

# Using Academic Standards to Promote Student Success

**NOSS Conference**  
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**Presentation of the NOSS Commission for  
Professional Standards and Evaluation**

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# What Are Standards and Why Should We Care?

- Standards are statements of accepted practice shown to be effective in programs.
- Standards represent a level of quality as determined by professionals and experts.
- Standards provide us a roadmap to successful program implementation.

# When to Use Standards

- To develop a new program
- To revise a program or add new elements
- To plan for the future
- To conduct an annual, 5-year, or other review
- To respond to opportunities or mandates for change

# How to Use Standards

- To determine areas of strengths and weaknesses
- To target areas essential to student and program success
- To make informed budget decisions
- To identify faculty, staff, and tutor professional development needs
- To aid in proposal and grant writing
- To focus on continuous program improvement

# Using Standards for Program Self-Study

*Discuss, reflect, evaluate*



# *Coursework Programs*

## *Part IV: Program Design*

### *Scope & Purpose*

#### **IV.E.16.**

The program maintains consistent standards and expectations throughout its various learning environments (e.g., online, accelerated, co-requisite, traditional, satellite, and distance, etc.)

*Discussion and Supporting Evidence:* \_\_\_\_\_

*Score:* \_\_\_\_\_

#### Scoring Scale

1	2	3	4	5	UK	NA
<i>Needs immediate attention</i>	<i>Needs work</i>	<i>Adequate</i>	<i>Good</i>	<i>Outstanding</i>	<i>Unknown</i>	<i>Not applicable</i>

# *Course-Based Learning*

## *Part III: Learning Environment*

### *Physical, Safety*

#### **VI.R.9.**

Staff are informed of emergency & crisis management procedures and emergency telephone numbers. If a student indicates potential harm to self or another, campus police or other first-contact resource personnel are immediately contacted.

*Discussion and Supporting Evidence:* \_\_\_\_\_

*Score:* \_\_\_\_\_

Scoring Scale

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1	2	3	4	5	UK	NA
<i>Needs immediate attention</i>	<i>Needs work</i>	<i>Adequate</i>	<i>Good</i>	<i>Outstanding</i>	<i>Unknown</i>	<i>Not applicable</i>

# *Tutoring Programs: Technology Systems Management*

## **X.E.9.**

The tutoring program is connected with the campus learning management system (LMS) and is linked to advising, early warning, and other departments and systems helpful to student success.

*Discussion and Supporting Evidence:* \_\_\_\_\_

*Score:* \_\_\_\_\_

### Scoring Scale

1	2	3	4	5	UK	NA
<i>Needs immediate attention</i>	<i>Needs work</i>	<i>Adequate</i>	<i>Good</i>	<i>Outstanding</i>	<i>Unknown</i>	<i>Not applicable</i>



# *Partial Program Scoring Summary*

Self-Study Section		Percentage Score for Section
<b>Part I</b>	Mission and Goals	<u>71</u> %
<b>Part II</b>	<b>Assessment and Evaluation</b>	<u>40</u> %
<b>Part III</b>	Teaching & Learning Environment	<u>88</u> %
<b>Part IV</b>	Content & Delivery of Courses & Services	<u>93</u> %
<b>Part VIII</b>	Human Resources	<u>68</u> %
<b>Part X</b>	<b>Technology</b>	<u>45</u> %

**A. Major Areas of Strength:**

**B. Major Areas Needing Improvement:**

**C. Comprehensive Action Plan: (you would create these based on your scores above)**

# **Activity: Selected Issues Imperative for Quality Programs**

- Program Design & Activities
- Teaching & Learning Environment  
(Physical & Psychological)
- Content & Delivery of Courses & Services
- Data Collection

# Thank you for coming!

Remember: The value of self study is in the thinking & decisions it generates.

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