

NADE Accreditation Commission

Connecting Mission, Goals, and Data

Example A: Hometown Community College Developmental Reading Program

Institutional mission: To provide access to higher education and excellence in teaching and learning.

NOTE: The following table is provided as a commendable example of how one developmental reading program applying for Advanced-Level Accreditation chose to connect missions, goals, and data. The component mission and goals are specifically related to relevant aspects of the institutional mission, and the component goals are stated using student-centered language as appropriate. The data types are appropriate measures of the component goals, and several data types are presented in addition to those required.

Accreditation Commission Caveat on Standardized Reading Tests: While standardized reading tests are useful in measuring reading comprehension to some degree, they have serious drawbacks. These include, but are not limited to, cultural bias and content validity. The use of additional and/or alternate measures such as portfolios is recommended.

Component mission: Hometown Community College’s (HCC’s) Reading Program prepares students to succeed at college-level reading tasks and to begin the development of critical thinking skills prerequisite to the successful completion of their certificate or degree program. Students should exit the program with an enhanced enthusiasm for reading as a habit, greatly expanded educational opportunities, and a renewed belief in their own ability to learn and grow as persons, as professionals, and as citizens.

Institutional Mission	Division or Department Mission	Component Mission	Component Goals <i>HCC’s developmental reading students will . .</i>	Data Type Used to Measure Goal
Access to higher education; Excellence in teaching and learning	Note: The last known version of the division’s mission statement is dated 1995. This column will be completed pending revision of the division’s mission.	Succeed at college-level reading tasks	Maintain success rates in developmental reading courses at rates comparable to those of non-developmental students in transfer-level courses	Grade distribution of reading students in developmental reading courses compared to grades of students in selected transfer-level courses
			Maintain success rates in their 1 st subsequent transfer-level reading-intensive courses at rates comparable to those of non-developmental students in transfer-level reading-intensive courses	Successful completers’ success in reading intensive courses compared to grades of non-developmental students in the same courses
Excellence in teaching and learning		Development of critical thinking skills	Improve their reading skills	Pre- and post-test (i.e., gain) scores on DRP

Institutional Mission	Division or Department Mission	Component Mission	Component Goals <i>HCC's developmental reading students will . .</i>	Data Type Used to Measure Goal
Excellence in teaching and learning		Enhanced enthusiasm for reading as a habit	Improve their attitude toward reading	Pre- and post-test scores (i.e., gain) on Rhody Attitude Inventory
Access to higher education; Excellence in teaching and learning		Greatly expanded educational opportunities	Maintain retention rates at the college at rates comparable to those of non-developmental students	Retention rates for developmental students as compared to retention rates for non-developmental students.
Excellence in teaching and learning		Belief in their own ability to learn and grow as persons, professionals and citizens	Improve their reading skills	Pre- and post-test scores (i.e., gain) on DRP and Rhody Attitude Inventory

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Example B: Main Street College Developmental Education Department

NOTE: The following table displays an acceptable example of how another program connected, missions, goals, and data. The component accredited was a comprehensive developmental program with reading, English, and math seeking General-Level Accreditation. The institutional and component missions are present and are implicitly related. Further, the absence of the division mission is noted. The mission and goals are appropriately generic for students in any developmental area. The data types are well-suited to measure the stated goals.

Accreditation Commission Caveat on Goal 2: While grades are a direct and appropriate measure of academic goals, they are a less appropriate and indirect measure of skills and attitudes.

Institutional Mission	Division or Department Mission	Component Mission	Component Goals	Data Type Used to Measure Goal
Main Street College is an open-door public community college, located in Long and Short counties, that promotes student success and lifelong learning through high caliber, affordable, and comprehensive educational programs and services responding to economic and workforce development needs.	Quote from NADE Accreditation Application: "The Developmental Education Department is housed in the Arts and Sciences Division. The Arts and Sciences Division does not have a separate written mission (or goals) statement."	To aid in the promotion of student success, development, and lifelong learning by providing high quality developmental programs and services.	1) To preserve and make possible educational opportunity for each postsecondary learner.	<ul style="list-style-type: none"> ◆ Number of courses ◆ Average number of sections
			2) To develop in each learner the skills and attitudes necessary for the attainment of academic, career and life goals.	<ul style="list-style-type: none"> ◆ Grade distributions in developmental courses (successful vs. unsuccessful students)
			3) To ensure proper placement by assessing each learner's level of preparedness for college coursework.	<ul style="list-style-type: none"> ◆ Number and percent of students who <i>place</i> into each discipline ◆ Number and percent of students who <i>enroll</i> into each class in each discipline compared to the numbers and percent who place
			4) To maintain academic standards by enabling learners to acquire competencies needed for success in mainstream college courses.	<ul style="list-style-type: none"> ◆ Grades in the upper-most developmental courses and success in subsequent college-level courses after taking developmental courses
			5) To enhance the retention and persistence of students.	<ul style="list-style-type: none"> ◆ Retention, term-to-term, while in the developmental program. ◆ Persistence through the first and

Institutional Mission	Division or Department Mission	Component Mission	Component Goals	Data Type Used to Measure Goal
				second terms of attendance.
			6) To promote the continued development and application of cognitive and affective learning theory.	The program has chosen to monitor this goal, but not to submit its associated data as part of the NADE Accreditation process.