

Records of
Academic
Probation

3.4.9 The institution provides appropriate academic support services.

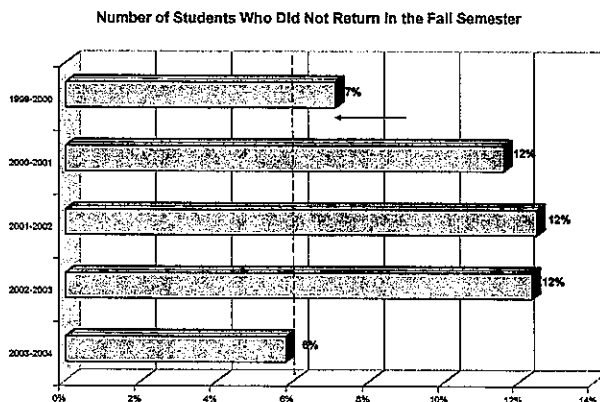
Bennett College promotes success for all its students, consequently, it provides academic support for those students who may be at-risk of completing their college education. The major goal of these support programs is to provide academic support services that will foster student retention and academic excellence. Despite the successes of many of our students, the College is aware of, and responsive to the needs of those students who are academically challenged. During the 2002-2003 academic years, 90 students were placed on probation and by the end of that academic year, 28 of these students were suspended for poor academic performance (Academic Probation Report, Academic Probation Report Chart, Emerging Scholars Demonstrate Academic Promise, Academic Probation Spring 2006 Recommendations, 2006-2007 Academic Year Academic Probation.) The increasing numbers of students who were being placed on academic probation became a serious concern of the faculty and administration. Review of the activities of the Learning Center revealed that the College needed to develop a more aggressive and creative way to help these students achieve academically. Additionally, faculty needed to become more aware of diverse ways in which to teach, motivate, and help students learn (The Center for Teaching, Learning, and Technology, Program Descriptions, Division Academic Affairs (chart), CTLT Operational Plan 2003-2004, ASSURES Program Rationale, and The Center for Teaching, Learning, and Technology (CTLT) Academic Development Services). These findings led to the reinvention of the Learning Center.

The mission of the Center for Teaching, Learning, and Technology (CTLT) is to increase student retention through strengths-based initiatives, excellence in teaching, and infusion of innovative technology across the curriculum and fostering those philosophies that create environments which honor the teaching and learning processes. The evolution from learning centers to strength-based centers mandated that we as educators think holistically about student success and how faculty, staff, parents, and the institution can collaborate to ensure success for diverse learners by identifying their strengths.

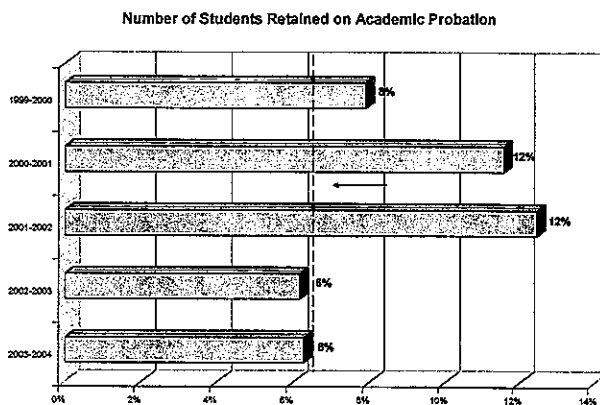
CTLT provides leadership to five academic support programs: ASSURES, Excellence in Teaching and Student Performance, Academic Counseling /Advising, Learning Communities and Instructional Technology.

ACADEMIC PROBATION REPORT

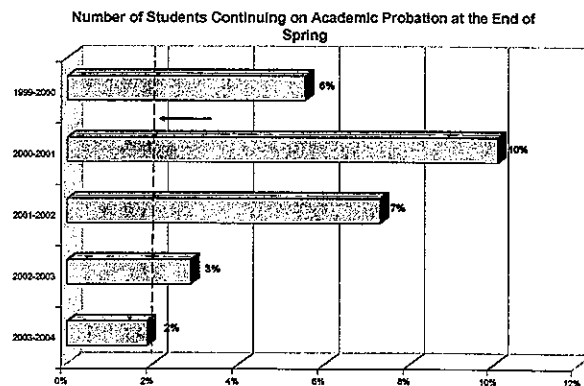
This chart depicts the number of students who did not return in the Fall Semester. In 2003-2004, there were only 6% of the Academic Probation students who did not return. This is a significant improvement for the past five years.



There was no difference in the number of students retained on Academic Probation in 2002-2003 and 2003-2004 which was 6% of the population.



2003-2004 was the best year for students continuing on Academic Probation at the end of Spring 2004. 2% is the lowest that the numbers of students have been in five years.



Division of Academic Affairs
Center for Teaching, Learning, and Technology
Academic Probation Report

Academic Years
Projected 2004-2005 2003-2004 2002-2003 2001-2002 2000-2001
2005-2006

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001	
Total # of Students Enrolled	572	504	430	486	521	535
# of AP Students Who Did Not Return in the Fall Semester	12	12	25	60	65	62
# of AP Students Carried Over From Previous Spring Semester	6	8	14	38	54	35
# of 1st Time AP Students	41	35	53	80	76	89
# of Students Placed on AP	42	43	67	118	130	124
# of Students Suspended	12	9	15	28	0	0
# of Students Retained on AP	1	6	27	30	65	62
# of Students Removed from AP	3	13	19	16	27	8
# of Students Continuing on AP at the end of Spring	n/a	6	8	14	38	54

Division of Academic Affairs
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Academic Probation Report

	Academic Years					
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	
# of Students Placed on AP	16%	24%	25%	23%	15%	
# of 1st Time AP Students	12%	16%	15%	17%	9%	
# of AP Students Who Did Not Return in the Fall Semester	6%	12%	12%	12%	7%	
# of Students Retained on AP	6%	6%	12%	12%	8%	
# of Students Removed from AP	4%	3%	5%	1%	2%	
# of Students Continuing on AP at the end of Spring	2%	3%	7%	10%	6%	

**Division of Academic Affairs
Center for Teaching, Learning, and Technology
Academic Probation Report**

1999-2000

632
45
37
58
95
0
50
15
35

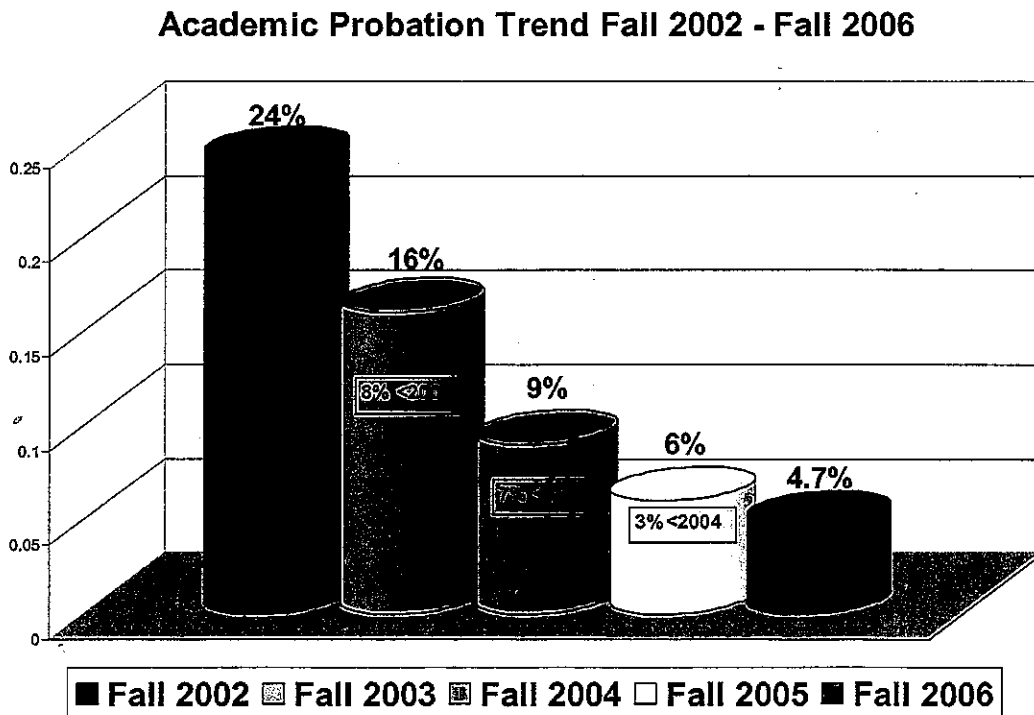
Emerging Scholars Demonstrate Academic Promise

The ASSURES program in the Office of Academic Development Services seeks to provide services to distinct populations. The first is **Emerging Scholars**. Students admitted conditionally to the College typically take developmental level courses during their first year, and require academic support services in the areas of study skills, motivation, and academic enhancement. The second population is students on Academic Probation who do not meet the academic requirements as determined by grade point average in regard to their respective classification. The number of students in the ASSURES program in fall 2006 comprised 23% (111 Emerging Scholars and 28 Students on Academic Probation) of the total student population of 607. This is the same percentage as fall 2005 where 23% of the total student population of 572 students were in the ASSURES program.

Academic Probation Trend Study, Fall 2002-2006

A Primary focus of the Johnnetta Betsch Cole Administration was to decrease the number of students being placed on academic probation through the services offered by the ASSURES Program in the Center for Teaching, Learning, and Technology. Graph 1 below shows the number of students being placed on academic probation from fall 2002 to fall 2006.

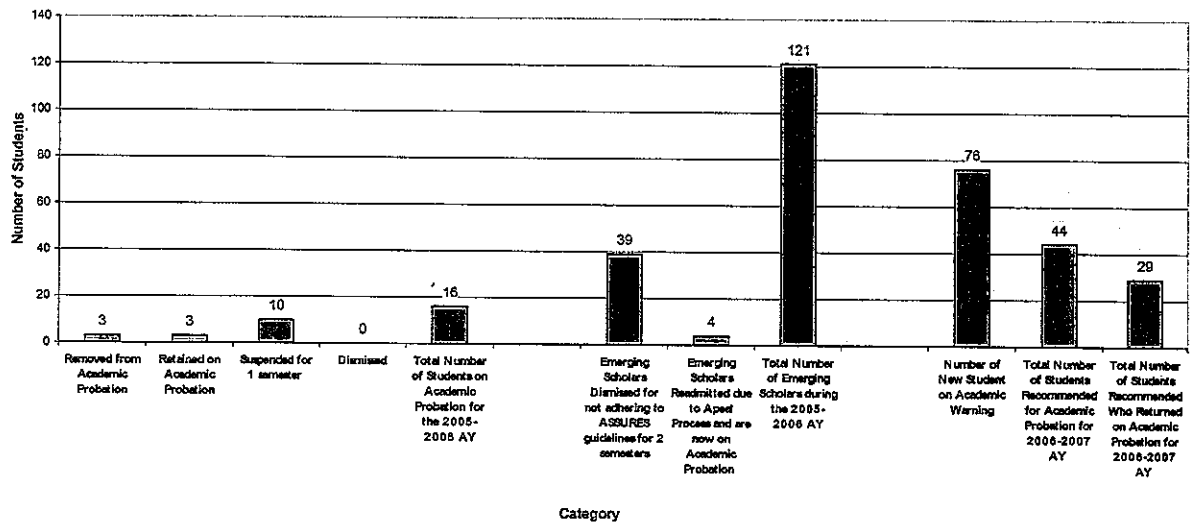
Graph 1: Academic Probation Trend



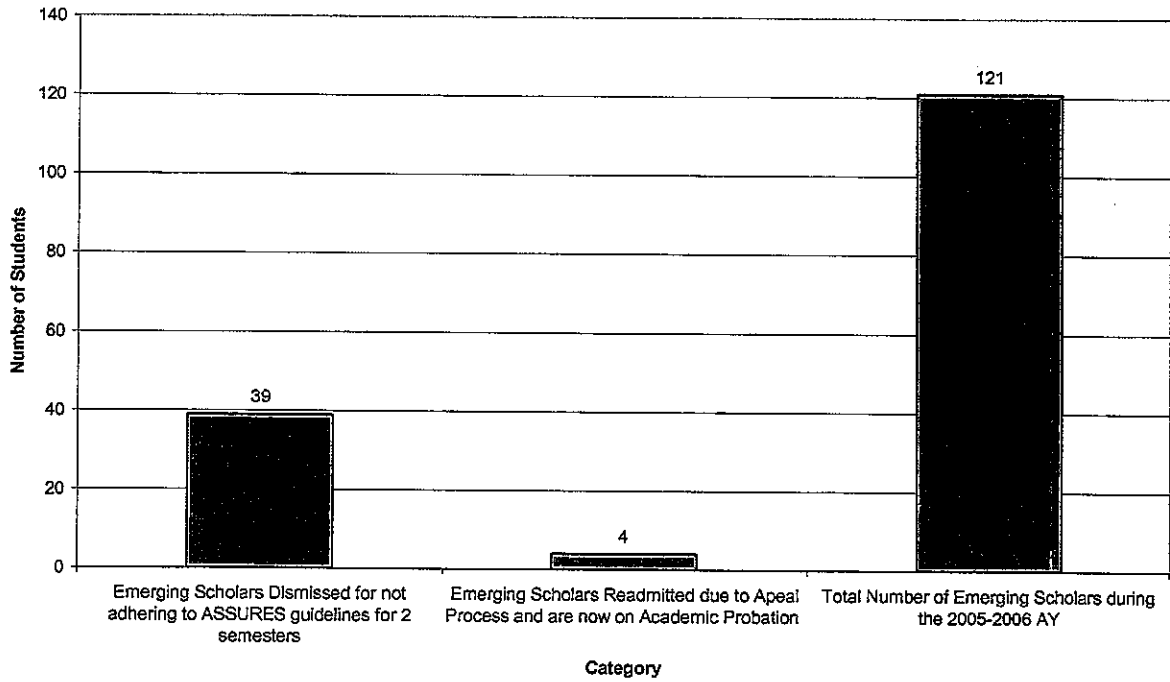
Since the inception of CTLT, the unit has reported five consecutive years decrease in the percentage of students placed on Academic Probation.

According to the Academic Probation report for Spring 2006, three students were recommended to be removed from Academic Probation. Three students were recommended to be retained

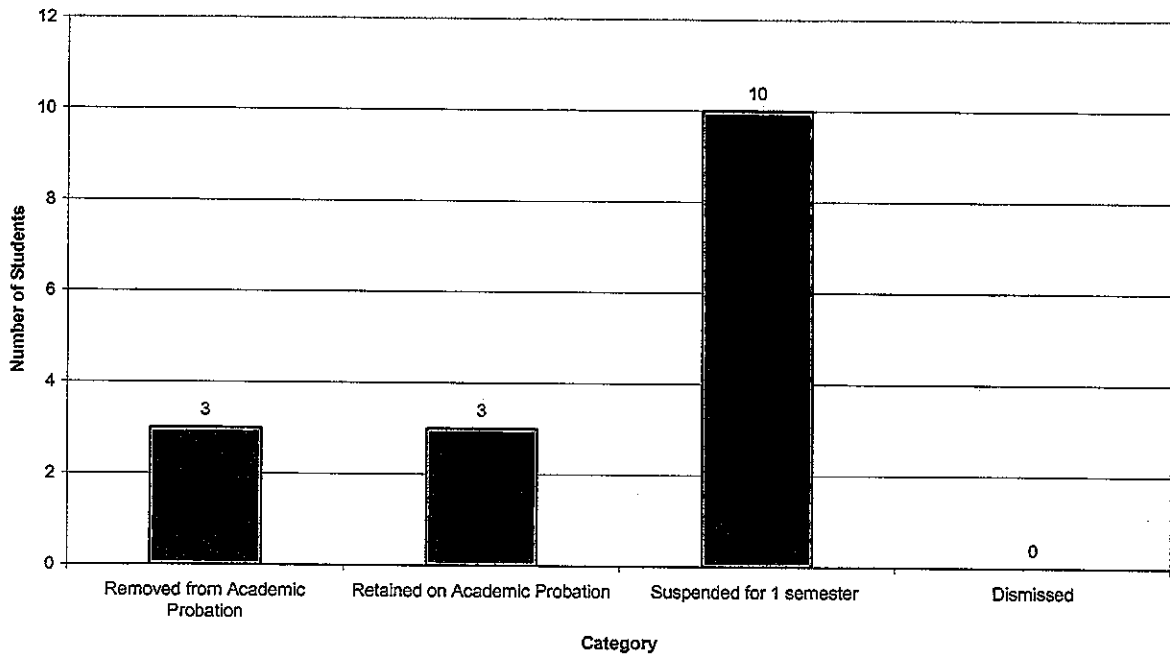
Academic Probation
Spring 2006 Recommendations



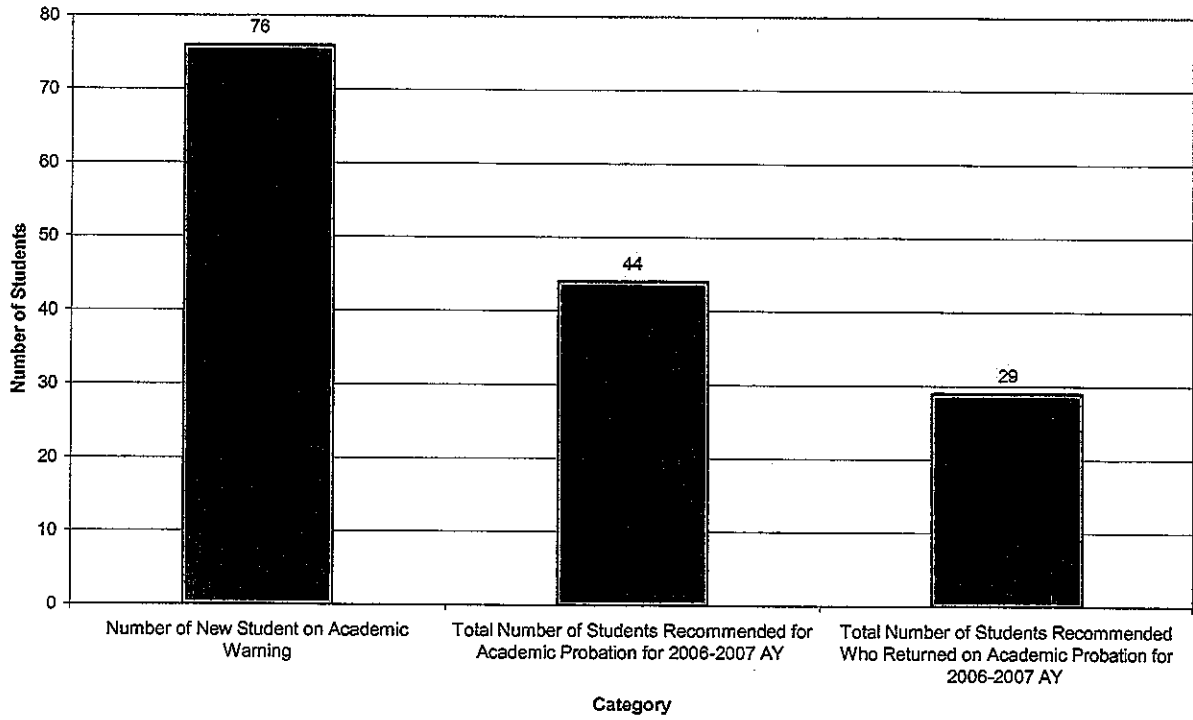
**Emerging Scholars
Spring 2006 Recommendations**



**Academic Probation
Spring 2006 Recommendations
Total Number of Students - 16**



2006-2007 Academic Year
Academic Probation



The Center for Teaching, Learning, and Technology

Vision

The vision for the Center for Teaching, Learning, and Technology (CTLT) is to become recognized nationally as a center that promotes strengths-based education, academic excellence, and student achievement resulting in the graduation of life-long learners.

Mission

The mission of the Center for Teaching, Learning, and Technology (CTLT), is to increase student retention through strengths-based initiatives, Excellence in teaching, and the infusion of innovative technology across the curriculum, and to foster those philosophies that create environments that honor the teaching and learning processes.

Program Rationale

Bennett College for Women promotes success for all its students, consequently, it provides academic support for many of those students who may be at-risk of completing their college education. The major goal of these support programs is to provide academic support services for students

that foster student retention. Despite the successes of many of our students, the College is aware of, and responsive to the needs of those students who are academically challenged. During the 2002-2003 academic year, 90 students were placed on probation and by the end of that academic year, 28 of these students were suspended for poor academic performance.

Program Description

To improve the quality and content of academic offerings, CTLT will move to a maximum class size of 15 student in developmental classes, and establish committees to evaluate and revise curriculum to include updated content and teaching strategies that will lead to increased success and retention for our students.

A CTLT Curriculum Committee will evaluate the curriculum in each of the developmental courses and the General Education Orientation course offered through the unit using information derived from 30 years of research on Best Practices in college level remediation that indicates that clear cut objectives presented in small mastery units of instruction and testing are most associated with improved student performance (Boylan & Saxon, 1999).

The committee will first analyze the available data on the developmental courses in terms of the number of students taking CTLT courses and the success rates of students. Next the committee will evaluate the curriculum to determine the currency and relevance of the content and skills required in each of the developmental courses as well as in the General Education Orientation course offered through the unit.

As the committee revises the curriculum, the members will do so using sound cognitive theory that is systemic and focused on how people learn. The committee will suggest methods of instructional delivery required for each of the mastery units. As stated by Boylan et al, "it is important to stress that if traditional methods [primarily lecture] had worked for these [developmental] students, they would not be in remedial courses." p 3

Faculty Development

The director of ETSP will facilitate the curriculum evaluation and revision process and will also be responsible for ensuring that the faculty assigned to CTLT are incorporating the Best Practices for Teaching recommended by the various national organizations for specific content areas. The ETSP unit will make available to CTLT faculty and to the College at large professional development workshops and opportunities to improve the quality of teaching. The focus of these workshops will be the most effective, research-based teaching and learning strategies designed to promote critical and reflective thinking in our students.

The Director of ETSP will work with the Director of Learning Communities to develop a year-long course that integrates reading and English to be offered for students to take along with another designated General Education requirement in a newly created "learning community."

Writing Across the Curriculum

The Director of ETSP will also establish a Writing Across the Curriculum Committee to design a WAC program at Bennett College for Women. Professional development workshops and opportunities will be made available for faculty to engage in WAC activities and discussions. The overall goal of this component of ETSP will be for faculty across the College to create writing assignments for students that require them to use higher-level thinking and reflecting skills.

Honors Seminar Program

The Director of ETSP will establish an Honors Seminar Program Committee to establish policies for the newly created Honors Seminar Program (HSP). The committee will set policies and procedures for HSP and provide opportunities for the members to acquire the knowledge and tools necessary for successful inquiry as well as giving back to the community.

A minimum of fifteen seminars will be scheduled during the 2003/2004 academic year. Various opportunities for conferences, scholarships and collaborations with other college and university Honors Programs will be made available to the students. The HSP students will also participate in Web for Student activities under the direction of the Dean of CTLT.

To improve and maintain an intellectually stimulating environment for all members of the College community, ETSP will provide opportunities for faculty to participate in professional develop workshops and conferences. ETSP will also provide opportunities for faculty to collaborate and share ideas and strategies with other faculty as well as students.

First-Year Experience

To improve the quality of academic support services to enhance student performance, ETSP will implement a First-Year Experience model aimed at nurturing students new to Bennett College for Women through their transition into the College environment and making accessible the services the students require to be successful:

The Director of ETSP will establish a First-Year Experience Committee consisting of various individuals in the College who interact with new students on a regular basis. This committee will set procedures and expectations and establish channels for communicating this information to the new students in the best fashion.

The Director of ETSP will work closely with the Director of Academic Counseling and Advising to assure that the academic needs of the students are met through the various courses and academic support services offered through CTLT.

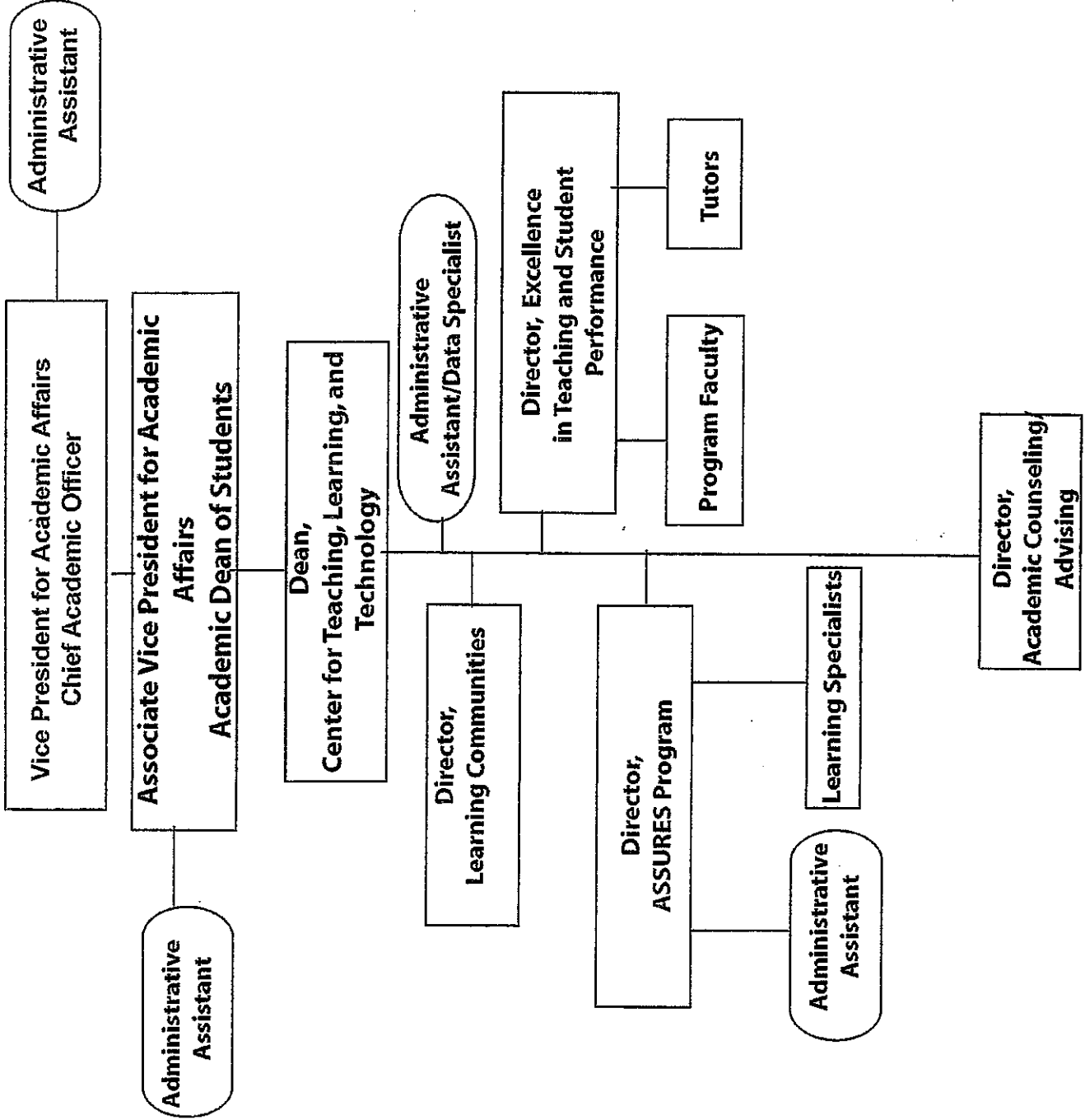
Peer Tutors

The Director of ETSP will hire and train peer tutors to work with students in various subjects either individually or in small groups to increase comprehension, skill development and completion of out-of-class assignments.

Evaluation

Each component of ETSP will be evaluated for its effectiveness and revisions will be made based upon the data collected. Evaluation instruments will include surveys, focus group interviews, digital portfolios, and faculty and student feedback.

DIVISION OF ACADEMIC AFFAIRS



CTLT OPERATIONAL PLAN 2003-2004

Division/Department: Center for Teaching, Learning, and Technology Responsive to Institutional Goal (s) # : 3 Final Copy Prepared by: Marcelite D. Johnson

Goal (Broad statement of what is to be attained)	Objectives (What is to be accomplished? What are the measurable results?)	Enabling Strategies (What specific actions are required to achieve results?)	Resources (What resources are needed to achieve results?)	Responsibilities	Timeline	Expected Outcomes (What will result)	Assessment Measures (What feedback tool will be used to determine progress and achievement?)	Use of Results (How will feedback/information be used?)
I. Improve the content and quality of academic offerings	Review developmental curriculum. RE 098, RE 099, EN 099, MA 099 and OR 100 to ensure currency and relevance. Establish and support the integration of Writing Across the Curriculum Program.	Establish a CTLT Curriculum Committee to review all developmental courses and unit offerings Request CTLT Staff members to engage in discussing and designing a WAC program. Establish a WAC committee.	Assessment agenda and guidelines FIPSE Grant WAC consultant Printing of materials and brochures. FIPSE Grant for funding.	Dean of CTLT Director: Learning Communities Faculty Chairs Members of the General Education Committee. CTLT Faculty CTLT/AVPAA	8/01/03-5/30/04-06 9/1/03-5/30/04	A new year-long integrated course. (Academic Discourse) replacing the existing Reading and English Course. Relevant, enriching, math and Orientation Curricula. Academic programs that meet accreditation standards. Established writing assignments incorporated in courses.	Mid-Year and annual reports. Course documentation. Approval process National professional accreditation self studies and reports. Workshop evaluations. Student evaluations and student writing.	To increase retention of first-year student To acquire exposure at national conferences. Research publications. Journal publications. Conference presentations.

CTLT OPERATIONAL PLAN 2003-2004

Division/Department: Center for Teaching, Learning, and Technology, Responsive to Institutional Goal (s) #: 3 Final Copy Prepared by: Marcelle D. Johnson

Goal (Broad statement of what is to be attained)	Objectives (What is to be accomplished? What are the measurable results?)	Enabling Strategies (What specific actions are required to achieve results?)	Resources (What resources are needed to achieve results?)	Responsibilities	Timeline	Expected Outcomes (What will result)	Assessment Measures (What feedback tool will be used to determine progress and achievement?)	Use of Results (How will feedback information be used?)
1. Improve the content and quality of academic offerings (cont)	<p>Build a multi-step process of establishing an innovative Learning Communities model.</p> <p>Create collegiate opportunities for first-year students, and faculty to enhance the quality education by engaging in learning communities that restructure the curriculum to link together courses so that students find greater coherence in what they are studying and experience increased intellectual interaction with faculty members and other students.</p> <p>Review unit offerings for contraction and/or expansion as indicated</p>	<p>Hire the Learning Communities Director.</p> <p>Involve faculty in collaborative curriculum planning and teaching.</p>	<p>FIPSE Grant Title III Consultants Karen Schilling Ph.D. Rita Smilkstein Ph.D. Susan Jensen.</p>	<p>Director Learning Communities/ CTLT</p>	<p>9/25/03-4/25/06</p>	<p>Plan and establish model year 1-2003-2004-Offer summer institute. Design model for fall 2004-2005 (year 2)</p>	<p>Evaluation design will be a major role of consultants Interviews, questionnaires documentation and reports will be used to gather data. Integrated models of partner schools. Increased retention of first-year students.</p>	<p>Research publications. Journal publications. Conference presentations Duplication of model</p>

CTLT OPERATIONAL PLAN 2003-2004

Division/Department: Center for Teaching, Learning, and Technology Responsive to Institutional Goal (s) #: 3 Final Copy Prepared by: Marcelite D. Johnson

Goal (Broad statement of what is to be attained)	Objectives (What is to be accomplished? What are the measurable results?)	Enabling Strategies (What specific actions are required to achieve results?)	Resources (What resources are needed to achieve results?)	Responsibilities	Timeline	Expected Outcomes (What will result)	Assessment Measures (What feedback tool will be used to determine progress and achievement?)	Use of Results (How will feedback/information be used?)
	Expand Honors Seminar Program	Schedule speakers to present academic seminars Invite qualified students to participate	Invited guest speakers (internal and external) Printed Materials and supplies. Incentives for students.	Dean, CTLT Director, ETSP CTLT staff	9/1/03 4/30/04	Students in Honors Seminar Program will attend 75% of seminars 70% of qualified student will participate in the Honors Seminar Program	Student evaluations Seminars evaluations The number of students participating.	To increase number of students participating in the program
2. Improve the infrastructure that supports research, teaching and scholarship.	Advocate the most effective research based teaching and learning strategies for faculty in professional development programs that ensure alignment with the institution's mission and goals Provide the technical support for the innovations in teaching and research.	Require the CTLT Staff to collaborate with the Chair of Faculty Development to plan workshops that foster effective teaching and infusion of technology in the curriculum. Assist with the development of smart classrooms.	A well furnished technology demonstration lab Materials and supplies. Meeting facilities Assist with identifying content for Grants.	Dean, CTLT Director of ETSP Dean, CTLT Director, MIS	10/1/03 4/15/03 9/15/03-6/30/03 and on-going.	Workshop evaluations. Syllabus reflecting the use of teaching strategies and technology. Current and appropriate technology to enhance teaching and learning.	Workshop evaluations. Syllabus reflecting the use of teaching strategies and technology. Evaluation of availability and use of technology to enhance teaching and learning. Funded grants.	To increase workshop attendance. Increase retention in classes. The infusion of technology and teaching innovations in the curriculum. Increased retention of students.