

Checklist 1. Evaluation Design Checklist

Section	Element	Guiding question	Done	Comments / actions
Purpose	Rationale	Why does this evaluation exist?	Y / N	
	Stakeholders	Who benefits: APP fellows, faculty, program, or institution?	Y / N	
Objectives	Clarity	Are objectives observable and measurable?	Y / N	
	Alignment	Does it align with program goals and APP postgraduate outcomes?	Y / N	
Evaluation Method	Evaluator	Who completes it: preceptor, faculty, self, or leadership?	Y / N	
	Type	Formative, summative, or both?	Y / N	
Evaluation Method	Frequency	How often is it completed?	Y / N	
Metrics	Knowledge	Does it assess knowledge acquisition?	Y / N	
	Skills	Does it assess clinical and professional skills?	Y / N	
	Application	Can learners apply knowledge in practice?	Y / N	
	Impact	Does it affect patient care, workflow, quality, or outcomes?	Y / N	
Feedback & Improvement	Review	Are results reviewed by program leadership or staff?	Y / N	
	Action Plan	Are improvement actions identified?	Y / N	
	Tracking	Are changes monitored over time?	Y / N	

Checklist 2. Standard 3 Accreditation Evaluation Checklist

Standard	What this means	Examples of how to meet it	Tools / evidence to use	Status	Comments
3.1	The program has a clear evaluation process tied to the curriculum and competencies.	Create an evaluation calendar and match each evaluation to program goals and competencies.	Evaluation calendar, curriculum map, competency crosswalk	Meets / Needs improvement / Not in place	Add notes, gaps, or follow-up actions.
3.2	Each trainee is assessed regularly in the ten competency areas.	Use quarterly reviews, end-of-rotation evaluations, and direct observation tools.	Quarterly evaluation forms, milestone tools, observation checklists	Meets / Needs improvement / Not in place	Document frequency and any missing competency areas.
3.3	There is a process to identify and address trainee performance concerns.	Use a remediation plan with goals, deadlines, and follow-up meetings.	Remediation policy, improvement plan template, coaching notes	Meets / Needs improvement / Not in place	Note whether timelines and measurable goals are included.
3.4.i	Trainees complete a self-assessment at the start and end of the program.	Complete one during onboarding and repeat it at graduation.	Self-assessment form, onboarding packet, end-of-program survey	Meets / Needs improvement / Not in place	Confirm both time points are used.
3.4.ii	Trainees evaluate the program and curriculum.	Ask trainees to rate rotations, didactics, and overall program experience.	Rotation surveys, curriculum survey, annual program survey	Meets / Needs improvement / Not in place	List areas not yet evaluated.
3.4.iii	Preceptors and faculty evaluate trainee performance.	Use standard rating forms and direct observation during rotations.	Preceptor forms, faculty evaluation tools, direct observation checklists	Meets / Needs improvement / Not in place	Note if forms are consistent across sites.
3.4.iv	Program leadership evaluates faculty, preceptors, and the Clinical Director if needed.	Complete annual reviews and use trainee feedback to support them.	Faculty review form, annual evaluation, observation notes	Meets / Needs improvement / Not in place	Indicate who completes the review.

3.4.v	The program uses reflective learning activities.	Have trainees complete journals, debriefs, or guided reflection sessions.	Reflection prompts, debrief forms, focus group notes	Meets / Needs improvement / Not in place	Note how often reflection occurs.
3.4.vi	The program completes a final overall evaluation.	Summarize outcomes, feedback, strengths, and next steps at the end of the year.	Annual program evaluation report, completion survey, summary report	Meets / Needs improvement / Not in place	Describe what is included in the final review.
3.5	Each trainee keeps a portfolio showing learning and progress.	Include case logs, procedures, projects, self-assessments, and goals.	Portfolio template, logs, project files, self-assessment forms	Meets / Needs improvement / Not in place	Note which portfolio items are required.
3.6	The Program Director is involved in the budget.	Review budget reports, attend finance meetings, and know where program costs appear.	Budget worksheet, finance reports, meeting notes	Meets / Needs improvement / Not in place	Document the Program Director's role.
3.7.a	Clinical sites are reviewed for resources and staffing.	Do an initial site review and repeat it on a regular schedule.	Site evaluation form, onboarding checklist, annual site review	Meets / Needs improvement / Not in place	List sites still needing review.
3.7.b	Clinical sites are reviewed for learning opportunities.	Check patient mix, procedures, populations, and specialty experiences.	Clinical site profile, rotation goals, case mix review	Meets / Needs improvement / Not in place	Note any gaps in exposure.
3.8	The program has an Advisory Committee that helps guide improvement.	Meet at least twice a year and keep agendas and minutes.	Committee roster, charter, agendas, minutes	Meets / Needs improvement / Not in place	Record meeting frequency and attendance.
3.9	Clinical faculty and preceptors are evaluated.	Collect trainee feedback and leadership review for faculty and presenters.	Faculty evaluation forms, presenter surveys, annual review records	Meets / Needs improvement / Not in place	Note who is and is not being evaluated.
3.10	There is a process to address faculty performance concerns.	Use an improvement plan with goals, follow-up, and faculty self-reflection.	Faculty improvement plan, self-assessment form, review notes	Meets / Needs improvement / Not in place	Describe how concerns are tracked and closed.

3.11	Faculty receive development to improve teaching.	Offer training sessions, CE, workshops, and annual teaching development plans.	Faculty development plan, attendance logs, CE records	Meets / Needs improvement / Not in place	List faculty development gaps.
3.12	The program reviews itself at least yearly using the accreditation standards.	Review outcomes, identify strengths and gaps, make an action plan, and re-check results.	Annual self-study, outcomes dashboard, action plan, CQI tracker	Meets / Needs improvement / Not in place	Include completion, attrition, alumni, action steps, and re-measurement.