

**The Impact of the “Becoming the Best Student” and “You@IU” Courses on Retention, Graduation, GPA, and Student Lives More Generally**

IUB Learning Analytics Fellows Program Proposal  
December, 2015

Submitted by

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

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## **Abstract**

This research project will analyze several key dimensions of impact for two courses taught through the Student Academic Center at Indiana University-Bloomington: EDUC-X150: “Becoming the Best Student” and EDUC-X159: “You@IU.” Taken together, the goals of these two courses specifically target the particular interests of the Learning Analytics Fellows Program as expressed in the Call for Participation, including 1) student persistence, retention, and graduation; and 2) academic success in all courses, regardless of discipline or program of study. Nearly 7,500 IUB students combined have taken these two courses since 2004, creating a significant and relatively unexamined body of data with a story to tell.

We will examine this data over a twelve-year period, spanning academic years 2004-2005 through 2015-2016, measuring the impact of both courses in terms of persistence, retention, and graduation rates. Additionally, we will explore dimensions of impact that align more specifically with the goals of each particular course. For EDUC-X150, this means we will look for correlations with final CGPA, GPA rates of change, CGPAs in specific majors, and CGPAs in specific categories of classes (using the divisions of type as established through the GenEd Program; i.e. Arts and Humanities, etc.). For EDUC-X159, we will seek correlations with the use of campus resources (to the extent this is possible) and change of major. We will constitute our experimental and control groups demographically (comparing first generation “takers” vs. “non-takers,” for example). Finally, we will analyze responses to several open-ended questions included in end-of-term student evaluations for recent semesters. In doing so, we strive to take the broadest possible view of the term “impact” for both courses by looking for connections between our quantitative data, what students think they are getting out of these classes, and what they feel are the most significant ideas and tools they are using to improve their lives as students and young adults.

## **Project Description**

### 1. Purpose and Objectives

The purpose of this investigation is to analyze several key dimensions of impact for two courses taught through the Student Academic Center at Indiana University-Bloomington - EDUC-X150: “Becoming the Best Student” and EDUC-X159: “You@IU.” Our primary quantitative research question asks what impact each course has in terms of persistence, retention, and graduation rates. Additionally, we will explore dimensions of impact that align more specifically with the goals of each particular course, as follows.

EDUC-X150: “Becoming the Best Student,” is an eight-week course for college Freshmen and Sophomores designed to help them organize their lives as students, develop best practices for academic study, and, ultimately, to foster a love of deep learning. Coursework seeks to build transferable skills in time management, studying and test-taking, taking notes, reading for better comprehension, and critical thinking that can be used in all classes throughout one’s undergraduate education. Accordingly, we will look for additional correlations between enrollment and performance in EDUC-X150 and students’ final CGPA, GPA rates of change, CGPAs in specific majors, and CGPAs in specific categories of classes (using the divisions of type as established through the GenEd Program; i.e. Arts and Humanities, etc.).

The second, EDUC-X159: “You@IU,” is an eight-week course for Freshmen and transfer students that was founded on research relating student integration with retention and graduation. Accordingly, the course focuses on 1) decoding college, IU resources, and typical paths of student development; 2) connecting personal goals with choices of major, degree and career; and 3) engaging in campus life and high-impact educational practices. Coursework is built on a foundation of guest speakers, campus tours, and campus involvement and activity assignments. Commensurate with this focus, we will look for additional correlations between enrollment and performance in EDUC-X159 and the use of campus resources (to the extent this is possible) and change of major timing and rate.

Finally, for both courses, we will analyze qualitative responses to several open-ended questions included in end-of-term student evaluations for recent semesters. In doing so, we strive to take the broadest possible view of the term “impact” for both courses by looking for connections between our quantitative data, what students think they are getting out of these classes, and what they feel are the most significant ideas and tools they are using.

### 2. Significance and Impact

This study carries significant impact for undergraduate life and learning. This is because, first, in a sense, both courses are designed as “metaclasses”—as classes about college classes, college academics, and college life more generally. Second, this orientation is combined with the fact that a wide range of students, from first-generation domestic students to international students, and from students on academic probation to those who are especially motivated to perform at the

top of their chosen professions, take these classes. Third, these students enter the classes with a broad range of intended majors, as they are not required for a particular degree path or program. Consequently, in tandem, these two courses offer a unique microcosmic window into the broader IU undergraduate community at the Freshman and Sophomore level that is, at the same time, rendered analytically feasible by a common curricular context. Such an arrangement provides an exceptional opportunity to examine the efficacy and relevance of a broad range of approaches, skills, and resources for the college success of an extremely multifaceted student body.

Additionally, by taking quantitative data on student performance and seeking robust correlations with qualitative data on student perspectives, we are harnessing the power of both measurement and meaning for making curricular decisions in the course that could, if shown to make a real difference, be harnessed at the campus level to increase the engagement, retention, graduation, and performance of all students.

### 3. Anticipated Outcomes

We anticipate finding that, within the many different demographic groups of students taking both EDUC-X150 and EDUC-X159, retention and graduation rates are higher than for those who do not take these courses. If supported, this outcome would suggest that these two courses, given the diversity of the student populations considered, might become a model, if not a standard choice, for first semester Freshmen and transfer students on the IUB campus.

We further anticipate that the EDUC-X150 course will significantly contribute to overall GPA improvement, at least in the short term. What is less clear is the long term impact on GPA change as well as the relative impact on specific kinds of courses. We may find, for instance, that EDUC-X150 produces greater benefit in courses in the arts, humanities, and social sciences than it does for STEM-driven courses. This information would be of great value to the course, suggesting a greater focus in EDUC-X150 on discipline-specific learning strategies, but also to the wider university community in terms of instruction in disciplinary thinking and modeling.

Finally, we expect to find students reporting that these courses have produced at least notable, if not substantial, positive change in their lives as students.

If we can show the extent to which these courses help produce positive and significant impact on retention, graduation, GPA, and student lives, then we will want to share this information with both students and advisors. Our hope is that, by doing so, we will draw the students that need this help into these courses in even greater numbers.

### 4. Research Methodology

We plan to use both quantitative institutional data (with the assistance of Bloomington Assessment and Research) and qualitative (student evaluation) data sets for our analysis, and we will examine this data over a twelve-year period, spanning academic years 2004-2005 through 2015-2016.

Quantitative data points will include, minimally, final grades in course, retention and graduation rates, CGPA, Major CGPA, GPA rates of change, CGPA in GenEd courses by category, and no. of changes in major. We will constitute our comparisons by contrasting “takers” vs. a control group of “non-takers” within the following demographics (though this is not an exhaustive list):

- Domesticity, Residency, Ethnicity, and Gender
- Combined SAT Scores Ranges, High School Rank Ranges, and Size of Graduating Class
- Pell Eligibility
- 1<sup>st</sup> Generation, Groups, and 21<sup>st</sup> Century Scholars

Data analysis and visualization will be conducted with the aid of the Tableau software.

Our qualitative data will be drawn from several open-ended questions included in our end-of-term student evaluations (available beginning the second eight week term of Fall 2013). The two primary questions that will be our focus are “What are the most significant things you learned in this course?” and “Give one specific example of how you will apply what you have learned in this course.” Using existing expertise in our staff and at BAR, we will draw upon thematic coding, association rules, and other standard practices of qualitative data analysis to determine patterns of importance, response weight, and the broader impact that students themselves report. It will then be possible to explore intersections between such patterns and the quantitative measures taken as described above. Additional comparative possibilities will emerge through tracking specific changes to the curricula for both courses over time. For example, we may find that emphasis in the course during a certain time period on a particular skill or attitude resulted in students’ improved CGPAs.

### 5. Measuring Success

Our project will be successful if we find data that tells us something about whether or not these courses are helping students in terms of their retention, graduation, GPAs, and lives in general. Whatever we find, because of the nature of these courses and the students that enroll in them, the results should prove instructive for course curricula as well as the IUB campus community.

### 6. Previous Research

Other than the testimony of student evaluations and instructor observations, we have very little research on the dimensions of impact for either of these courses. What we do have, though diffuse in focus and fairly restrictive in terms of specific student populations and timetable, is encouraging in terms of our positive expectations for course impact. We know that, for example, on average, nearly 60% of domestic students takers of EDUC-X150 between the Spring 2010 and Fall 2011 semesters improved their GPAs in the semester when they took the course and in the semester following, and that the average GPA boost was nearly ½ grade point by that time. This fellowship is thus an important opportunity for us to expand our knowledge of the work this course is doing and to share that with students, instructors, and the broader university community.

**Anthony Guest-Scott**  
Curriculum Vitae

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[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

**RESEARCH**

**“An Inquiry into Purpose and Motivation as Catalysts for Retention,” Learning Analytics Fellows Program, Center for Innovative Teaching and Learning, Indiana University Bloomington**  
2014-Present

- As part of a team of researchers that also includes Andrew M. Koke and led by principal investigator Molly Burke, investigating the efficacy of key curricular goals of a retention course required for University Division students placed on Academic Probation. This includes a robust qualitative examination of the relationship between student motivation and the multivalent purposes of higher education and its impact on retention and grade point average metrics.

**Ph.D. Dissertation: “Culture, Metaculture, and the Unfolding of Four ‘Arab’ And ‘Middle Eastern’ Music And Dance Learning Events in The United States”**  
2007-2011

- Multi-sited ethnographic exploration of how predominately white, middle class Americans make meaning through an extended engagement in annual “Middle Eastern” music and dance learning camps, retreats, and seminar events held in the United States. Expanding anthropologist Greg Urban’s metaculture concept, I explore how the ways in which participants in these events think about one another take shape according to the practice of their mutual construction at multiple levels of reflexivity: the teaching of specific songs, instrumental pieces, and dance techniques; communication about the most important elements of those forms; stereotypes about “American”

and “Middle Eastern” cultures and ethnicities (and their representative expressive forms); and ideologies of culture, music, knowledge, and experience (and the interrelationship between them) more generally.

**M.A. Thesis Project: “Categories in Motion: The Use of Generic Multiplicity in Music Store Guitar Lessons,”** Published in article form in *Ethnomusicology* 52(3).

2003-2006

- Ethnographic study of a large guitar lesson program at a Midwest music store.
- Explore how multiple musical genres are used both by music store staff and instructors themselves to define instructor identity and evaluate pedagogy proficiency, as well as the ways in which instructors draw upon an array of musical genres to construct their individual lesson programs for students.

## 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 8-week concentrated crash-course in which students both 1) discover best practices and create and learn to use an individually tailored set of hard skills and strategies for academic study that they can apply in all of their classes (and beyond); and 2) grapple with the significance, and means of pursuing, the habits of heart and mind, the attitudes, qualities of character, and beliefs that inform best student behavior, learning, and academic success. About 600-700 students on average register for this course each academic year.
- The second, “EDUC-X159: You@IU,” is designed as an ideal beginning for freshmen and transfer students: the course decodes college, IU resources, and student development; connects students' personal goals with choices of major, degree, and career; and engages students in campus life and high-impact educational practices. 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. 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: Unlocking Your Creativity.** Student Academic Center, Indiana University

Spring 2015-present

The primary objectives of this 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.

- 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.
- 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 and as 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 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.

## **PRESENTATIONS**

“Class Notes and Creativity.” Presentation at DIME (Detroit Institute of Music Education). November 6, 2015.

“This Is an Important Moment.” Presentation to all freshmen, Owen Valley High School. October 14, 2015.

“College Expectations.” Presentation to Melissa Harris’s Mission Ignition Service Learning Class, Owen Valley High School. May 14, 2015.

“Time Management, Studying, and Campus Resources.” Presentation for Delta Sigma Phi Fraternity, Indiana University. April 19, 2015.

“Just Add Performance.” Presentation at Ignite! Inquiry and Reflections about Teaching and Learning, Faculty Colloquium on Excellence in Teaching, Indiana University. February 27, 2015.

“Time Management, Studying, and Testing.” Presentation for Theta Nu Xi Multicultural Sorority, Indiana University. February 16, 2015.

“College Academics.” Presentations delivered for incoming high school seniors as part of the Balfour Scholars Program’s Pre-College Academy at Indiana University. Summer 2013, 2014, and 2015.

“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.

“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. August 13, 2013.

## **REFERENCES**

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

Laura Boulton Professor of Folklore and Ethnomusicology  
Indiana University, Bloomington  
510 N. Fess, Room 100A  
Bloomington, IN 47408  
812-855-0398 (phone)  
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### ***Richard Bauman***

Distinguished Professor Emeritus of Folklore  
Professor of Anthropology  
Professor of Communication and Culture  
Indiana University, Bloomington  
[bauman@indiana.edu](mailto:bauman@indiana.edu)

### ***Sue Tuohy***

Senior Lecturer of Ethnomusicology  
Department of Folklore and Ethnomusicology  
Indiana University, Bloomington  
508 N. Fess, Room 106  
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### ***Charles R. Frederick, Jr.***

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# 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

## AWARDS AND PRESENTATIONS

“Meaningful Dialogues: Acknowledging the Psycho-Emotional Impact of Academic Probation.” With Adrienne Sewell. NACADA Region V Conference. Indianapolis, IN. April, 2015.

Learning Analytics Fellows Program Grant. \$2,000. Center for Innovative Teaching and Learning, Indiana University Bloomington. January, 2014.

“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

# 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*, Vol. 84, No. 2 (June 2015), 166-202.

“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 curriculum, Supplemental Instruction, and management of extensive 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.

**Selected  
Pedagogical  
Presentations  
and Awards**

Learning Analytics Research Grant, Indiana University Vice Provost for Research (2014)

*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.

**Selected  
History  
Presentations  
and Awards**

“Dissenting Histories in the Classroom Roundtable” 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>Student Academic Center, School of Education X158: The Culture of College – Recovering from Academic Probation X152: Right Start – Transitioning to College</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;” “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> <i>Certified Supplemental Instruction Coordinator</i></p>

**References**

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## INDIANA UNIVERSITY

OFFICE OF THE VICE PROVOST  
FOR UNDERGRADUATE EDUCATION

Bloomington

December 14, 2015

I am pleased to nominate a team of faculty specialists in the Student Academic Center – Anthony Guest-Scott, Molly Burke, and Andrew M. Koke – for the Indiana University Bloomington Learning Analytics Fellows Program. Given the increased emphasis on student academic success and retention on the Bloomington campus in recent years, their proposed research entitled “The Impact of the ‘Becoming the Best Student’ and ‘You@IU’ Courses on Retention, Graduation, GPA, and Student Lives More Generally” will provide insight into how two courses – EDUC X150 and EDUC X159 – contribute to student persistence, retention, and graduation rates.

The Student Academic Center’s mission “. . .is to provide a learning atmosphere and range of support services that enhance academic success for undergraduate students at Indiana University.” They help make the often difficult transition to college level academics easier, providing students with the tools to establish a solid academic footing and, when necessary, to avoid or overcome academic problems.

Both courses – EDUC X150 “Becoming the Best Student” and EDUC X159 “You@IU” – are fundamental to carrying out the Center’s mission. They assist students in building an array of skills that are essential for academic success such as time management; studying and test taking; note taking; enhancing reading comprehension; critical thinking; discovering and utilizing campus resources; and degree and career exploration and selection. These skills are widely believed to improve students’ academic success and, in turn, to promote student persistence toward a degree and their retention at Indiana University, Bloomington.

Guest-Scott, Burke, and Koke propose to utilize quantitative and qualitative data to analyze how, over a twelve year time span, these two courses have impacted student performance in courses, grade point average, and retention and graduation. Therefore the research will provide valuable insight into whether courses of this ilk should become more widely available to all incoming students.

Better information on what contributes to student academic success and retention is essential to helping undergraduate students achieve their goals and objectives. This research project will make an important contribution to this body of knowledge.

Sincerely,

C. Kurt Zorn

Professor and Associate Vice Provost for Undergraduate Education