

Effective Practice A.7: Institutions manage faculty and student expectations regarding developmental education.

Literature suggests that the communication of explicit expectations for both students and program providers enhances the effectiveness of developmental education programs.

Strategies Related to Effective Practice	Where Strategies Occur
A.7.1 A clearly defined and widely shared definition of “successful developmental education” exists.	
A.7.2 Faculty new to the developmental program receive an orientation to convey to them the goals and expectations of the program.	
A.7.3 Faculty and other program personnel know/understand their individual roles and accept responsibility for the developmental program.	
A.7.4 Formal mechanisms exist to facilitate accurate communication of institutional values and expectations for developmental students.	
A.7.5 Faculty/staff communicate clear expectations for student behaviors/performance in developmental courses and programs.	
A.7.6 Communication of expectations to students occurs early and often and is the shared responsibility of all developmental program providers.	

As applicable, briefly describe how this practice occurs/exists at your institution:

What evidence exists to support the efficacy of this practice?

What barriers/limitations exist to implementing or enhancing this practice?

How might this practice be advanced or expanded upon in the future?