

Interim Site Team Visit Observation and Analysis 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 2022 CCE Accreditation Standards (*Standards*), rather specific key data and indicators are reviewed that are appropriate to the *Standards*. These components focus on program effectiveness, student performance data (CCE Policy 56), meta-competency curricular objectives within the curriculum, and student achievement of the meta-competency outcomes. Additionally, processes related to distance or correspondence courses are reviewed.

This document is designed to guide the site team in its review of these components within the 2022 Standards. CCE recognizes that assessment processes and types of evidence vary from program to program depending on the assessment methods chosen by the program, in this regard, the Guide is aimed to evaluate the listed evidence or similar evidence. The document is also designed to assist the team in formulating and writing a team report that effectively provides appropriate, adequate and consistent information to the Council, who will ultimately determine compliance with the *Standards*.

Report Instructions:

When completing the site team findings/narrative section of the report, the team must provide information pertaining to each component listed in the tables.

If the team does not find evidence for an individual component listed in the tables, and marks it as "NO", this does not necessarily constitute a concern in the respective area. The site team must weigh this in the context of all components listed in the section, provide a description in the report, and determine whether a suggestion or concern is necessary.

Standard A.3: Program Effectiveness

(Month Day, Year) Interim Site Visit Letter:

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) In the Interim Report describe the DCP’s program effectiveness processes, including how program effectiveness processes and data are used to identify priorities and allocate resources to improve program performance. Also provide a copy of the DCP’s program effectiveness report (or similar), 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.

YES	NO	
		A. The DCP demonstrated that it evaluates its operations to identify strategic priorities and improve performance through institutional and/or program effectiveness processes.
		B. The DCP demonstrated performance metrics for academic and non-academic operations, which are tracked, analyzed, and regularly reviewed.
		C. The DCP demonstrated program effectiveness processes that included an analysis of aggregate student outcomes data, (e.g. the DCP’s program effectiveness report (or similar), including the most recent cycle of data and analysis).
		D. The DCP has established thresholds for student outcome data to measure performance and improvement over time.
		E. The DCP demonstrated that program effectiveness data are disseminated internally, and incorporated in planning and decision-making processes to revise and improve the program and support services, as needed.
		F. The DCP provided a summary of significant changes/improvements to the program based on their program effectiveness analysis or findings.

Site Team Findings (Narrative):

Summarize the DCP’s program effectiveness processes; and academic and non-academic metrics, including associated thresholds and data analysis (results). Also summarize how the DCP uses program effectiveness data/results to inform planning and make improvements to the D.C. program. Provide an example of a change or improvement made by the DCP based on their program effectiveness analysis or findings.

Narrative

Conclusion:

Based on the DCP's Interim Visit Report, on-site observations and interviews, and review of evidence provided, it is the site team's opinion that the DCP has satisfactorily met the requirements of Standard A.3, as directed in the Interim Site Visit Letter. YES _____ NO _____

If NO, the site team must provide detailed rationale in the narrative explaining missing elements or requirements, to include a suggestion or concern.

Standard A.4: Student Achievement

(Month Day, Year) Interim Site Visit Letter:

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) Complete the enclosed A.4 Worksheets to include in the Interim Report. Also, provide a description of the process used by the DCP to calculate licensing exam success and DCP completion rates to enable the site team to verify these calculations. Comment on any trends and/or weighted averages that are below the Policy 56 thresholds, and describe any actions taken to improve the outcomes.

Note, to avoid duplication of narrative in Section A.4, regarding student achievement/student outcomes data, the DCP may reference its program effectiveness report or data from Section A.3.

YES	NO	
		A. The DCP has sound processes to calculate accurate licensing exam success rates.
		B. The licensing exam success rates is accurately published on the DCP's website.
		C. The DCP's licensing exam success rates meets the threshold of 80%, as required by CCE Policy 56.
		D. The DCP has sound processes to calculate accurate program completion rates.
		E. The DCP's completion rate is accurately published on the DCP's website.
		F. The DCP's completion rate meets the threshold of 70%, as required by CCE Policy 56.

Site Team Findings (Narrative):

Provide a summary of the processes used to calculate licensing exam success and the DCP completion rate. Additionally, the site team reviewed and verified the Policy 56 data provided by the DCP in the completed A.4 forms, summary data is reported below.

Narrative

Calendar Year (Last 4 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				

Conclusion:

Based on the DCP’s Interim Visit Report, on-site observations and interviews, and review of evidence provided, it is the site team’s opinion that the DCP has satisfactorily met the requirements of Standard A.4 and CCE Policy 56, as directed in the Interim Site Visit Letter. YES _____ NO _____

If NO, the site team must provide detailed rationale in the narrative explaining missing elements or requirements, to include a suggestion or concern.

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

(Month Day, Year) Interim Site Visit Letter:

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) In the Interim Report provide evidence that Meta-Competency Curricular Objectives are taught in the curriculum. Also, describe and provide a copy of the assessment plan used to measure Meta-Competency Outcomes, including processes and 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.

YES	NO	
		A. The DCP demonstrated the Meta-Competency Curricular Objectives are taught in the curriculum.
		B. The DCP demonstrated an assessment plan to measure student learning and achievement of the Meta-Competency Outcomes.
		i. The DCP demonstrated use of appropriate methods and tools to measure each Meta-Competency Outcome.
		ii. The DCP demonstrated thresholds for Meta-competency assessments.
		iii. The DCP has established processes, timelines and frequency of Meta-competency assessments.
		iv. The DCP systematically analyzes and reviews student learning data.
		v. The DCP demonstrated a process for dissemination and utilization of student learning data.
		C. The DCP demonstrated evidence of individual student achievement of the Meta-Competency Outcomes prior to graduation.

Site Team Findings (Narrative):

Provide commentary on the inclusion of Meta-Competency Curricular Objectives in the curriculum. Provide a summary of the DCP assessment plan for student learning and achievement of the Meta-Competency Outcomes, to include a description of the processes and timelines, thresholds, and assessment methods used. Verify individual student achievement of the MCOs for the most recent graduating cohort. Describe the DCP’s processes to analyze and utilize assessment data for program improvement.

Narrative

Conclusion:

Based on the DCP’s Interim Visit Report, on-site observations and interviews, and review of evidence

provided, it is the site team's opinion that the DCP has satisfactorily met the requirements of Standard H.2 as directed in the Interim Site Visit Letter. YES _____ NO _____

If NO, the site team must provide detailed rationale in the narrative explaining missing elements or requirements, to include a suggestion or concern.

Standard K.1-2: Distance or Correspondence Education

(Month Day, Year) Interim Site Visit Letter:

The DCP has processes in place to verify and confirm that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the course, 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 ensures 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) In the Interim Report, provide a list (or table) of courses in the DCP that are offered as distance or correspondence courses. Describe the processes used to verify student identity in distance or 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.

YES	NO	N/A	
			A. The DCP provides distance and/or correspondence courses.
			B. The DCP has processes to verify the identity of a student of a student who participates in a distance education or correspondence class or coursework.
			C. The DCP has policies and/or processes to protect student privacy.
			D. The DCP has policies and/or processes regarding notification of any additional student charges associated with the verification of student identity, if applicable.
			E. The DCP’s distance education courses provide opportunities for substantive interaction between the student and instructor(s).
			F. For its distance education courses, the DCP monitors the student’s academic engagement and success, and ensures that an instructor promptly interacts with students, when needed, or upon request by the student.

(The definition of distance and correspondence education is provided in the Standards.)

Site Team Findings (Narrative):

Summarize the DCP's processes to verify student identify in distance or correspondence courses, and policies regarding student privacy and notification of additional charges associated with verification of identity, if applicable. 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.

Narrative

Conclusion:

Based on the DCP's Interim Visit Report, on-site observations and interviews, and review of evidence provided, it is the site team's opinion that the DCP has satisfactorily met the requirements of Standard K.1-2 as directed in the Interim Site Visit Letter. YES _____ NO _____

If NO, the site team must provide detailed rationale in the narrative explaining missing elements or requirements, to include a suggestion or concern.