



## ACCREDITATION REPORT RUBRIC

Program Name: Bellin College Orthopaedic Manual Physical Therapy Fellowship

## CLINICAL QUALITY STANDARDS

### 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.

QUALITY STANDARD I KEY ELEMENTS: A residency/fellowship program meets this quality standard through the effective implementation and consistent documentation of the following key elements:

- 1.3 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.

<b>Exceeds Expectations</b>		<b>Meets Expectations</b>		<b>Needs Improvement*</b>		<b>Inadequate*</b>	
Clearly reflects the defined area of practice.	<input type="checkbox"/>	Reflects the defined area of practice.	<input checked="" type="checkbox"/>	Somewhat reflects the defined area of practice.	<input type="checkbox"/>	Does not reflect the defined area of practice.	<input type="checkbox"/>
Well-balanced general aims or purposes of the program's administration and curriculum.	<input type="checkbox"/>	Describes the general aims or purposes of the program's administration and curriculum.	<input checked="" type="checkbox"/>	Describes the general aims or purposes of either the program's administration or curriculum.	<input type="checkbox"/>	Does not describe the general aims or purposes of the program's administration and curriculum.	<input type="checkbox"/>
Broadly stated, meaningful, and achievable.	<input type="checkbox"/>	Broadly stated.	<input checked="" type="checkbox"/>	Overly specific.	<input type="checkbox"/>	Narrowly focused.	<input type="checkbox"/>
Lead to clearly assessable outcomes.	<input type="checkbox"/>	Lead to assessable outcomes.	<input checked="" type="checkbox"/>	Not easily measurable.	<input type="checkbox"/>	Not measurable.	<input type="checkbox"/>
Clearly evident framework with specific criteria for determining program outcomes.	<input type="checkbox"/>	Framework used for determining program outcomes.	<input checked="" type="checkbox"/>	Framework unclear in determining program outcomes.	<input type="checkbox"/>	Framework not used to determine program outcomes.	<input type="checkbox"/>
Supports the mission.	<input type="checkbox"/>	Reflects the mission.	<input checked="" type="checkbox"/>	Inconsistent with the mission.	<input type="checkbox"/>	Not aligned with the mission.	<input type="checkbox"/>
Informs curriculum development, continuous improvement efforts, financial stability, strategic planning, and program sustainability.	<input type="checkbox"/>	Informs curriculum development, continuous improvement efforts, financial stability, and program sustainability.	<input checked="" type="checkbox"/>	Does not communicate ongoing efforts to support curriculum development, continuous improvement efforts, financial stability, or program sustainability.	<input type="checkbox"/>	Does not support curriculum development, continuous improvement efforts, financial stability, and program sustainability.	<input type="checkbox"/>
<b>Exhibit Reference:</b>	Exhibit 2 – Mission and Goals Chart						
<b>CRC Required Actions*:</b>	None						

<b>CRC Comments:</b>	Well written
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1.4 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.

<b>Exceeds Expectations</b>		<b>Meets Expectations</b>		<b>Needs Improvement*</b>		<b>Inadequate*</b>	
<b>Clearly</b> reflects the defined area of practice.	<input type="checkbox"/>	Reflects the defined area of practice.	<input checked="" type="checkbox"/>	<b>Somewhat</b> reflects the defined area of practice.	<input type="checkbox"/>	Does not reflect the defined area of practice.	<input type="checkbox"/>
Aligns with <b>and</b> supports achievement of the mission and goals.	<input type="checkbox"/>	<b>Supports</b> the mission and goals.	<input checked="" type="checkbox"/>	Inconsistently supports the mission and goals.	<input type="checkbox"/>	Does not support the mission and goals.	<input type="checkbox"/>
<b>Clearly</b> identifies the knowledge, skills, and affective behaviors participants achieve.	<input type="checkbox"/>	Identifies the knowledge, skills, and affective behaviors participants achieve.	<input checked="" type="checkbox"/>	Somewhat identifies the knowledge, skills, and affective behaviors participants achieve.	<input type="checkbox"/>	Does not adequately identify the knowledge, skills, and affective behaviors participants achieve.	<input type="checkbox"/>
<b>Concise</b> and specific.	<input type="checkbox"/>	Clear and specific.	<input checked="" type="checkbox"/>	Overly broad.	<input type="checkbox"/>	Overly comprehensive and not specific.	<input type="checkbox"/>
<b>Clearly</b> measurable.	<input type="checkbox"/>	Measurable.	<input checked="" type="checkbox"/>	Somewhat measurable.	<input type="checkbox"/>	Not measurable.	<input type="checkbox"/>
<b>Readily</b> observable.	<input type="checkbox"/>	Observable.	<input checked="" type="checkbox"/>	Somewhat observable.	<input type="checkbox"/>	Not observable.	<input type="checkbox"/>
		Focus on learning outcomes rather than curriculum inputs.	<input checked="" type="checkbox"/>			Focus on curriculum inputs.	<input type="checkbox"/>
Reflects a single, focused outcome rather than combine multiple outcomes supporting clearly measurable outcome statements.	<input checked="" type="checkbox"/>	Mostly reflects a single outcome within each statement rather than combining multiple outcomes that is readily measurable.	<input type="checkbox"/>	Majority of program outcome statements combine multiple outcomes within single statements making it difficult to measure.	<input type="checkbox"/>	Combines multiple outcomes within single statements that results in inability to effectively measure.	<input type="checkbox"/>
<b>Exhibit Reference:</b>		Exhibit 3 – Assessment Table					
<b>CRC Required Actions*:</b>		None					
<b>CRC Comments:</b>		Well written					

1.5 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.

<b>Exceeds Expectations</b>		<b>Meets Expectations</b>		<b>Needs Improvement*</b>		<b>Inadequate*</b>	
<b>Clearly</b> identifies key indicators that correspond to	<input type="checkbox"/>	Identifies key indicators that correspond to	<input checked="" type="checkbox"/>	<b>Majority</b> of key indicators correspond	<input type="checkbox"/>	<b>Some</b> key indicators correspond to	<input type="checkbox"/>

mission, goals, and outcomes.		mission, goals, and outcomes.		to mission, goals, and outcomes.		mission, goals, and outcomes.	
<b>Concise</b> and well-defined.	<input type="checkbox"/>	<b>Clear</b> and well-defined.	<input checked="" type="checkbox"/>	Somewhat defined.	<input type="checkbox"/>	Unclear.	<input type="checkbox"/>
Easily measurable.	<input type="checkbox"/>	Measurable.	<input checked="" type="checkbox"/>	Somewhat measurable.	<input type="checkbox"/>	Not measurable.	<input type="checkbox"/>
<b>Clearly</b> identifies quantitative and qualitative metrics that corresponds to key indicators.	<input type="checkbox"/>	Identifies quantitative or qualitative metrics that corresponds to key indicators.	<input checked="" type="checkbox"/>	Identifies quantitative or qualitative metrics that correspond to <b>some</b> key indicators.	<input type="checkbox"/>	Metrics do not correspond to key indicators.	<input type="checkbox"/>
Data is <b>regularly</b> collected and evaluated <b>throughout</b> the year.	<input type="checkbox"/>	Data annually collected and evaluated.	<input checked="" type="checkbox"/>	Data is <b>intermittently</b> collected and evaluated.	<input type="checkbox"/>	Minimal data is collected and evaluated.	<input type="checkbox"/>
Data supports <b>efficient</b> evaluation of participant performance.	<input type="checkbox"/>	Data supports evaluation of participant performance.	<input checked="" type="checkbox"/>	Data is <b>somewhat</b> sufficient for evaluating participant performance.	<input type="checkbox"/>	Data is insufficient for evaluating participant performance.	<input type="checkbox"/>
Data results in <b>clear</b> evidence of program effectiveness.	<input type="checkbox"/>	Data results in evidence of program effectiveness.	<input checked="" type="checkbox"/>	Data is somewhat sufficient evidence of program effectiveness.	<input type="checkbox"/>	Data is insufficient evidence of program effectiveness.	<input type="checkbox"/>
<b>Exhibit Reference:</b>	Exhibit 2 – Mission and Goals Chart						
<b>CRC Required Actions*:</b>	None						
<b>CRC Comments:</b>	Well written						