

Performance Dimensions	Program Goals (what we want to achieve)	Program Outcomes (what the program needs to produce in order to meet its goals)	Accreditation Standards	Measurement Plan			
				Indicators (what we will measure to determine program towards outcomes)	Data Sources	Frequency of Data Collection	Responsibility for Use
Program Delivery (during the program)	To deliver an effective academic, clinical, and strictly educational program.	High quality educational programs were experienced by residents across training sites.	An evaluation of each clinical and academic component of the program to ensure that the educational objectives are being met.	Program Standard Compliance:	Site visits	Annual	Program Director Site Directors
				• # of Family Medicine residency program standards met	Accreditation Internal review	Thertrial	P3 Dean/ Program Director
				• Comparability of program standards across training sites	End of rotation forms	By rotation	Site Directors Lead Faculty
				• # of accreditation standards met	Domain of care site review surveys	Biannual	Program Director Site Resident Education Case Preceptors
				Resident Educational Experience:			
				• % of academic and clinical learning events given positive ratings by residents			
				• Comparability of resident ratings across training sites			
				Resident Competency Development & Assessment:	Field notes	Once per day	Lead Faculty Site Directors
				• Daily efficient to which assessment and remediation requirements were met by residents	Periodic reviews	Every 4 months	Site Administrators Site Residents
				• # and types of formative and summative assessments delivered (including feedback)	Reflections	Two per year	Site Resident Education Case Preceptors
				• # and types of remediation/learning plans created and completed	Video reviews	Eight over 2 years	
				• Comparability of assessment processes across training sites	SOCA	Ten over 2 years	
					SAAPs	30 over 2 years	
					Site visits	Annual	Program Director Lead Faculty Site Directors
					Preceptor visits	Variable (annual?)	
				Learning Environment:	Learning environment assessment form periodic reviews	Every 4 months	RPS Committee
				• Residents, faculty, and staff who reported a positive learning environment (e.g., they feel respected, supported, and heard)			
				• Comparability of ratings across training sites			
					Tracking leaves	Every 6 months	
				Faculty Development & Assessment:	Preceptor evaluation form	By rotation	Lead Faculty Promotions Committee Preceptors
				• % of preceptors given positive ratings by residents	Promotion/ appointment records	Annual	
				• # of preceptors provided with feedback on their teaching			
				• # of preceptors and promoters			
				Organizational Structure & Management:	Financial tracking records	Annual	Program Director Responsible Dean Finance Committee
				• Costs (by program site and resident)	Finance Committee budget review	Three per year	
				• Cost efficiency			
				• Allocation of resources (program matrix, distributed education model)	Domain of care site review surveys	Biannual	