

## Midwest Developmental Education Consortium (MDEC)

### Developmental Education Institutional Practices and Policies Survey - 2010

#### Academic Services

**Approximately what percentages of students utilize the following services?**

	5%	10%	15%	20%	25%	More than 25%
a. Tutoring						
b. Career Planning						
c. Academic counseling/advising						
d. Social Workers/Social Service						
e. Disabilities Services						
f. Other student intervention						

**How are your academic services programs being funded? (check all that apply)**

- ☐ Institutional general funds
- ☐ Federal Grants
- ☐ State Grants
- ☐ Other

**Is your college able to meet most of the tutoring needs of your developmental education students?**

- ☐ Yes
- ☐ Mostly Yes
- ☐ Mostly No
- ☐ No

**Are tutors required to participate in tutoring training?**

- ☐ Yes - in house
- ☐ Yes - off site
- ☐ Yes - on line
- ☐ No

**What types of training do your Tutors receive?**

- ☐ In-house
- ☐ CRLA Certified

NADE Certified  
Local workshops  
Other

**What percentage of your tutors are certified?**

5%  
10%  
15%  
20%  
25%  
More than 25%

**Does your college use volunteer tutors?**

Yes  
No

**Do you conduct background checks on tutors?**

Yes  
No

**Where are tutors employed/involved in your college?**

Classroom  
Learning Center  
Academic Dept.-Division  
Individual appointments  
Other

**Are Career Planning and Placement Services available to students at your college?**

Yes - all students  
Yes - occupational students only  
Yes - Graduates  
Yes - Community  
No

**Is academic advising/counseling mandatory for students at your college?**

Yes - new students  
Yes - all students  
Yes - at risk students  
Yes - student on probation  
No

**Are advisors/counselors specifically trained to work with developmental students?**

Yes  
No

**Are College-employed Licensed Counselors and/or Social Workers available to students?**

- Yes
- No
- Third Party appointments only

**Are formal crisis counseling/intervention processes in place at your college?**

- Yes
- No
- Don't Know

**Students with disabilities are encouraged to self-identify during:**

- Admissions Process
- Orientation
- In Class
- Advising
- Other

**How is eligibility for disabilities accommodations determined?**

- IEP
- Counseling evaluation
- In-house testing
- Letter from physician or caregiver
- Psychological evaluation
- Other

**What criteria is used to determine Ability To Benefit?**

- Course Placement
- Poor Academic Performance
- Cognitive Impairment or other Disability
- None - we don't determine Ability To Benefit

**Student disability documentation is considered current for:**

- 1-3 yrs
- 4-5 yrs
- 6-8 yrs
- More than 8 yrs

**How do you address students with disabilities without documentation, particularly if they have no insurance?**

- Refer to MI Rehab Svcs
- Assign to a tutor/mentor
- PowerPath
- Refer to physician
- Other

**What services/support do you provide to students with mental illness?**

- Group counseling

Individual counseling  
Social Workers  
Referral to outside agency  
Emergency funding  
Withdrawal for hospitalization  
Other

**If you allow students to withdraw due to mental illness crisis or hospitalization (without financial penalty), how many times can this option be used?**

Once  
Twice  
Three or more times  
Not applicable to my college

**What interventions/services do you offer to developmental students? (check all that apply)**

Proactive advising/intervention  
Services for disabled students  
Feedback to faculty  
Link courses and services  
Computer aided instruction  
Program specific tutoring  
General tutoring  
Group tutoring  
Walk-in tutoring  
Appointment-only tutoring  
Peer tutoring  
Academic counseling/advising  
Career counseling/planning  
Supplemental Instruction  
GED Testing  
Other

**For your proactive intervention efforts, please rate the effectiveness:**

Highly Effective  
Somewhat Effective  
Little Effect  
No Effect  
Not applicable to my college

**Please describe your most effective proactive intervention:**

**Please indicate where developmental education Courses and Services are offered at your college:**

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	Courses		Services	
	Yes	No	Yes	No
All college departments				
English Dept.				
Math Dept.				
Student Affairs/Support Services				
Learning Center				
Social Sciences Dept.				
Science Dept.				
Developmental Studies Dept.				
Other Dept.				

**When academically disadvantaged Perkins funding was removed, where did you get the funding to continue to support these students?**

Other grants

Institutional funds

Private foundations or local contributors

No other funding available

**Briefly describe one or two teaching strategies that have been effective in working with developmental education students at your college:**

**Briefly describe strategies/techniques you use to evaluate the effectiveness of your developmental practices:**

Pause/Save

Next

33% Complete

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Michigan Developmental Education Consortium (MDEC)

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**Developmental Education Institutional Practices and Policies Survey -  
2010**

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**Evaluation**

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**Do you have an ongoing, comprehensive data collection process for your  
Developmental Education programming?**

Yes

No

**Identify those responsible for data collection and measurement/tracking for your  
Developmental Education programming:**

☐ Dean, Academic Services

☐ Dean, Student Services

☐ Institutional Research

☐ Learning Center

☐ Student Support Services

☐ Special Team

☐ Other

**Does your college survey students or collect any qualitative data about the  
perceptions of courses and services?**

Yes

No

**Is retention data used to improve services, processes or programming to increase  
retention?**

Yes

No

**Do you have any system in place for predicting those students who are most at risk  
of withdrawal or failure?**

Yes

No

**Do you have a system for intervening with such students?**

Yes

No

Not applicable

**Do you believe your intervention system is effective?**

☐ Definitely Yes

☐ Somewhat

☐ Unsure

A little  
Definitely Not  
Not applicable

**Do you have procedures for students to assess their own progress in Developmental Education Courses (e.g. monitoring sheets)?**

Yes  
No

**Are strategies for formative learner-centered classroom assessments integrated with instruction in your developmental courses?**

Yes  
No

**Have you implemented any innovatively designed developmental courses, activities or services to increase student retention since 2007?**

Yes  
No

**Rate the effectiveness of these initiatives:**

Highly Effective  
Somewhat Effective  
Little Effect  
No Effect  
Not applicable to my college

**Please briefly describe your most effective initiatives:**

**Do you have processes for tracking student progress and success in subsequent courses (developmental and/or 100 level college classes)?**

Yes  
No

**What practices has your college adopted to measure developmental education?**

Semester/Annual Reports  
Presentations to faculty/staff  
Longitudinal tracking of student skills  
Satisfaction Surveys  
Enrollment Surveys  
Other

**What learner-centered assessment strategies do your faculty use?**

Oral presentations  
Course content testing  
Standardized testing

Writing assessments  
Portfolios  
Journaling  
Independent projects  
Quizzes  
Term papers  
Homework  
Class participation  
Grade monitoring  
Attendance  
Other -  
please specify

**What learner-centered assessment strategies do you REQUIRE faculty to use?**

**What data measures of student performance in developmental courses do you collect and analyze regularly?**

Grades  
Retention in future semesters  
Success in subsequent courses  
Graduation  
Other -  
please specify

**What actions or improvements have you implemented based on the measures of student performance?**

**What have been the greatest challenges to implementing improvements?**

Pause/Save

Next

50% Complete



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Midwest Developmental Education Consortium (MDEC)

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**Developmental Education Institutional Practices and Policies Survey -  
2010**

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**Partnerships and Collaborations**

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**How frequently does your college work with community based organizations to meet the developmental needs of your community?**

- ☐ Often - regularly
- ☐ Frequently
- ☐ Occasionally
- ☐ Rarely
- ☐ Never

**Does your college have formal agreements of understanding/collaboration with:**

- ☐ Adult Education Providers
- ☐ K-12 Districts
- ☐ MI Rehab Services
- ☐ MI Works
- ☐ Community Literacy Councils
- ☐ Other Community Colleges
- ☐ Other Community Agencies

**Who are the main points of contact for establishing partnerships?**

- ☐ Academic Administrators
- ☐ Chief Academic Officer
- ☐ Workforce Development Dir.
- ☐ Dean, Student Services
- ☐ CTE Coordinator
- ☐ Other -  
please specify

**Who are the main points of contact for maintaining partnerships?**

- ☐ Academic Administrators
- ☐ Chief Academic Officer
- ☐ Workforce Development Dir.
- ☐ Dean, Student Services
- ☐ CTE Coordinator
- ☐ Other -  
please specify

**Does your college have any cross-functional committees (including external partners if appropriate) that address the developmental needs of your students?**

- Yes - regular committees
- Yes - ad hoc committees
- Have had in past but not currently
- No

**What activities and/or data do you share with area High Schools concerning developmental enrollments?**

**Does your college currently share or co-locate counseling, advising and/or case management staff with a partner organization?**

- No
- Yes - please specify

**Do you have a local literacy council or similar organization in your area?**

- Yes
- No

**Do you provide space on your campus for:**

- Adult education courses
- MI Rehab Services
- MI Works
- Other Social Services Agency

**Does your college participate in a fiscal partnership/collaboration with other service agencies in the area?**

- Yes
- No
- Unsure

**Does your college serve as the fiscal agent for partnership/collaboration agreements?**

- Yes
- No
- Unsure

**Are you participating in grant-funded collaboratives related to developmental education?**

- Yes
- No
- Unsure

**Does your local MI Works agency fund basic skills education and/or developmental education classes in your area?**

- Yes

No  
Unsure

Pause/Save

Next

67% Complete

## Michigan Developmental Education Consortium (MDEC)

### Developmental Education Institutional Practices and Policies Survey - 2010

#### Faculty and Staff

**What percentage of your developmental education faculty are Full Time?**

- Less than 3%
- Between 4% and 7%
- Between 8% and 12%
- Between 13% and 15%
- More than 15%

**Are tenured track positions available to developmental education faculty?**

- Yes
- No
- Not applicable to my college

Select the Number of Development Education Tenure Track Positions in 2009-2010 school year							
	0	1	2	3	4	5	6 or more
Reading							
Writing							
Math							
Science							
Academic Skills							
First Year Seminar							

**Are your developmental education faculty certified in developmental education?**

- Yes - all
- Yes - some
- None
- Unsure

**Does your college offer in-house professional development opportunities to help faculty to better address the needs of underprepared students?**

- Yes
- No

**Are Full Time developmental education faculty required to attend professional**

**development activities focused on under-prepared students?**

Yes

No

Not required, but encouraged

**Are Part-Time/Adjunct developmental education faculty paid to participate in professional development activities?**

Yes

No

**Part Time/Adjunct faculty are paid for professional development activities:**

Onsite

Offsite

Conferences

Specific amount per person

**Which of the following professional development activities are available to developmental education faculty at your college?**

Workshops on campus

Natl. Assoc. of Developmental Education conferences

College Readiness and Learning Assoc. conferences

Natl. College Learning Center Assoc. conferences

MI Developmental Education Consortium conferences

Newsletters

Videos/webinars

Professional Journal subscriptions

Organizational memberships

Listserves

Focus Groups

Advisory Groups

Surveys

Faculty Development Center

Other -

please specify

**Are new developmental education faculty assimilated to your college through a formal process?**

Yes

No

**Please check all of the elements of the formal assimilation process available:**

AQIP

Instructional Expectations

Student Population Demographics

How to engage students effectively

Assigned a Mentor

Course Goals and Objectives  
Where to get assistance  
How they are compensated  
Where to get assistance if needed

**Identify the primary person who facilitates the assimilation process:**

Lead Faculty  
H.R. representative  
Adjunct Coordinator  
Dept. Chair  
Dean  
Professional Development Dir.  
Other

Pause/Save

Next

83% Complete

Michigan Developmental Education Consortium (MDEC)

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**Developmental Education Institutional Practices and Policies Survey -  
2010**

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**Identification and Comments**

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**Please select your college:**

Please Select One

**Please provide your name and position title:**

**Please include any other comments or observations you have about developmental  
education practices and policies at MI Community Colleges:**



100% Complete

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 Midway Community College Developmental Education Consortium (MDEC)
 

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## Developmental Education Institutional Practices and Policies Survey (2) - 2010

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\*\*\*Please base your responses on the 2009-2010 school year\*\*\*

### Institutional

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**Does your institution have a Board policy on developmental education?**

Yes

No

**If yes, please provide the text of the policy or a web link:**

**Does your institution have goals specifically related to developmental education programming and curriculum?**

Yes, college wide

Yes, department wide

No

**Briefly describe the primary goals:**

**Briefly describe the measures used to assess the effectiveness of these goals:**

**Please identify the people who administer your developmental education program by name and title:**

**Is your developmental education program:**

Centralized

Decentralized

**Please select the statement that best describes your program:**

Decentralized activities administered by a single individual

Decentralized activities administered by more than one individual

Centralized activities administered by a single individual

Centralized activities administered by more than one individual

	Approximately what percentage of college funding is used to support these services in developmental education:				
	10%	20%	30%	40%	50%



<b>Assessment</b>					
<b>Advisement</b>					
<b>Instruction</b>					
<b>Support Services</b>					

	Approximately what percent of developmental education funding comes from:				
	10%	20%	30%	40%	50%+
<b>General Funds</b>					
<b>Grants</b>					

[Pause/Save](#)
[Next](#)
 33% Complete

# Michigan Developmental Education Consortium (MDEC)

## Developmental Education Institutional Practices and Policies Survey (2) - 2010

\*\*\*Please base your responses on the 2009-2010 school year\*\*\*

### Placement

**Can students re-test to change their placement?**

Yes

No

**Do you use any other processes to validate placement recommendations?**

Yes

No

**If yes, describe:**

**Do you believe the assessment instrument(s) provide reliable results?**

Yes - definitely

Yes - somewhat

Unsure

No - somewhat

No - definitely

**Do you use a separate ESL assessment instrument?**

Yes

No

**Is ESL course placement mandatory at your institution?**

Yes

No

	What instrument(s) do you use to assess student affective processes?	
	Yes	No
LASSI		
Myers-Briggs		
Kolb's Learning Styles		
Other commercial instrument		
Other institutionally-		

developed instrument		
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	Who is involved in determining placement test cut scores (check all that apply)?	
	Yes	No
Academic Dean, Director or VP		
Faculty Committee		
Support Services Dean, Director or VP		
Diverse team of faculty, staff, administrators		

**Do you use any assessment crosswalks (score correlations among different assessment tools)? If yes, please paste applicable information in the text box:**

Yes

No

**Do you have a defined Ability-To-Benefit policy that includes specified score data?**

Yes

No

**Are students who score below ATB cutoffs admitted if they have a GED or HS diploma?**

Yes

No

**Are your developmental education scores used as recommendations or as mandatory placement?**

Recommendations

Mandatory Placement

**Check all items that describe the role your counselors/advisors play in assessment and placement decision-making?**

Walk in services

Appointments

Workshops

Retention Case Management

Classroom Presentations

Other

**Are students referred to agencies outside the college based on placement test scores?**

Adult Education Program

Literacy Council

MI Works Agency  
Private Service Providers  
Other

**Does your institution offer GED preparation and/or testing?**

Yes  
No

**Does your institution offer Career Readiness Certificate testing?**

Yes  
No

**Are students re-evaluated within their developmental courses?**

Yes  
No

**Do you do any post-testing after developmental courses using initial placement instrument?**

Yes  
No

**Are students required to demonstrate competency by means of an alternative assessment, such as Nelson-Denny pre-post test, to advance to the next level or out of developmental education?**

Yes  
No

**Please list alternative assessments used:**

Pause/Save

Next

50% Complete

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*Michigan Developmental Education Consortium (MDEC)*

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**Developmental Education Institutional Practices and Policies Survey  
(2) - 2010**

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\*\*\*Please base your responses on the 2009-2010 school year\*\*\*

**Curriculum**

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**What courses are used as pre-requisites for other courses?**

Reading  
Writing  
Basic Math  
Pre-Algebra  
Science  
Computer Skills  
Academic Skills

**Is a common course syllabus mandated for use by instructors for any developmental education courses?**

All  
Some  
None

**Do developmental education courses count towards certificate/degree completion?**

Yes  
No

**Do you have processes/procedures in place to ensure that course pre-requisites are met?**

Yes  
No

**Evaluate the overall effectiveness of your processes and procedures for ensuring developmental coursework is mastered prior to enrollment in higher level coursework (e.g. a student who has not passed basic math is identified and prevented from enrolling in algebra). If 80% or higher, please describe::**

20%  
40%  
60%  
80%  
100%

**Can students take college-level courses while enrolled in developmental education courses?**

Yes  
No

**Is developmental education coursework included in the computation of GPA?**

Yes

No

**Approximately what percentage of incoming HS graduates in your service area are considered "college ready"?**

0-20%

21-49%

50-69%

70%+

**Approximately what percentage of incoming GED graduates in your service area are considered "college ready"?**

0-20%

21-49%

50-69%

70%+

	In your estimation, approximately how <b>Proficient</b> are your incoming students in the following areas?		
	Highly	Moderately	Minimally
<b>Reading</b>			
<b>Writing</b>			
<b>Math</b>			
<b>Study Skills</b>			
<b>Time Management</b>			
<b>Critical Thinking/Reasoning</b>			
<b>Technology Literacy</b>			
<b>Information Literacy</b>			
<b>Work Readiness</b>			
<b>Communication Skills</b>			

**Identify any specific modalities that you have modified to address at-risk populations:**

Environmental: instructors act as facilitators of learning - campus venue

Emotional: develop motivation, persistence and personal responsibility

Sociological: ease navigation of educational experience

Physical: block scheduling - location facilitates access to support services

Other

	Are these instructional practices:			
	Encouraged	Required	Reviewed	Not Considered
<b>Differentiation</b>				
<b>Brain-based learning</b>				
<b>Inquiry-Problem Solving</b>				
<b>Active Learning</b>				
<b>Multiple Intelligences</b>				
<b>Collaborative Learning Groups</b>				
<b>Contextualization</b>				

**Are students required to pass a readiness assessment in order to enroll in online courses?**

Yes

No

**Can students enroll in online courses while enrolled in developmental education courses?**

Yes

No

**What support is provided for online course navigation?**

Tutors

IT Labs

Call In Support

Online Help

Other

Pause/Save

Next

67% Complete

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Michigan Developmental Education Consortium (MDEC)

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**Developmental Education Institutional Practices and Policies Survey  
(2) - 2010**

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\*\*\*Please base your responses on the 2009-2010 school year\*\*\*

**Workforce Development**

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**Do you provide workforce developmental programming outside of developmental education?**

Yes

No

**If yes, do those programs include developmental education coursework or competency development?**

Yes

No

**Do you include work-readiness competencies in most/all course learning outcomes?**

Yes

No

**Which of these competencies are taught and measured in your developmental courses?**

Communication Skills - speak so others can understand

Communication Skills - listen actively

Communication Skills - read with understanding

Communication Skills - observe critically

Interpersonal Skills - cooperate with others

Interpersonal Skills - resolve conflict and negotiate

Decision Making Skills - use Math to solve problems and communicate

Decision Making Skills - solve problems and make decisions

Lifelong Learning Skills - take responsibility for learning

Lifelong Learning Skills - use information and communications technology

**Do you have clearly defined career pathways aligned with adult education and workforce readiness outcomes?**

All programs

Some programs

No programs

**Do you provide short-term credentials/certificates to facilitate completions?**

Yes

No

**Do you provide specialized programs for NWLB or other non-traditional student**



**populations?**

Yes

No

**Briefly describe the types of Workforce Development activities/programs available and how they facilitate these student's success:**

[Pause/Save](#)[Next](#)

83% Complete

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Michigan Developmental Education Consortium (MDEC)

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Developmental Education Institutional Practices and Policies Survey (2)  
- 2010

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\*\*\*Please base your responses on the 2009-2010 school year\*\*\*

**Identification and Comments**

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**Please select your college:**

Please Select One

**Please provide your name and position title:**

**Please include any other comments or observations you have about developmental education practices and policies at MI Community Colleges:**

**Submit**

100% Complete

# Michigan Developmental Education Practices Study 2010

## Academic Services

1) Approximately what percentages of students utilize the following services?

### a. Tutoring

Response Frequency Percent

5%	1	3.85
10%	7	26.92
15%	7	26.92
20%	2	7.69
25%	2	7.69
More than 25%	7	26.92

### b. Career Planning

Response Frequency Percent

5%	9	36.00
10%	4	16.00
15%	4	16.00
20%	1	4.00
25%	2	8.00
More than 25%	5	20.00

### c. Academic counseling/advising

Response Frequency Percent

5%	0	0.00
10%	1	3.85
15%	2	7.69
20%	0	0.00
25%	0	0.00
More than 25%	23	88.46

### d. Social Workers/Social Service

Response Frequency Percent

5%	11	68.75
10%	2	12.50
15%	0	0.00
20%	1	6.25
25%	0	0.00
More than 25%	2	12.50

### e. Disabilities Services

Response Frequency Percent

5%	19	76.00
10%	4	16.00
15%	0	0.00
20%	1	4.00
25%	0	0.00
More than 25%	1	4.00





### f. Other student intervention

Response Frequency Percent



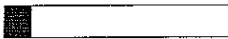

5%	10	55.56
10%	4	22.22
15%	3	16.67
20%	0	0.00
25%	0	0.00
More than 25%	1	5.56

# Michigan Developmental Education Practices Study 2010


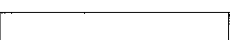
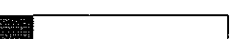

## 2. How are your academic services programs being funded? (check all that apply)

Response	Frequency	Percent	
Institutional general funds	26	100.00	
Federal Grants	22	84.62	
State Grants	16	61.54	
Other	9	34.62	




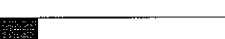

## 3. Is your college able to meet most of the tutoring needs of your developmental education students?

Response	Frequency	Percent	
Yes	11	42.31	
Mostly Yes	12	46.15	
Mostly No	3	11.54	
No	0	0.00	


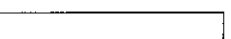
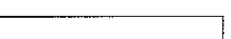

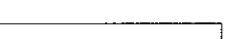

## 4. Are tutors required to participate in tutoring training?

Response	Frequency	Percent	
Yes - in house	22	84.62	
Yes - off site	0	0.00	
Yes - on line	4	15.38	
No	3	11.54	



## 5. What types of training do your Tutors receive?

Response	Frequency	Percent	
In-house	23	92.00	
CRLA Certified	11	44.00	
NADE Certified	0	0.00	
Local workshops	4	16.00	
Other	1	4.00	

## 6. What percentage of your tutors are certified?

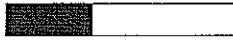

Response	Frequency	Percent	
5%	7	38.89	
10%	0	0.00	
15%	0	0.00	
20%	1	5.56	
25%	0	0.00	
More than 25%	10	55.56	

## 7. Does your college use volunteer tutors?



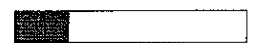


Response	Frequency	Percent	
Yes	11	42.31	
No	15	57.69	

# Michigan Developmental Education Practices Study 2010



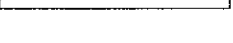


## 8. Do you conduct background checks on tutors? college?

Response	Frequency	Percent	
Yes	9	37.50	
No	15	62.50	






## 9. Where are tutors employed/involved in your

Response	Frequency	Percent	
Classroom	14	53.85	
Learning Center	25	96.15	
Academic Dept.-Division	6	23.08	
Individual appointments	15	57.69	
Other	5	19.23	

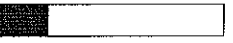

## 10. Are Career Planning and Placement Services available to students at your college?

Response	Frequency	Percent	
Yes - all students	24	92.31	
Yes - occupational students only	0	0.00	
Yes - Graduates	2	7.69	
Yes - Community	2	7.69	
No	2	7.69	


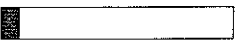
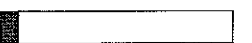
## 11. Is academic advising/counseling mandatory for students at your college?

Response	Frequency	Percent	
Yes - new students	14	53.85	
Yes - all students	2	7.69	
Yes - at risk students	4	15.38	
Yes - student on probation	9	34.62	
No	5	19.23	

## 12. Are advisors/counselors specifically trained to work with developmental students?




Response	Frequency	Percent	
Yes	6	24.00	
No	19	76.00	

## 13. Are College-employed Licensed Counselors and/or Social Workers available to students?



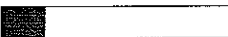



Response	Frequency	Percent	
Yes	21	84.00	
No	2	8.00	
Third Party appointments only	2	8.00	

# Michigan Developmental Education Practices Study 2010






**14. Are formal crisis counseling/intervention processes in place at your college?**

Response	Frequency	Percent	
Yes	19	76.00	
No	6	24.00	
Dont Know	0	0.00	




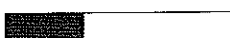
**16. How is eligibility for disabilities accommodations determined?**

Response	Frequency	Percent	
IEP	16	61.54	
Counseling evaluation	15	57.69	
In-house testing	5	19.23	
Letter from physician or caregiver	24	92.31	
Psychological evaluation	21	80.77	
Other	8	30.77	

**15. Students with disabilities are encouraged to self-identify during:**

Response	Frequency	Percent	
Admissions Process	18	69.23	
Orientation	13	50.00	
In Class	16	61.54	
Advising	20	76.92	
Other	13	50.00	

**17. What criteria is used to determine Ability To Benefit?**

Response	Frequency	Percent	
Course Placement	15	62.50	
Poor Academic Performance	3	12.50	
Cognitive Impairment or other Disability	2	8.33	
None - we dont determine Ability To Benefit	8	33.33	

# Michigan Developmental Education Practices Study 2010

## 18. Student disability documentation is considered current for:

Response	Frequency	Percent	
1-3 yrs	9	37.50	
4-5 yrs	8	33.33	
6-8 yrs	1	4.17	
More than 8 yrs	6	25.00	

## 20. What services/support do you provide to students with mental illness?

Response	Frequency	Percent	
Group counseling	0	0.00	
Individual counseling	16	64.00	
Social Workers	3	12.00	
Referral to outside agency	24	96.00	
Emergency funding	4	16.00	
Withdrawal for hospitalization	8	32.00	
Other	8	32.00	

## 19. How do you address students with disabilities without documentation, particularly if they have no insurance?

Response	Frequency	Percent	
Refer to MI Rehab Svcs	18	72.00	
Assign to a tutor/mentor	8	32.00	
PowerPath	1	4.00	
Refer to physician	12	48.00	
Other	14	56.00	

## 21. If you allow students to withdraw due to mental illness crisis or hospitalization (without financial penalty), how many times can this option be used?

Response	Frequency	Percent	
Once	4	16.00	
Twice	2	8.00	
Three or more times	9	36.00	
Not applicable to my college	10	40.00	

# Michigan Developmental Education Practices Study 2010

22. What interventions/services do you offer to developmental students? (check all that apply)

Response	Frequency	Percent	
Proactive advising/intervention	21	80.77	
Services for disabled students	25	96.15	
Feedback to faculty	22	84.62	
Link courses and services	6	23.08	
Computer aided instruction	18	69.23	
Program specific tutoring	19	73.08	
General tutoring	24	92.31	
Group tutoring	22	84.62	
Walk-in tutoring	24	92.31	
Appointment-only tutoring	18	69.23	
Peer tutoring	21	80.77	
Academic counseling/advising	26	100.00	
Career counseling/plan	24	92.31	
Supplemental Instruction	18	69.23	
GED Testing	5	19.23	
Other	7	26.92	

23. For your proactive intervention efforts, please rate the effectiveness:

Response	Frequency	Percent	
Highly Effective	4	15.38	
Somewhat Effective	21	80.77	
Little Effect	0	0.00	
No Effect	0	0.00	
Not applicable to my college	1	3.85	



# Michigan Developmental Education Practices Study 2010

Please indicate where developmental education COURSES and SERVICES are offered at your college:

## COURSES:

### All college departments

Response	Frequency	Percent	
Yes	2	12.50	
No	14	87.50	

### English Dept.

Response	Frequency	Percent	
Yes	21	91.30	
No	2	8.70	

### Math Dept.

Response	Frequency	Percent	
Yes	22	95.65	
No	1	4.35	

### Student Affairs/Support Services

Response	Frequency	Percent	
Yes	7	35.00	
No	13	65.00	

### Learning Center

Response	Frequency	Percent	
Yes	10	52.63	
No	9	47.37	

### Social Sciences Dept.

Response	Frequency	Percent	
Yes	2	11.11	
No	16	88.89	

## SERVICES:

### All college departments

Response	Frequency	Percent	
Yes	7	38.89	
No	11	61.11	

### English Dept.

Response	Frequency	Percent	
Yes	12	66.67	
No	6	33.33	

### Math Dept.

Response	Frequency	Percent	
Yes	13	72.22	
No	5	27.78	

### Student Affairs/Support Services

Response	Frequency	Percent	
Yes	21	95.45	
No	1	4.55	

### Learning Center

Response	Frequency	Percent	
Yes	22	95.65	
No	1	4.35	

### Social Sciences Dept.

Response	Frequency	Percent	
Yes	4	22.22	
No	14	77.78	



# Michigan Developmental Education Practices Study 2010

Please indicate where developmental education COURSES and SERVICES are offered at your college: CONT..

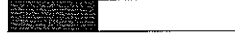

## COURSES:

## SERVICES:



### Science Dept.

Response	Frequency	Percent	
Yes	8	47.06	
No	9	52.94	

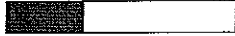

### Science Dept.

Response	Frequency	Percent	
Yes	7	38.89	
No	11	61.11	



### Developmental Studies Dept.

Response	Frequency	Percent	
Yes	7	38.89	
No	11	61.11	



### Developmental Studies Dept.

Response	Frequency	Percent	
Yes	6	33.33	
No	12	66.67	



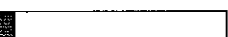
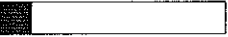
### Other Dept.

Response	Frequency	Percent	
Yes	8	47.06	
No	9	52.94	

### Other Dept.

Response	Frequency	Percent	
Yes	9	52.94	
No	8	47.06	



**25. When academically disadvantaged Perkins funding was removed, where did you get the funding to continue to support these students?**

Response	Frequency	Percent	
Other grants	12	46.15	
Institutional funds	22	84.62	
Private foundations or local contributors	2	7.69	
No other funding available	4	15.38	





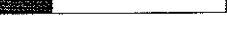
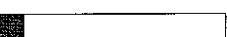
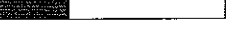
# Michigan Developmental Education Practices Study 2010

## Evaluation


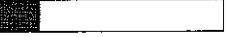
**1 Do you have an ongoing, comprehensive data collection process for your Developmental Education programming?**

Response	Frequency	Percent	
Yes	17	68.00	
No	8	32.00	


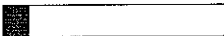
**2. Identify those responsible for data collection and measurement/tracking for your Developmental Education programming:**

Response	Frequency	Percent	
Dean Academic Services	4	16.00	
Dean Student Services	5	20.00	
Institutional Research	20	80.00	
Learning Center	11	44.00	
Student Support Services	6	24.00	
Special Team	3	12.00	
Other	8	32.00	


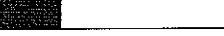
**4. Is retention data used to improve services, processes or programming to increase retention?**

Response	Frequency	Percent	
Yes	20	80.00	
No	5	20.00	

**3. Does your college survey students or collect any qualitative data about the perceptions of courses and services?**


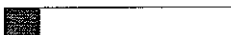

Response	Frequency	Percent	
Yes	23	88.46	
No	3	11.54	

**5. Do you have any system in place for predicting those students who are most at risk of withdrawal or failure?**



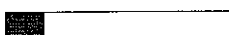


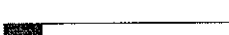
Response	Frequency	Percent	
Yes	18	72.00	
No	7	28.00	

# Michigan Developmental Education Practices Study 2010



5. Do you have a system for intervening with such students?

Response	Frequency	Percent	
Yes	20	76.92	
No	4	15.38	
Not applicable	2	7.69	



7. Do you believe your intervention system is effective?

Response	Frequency	Percent	
Definitely Yes	0	0.00	
Somewhat	15	60.00	
Unsure	4	16.00	
A little	2	8.00	
Definitely Not	0	0.00	
Not applicable	4	16.00	


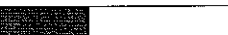
8. Do you have procedures for students to assess their own progress in Developmental Education Courses (e.g. monitoring sheets)?

Response	Frequency	Percent	
Yes	8	32.00	
No	17	68.00	

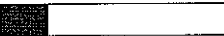




9. Are strategies for formative learner-centered classroom assessments integrated with instruction in your developmental courses?

Response	Frequency	Percent	
Yes	14	56.00	
No	11	44.00	

10. Have you implemented any innovatively designed developmental courses, activities or services to increase student retention since 2007?



Response	Frequency	Percent	
Yes	15	60.00	
No	10	40.00	

11. Rate the effectiveness of these initiatives:



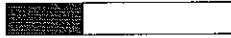



Response	Frequency	Percent	
Highly Effective	5	20.83	
Somewhat Effective	9	37.50	
Little Effect	1	4.17	
No Effect	0	0.00	
Not applicable to my college	9	37.50	

# Michigan Developmental Education Practices Study 2010









**12. Do you have processes for tracking student progress and success in subsequent courses (developmental and/or 100 level college classes)?**

Response	Frequency	Percent	
Yes	22	88.00	
No	3	12.00	






**13. What practices has your college adopted to measure developmental education?**

Response	Frequency	Percent	
Semester/Annual Reports	17	70.83	
Presentations to faculty/staff	13	54.17	
Longitudinal tracking of student skills	8	33.33	
Satisfaction Surveys	11	45.83	
Enrollment Surveys	5	20.83	
Other	8	33.33	







**14. What learner-centered assessment strategies do your faculty use?**

Response	Frequency	Percent	
Oral presentations	20	80.00	
Course content testing	24	96.00	
Standardized testing	18	72.00	
Writing assessments	24	96.00	
Portfolios	20	80.00	
Journaling	17	68.00	
Independent projects	15	60.00	
Quizzes	23	92.00	

**15. What data measures of student performance in developmental courses do you collect and analyze regularly?**

Response	Frequency	Percent	
Grades	21	84.00	
Retention in future semesters	16	64.00	
Success in subsequent courses	19	76.00	
Graduation	11	44.00	
Other - please specify	4	16.00	

# Michigan Developmental Education Practices Study 2010

Term papers	14	56.00	
Homework	24	96.00	
Class participation	22	88.00	
Grade monitoring	15	60.00	
Attendance	20	80.00	
Other - please specify	1	4.00	

# Michigan Developmental Education Practices Study 2010

## Partnerships

1. How frequently does your college work with community based organizations to meet the developmental needs of your community?

Response	Frequency	Percent	
Often - regularly	5	20.00	
Frequently	9	36.00	
Occasionally	8	32.00	
Rarely	3	12.00	
Never	0	0.00	

2. Does your college have formal agreements of understanding/collaboration with:

Response	Frequency	Percent	
Adult Education Providers	11	44.00	
K-12 Districts	17	68.00	
MI Rehab Services	11	44.00	
MI Works	19	76.00	
Community Literacy Councils	8	32.00	
Other Community Colleges	6	24.00	
Other Community Agencies	7	28.00	

3. Who are the main points of contact for establishing partnerships?


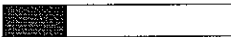
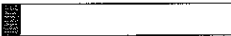

Response	Frequency	Percent	
Academic Administrators	13	52.00	
Chief Academic Officer	10	40.00	
Workforce Development Dir.	12	48.00	
Dean Student Services	9	36.00	
CTE Coordinator	1	4.00	
Other - please specify	12	48.00	

4. Who are the main points of contact for maintaining partnerships?



Response	Frequency	Percent	
Academic Administrators	17	68.00	
Chief Academic Officer	8	32.00	
Workforce Development Dir.	13	52.00	
Dean Student Services	7	28.00	
CTE Coordinator	2	8.00	
Other - please specify	9	36.00	

# Michigan Developmental Education Practices Study 2010


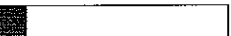

5. Does your college have any cross-functional committees (including external partners if appropriate) that address the developmental needs of your students?

Response	Frequency	Percent	
Yes - regular committees	13	52.00	
Yes - ad hoc committees	7	28.00	
Have had in past but not currently	2	8.00	
No	3	12.00	



7. Do you have a local literacy council or similar organization in your area?

Response	Frequency	Percent	
Yes	19	79.17	
No	5	20.83	




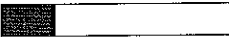
9. Does your college participate in a fiscal partnership/collaboration with other service agencies in the area?

Response	Frequency	Percent	
Yes	13	54.17	
No	3	12.50	
Unsure	8	33.33	




6. Does your college currently share or co-locate counseling, advising and/or case management staff with a partner organization?

Response	Frequency	Percent	
No	14	56.00	
Yes - please specify	11	44.00	

8. Do you provide space on your campus for:

Response	Frequency	Percent	
Adult education courses	4	23.53	
MI Rehab Services	2	11.76	
MI Works	12	70.59	
Other Social Services Agency	4	23.53	


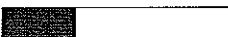

10. Does your college serve as the fiscal agent for partnership/collaboration agreements?

Response	Frequency	Percent	
Yes	15	57.69	
No	2	7.69	
Unsure	9	34.62	


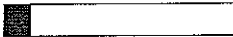



# Michigan Developmental Education Practices Study 2010

11. Are you participating in grant-funded collaboratives related to developmental education?

Response	Frequency	Percent	
Yes	17	68.00	
No	8	32.00	
Unsure	0	0.00	



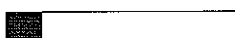
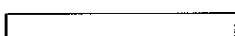

12. Does your local MI Works agency fund basic skills education and/or developmental education classes in your area?

Response	Frequency	Percent	
Yes	20	76.92	
No	3	11.54	
Unsure	3	11.54	



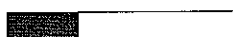
# Michigan Developmental Education Practices Study 2010

## Faculty & Staff

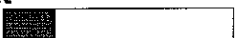

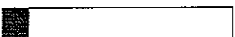




### 1. What percentage of your developmental education faculty are Full Time?

Response	Frequency	Percent	
Less than 3%	6	23.08	
Between 4% and 7%	2	7.69	
Between 8% and 12%	4	15.38	
Between 13% and 15%	0	0.00	
More than 15%	14	53.85	

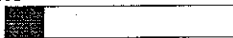


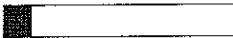
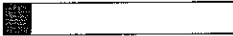
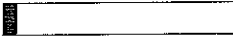
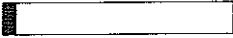
### 2. Are tenured track positions available to developmental education faculty?

Response	Frequency	Percent	
Yes	17	65.38	
No	1	3.85	
Not applicable to my college	8	30.77	




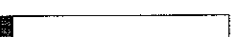


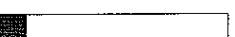
### 3. Reading

Response	Frequency	Percent	
0	4	22.22	
1	8	44.44	
2	2	11.11	
3	2	11.11	
4	0	0.00	
5	1	5.56	
6 or more	1	5.56	



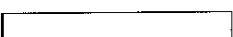



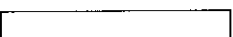
### Writing

Response	Frequency	Percent	
0	3	17.65	
1	6	35.29	
2	2	11.76	
3	2	11.76	
4	2	11.76	
5	1	5.88	
6 or more	1	5.88	

### Math


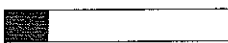

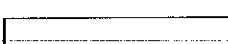


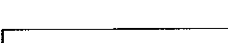
Response	Frequency	Percent	
0	4	23.53	
1	5	29.41	
2	4	23.53	
3	1	5.88	
4	1	5.88	
5	0	0.00	
6 or more	2	11.76	

### Science


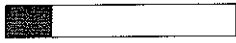
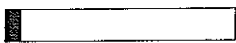


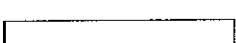
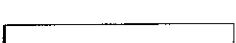
Response	Frequency	Percent	
0	13	92.86	
1	1	7.14	
2	0	0.00	
3	0	0.00	
4	0	0.00	
5	0	0.00	
6 or more	0	0.00	

# Michigan Developmental Education Practices Study 2010

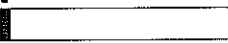
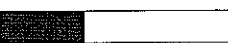


## Academic Skills

Response	Frequency	Percent	
0	13	81.25	
1	3	18.75	
2	0	0.00	
3	0	0.00	
4	0	0.00	
5	0	0.00	
6 or more	0	0.00	


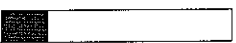
## First Year Seminar

Response	Frequency	Percent	
0	11	73.33	
1	3	20.00	
2	1	6.67	
3	0	0.00	
4	0	0.00	
5	0	0.00	
6 or more	0	0.00	

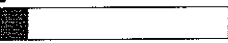
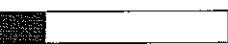

### 4. Are your developmental education faculty certified in developmental education?

Response	Frequency	Percent	
Yes - all	1	4.00	
Yes - some	9	36.00	
None	11	44.00	
Unsure	4	16.00	



### 5. Does your college offer in-house professional development opportunities to help faculty to better address the needs of underprepared students?

Response	Frequency	Percent	
Yes	20	80.00	
No	5	20.00	

### 6. Are Full Time developmental education faculty required to attend professional development activities focused on under-prepared students?


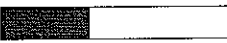

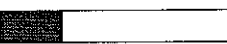
Response	Frequency	Percent	
Yes	3	12.50	
No	5	20.83	
Not required but encouraged	16	66.67	

### 7. Are Part-Time/Adjunct developmental education faculty paid to participate in professional development activities?











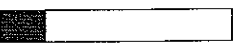
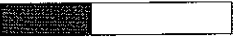


Response	Frequency	Percent	
Yes	15	57.69	
No	11	42.31	

# Michigan Developmental Education Practices Study 2010

## 8. Part Time/Adjunct faculty are paid for professional development activities:


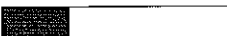
Response	Frequency	Percent	
Onsite	13	72.22	
Offsite	7	38.89	
Conferences	11	61.11	
Specific amount per person	5	27.78	

## 9. Which of the following professional development activities are available to developmental education faculty at your college?

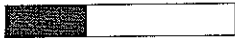








Response	Frequency	Percent	
Workshops on campus	22	88.00	
Natl. Assoc. of Developmental Education conferences	18	72.00	
College Readiness and Learning Assoc. conferences	13	52.00	
Natl. College Learning Center Assoc. conferences	13	52.00	
MI Developmental Education Consortium conferences	17	68.00	
Newsletters	16	64.00	
Videos/webinars	17	68.00	
Professional Journal subscriptions	17	68.00	
Organizational memberships	16	64.00	
Listserves	18	72.00	
Focus Groups	5	20.00	
Advisory Groups	10	40.00	
Surveys	8	32.00	
Faculty Development Center	11	44.00	

# Michigan Developmental Education Practices Study 2010

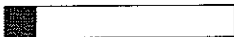
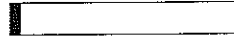

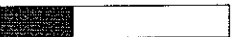
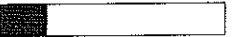
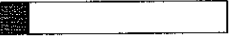

10. Are new developmental education faculty assimilated to your college through a formal process?

Response	Frequency	Percent	
Yes	17	70.83	
No	7	29.17	

11. Please check all of the elements of the formal assimilation process available:

Response	Frequency	Percent	
AQIP	7	35.00	
Instructional Expectations	17	85.00	
Student Population Demographics	12	60.00	
How to engage students effectively	11	55.00	
Assigned a Mentor	15	75.00	
Course Goals and Objectives	19	95.00	
Where to get assistance	19	95.00	
How they are compensated	14	70.00	
Where to get assistance if needed	17	85.00	

12. Identify the primary person who facilitates the assimilation process:

Response	Frequency	Percent	
Lead Faculty	3	13.64	
H.R. representative	1	4.55	
Adjunct Coordinator	0	0.00	
Dept. Chair	7	31.82	
Dean	5	22.73	
Professional Development Dir	3	13.64	
Other	3	13.64	
IR/GBI/AI			

# Michigan Developmental Education Practices Study 2010

## Participants

Please select your college: Participant List

Response	Frequency	Percent	
Alpena C.C.	1	3.85	<input type="text"/>
Bay de Noc C.C.	1	3.85	<input type="text"/>
Delta College	1	3.85	<input type="text"/>
Glen Oaks C.C.	0	0.00	<input type="text"/>
Gogebic C.C.	1	3.85	<input type="text"/>
Grand Rapids C.C.	1	3.85	<input type="text"/>
Henry Ford C.C.	1	3.85	<input type="text"/>
Jackson C.C.	1	3.85	<input type="text"/>
Kalamazoo Valley C.C.	1	3.85	<input type="text"/>
Kellogg C.C.	1	3.85	<input type="text"/>
Kirtland C.C.	1	3.85	<input type="text"/>
Lake MI C.C.	1	3.85	<input type="text"/>
Lansing C.C.	1	3.85	<input type="text"/>
Macomb C.C.	1	3.85	<input type="text"/>
Mid-MI C.C.	1	3.85	<input type="text"/>
Montcalm C.C.	1	3.85	<input type="text"/>
Monroe Co. C.C.	1	3.85	<input type="text"/>
Mott C.C.	1	3.85	<input type="text"/>
Muskegon C.C.	1	3.85	<input type="text"/>
North Central MI C.	1	3.85	<input type="text"/>

## Michigan Developmental Education Practices Study 2010

Northwestern MI C.C. 1 3.85

Oakland C.C. 1 3.85

Schoolcraft College 1 3.85

Southwestern MI C.C. 1 3.85

St. Clair Co. C.C. 1 3.85

Washtenaw C.C. 1 3.85

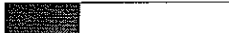

Wayne Co. C.C. 0 0.00

Westshore C.C.1 3.85




# Michigan Developmental Education Practices Study 2010

## Institutional Practices & Policies

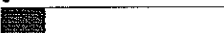

1. Does your institution have a Board policy on developmental education?

Response	Frequency	Percent	
Yes	7	31.82	
No	15	68.18	



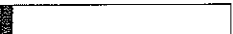

2. Does your institution have goals specifically Related to developmental education programming and curriculum?

Response	Frequency	Percent	
Yes college wide	10	45.45	
Yes department wide	7	31.82	
No	6	27.27	

3. Is your developmental education program:

Response	Frequency	Percent	
Centralized	4	19.05	
Decentralized	17	80.95	



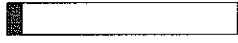
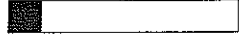

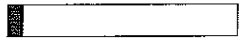
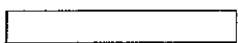
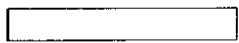
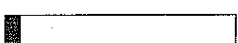
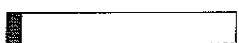


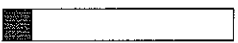
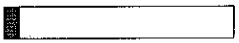
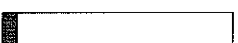
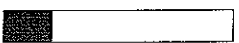


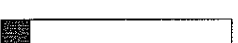

4. Please select the statement that best describes your program:

Response	Frequency	Percent	
Decentralized activities administered by a single individual	1	4.76	
Decentralized activities administered by more than one individual	16	76.19	
Centralized activities administered by a single individual	1	4.76	
Centralized activities administered by more than one individual	3	14.29	




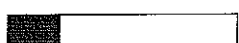

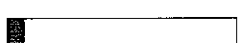
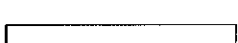
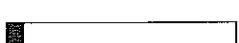




# Michigan Developmental Education Practices Study 2010

5. Approximately what percentage of college funding is used to support these services in developmental education?

Assessment Response	Frequency	Percent		Advisement Response	Frequency	Percent	
10%	11	78.57		10%	10	71.43	
20%	1	7.14		20%	2	14.29	
30%	1	7.14		30%	1	7.14	
40%	0	0.00		40%	0	0.00	
50%	1	7.14		50%	1	7.14	
Instruction Response	Frequency	Percent		Support Services Response	Frequency	Percent	
10%	9	60.00		10%	9	64.29	
20%	2	13.33		20%	1	7.14	
30%	1	6.67		30%	3	21.43	
40%	1	6.67		40%	0	0.00	
50%	2	13.33		50%	1	7.14	


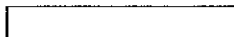
6. Approximately what percent of developmental education funding comes from:

General Funds Response	Frequency	Percent		Grants Response	Frequency	Percent	
10%	2	11.76		10%	7	53.85	
20%	0	0.00		20%	3	23.08	
30%	0	0.00		30%	1	7.69	
40%	0	0.00		40%	1	7.69	
50%	15	88.24		50%	1	7.69	


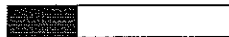
# Michigan Developmental Education Practices Study 2010

## Assessment & Placement



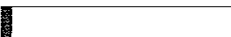
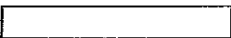

**7. Can students re-test to change their placement?**

Response	Frequency	Percent	
Yes	23	100.00	
No	0	0.00	



**8. Do you use any other processes to validate placement recommendations?**

Response	Frequency	Percent	
Yes	16	69.57	
No	7	30.43	

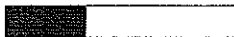

**9. Do you believe the assessment instrument(s) provide reliable results?**

Response	Frequency	Percent	
Yes - definitely	5	21.74	
Yes - somewhat	17	73.91	
Unsure	1	4.35	
No - somewhat	0	0.00	
No - definitely	0	0.00	

**10. Do you use a separate ESL assessment instrument?**

Response	Frequency	Percent	
Yes	11	47.83	
No	12	52.17	



**11. Is ESL course placement mandatory at your institution?**

Response	Frequency	Percent	
Yes	8	34.78	
No	15	65.22	



# Michigan Developmental Education Practices Study 2010

## 12. What instrument(s) do you use to assess student affective processes?



### LASSI

Response	Frequency	Percent	
Yes	6	30.00	
No	14	70.00	



### Myers-Briggs

Response	Frequency	Percent	
Yes	9	45.00	
No	12	60.00	

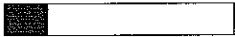

### Kolb's Learning Styles

Response	Frequency	Percent	
Yes	1	5.56	
No	17	94.44	

### Other commercial instrument



Response	Frequency	Percent	
Yes	8	44.44	
No	10	55.56	

### Other institutionally-developed instrument



Response	Frequency	Percent	
Yes	3	18.75	
No	13	81.25	

## 13. Who is involved in determining placement test cut scores (check all that apply)?



### Academic Dean, Director or VP

Response	Frequency	Percent	
Yes	12	70.59	
No	5	29.41	



### Faculty Committee

Response	Frequency	Percent	
Yes	16	80.00	
No	4	20.00	

### Support Services Dean, Director or VP

Response	Frequency	Percent	
Yes	9	50.00	
No	9	50.00	

### Diverse team of faculty, staff, administrators

Response	Frequency	Percent	
Yes	14	73.68	
No	5	26.32	

# Michigan Developmental Education Practices Study 2010

14. Do you use any assessment crosswalks (score correlations among different assessment tools)? If yes, please paste applicable information in the text box:

Response	Frequency	Percent	
Yes	10	43.48	
No	13	56.52	

15. Do you have a defined Ability-To-Benefit policy that includes specified score data?

Response	Frequency	Percent	
Yes	16	69.57	
No	7	30.43	

16. Are students who score below ATB cutoffs admitted if they have a GED or HS diploma?

Response	Frequency	Percent	
Yes	20	90.91	
No	2	9.09	

17. Are your developmental education scores used as recommendations or as mandatory placement?

Response	Frequency	Percent	
Recommendations	5	21.74	
Mandatory Placement	18	78.26	

18. Check all items that describe the role your counselors/advisors play in assessment and placement decision-making?

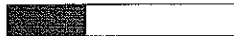

Response	Frequency	Percent	
Walk in services	23	100.00	
Appointments	23	100.00	
Workshops	8	34.78	
Retention Case Management	9	39.13	
Classroom Presentations	11	47.83	
Other	9	39.13	

19. Are students referred to agencies outside the college based on placement test scores?



Response	Frequency	Percent	
Adult Education Program	10	55.56	
Literacy Council	10	55.56	
MI Works Agency	8	44.44	
Private Service Providers	5	27.78	
Other	10	55.56	

# Michigan Developmental Education Practices Study 2010


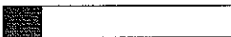
**20. Does your institution offer GED preparation and/or testing?**

Response	Frequency	Percent	
Yes	8	34.78	
No	15	65.22	



**21. Does your institution offer Career Readiness Certificate testing?**

Response	Frequency	Percent	
Yes	7	30.43	
No	16	69.57	



**22. Are students re-evaluated within their developmental courses?**

Response	Frequency	Percent	
Yes	19	82.61	
No	4	17.39	

**23. Do you do any post-testing after developmental courses using initial placement instrument?**

Response	Frequency	Percent	
Yes	11	47.83	
No	12	52.17	







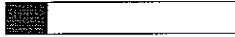
**24. Are students required to demonstrate competency by means of an alternative assessment, such as Nelson-Denny pre-post test, to advance to the next level or out of developmental education?**

Response	Frequency	Percent	
Yes	7	30.43	
No	16	69.57	

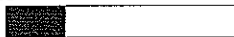

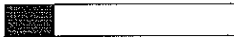
# Michigan Developmental Education Practices Study 2010

## Curriculum & Instruction



### 1. What courses are used as pre-requisites for other courses?

Response	Frequency	Percent	
Reading	16	72.73	
Writing	20	90.91	
Basic Math	20	90.91	
Pre-Algebra	19	86.36	
Science	7	31.82	
Computer Skills	4	18.18	
Academic Skills	4	18.18	

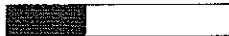

### 2. Is a common course syllabus mandated for use by instructors for any developmental education courses?

Response	Frequency	Percent	
All	6	26.09	
Some	12	52.17	
None	5	21.74	


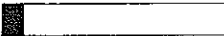
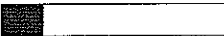


### 4. Do you have processes/procedures in place to ensure that course pre-requisites are met?

Response	Frequency	Percent	
Yes	18	78.26	
No	5	21.74	

### 3. Do developmental education courses count towards certificate/degree completion?



Response	Frequency	Percent	
Yes	8	34.78	
No	15	65.22	

### 5. Evaluate the overall effectiveness of your processes and procedures for ensuring developmental coursework is mastered prior to enrollment in higher level coursework (e.g. A student who has not passed basic math is identified and prevented from enrolling in Algebra.)



Response	Frequency	Percent	
20%	2	9.09	
40%	2	9.09	
60%	4	18.18	
80%	10	45.45	
100%	4	18.18	

# Michigan Developmental Education Practices Study 2010



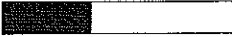

6. Can students take college-level courses while enrolled in developmental education courses?

Response	Frequency	Percent	
Yes	22	95.65	
No	1	4.35	



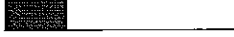

7. Is developmental education coursework included in the computation of GPA?

Response	Frequency	Percent	
Yes	14	60.87	
No	9	39.13	

8. Approximately what percentage of incoming HS graduates in your service area are considered "college ready"?



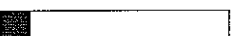
Response	Frequency	Percent	
0-20%	1	4.35	
21-49%	12	52.17	
50-69%	9	39.13	
70%	1	4.35	

9. Approximately what percentage of incoming GED graduates in your service area are considered "college ready"?

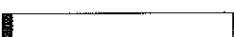

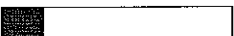
Response	Frequency	Percent	
0-20%	7	46.67	
21-49%	4	26.67	
50-69%	4	26.67	
70%	0	0.00	

10. In your estimation, approximately how PROFICIENT are your incoming students in the following areas?

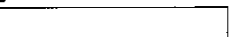
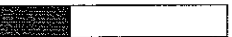

## Reading

Response	Frequency	Percent	
Highly	2	9.09	
Moderately	17	77.27	
Minimally	3	13.64	

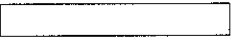


## Writing

Response	Frequency	Percent	
Highly	1	4.55	
Moderately	17	77.27	
Minimally	4	18.18	

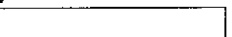


## Math

Response	Frequency	Percent	
Highly	0	0.00	
Moderately	7	31.82	
Minimally	15	68.18	




## Study Skills

Response	Frequency	Percent	
Highly	0	0.00	
Moderately	14	66.67	
Minimally	7	33.33	

## Time Management

Response	Frequency	Percent	
Highly	0	0.00	
Moderately	11	52.38	
Minimally	10	47.62	

## Critical Thinking/Reasoning

Response	Frequency	Percent	
Highly	0	0.00	
Moderately	10	47.62	
Minimally	11	52.38	

# Michigan Developmental Education Practices Study 2010

10. In your estimation, approximately how PROFICIENT are your incoming students in the following areas?

## Technology Literacy

Response	Frequency	Percent	
Highly	1	4.76	
Moderately	18	85.71	
Minimally	2	9.52	

## Information Literacy

Response	Frequency	Percent	
Highly	0	0.00	
Moderately	14	66.67	
Minimally	7	33.33	

## Work Readiness

Response	Frequency	Percent	
Highly	0	0.00	
Moderately	14	70.00	
Minimally	6	30.00	

## Communication Skills

Response	Frequency	Percent	
Highly	1	4.76	
Moderately	18	85.71	
Minimally	2	9.52	

Identify any specific modalities that you have modified to address at-risk populations:

Response	Frequency	Percent	
Environmental: instructors act as facilitators of learning - campus venue	15	75.00	
Emotional: develop motivation persistence and personal responsibility	15	75.00	
Sociological: ease navigation of educational experience	17	85.00	
Physical: block scheduling - location facilitates access to support services	11	55.00	
Other	3	15.00	
IR/GBI/AI			

11. Is Instructional Differentiation...


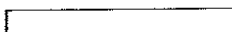


Response	Frequency	Percent	
Encouraged	15	71.43	
Required	0	0.00	
Reviewed	3	14.29	
Not Considered	3	14.29	




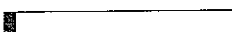


# Michigan Developmental Education Practices Study 2010

## 12. Are these Instructional Practices encouraged, required, reviewed or not considered ?




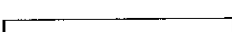
### Brain-based learning

Response	Frequency	Percent	
Encouraged	15	71.43	
Required	0	0.00	
Reviewed	4	19.05	
Not Considered	2	9.52	

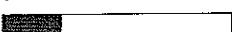

### Active Learning

Response	Frequency	Percent	
Encouraged	17	80.95	
Required	1	4.76	
Reviewed	3	14.29	
Not Considered	0	0.00	


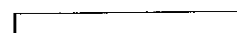


### Collaborative Learning Groups

Response	Frequency	Percent	
Encouraged	18	85.71	
Required	0	0.00	
Reviewed	3	14.29	
Not Considered	0	0.00	





## 13. Are students required to pass a readiness assessment in order to enroll in online courses?

Response	Frequency	Percent	
Yes	6	26.09	
No	17	73.91	



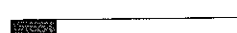

### Inquiry-Problem Solving

Response	Frequency	Percent	
Encouraged	16	80.00	
Required	0	0.00	
Reviewed	3	15.00	
Not Considered	1	5.00	



### Multiple Intelligences

Response	Frequency	Percent	
Encouraged	16	76.19	
Required	0	0.00	
Reviewed	4	19.05	
Not Considered	1	4.76	

### Contextualization





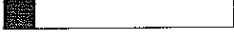
Response	Frequency	Percent	
Encouraged	15	75.00	
Required	0	0.00	
Reviewed	4	20.00	
Not Considered	2	10.00	

## 14. Can students enroll in online courses while enrolled in developmental education courses?

Response	Frequency	Percent	
Yes	21	91.30	
No	2	8.70	

# Michigan Developmental Education Practices Study 2010



## 15. What support is provided for online course navigation?

Response	Frequency	Percent	
Tutors	13	59.09	
IT Labs	13	59.09	
Call In Support	18	81.82	
Online Help	17	77.27	
Other	3	13.64	



# Michigan Developmental Education Practices Study 2010

## Workforce Development






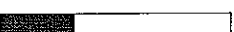

1. Do you provide workforce developmental programming outside of developmental education?

Response	Frequency	Percent	
Yes	17	73.91	
No	6	26.09	



2. If yes, do those programs include developmental education coursework or competency development?

Response	Frequency	Percent	
Yes	15	88.24	
No	2	11.76	




4. Which of these competencies are taught and measured in your developmental courses?

Response	Frequency	Percent	
Communication13 Skills - speak so others can understand	13	68.42	
Communication13 Skills - listen actively	13	68.42	
Communication18 Skills - read with understanding	18	94.74	
Communication13 Skills - observe critically	13	68.42	
Interpersonal Skills - cooperate with others	9	47.37	
Interpersonal Skills - resolve conflict and negotiate	6	31.58	
Decision Making Skills - use Math to	15	78.95	

3. Do you include work-readiness competencies in most/all course learning outcomes?

Response	Frequency	Percent	
Yes	11	47.83	
No	12	52.17	

5. Do you have clearly defined career pathways aligned with adult education and workforce readiness outcomes?

Response	Frequency	Percent	
All programs	0	0.00	
Some programs	18	78.26	
No programs	5	21.74	

# Michigan Developmental Education Practices Study 2010

solve problems  
and communicate



Decision Making Skills -  
solve problems  
and make  
decisions

Lifelong Learning Skills -  
take  
responsibility  
for learning



Lifelong Learning Skills -  
use information  
and communications technology



**6. Do you provide short-term credentials/certificates to facilitate completions?**

Response	Frequency	Percent
Yes	20	86.96
No	3	13.04





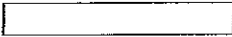
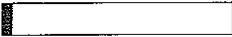
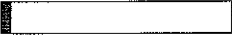
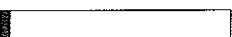



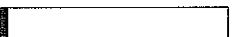



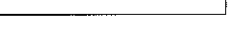


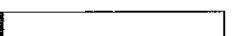
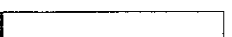

**7. Do you provide specialized programs for NWLB or other non-traditional student populations?**

Response	Frequency	Percent
Yes	16	69.57
No	7	30.43

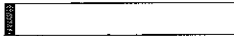
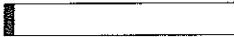
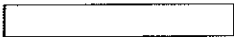



# Michigan Developmental Education Practices Study 2010

## Participants

Please select your college:

Response	Frequency	Percent	
Alpena C.C.	1	4.35	
Bay de Noc C.C.	1	4.35	
Delta College	1	4.35	
Glen Oaks C.C.	0	0.00	
Gogebic C.C.	0	0.00	
Grand Rapids C.C.	1	4.35	
Henry Ford C.C.	1	4.35	
Jackson C.C.	1	4.35	
Kalamazoo Valley C.C.	1	4.35	
Kellogg C.C.	1	4.35	
Kirtland C.C.	1	4.35	
Lake MI C.C.	1	4.35	
Lansing C.C.	1	4.35	
Macomb C.C.	1	4.35	
Mid-MI C.C.	1	4.35	
Montcalm C.C.	0	0.00	
Monroe Co. C.C.	1	4.35	
Mott C.C.	1	4.35	
Muskegon C.C.	1	4.35	
North Central MI C.C.	1	4.35	
Northwestern MI C.C.	1	4.35	

# Michigan Developmental Education Practices Study 2010

Oakland C.C.	1	4.35	
Schoolcraft College	1	4.35	
Southwestern MI C.C.	0	0.00	
St. Clair Co. C.C.	1	4.35	
Washtenaw C.C.	1	4.35	
Wayne Co. C.C.	0	0.00	
Westshore C.C.	1	4.35	