

Interim Site Team Visit Guide

An interim site visit occurs midway through the accreditation cycle, four years following the comprehensive site visit review, and differs in scope from a comprehensive site visit. The program's interim report and subsequent interim site visit are not designed to evaluate all of the requirements within the 2021 CCE Accreditation Standards (*Standards*), rather specific *Standards* are reviewed. These include Standard A.3: Program Effectiveness; A.4: Student Achievement; H.2: Assessment of Learning Outcomes and Curricular Effectiveness; and Standard K: Distance or Correspondence Education.

Standard A.3: Program Effectiveness

The DCP evaluates its operations to identify strategic priorities and improve performance through institutional and program effectiveness processes. The DCP develops performance metrics for academic and non-academic operations and the results obtained are tracked, analyzed, and regularly reviewed to inform planning. Periodic reviews are conducted to ensure the effectiveness of performance measures and planning processes.

The DCP systematically reviews its program effectiveness to make appropriate changes. The program review process includes an analysis of aggregate outcome data. The DCP establishes thresholds for student outcome data to measure performance and improvement over time. Program effectiveness data are disseminated internally in a timely fashion and incorporated in institutional effectiveness, planning and decision-making processes to revise and improve the program and support services, as needed.

Program Guidance: In the Interim Report describe the DCP's program effectiveness processes, to include a description of the program metrics (academic, non-academic, student outcomes) and associated thresholds. Describe how program effectiveness data are used to inform program improvement activities and allocate resources to program planning activities. Provide a copy of the DCP's program effectiveness report (or similar documents), including the most recent cycle of data and analysis. Provide a summary of significant changes/improvements to the program based on program effectiveness analysis or findings.

Standard A.4: Student Achievement

The DCP demonstrates performance data that includes, but is not limited to, licensing exam success rates and program completion rates at or above established thresholds identified in CCE Policy 56. The DCP also publishes performance data annually as required by CCE Policy 56.

Program Guidance: Complete the provided A.4 DCP Completion Rate and Licensing Exam Success Rate Worksheets and submit with the Interim Report. Provide a description of the process used by the DCP to calculate licensing exam success and DCP completion rates. Comment on any trends and/or weighted averages that are below the Policy 56 thresholds, and describe any actions taken to improve the outcomes.

Calendar Year (Last Four Years)	Number of Graduates	Number of Graduates Passing All Parts of licensing exams* or are licensed to practice chiropractic, within six (6) months post-graduation	Percentage of Graduates Passing All Parts of licensing exams* or are licensed to practice chiropractic, within six (6) months post-graduation
Totals			

*NBCE Parts I, II, III, and IV or CCEB Components A, B, and C

Trimesters X or Quarters X				
Column A	Column B	Column C	Column D	Column E
Entrance Term	# of Students Matriculated in Entrance Term	Term 21 Quarters After Entrance Term	# Students in Column A That Graduated by Term in Column C	Completion Rate at the 150th Percentile
2-YR TOTAL:				

Standard H.2: Assessment of Learning Outcomes and Curricular Effectiveness

The DCP employs best practices to assess and demonstrate each student’s achievement of meta-competency outcomes. The DCP determines its own method of meta-competency delivery and assessment to document student competency and curricular effectiveness. Data related to assessment of student learning and curricular effectiveness are utilized for program improvement and are factors in institutional planning and program resource allocation. Ultimately, the DCP is accountable for the quality and quantity of its evidence of compliance with the meta-competencies and its curricular objectives and outcomes.

Program Guidance: In the Interim Report describe and provide a copy of the assessment plan, that employs best practices, and demonstrates student achievement of the Meta-Competency Outcomes. Include the assessment plan’s processes, timelines, benchmarks/thresholds, and assessment methods. Describe the DCP’s processes to analyze and utilize assessment data for program improvement. The DCP must provide evidence demonstrating individual student achievement of the Meta-Competency Outcomes prior to graduation.

Standard K: Distance or Correspondence Education

The DCP has processes in place to verify and confirm that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit; and ensures regular interaction between a student and an instructor(s) in distance education courses.

1. Identity Verification

The DCP verifies the identity of a student who participates in class or coursework, clarifies in policy(s) and uses processes that protect student privacy and notifies students of any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.

2. Regular Interaction

A DCP offering courses by distance education ensure regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency, by—

- a) Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and
- b) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Program Guidance: In the Interim Report, provide a list (or table) of DCP courses offered as distance or correspondence courses. Describe the processes used to verify student identity in distance and correspondence courses offered by the DCP, and policies regarding protection of student privacy and charges associated with verification of student identity. Additionally, describe how the DCP's distance education courses provides the opportunity for substantive interactions between the student and an instructor, and how the instructor monitors the student's academic engagement and success and promptly interacts with students when needed, or upon request by the student.