“Supercharge Your Dissertation Summer” for Indiana University Libraries Dissertation Conference.</p> <p>Indiana University Football NCAA Academic Orientation Series.</p> <p>“Taking Your Research Off the Back Burner: Daily Writing as a Strategy for Completing Your Dissertation” for IU Department of History.</p> <p>“Handling End of the Semester Stress;” “Higher Order Thinking and Memory;” “Critical Thinking and Memory;” “End Procrastination Now;” and “Learning from Your Test;” “Catching Up in a Course When All Hope Seems Gone;” and “Regrouping after Midterms: Maximizing Your Time” for the Student Academic Center.</p> <p>Radio Interview, WFHB 91.3 FM, Bloomington, "The Groups Project at Indiana University," William Morris, producer.</p>
<b>Membership</b>	<p><i>American Historical Association</i> <i>International Society for the Scholarship of Teaching and Learning in History</i></p>

**References**

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Professor David Pace  
Emeritus  
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Professor Dror Wahrman  
Ruth N. Halls Professor of British History  
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**INDIANA UNIVERSITY**

**OFFICE OF THE VICE PROVOST  
FOR UNDERGRADUATE EDUCATION**

Bloomington

November 10, 2014

To Whom It May Concern,

I am writing in support of an application by my colleagues, Molly Burke PhD, Anthony Guest-Scott PhD and Andrew Koke PhD for funding through the Learning Analytics Fellows Program.

The Student Academic Center application seeks funding for a project which will identify the positive impacts of EDUC-X158, The Culture of College on University Division students on Academic Probation. At the SAC we believe that education is not merely transactional but should be fundamentally transformative. A recent shift in X158 curriculum places students on probation at the center of a search for the meaning of their own educational experience. As students seize the responsibility for their own learning they awaken to the possibility of attainable goals. We believe that attitudinal changes are critical to the emerging academic success of students who are on academic probation.

An academic support center with a long history at IU-Bloomington, the SAC stands for respect of student experience, appropriate academic support and ultimately individual student success. I believe that the SAC application is clearly in line with the goals and objectives of the Learning Analytics Fellows Program and if funded will reveal important new information about the recovery of academic success by students on academic probation.

Results of this project will help Dr. Molly Burke to continue the refinement of X158 goals and objectives within the context of Student Academic Center retention efforts. More broadly, we are hopeful that the findings will validate the philosophical approach of the Student Academic Center.

Sincerely,

Charles R. Frederick, Jr. Ph.D.  
Director