

Table 1: Effective Practices at 109 Colleges

	A: Organizational and Administrative Practices	Number of Colleges	
A.1	Developmental education is a clearly stated institutional priority.	66	61%
A.2	A clearly articulated mission based on a shared, overarching philosophy drives the development education program.	65	60%
A.3	The developmental education program is centralized or highly coordinated.	83	76%
A.4	Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the education sequence.	55	50%
A.5	A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services.	55	50%
A.6	Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.	45	41%
A.7	Institutions manage faculty and student expectations regarding developmental education.	33	30%
B: Program Components			
B.1	Orientation, assessment, and placement are mandatory for all new students.	70	64%
B.2	Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.	61	56%
B.3	Counseling support provided is substantial, accessible, and integrated into academic courses/programs.	82	75%
B.4	Financial aid is disseminated to support developmental students.	50	63%
C: Staff Development			
C.1	Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.	48	44%
C.2	The faculty play a primary role in planning/implementation of staff development activities in support of basic skills programs.	83	76%
C.3	Staff development programs are structured and appropriately supported to sustain them as ongoing efforts.	69	63%
C.4	Staff development opportunities are flexible, varied, and responsive to development needs of individual faculty, diverse student populations, and coordinated programs/services.	52	48%
C.5	Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.	48	44%
D: Instructional Practices			
D.1	Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.	58	53%
D.2	Curricula and practices that have proven to be effective within specific disciplines are employed.	69	63%
D.3	The developmental education program addresses holistic development of all aspects of the student.	64	59%
D.4	Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.	35	32%
D.5	A high degree of structure is provided in development education courses.	47	43%
D.6	Developmental education faculty employ a variety of instructional methods to accommodate student diversity.	66	61%
D.7	Programs align entry/exit skills among levels and link course content to college-level performance requirements.	53	49%
D.8	Developmental education faculty routinely share instructional strategies.	41	37%
D.9	Faculty and advisors closely monitor student performance.	50	46%
D.10	Programs provide comprehensive academic support mechanisms, including the use of trained tutors.	80	73%