

**ABPTRFE**

American Board of  
Physical Therapy Residency  
& Fellowship Education

# SELF-EVALUATION REPORT

## FOR NON-CLINICAL PHYSICAL THERAPIST RESIDENCY AND FELLOWSHIP PROGRAMS

*Please note: The Self-Evaluation Report must be accessed and completed through ABPTRFE's Accreditation Management System. This paper format is provided to programs for reference purposes only.*

## SELF-EVALUATION PROCESS – PROGRAM ASSESSMENT

---

- A. Describe the process the program underwent to prepare for this self-evaluation.

Insert Response

- B. Describe how the Program Director, faculty, participants, and other relevant constituencies contributed to this self-evaluation process.

Insert Response

## PROGRAM PROFILE

---

- A. Describe the program's history and why it was developed.

Insert Response

- B. For Re-Accreditation, describe any major changes since the program's most recent accreditation review (e.g., admissions, faculty, enrollment, curriculum, or marketing).

Insert Response

- C. For Re-Accreditation, list any Progress Report or Enhancement Report findings in the program's most recent grant of accreditation letter and in any other Board correspondence to the program since its most recent accreditation cycle. Describe how the program continues to address these areas.

Insert Response

## PROGRAM ORGANIZATION

---

- A. Briefly describe the program's organizational structure.

Insert Response

- B. Create and upload a chart reflective of the program's organizational structure as EXHIBIT 1.

- C. Complete and submit the Participant Practice Site Chart within the Accreditation Management System listing those sites that are used for practice hours as defined within the ABPTRFE Processes and Procedures Glossary of Terms.

## NON-CLINICAL QUALITY STANDARDS

### QUALITY STANDARD 1: MISSION, GOALS, AND OUTCOMES

---

Residency/Fellowship programs' mission communicates the advancing education offered to increase a physical therapist's efficiency and improve outcomes. The mission identifies the program's defined area of practice and promotes excellence in the field of physical therapy education by graduating competent specialty practitioners. The mission guides the program's operations and future growth. The program's goals direct the efforts necessary for continued viability. The program's outcomes identify the knowledge and competencies participants gain upon program completion. Key indicators demonstrate the achievement of the program's mission, goals, and outcomes.

1. The mission statement communicates the program's purpose and commitment to providing quality advanced education to physical therapists in a defined area of practice.

[Upload EXHIBIT 2: [Mission and Goals Chart template](#)]

2. The program's mission statement aligns with the sponsoring organization's mission statement.

1. [Provide the sponsoring organization's mission statement.](#)

Insert Sponsoring Organization's Mission Statement

3. The program identifies goals that are reflective of the defined area of practice. The program goals support the achievement of the mission and communicate the ongoing efforts necessary to support continued sustainability.

[No response required. Provided within EXHIBIT 2: [Mission and Goals Chart template](#)]

4. The program develops outcomes that identify measurable behaviors reflective of the defined area of practice which describe the knowledge, skills, and affective behaviors participants gain upon completion of the program.

[Upload EXHIBIT 3: [Assessment Table template](#)]

5. The program identifies key indicators it uses to annually monitor and measure the achievement of the program's mission, goals, and outcomes. Key indicators form the basis for evaluating participant performance and determining program effectiveness.

[No response required. Provided within EXHIBIT 2: [Mission and Goals Chart template](#) and EXHIBIT 3: [Assessment Table](#)]

## QUALITY STANDARD 2: CURRICULUM DESIGN AND INSTRUCTION

Residency/Fellowship programs focus on the advancement of physical therapist knowledge and practice. Curriculum design focuses the knowledge, skills, and affective behaviors the participant gains in the defined area of practice that may include, but is not limited to: teaching, research, service, scholarly inquiry, governance and policy, leadership, management, ethical and legal issues. Curriculum design enhances professional competence and emphasizes one-to-one mentoring. Curriculum development follows a structured, systematic process that ensures content validity in a defined area of practice. The curriculum allows the participant to achieve the program's outcomes through advancing professional competence. The curriculum integrates a variety of educational methods that support the theoretical basis for advanced practice and is supported by best evidence.

2.1 **Curriculum Development:** The program's comprehensive curriculum is developed from and addresses the most recent version of the Description of Residency Practice (DRP) or the Description of Fellowship Practice (DFP). All curriculum components complement each other to enhance the participant's learning. The program's curriculum organization ensures congruency between didactic and experiential components. The curriculum provides a structure for the designation of types, lengths, and sequencing of learning experiences that ensures the achievement of the program's outcomes.

1. Indicate the publication year of the DRP or DFP used to develop the comprehensive curriculum.

Insert Response

2. Describe how the program's curriculum organization reflects a logical sequence of didactic and experiential components so participants can achieve the program outcomes.

Insert Response

[See EXHIBIT 3: Assessment Table template]

2.1.1 **Program Structure:** The didactic and experiential curriculum permits participants to gain mentored experience as characterized by the Description of Residency Practice (DRP) or the Description of Fellowship Practice (DFP).

1. Describe how the program provides opportunities for participants to gain experience with diverse and complex experiential practice activities as characterized by the DRP or DFP.

Insert Response

2.1.2 **Educational Methods:** The program integrates a variety of educational methods, traditional or innovative, to ensure the participant's advancing level of mastery. Educational methods are appropriate to each of the curriculum content areas and reflective of the program outcomes.

1. List all traditional and innovative educational methods used throughout the curriculum (e.g., lectures, experiential experiences, journal club, independent study, distance education, media, etc.).

Insert Response

2. Provide the rationale for the educational methods used to advance the participant level of mastery of knowledge, skills, and affective behaviors.

Insert Response

2.1.3 **Assessments:** The program implements assessments designed to evaluate the participant's performance based on established measures. The program's formative and summative methods evaluate the participant's mastery of curriculum content based on performance measures and feedback provided in a timely manner. A variety of assessments evaluate the participant's initial and advancing levels of knowledge, practice, application of best evidence, and competence as characterized in the Description of Residency Practice (DRP) or the Description of Fellowship Practice (DFP). At a minimum, one written examination and two performance-based evaluations are required throughout the program.

1. Explain how and when feedback (formative and summative) is provided to the participant throughout the program.

Insert Response

2.2 **Program Requirements:** The program demonstrates compliance with minimum requirements that provide physical therapists with learning experiences resulting in advanced professional competence.

2.2.1 **Program Length:** The program provides a systematic set of learning experiences that address the knowledge, skills, and affective behaviors the participant needs to achieve the program outcomes within a set period of time. Residency/Fellowship programs are completed in no fewer than ten (10) full-time equivalent months and in no more than sixty (60) months.

1. Identify whether the program is full-time or part-time or both and the number of months required for completion of each (excluding time for remediation) consistent with Exhibit 3 by completing the chart below:

Program Format	Program Length (in months)
Select program format (full-time or part-time).	Enter length
Select program format (full-time or part-time).	Enter length

2.2.2 **Residency Program Hours:** The program offers a comprehensive curriculum that meets minimum required hours within the program's defined area of practice. Residency programs require participants to complete a minimum of 1,800 total program hours including 300 educational hours (e.g., didactic, journal club, research, etc.) and 1,500 practice hours within the defined area of practice (e.g., leadership, faculty job activities) inclusive of 150 hours of 1:1 mentoring throughout the program.

The participant is the primary individual completing non-clinical practice area tasks for 100 hours of the minimum 150 mentoring hours. Of these 100 hours:

- At least 75 hours must occur in-person (1:1)

- At least 25 hours may occur using synchronous video technology (1:1)

The remaining mentoring hours may occur in-person or using synchronous or asynchronous methodologies without the participant being the primary individual completing non-clinical practice area tasks.

1. Indicate the total program hours.

Insert Response

2. Indicate the total educational hours.

Insert Response

3. Indicate the total practice hours.

Insert Response

4. Indicate the total mentoring hours.

Insert Response

5. Indicate the total mentoring hours conducted in-person and the participant is the primary individual completing non-clinical practice area tasks.

Insert Response

**2.2.3 Fellowship Program Hours:** The program offers a comprehensive curriculum that meets minimum required hours within the program's defined area of practice. Fellowship programs require participants to complete a minimum of 1,000 total program hours including 150 educational hours (e.g., didactic, journal club, research, etc.) and 850 practice hours within the defined area of practice (e.g., leadership, faculty job activities) inclusive of 150 hours of 1:1 mentoring throughout the program.

The participant is the primary individual completing non-clinical practice area tasks for 75 hours of the minimum 150 mentoring hours. Of these 75 hours:

- At least 50 hours must occur in-person (1:1)
- At least 25 hours may occur using synchronous video technology (1:1)

The remaining mentoring hours may occur in-person or using synchronous or asynchronous methodologies without the participant being the primary individual completing non-clinical practice area tasks.

1. Indicate the total program hours.

Insert Response

2. Indicate the total educational hours.

Insert Response

3. Indicate the total practice hours.

Insert Response

4. Indicate the total mentoring hours.

Insert Response

5. Indicate the total mentoring hours conducted in-person and the participant is the primary individual completing non-clinical practice area tasks.

Insert Response

2.3 **Program Delivery:** The program is conducted in settings where management and professional staff are committed to seeking excellence in education while maintaining sufficient resources to achieve the mission, goals, and outcomes.

1. Describe how the program ensures that the curriculum and learning experiences are delivered consistently across all practice sites and identify who is responsible for this oversight.

Insert Response

2.4 **Mentoring Focus:** The program emphasizes the professional benefit of advanced education through mentoring. The curriculum offers the participant individualized guidance on emerging and current best practices in a defined area of practice. Mentors provide comprehensive oversight and consistent feedback throughout the length of the program focused on advancing the participant's knowledge and expertise in a defined area of practice.

1. Describe how the program matches the mentor to the participant.

Insert Response

2. Describe the mentoring model(s) used over the length of the program.

Insert Response

3. Describe how the program's mentoring offers participants individualized guidance in a defined area of practice.

Insert Response

4. Describe how mentors advance participants' knowledge and expertise throughout the length of the program.

Insert Response

5. Describe how and when mentors provide consistent feedback to the participant.

Insert Response

2.5 **Completion:** The program verifies that the participant meets completion requirements. The program director awards a certificate of graduation to the participant who completes the program. The certificate is issued in accordance with the ABPTRFE Policies and Procedures Authorized Statement and signed by the program director and administrators of the sponsoring organization. A certificate is only issued once the participant completes all program requirements.

- By checking the box, the program certifies that participants meet the completion requirements and the program director awards a certificate of graduation to participants who complete the program and that the certificate is issued in accordance with ABPTRFE Processes and Procedures Authorized Statement including being signed by the program director and administrators of the sponsoring organization.

### QUALITY STANDARD 3: PROGRAM DELIVERY, DIRECTOR, AND FACULTY

Residency/Fellowship programs implement consistent procedures for adequately responding to the participant's needs. Admissions criteria allows for equitable evaluation of the participant's ability to be successful in the program and supports the program's mission, goals, and outcomes. A qualified and experienced program director provides effective administrative leadership of faculty and oversees the delivery of a quality curriculum. Adequate support services facilitate the participant's successful completion and achievement of program outcomes.

3.1 **Admissions Criteria:** The program publishes equitable, equitable, diverse, and inclusive admissions policies and verifies the participant is eligible to practice based on state requirements. The program implements consistent procedures for evaluating each prospective participant's ability to be successful in the program and achieve their educational goals. Programs advance diversity and promote a culture of inclusion and equity, particularly with groups historically underrepresented in the profession.

1. Provide the program's equitable admissions policies and identify who is responsible for evaluating prospective participants.

For this response: Copy and Paste Policy

2. Describe how the program implements consistent procedures for evaluating prospective participants' abilities to be successful in the program and achieve their educational goals.

Insert Response

3. Describe how the program advances diversity and promotes a culture of inclusion and equity, particularly with groups historically underrepresented in the profession within its admission process, and through its work and impact in the surrounding community.

Insert Response

4. Describe how the program verifies admitted participants are eligible to practice based on state requirements for all practice sites.

Insert Response



3.1.1 **Program Contract/Agreement/Letter of Appointment:** The program ensures each participant signs a contract/agreement/letter of appointment prior to commencing the residency/fellowship program. The contract/agreement/letter of appointment is in compliance with the ABPTRFE’s Admissions Offer Disclosures Check List.

By checking the box, the program certifies that it requires participants to sign a contract/agreement/letter of appointment prior to beginning the program.

1. Complete the Admissions Offer Disclosures Check List below as EXHIBIT 4.

This Admissions Offer Disclosures Check List is intended to be used by the non-clinical program and submitted within the program’s Self-Evaluation Report to ensure compliance with ABPTRFE admissions offer disclosure requirements. Programs should provide the page number(s) for the contract or Participant Handbook where each admissions disclosure is published.

Admissions Disclosures	Elements	Contract Page Number	Participant Handbook Page Number
Program Costs	(e.g., tuition and other fees)	Page Number	Page Number
Financial Aid or Stipends		Page Number	Page Number
Hours of Work		Page Number	Page Number
Agreement Duration		Page Number	Page Number
Financial Compensation		Page Number	Page Number
Fringe Benefits	(e.g., meals, uniforms, vacation policy, sick leave policy, housing provisions, and payment of dues for membership in selected professional organizations)	Page Number	Page Number
Probationary Period		Page Number	Page Number
Grounds for Termination		Page Number	Page Number
Appeal		Page Number	Page Number
Mission, Goals, and Outcomes			Page Number
Administrative Policies	<ul style="list-style-type: none"> <li>• Retention Policy</li> <li>• Remediation Policy</li> <li>• Termination Policy</li> <li>• Grievance Policy               <ul style="list-style-type: none"> <li>○ Program</li> <li>○ ABPTRFE</li> </ul> </li> <li>• Leave Policy</li> <li>• Non-Discrimination/Privacy/Confidentiality Policies</li> <li>• Participant Tracking</li> </ul>		Page Number
Designated Learning Experiences			Page Number
Program Participant Duties and Expectations			Page Number
ABPTRFE Quality Standards	Information and links to where participants may read and review ABPTRFE’s Quality Standards		Page Number
Participant Evaluation Processes			Page Number
Participants Attests to Receiving the Participant Handbook	Attestation: “I received the Participant Handbook prior to	Page Number	

	signing the program contract. I certify that I have read, understood, and agreed to all policies and procedures outlined in the Participant Handbook.”		
Participant Signature and Date**		Page Number	

By checking the box, the program certifies that it meets ABPTRFE Admissions Disclosures Check List.

2. Upload a Blank Contract/Agreement/Letter of Appointment for the participant as EXHIBIT 5.

3.2 **Participant Orientation:** The program conducts orientation activities to familiarize the participant with the program requirements including the mission, goals, outcomes, administrative policies, ABPTRFE quality standards, designated learning experiences, and evaluation processes.

1. Describe the program's orientation activities used to familiarize participants with the program requirements.

Insert Response

By checking the box, the program certifies that participants are informed of the mission, goals, outcomes, administrative policies, ABPTRFE quality standards, designated learning experiences, program participant duties, and evaluation processes.

3.3 **Administrative Policies:** The program publishes equitable administrative policies and implements consistent procedures designed to protect the participant and the program.

3.3.1 **Retention Policy:** The program implements appropriate retention policies and procedures including academic and any additional requirements the participant must fulfill to maintain active status through graduation.

1. For this response: Copy and Paste Policy

3.3.2 **Remediation Policy:** The program implements appropriate remediation policies and procedures including criteria for program dismissal if remediation efforts are unsuccessful. The program establishes methods and timelines to identify and remedy unsatisfactory performance. The remediation policies are distributed to and acknowledged in writing by the participant. The program documents and implements any necessary adjustments to the participant's customized learning plans, including remedial action(s).

1. For this response: Copy and Paste Policy

3.3.3 **Termination Policy:** The program implements an appropriate termination policy and procedures including termination of the participant who becomes ineligible to continue in the program (e.g., consistent underperformance or inability to successfully remediate participant). The program establishes procedures and timelines followed for termination. The program identifies the employment status of the participant should program termination occur.

1. For this response: Copy and Paste Policy
- 3.3.4 **Grievance Policy:** The program implements an equitable grievance policy including procedures for appeal that ensures due process for the participant, faculty, and staff. Additionally, the program publishes ABPTRFE's grievance policy that a participant can follow if issues are not resolved at the program level.
1. For this response: Copy and Paste Policy
- 3.3.5 **Leave Policy:** The program establishes appropriate professional, family, and sick leave policies including how these leaves could impact the participant's ability to complete the program.
1. For this response: Copy and Paste Policy
- 3.3.6 **Non-Discrimination/Privacy/Confidentiality Policies:** The program documents compliance with applicable federal, state, and local regulations including non-discrimination, privacy, and confidentiality policies. Programs do not discriminate on the basis of race, color, national origin, religion, sex, gender, sexual orientation, disability, age, and other identities and/or statuses.
1. For this response: Copy and Paste Policy
- 3.3.7 **Participant Tracking:** The program maintains a record of current and past program participants.
1. Describe the program's process for maintaining accurate records of current and past program participants.
- Insert Response
2. Identify who is responsible for tracking current and past program participants.
- Insert Response
- 3.4 **Program Director:** The program director possesses the qualifications and experience in operations, financial management, and leadership to administratively oversee all aspects of the program in support of the mission, goals, and outcomes. The program determines the role and responsibilities of the program director.
1. Describe the program director's qualifications and experience in operations, financial management, and leadership to administratively oversee all aspects of the program in support of the mission, goals, and outcomes.
- Insert Response
2. Describe the role and responsibilities of the program director.
- Insert Response
3. Provide the percentage of full-time equivalent (FTE) that the program director is dedicated to these responsibilities.

Insert Response

4. Upload a copy of the Program Director Curriculum Vitae or Resume as EXHIBIT 6.

3.5 **Program Coordinator:** A program coordinator is appointed if a program director is not a licensed physical therapist who obtained a minimum of five years of experience in the program's defined area of practice. The program coordinator is responsible for overseeing the curriculum and ensuring it comprehensively incorporates the requirements in the Description of Residency Practice (DRP), the Description of Fellowship Practice (DFP), or an ABPTRFE-approved analysis of practice. The program determines the roles and responsibilities of the program coordinator.

1. Describe the program coordinator's qualifications and clinical experience to oversee all aspects of the program in support of the mission, goals, and outcomes.

Insert Response

2. Describe the role and responsibilities of the program coordinator.

Insert Response

3. Provide the percentage of full-time equivalent (FTE) that the program coordinator is dedicated to these responsibilities.

Insert Response

4. Upload a copy of the Program Coordinator Curriculum Vitae or Resume as EXHIBIT 7.

3.6 **Faculty:** Individuals qualified by education and experience comprise the program's faculty based on their roles and responsibilities. The program's faculty possess the academic background, practice, professional experience, and ongoing professional development to ensure the delivery of quality residency/fellowship education. Programs do not discriminate on the basis of race, color, national origin, religion, sex, gender, sexual orientation, disability, age, and identities and/or statuses. Programs strive for diversity and a culture of inclusion among faculty, particularly with regard to historically underrepresented groups.

1. Describe the program's faculty appointment process and how it advances diversity and promotes cultural inclusion.

Insert Response

2. Upload a copy of the Faculty Qualifications Chart as EXHIBIT 8.

3.6.1 **Quantity:** The program employs a sufficient number of faculty who possess demonstrated expertise in the defined area of practice including the appropriate credentials to support the program's mission, goals, and outcomes. The program's adequate number of faculty allow for:

- Teaching, mentoring, administration, individual counseling, supervision, research throughout the program, and

- Faculty activities that contribute to individual professional growth and development.

[No response required. Provided within EXHIBIT 8: Faculty Qualifications Chart]

3.6.2 **Qualifications:** Collectively, program faculty have the qualifications necessary to oversee and initiate the learning experiences of the residency/fellowship program to achieve the program goals through effective program development, design, and evaluation of outcomes. Faculty qualifications include the following:

- Instructional experience,
- Effective teaching and evaluative skills,
- Record of involvement in scholarly and professional activities,
- Academic and experiential qualifications,
- Diversity of backgrounds appropriate to meet program goals,
- Expertise in residency/fellowship curriculum development and design, and
- Expertise in program and participant evaluation.

Judgment about faculty competence in a curricular area for which faculty are responsible is based on:

- Appropriate past and current involvement in specialist certification and/or advanced degree courses,
- Experience as an academician,
- Research experience, and
- Teaching experience.

[No response required. Provided within EXHIBIT 8: Faculty Qualifications Chart]

3.6.3 **Mentor Qualifications:** Mentors for residency/fellowship programs possess significant and current experience (minimum of 3 years) in the program's defined area of practice.

[No response required. Provided within EXHIBIT 8: Faculty Qualifications Chart]

3.6.4 **Professional Development:** The program provides ongoing professional development experiences for faculty to support their role(s) within the program. Faculty professional development experiences are designed to maintain and improve the effectiveness of the leadership and mentorship that results in program improvement. Faculty receive opportunities for mentoring to further their career.

1. Describe the ongoing professional development experiences offered to all faculty to support their specific roles and responsibilities within the program.

Insert Response

2. Describe how faculty receive opportunities for mentoring to further their career.

Insert Response

## QUALITY STANDARD 4: PROGRAM COMMITMENT AND RESOURCES

---

Residency/Fellowship programs' facilities support excellence in practice and dedication to the physical therapy profession. The program and sponsoring organization comply with all accreditation and regulatory requirements including other nationally applicable laws and industry standards. The program maintains sufficient resources to achieve the mission, goals, and outcomes. The program retains sufficient quantity and quality of resources to enable the residency/fellowship program to accomplish its goals. Sufficient resources include adequate learning experiences, faculty, participant support services, staff, finances, access to relevant publications, equipment, materials, and facilities.

4.1 **Experiential Learning:** The program's experiential learning activities are varied and sufficient to meet the mission, goals, and outcomes. The program provides sufficient mentored experiences for the defined area of practice as identified in the Description of Residency Practice (DRP) or the Description of Fellowship Practice (DFP).

1. Describe how the program assures there is a sufficient and varied experiential learning activities to meet the mission, goals, and outcomes.

Insert Response

2. Describe how the program provides sufficient mentored experiences for the defined area of practice as identified in the DRP or DFP.

Insert Response

4.2 **Educational Resources:** The program provides the participant and faculty access to current publications and other relevant materials in appropriate media to support the curriculum.

1. Provide a list of educational resources available to participants.

Insert Response

2. Provide a list of educational resources available to faculty.

Insert Response

4.3 **Support Services:** The program and sponsoring organization provides adequate support services that encourage and promote the participant's successful completion.

1. Describe the support services provided to participants.

Insert Response

4.4 **Financial Resources:** The program maintains financial resources that are adequate to achieve the mission, goals, and outcomes and supports the academic integrity resulting in continued program sustainability.

1. Describe the program's procedures for maintaining financial resources that are adequate to achieve its mission, goals, and outcomes.

Insert Response

4.4.1 **Sponsoring Organization:** For the protection of the program participant, the sponsoring organization demonstrates its support of the program, in part, by providing sufficient funding resources to sustain the program.

1. Describe how the sponsoring organization demonstrates its support for the program.

Insert Response

4.5 **Teach-Out Commitment:** The program and sponsoring organization commit to teaching out participants who are currently enrolled if it is deemed necessary to discontinue offering the program.

1. Please complete the following ABPTRFE teach-out commitment as EXHIBIT 9.

ABPTRFE TEACH-OUT COMMITMENT

“WHEREAS, the program applied to the American Board of Physical Therapy Residency and Fellowship Education Board for accreditation, and achieved such accreditation,

“WHEREAS, said accreditation applies to the program and all corresponding instructional activities,

“NOW, THEREFORE, upon motion duly made and seconded and unanimously adopted, it is RESOLVED and COMMITTED that:

**One** *This program commits that all participants who enroll in this program will receive the education under the terms of their contracts, including receiving all curriculum and instructional materials on a timely basis, any subsequent change in this program’s accredited status or any other circumstances notwithstanding; and,*

**Two** *With the understanding that the intent of this Commitment is to ensure that all participants enrolled by the program before and during its period of accreditation will have the opportunity to complete their program regardless of future circumstances, it is firmly resolved that the letter and spirit of this Commitment will be fulfilled.”*

I certify that this Commitment was duly and legally adopted at a meeting, duly and regularly convened at least annually during which the Program Director and designated representative from the sponsoring organization was present and acting throughout; and that said Commitment will continue in full force and effect.

Enter First and Last Name

Program Director

Enter First and Last Name

Sponsoring Organization Representative Title

## QUALITY STANDARD 5: ASSESSMENT, ACHIEVEMENT, SATISFACTION, AND EFFECTIVENESS

---

Residency/Fellowship programs conduct ongoing evaluation of the mission, goals, outcomes, faculty, curriculum, and participants in a commitment to continuous improvement. The program annually gathers data, monitors results, and analyzes information to determine the extent to which the mission, goals, and outcomes are achieved. The evaluation process is planned, organized, scheduled, and documented to ensure ongoing quality education in a defined area of practice. Participant performance is evaluated initially, on an ongoing basis, and at the conclusion of the program. Participant evaluation data are used to further focus learning and instruction and confirm achievement of the program outcomes. Data collected on the post-graduate performance of the participant is used to evaluate the program's effectiveness and inform curriculum revisions.

- 5.1 **Program Assessment:** The program implements a plan and collects data from key indicators used to annually evaluate the achievement of its mission, goals, and outcomes.

[No response required. Provided within EXHIBIT 2: Mission and Goals Chart template and EXHIBIT 3: Assessment Table]

- 5.2 **Participant Progress:** The program establishes a consistent process for tracking the participant's level of achievement of the program outcomes against identified benchmarks. Overall participant progress is assessed at regular intervals to ensure timely completion and appropriate progression of participant advancement.

1. Describe the program's procedures for assessing the progression of participant advancement at regular intervals.

Insert Response

- 5.3 **Program Director and Coordinator Evaluation:** The program establishes an annual process for evaluating the program director and coordinator (as applicable) including adequate administrative program oversight, evaluation of program applicants, and appropriate allocation of resources against identified benchmarks based on identified responsibilities.

1. Describe the program's procedures for annually evaluating the program director and coordinator (as applicable).

Insert Response

- 5.4 **Faculty Evaluation:** The program establishes an annual process for evaluating faculty which may include an assessment of teaching ability, professional activities, expertise within the defined area of practice, mentoring, and adequate participant support. When determining faculty effectiveness, the program identifies benchmarks and gathers data from multiple sources. Mentor performance is evaluated through direct observations by the program director/coordinator. Annually, faculty receive feedback results for continuous improvement purposes.

1. Describe the program's procedures for annually evaluating faculty.



Insert Response

2. Describe the program's procedures for directly observing mentors annually.

Insert Response

3. Describe how feedback results are communicated to faculty.

Insert Response

4. Describe how the results of these evaluations are used for continuous improvement purposes.

Insert Response

- 5.5 **Participant Post-Completion Performance:** The program regularly collects information about the post-completion performance of the residency/fellowship graduate which is used for program evaluation and continuous improvement.

1. Describe how the program regularly collects information about the post-completion performance of residency/fellowship graduates.

Insert Response

2. Describe how the program uses the information collected about the post-completion performance of residency/fellowship graduates for program evaluation and continuous improvement.

Insert Response

- 5.6 **Program Effectiveness:** The program annually uses comprehensive outcomes data to inform curriculum revisions. The data guides the program's continuous improvement efforts indicative of an ABPTRFE-accredited residency/fellowship program and provides evidence supporting the continued achievement of the mission, goals, and outcomes.

1. Describe how the program uses comprehensive outcomes data (program assessment, participant progress, program director/coordinator evaluation, faculty/mentor evaluation, and participant post-completion performance) to inform curriculum revisions.

Insert Response

2. Describe how the data collected is used to guide the program's continuous improvement efforts.

Insert Response

3. Describe how the program uses this comprehensive outcomes data to support the continued achievement of its mission, goals, and outcomes.

Insert Response

- 5.7 **Outcomes Publication:** The program annually publishes outcomes data that communicates program performance indicative of participant achievement. Outcomes data must be published on the program's website. Information shall be no more than one

“click” away from the program’s home webpage. At a minimum, programs publish their program completion rate.

1. List the program’s outcomes data indicative of participant achievement that is available for review by the public (e.g., website, promotional materials, orientation, or program directory pages). At a minimum, programs publish completion rates.

Insert Response

2. Provide links to the program’s website that demonstrates where outcomes data is published.

Insert Response

SAMPLE. MUST BE COMPLETED WITHIN THE AMS.