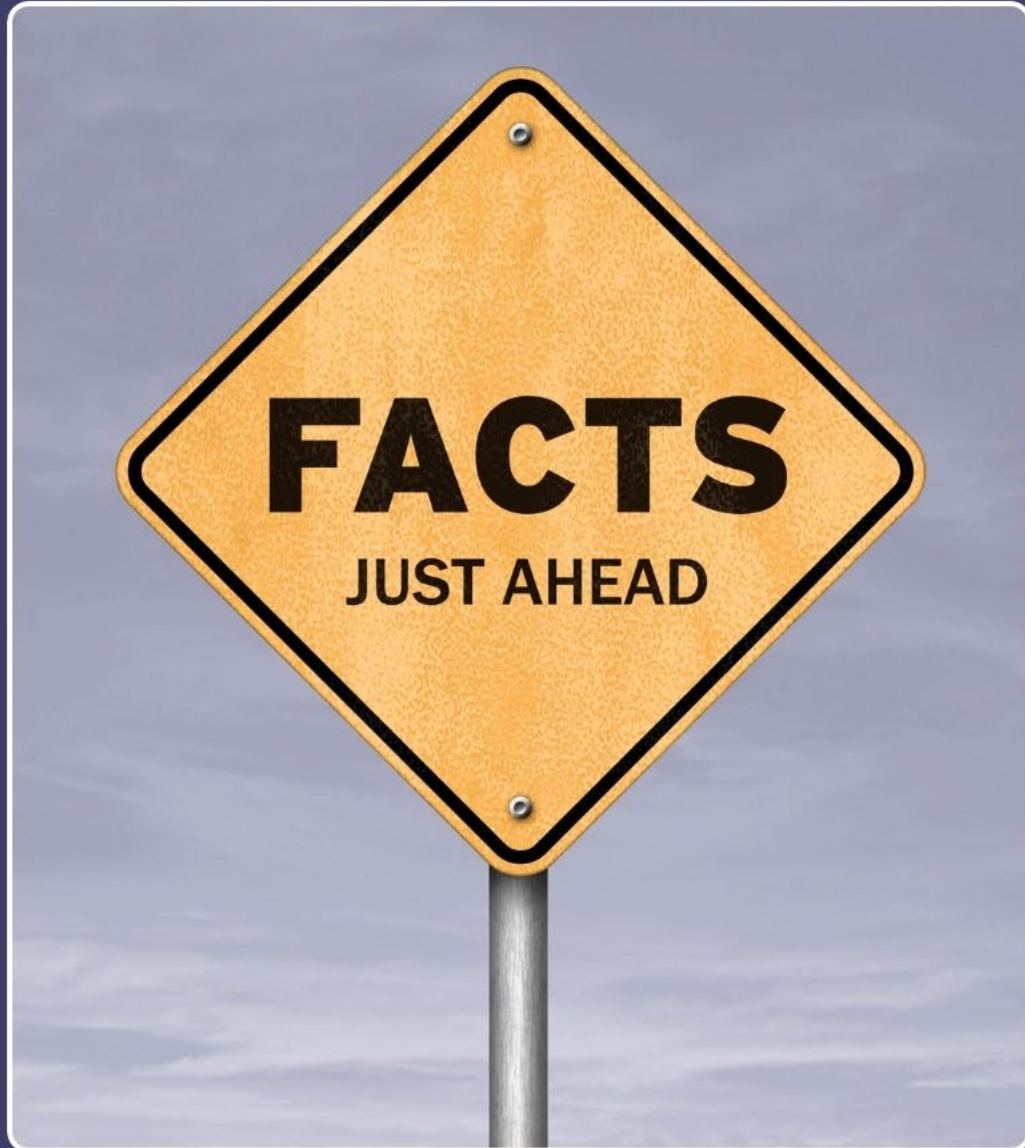




Council
on
Chiropractic Education

ACCREDITATION MATTERS:
A Discussion About the Myths
and Facts of Accreditation

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Accreditation Matters:

A Discussion About the Myths and Facts of Accreditation

LEARNING OBJECTIVES

At the completion of this session, attendees will be able to:

1. Describe common myths and facts about accreditation in health professions education.
2. Analyze how accreditation standards can support program quality and accountability.
3. Explain ways accreditation can promote continuous improvement for programs and chiropractic graduates.

HOW CAN ACCREDITATION STANDARDS SUPPORT PROGRAM QUALITY AND ACCOUNTABILITY?

CONTINUOUS QUALITY IMPROVEMENT



ACCREDITATION PROCESS

- Prepare self-study, review evidence
- Evaluate compliance against criteria
- Engage constituents
 - Faculty, students, industry
 - Direct feedback
 - Institution/program, Administration

CQI

- Set objectives
- Involve constituents
- Improve program content, structure, tools, etc.
- Assess student learning

★ **Accreditation is a part of CQI:** Verify program meets quality standard ★

HOW CAN ACCREDITATION STANDARDS SUPPORT PROGRAM QUALITY AND ACCOUNTABILITY?

QUALITY

- Accreditation is an essential process that provides the public assurance that programs provide high-quality education and graduate practitioners who can provide competent, safe, and effective care
- The heart of any accreditation program lies in the reliability, validity, measurability, and objectivity of its standards.
- Accreditation standards must encourage improved performance, while at the same time being achievable and not overly prescriptive.
- Develop, review and revise standards and accreditation procedures on a regular basis with the participation of communities of interest.
- Encourage innovation and thoughtful change that meet the needs of the profession, students and the communities served.



HOW CAN ACCREDITATION STANDARDS SUPPORT PROGRAM QUALITY AND ACCOUNTABILITY?

ACCOUNTABILITY

- Implement policies and procedures to ensure fair and consistent application of standards and decision making that includes due process, confidentiality, and expedient response to appeals and complaints.
- Leadership of an effective accreditation program includes operational management; evaluator selection, training, credentialing, operating policies and procedures; design and implementation of a credible and objective evaluation process
- The criteria and the threshold for achieving accreditation should aim to both recognize outstanding performance and differentiate weak performance, while still motivating programs toward a culture of continuous improvement



QUALITY FRAMEWORK

QUALITATIVE INDICATORS

META COMPETENCY ASSESSMENT

- Clinical workplace, authentic encounters
- Criterion-referenced with defined standards
- Frequent evaluations by multiple evaluators
- Multiple assessment strategies
- Valid and reliable measures

Authentic, standards-based assessment strengthens defensibility and consistency.

QUALITY FRAMEWORK

QUALITATIVE INDICATORS

PROGRAM EFFECTIVENESS

- Academic + non-academic measures with thresholds
- Results tracked, shared, and analyzed for decision-making
- Periodic reviews for continuous improvement
- Cohort analysis of student achievement data
- Measures include:
 - learning outcomes
 - completion
 - meta-competency outcomes
 - NBCE/CCEB/licensure
 - retention/attrition

Integrated evidence drives data-informed planning and sustained program quality.

FUTURE DIRECTIONS FOR INTERNATIONAL ACCREDITATION STANDARDS



FOUNDATIONAL SUPPORT FROM A PUBLISHED CONTENT ANALYSIS

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<https://doi.org/10.1186/s12909-025-08052-3>

BMC Medical Education

RESEARCH

Open Access



Program standards and student competencies among global chiropractic accreditation agencies: a content analysis

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- Every regional accreditation agency and all world regions with chiropractic education programs were represented on the panel.
- There is strength in a standardized coding tool, and all accreditation documents were categorized using the same criteria.

FUTURE DIRECTIONS FOR INTERNATIONAL ACCREDITATION STANDARDS



Chiropractic Student Competencies

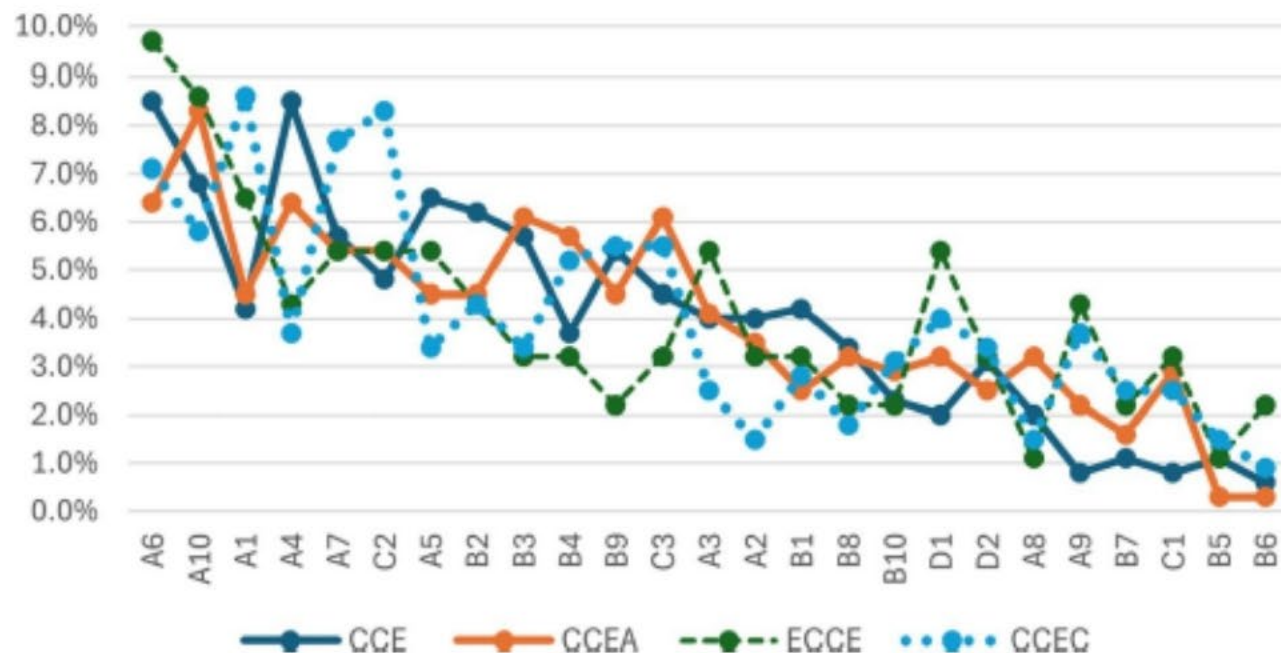


Fig. 1 Proportion of student competency items for individual accrediting agencies from most common to least common (left to right)

Table 1 Model results for student competencies

Source	Sum of Squares	df	F	p-value	Partial η^2	ω^2
Code	0.032	22	9.02	< .001	0.73	0.59
Agency	0.004	3	0.001	.99997	0.001	0.01
Residual	0.012	74				

FUTURE DIRECTIONS FOR INTERNATIONAL ACCREDITATION STANDARDS



Chiropractic Program Standards

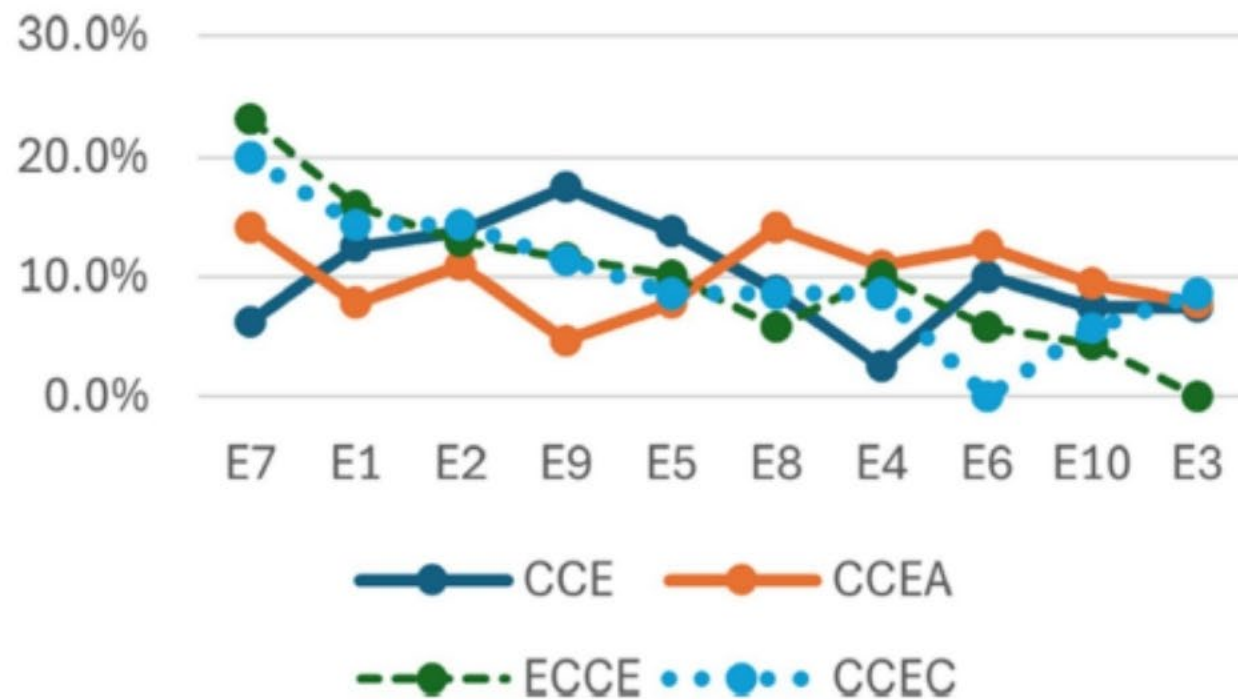


Fig. 2 Proportion of program items for individual accrediting agencies from most common to least common (left to right)

Table 2 Model results for program standards

Source	Sum of Squares	df	F	p-value	Partial η^2	ω^2
Code	0.03	8	1.71	.141	0.33	0.21
Agency	0.001	3	0.0001	.99999	0.0001	0.001
Residual	0.012	28				

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